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Textbook Evaluation: "My Book of English" The case of third year at the primary school of Touggourt District

Teachers attitudes towards the new textbook of third year at Algerian primary school

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Dedication

This work is dedicated to the beloved people who supported me unconditionally and sacrificed a lot to help me throughout the dissertation writing.

To my mother whom I am indebted for the care, love and encouragement and whom her prayers for me facilitate everything that comes in my way.

It is also dedicated to the soul of my father may blessings of Allah be upon him.

To my sisters and brothers for their continued love and support all along this work for their help and guidance , time and encouragement.

To my friends, my classmates, my pupils, and all people who care about me and wish me happiness and success.

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Abstract

The aim of the study to examine the effective of textbook and attitudes English foreign language teachers towards evaluation criteria of the English textbook for the third year of primary school in Algeria , which is called *"My Book of English"*. We tried to evaluate the effectiveness of the third-year English language book with the teachers who teach the third year of primary school in the Touggourt district by using the questionnaire method. The questionnaires were collected from English language teachers in Touggourt district, were met them in a training session with the inspector, who varied in age and level. The study sample consisted 47 teachers and after analyzing and supporting the results of the questionnaire, we concluded that the hypotheses put at the beginning were correct, and that the second generation of the English language book for the third year of primary school will be very effective and compatible to the learner. The results of the study are very important, but we cannot generalize them to all teachers of English in Algeria, so this study will open horizons for other studies and topics in the future. We have presented a set of recommendations based on the results that resulted from it.

Key Words: textbook, textbook evaluation, primary education, competency based approach, evaluation criteria.

List of Abbreviations

AES: Algerian Educational System

CBA: Competency Based Approach

CNP: Council National Program

EFL: English Foreign Language

ELT: English Language Teaching

MNE: Ministry of National Education

PS3: Primary School - year 3

TB: Textbook

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General Introduction

1. Background of the Study

English in Algeria has becomes one of the foreign languages that taught in schools in addition to the national language and French as a second language. In the past, English was taught at the primary level during the reign of Minister Ali bin Muhammad, who thought of introducing English in primary school, who at that time appointed 2000 teachers to teach English. The English language is necessary for several purposes, such as science, technology, culture and the like. Therefore, the Algerian government decided to include the English language in the primary school curricula again in this year 2022, and the first step taken by the Algerian government was to try to write a textbook that contains many aspects, as there is an aspect of the scientific material. There is the educational aspect, and there is the aesthetic aspect. Accordingly, writing any textbook requires many experiences to ensure its integration, such as: drawing and printing. The textbook is one of the most important topics of education and the basis on which it is based. It is the means that connects the learner to achieving goals and objectives, as educators unanimously agreed, is the basis on which education is based. The textbook is one of the most difficult and greatest educational issues because the textbook is the first tool that expresses the curriculum and pushes it towards students for their mental and emotional development, in order to achieve the general and specific objectives of the educational process. So we thought we should study this subject because it was the talk of the hour, especially when the English language was introduced and the first book was printed in the third year of primary school.

2. Statement of the Problem

Choosing the right textbook to use is an essential process that you must base on objectivity this requires careful consideration in assessment and evaluation. To find out the effective of textbook and attitudes English foreign language teachers towards evaluation criteria of the English textbook was selected the new book for the third year of primary school in Algeria . According to Broughton, if schools have enough English teachers and textbooks, they will be ready to teach English. This is because primary schools deal with young learners between the ages of 6 and 11 (Broughton, 2003) Due to the importance of the book in the teaching of English in primary schools, the new book for the third year needs more attention to be analyzed. Grant (1987) claims the perfect book does not exist. It means that every textbook might also have weaknesses although it is published by a trusty publisher. As a result, textbook used in the classroom should go through an evaluation Therefore, many

research questions are proposed how do we evaluate the English language book for the third year of primary school?

Aim of the Study

The aim of the study is to examine effectiveness of textbook and attitudes English foreign language teachers towards evaluation criteria of the English textbook for the third year of primary school in Algeria , which is called *"My Book of English".* We tried to evaluate the effectiveness of the third-year English language book with the teachers who teach the third year of primary school in the Touggourt district. This problem is addressed by answering the following research questions

3. Research Questions

On the basis of the aforementioned objectives, the main research questions to be explored in the present study are following:

To what extent does *"My Book of English"* achieve the criteria of effective textbooks of third year primary school in Algeria in term of layout and design, activities, skills, language type, content, methodology, grammar, vocabulary and cultural components ?

Sub-question :

What are the EFL teachers attitudes towards the use of "*My Book of English"?*

4. Research Hypotheses

Based on the previously mentioned question, it is hypothesized that:

"My Book of English" achieve the criteria of effective textbooks and took into account the importance of each checklist criteria.

5. Research Methods

In order to obtain the research purpose and the above suggested hypothesis, the quantitative method was used through the questionnaire with 47 EFL teachers at Touggourt district, Participants' responses were analyzed by using an instrument called the tentative checklist for textbook evaluation that had been previously developed by many researchers like (Cunningsworth, 1995), (Ur, 1996), (Byrd, 2001), (Littlejohn, 2011), (Mukundan , 2011). Data was measured to what extent does *"My Book of English"* achieve the criteria of effective textbooks of third year primary school in Algeria in term of layout and design, activities, skills, language type, content, methodology, grammar, vocabulary and cultural components in addition to EFL teachers attitudes towards the use of this book .

6. Structure of the Dissertation

The present work consists of a general introduction, three main parts, and a general conclusion. The general introduction contains the background of the study, the statement of the problem, the purpose of the study, research questions, research hypotheses research methods, the structure of the dissertation, and the definition of key terms. The first and the second chapters are theoretical, where the first chapter is divided into two parts. The first parts presents the concept , history, characteristics, advantage of CBA concerning the role of teacher and the role of students, while the second part presents CBA in Algeria, requirement for implementation, CBA in Algeria Primary School, benefits and the purpose and CBA related to the new textbook of 3rd Primary Education. The second chapter of this study highlighted about concept , benefits, limitation, type of the textbook and present the reasons of use the textbook in classroom, while the second part present the important of textbook evaluating, checklist of Suggested Criteria for Textbook Evaluation in term of layout and design, activities, skills, language type, content, methodology, grammar, vocabulary and cultural components , textbook description *"My Book of English"* of 3rd year and topics and Communicative Objectives of 3rd year textbook. The third chapter of this paper is practical; it summarizes the methodology used in this research, the sample, as well as the tools for data collection and analysis the results. In the end, this study concluded with a general conclusion.

7. Definition of key Terms

Cross –Curricular Competence : The cross-curricular competences are of various types, highlighting different facets of the capacity to act effectively: intellectual, methodological, personal and social, and communication-related. They complement each other, so that when one of them is applied, it generally opens doors to the others (MNE, 2022).

Global Competence : What the learners are able to do at the end of year 3 primary school according to their age, needs and immediate environment (MNE ,2022) .

Primary education: The most important stage of education in which the learner has the dimensions of his personality to be a fit individual for himself and his society. Its duration is five years, which comes after preparatory year (not obligation) .

- The first stage, which includes the first and second years.
- The second stage includes the third and fourth year.
- The third stage, which includes the fifth year, and then moves to the intermediate stage. (The Ministry of Education , 2022).

Textbook: is a book that contains comprehensive information about a course or a subject that a student needs, to get through the academic year. This has a set of chapters, question-answers, and exercises included in the curriculum to improve the learning standards of a student and A set of basic information available to achieve predetermined educational goals. This information is presented in a structured scholarly form to teach a specific topic, in a given course and for a specified period of time (AES, 2022).

Textbook evaluating : According to (Cunningsworth, 1995), textbook evaluation is a process of selecting what textbook to use by considering the need and value of teaching and learning and a textbook evaluator should identify her priorities and make own checklist by using some criteria and adding others based on personal priorities.

Value Competence : A value is a demonstration of an attitude in a given context. It aims to internalize social norms in individuals to help them display acceptable social behaviors (Ministry of National Education ,2022).

THEORTICAL PART

Chapter one: Competence Based Approach

Introduction

This chapter presents the theoretical part of the study that tackles the concept, history, characteristics and the advantage of Competence Based Approach concerning the role of the teacher and students. Then, the chapter reviews Algeria requirement for implementation new, competency-based approach in all stage of education. Then focus on use the CBA in Algeria Primary School and their benefits and purpose. Besides, the chapter examines the relation CBA with new textbook of 3rd Primary Education. The competency-based approach's theoretical aspect is explored in this section, along with its growth over time and for its adoption in the AES.

1. CBA

1.1. The concept of Competence Based Approach

CBA In competency-based education, the emphasis is on the learning objectives rather than the subjects that students should be studying. It refers to an educational movement that encourages the formulation of educational objectives as precisely quantifiable descriptions of the knowledge, skills, and conduct that students should have by the time they get their degree (Richards and Rodgers, 2001).

CBA is a hands-on teaching approach that prioritizes life skills and assesses students mastery of them in relation to their actual learning objectives. According to U.S. Education Bureau, 1978, the performance-based procedure that results in the demonstrated learning of the fundamental life skills necessary for a person to successfully function in society is the definition of an education bureau (Cheli, 2010).

The following figure, from US department of education, 2001 (p.105) provide a simple yet powerful visual of Competency Based Approach that shows how Assessment is embedded in every step of the learning process, providing guidance and support for student mastery.

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Assessment of performance          ┌─────────────────┐
                                    │  Demonstration  │
                                    └─────────────────┘

Acquired skills, abilities        ┌───────────────────┐
And knowledge                     │    Competecies    │
                                  └───────────────────┘
                                    Integrated learning experiences
Developed in the            ┌─────────────────────────────────┐
learning process            │  Skills, abililties, and knowledge │
                            └─────────────────────────────────┘

Foundation          ┌─────────────────────────────────────────┐
                    │         Traits and characteristics        │
                    └─────────────────────────────────────────┘
```
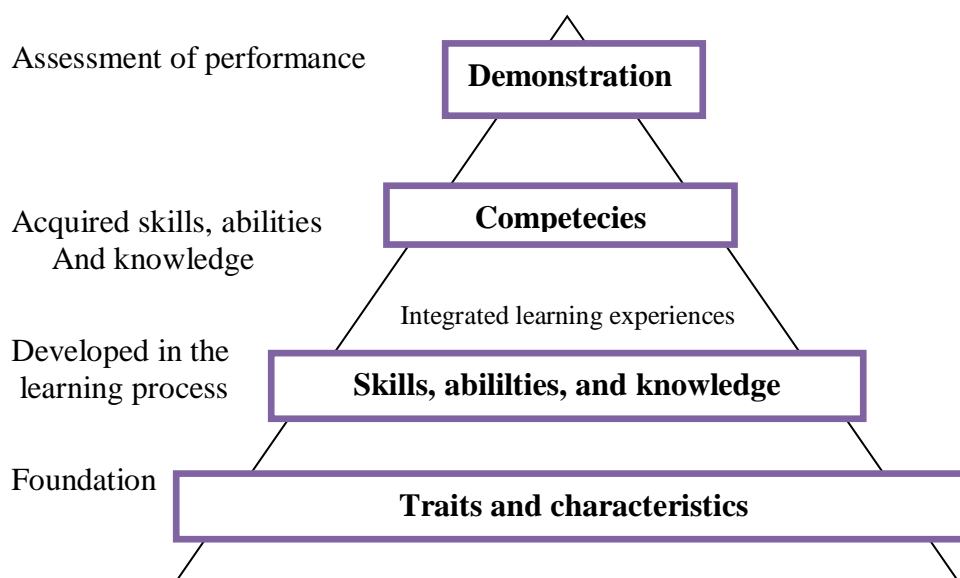
Source: U.S. Department of Education, 2001, P.105

Figure 1: Conceptual of Competence Based Approach

1.2.   The history of Competence Based Approach

The CBA has been introduced in the 1970s in the United States to achieve some specific goals (Kouti,2021). vocational training programmers in the UK and in Germany and many others in the 1980s and vocational professional skills recognition in Australia in 1990s. It has been argued that the theoretical roots of the CBA lie in the behaviorist models of human psychology from the 1950s.This is based on the view that CBA is about making inferences about competency on the basis of performance. It has also been argued that the American forces in the 1950s, influenced by (Taylor, 1947), one of the founders of industrial psychology, who elevated job analysis to a science , first developed and trialed CBA as we know it today (Cheli, 2010). It is "an educational movement that focuses on the outcomes or outputs of learning in the development programs" (Richards & Rogers, 2001, p. 141). As the name suggests, CBA is based on 'competency' or 'competence'. According to the Oxford Advanced Learner's Dictionary (2005), 'competence' means "the ability to do something well" (p. 294) whereas 'competency', as a technical noun, is "a skill that you need in a particular job or for a particular task" (p.294). In practice, 'competence' term when it comes to teaching, the implementation of this approach focuses on enabling learners to learn the English language through significant contribution of practical activities by putting them in situations similar to real ones outside the classroom (Kouti, 2021). The aim, as it seems, is to develop the learners' communicative competence, i.e. to make the learner use his/her knowledge in the right place and time. Language use, then, is of a great importance in this

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approach which is not different from the communicative approach. Some commentators have argued that CBA developed in ways that were influenced by more than one narrow approach to learning. For example, (Harris et al, 1995, p.36), like (Bowden, 1993), have argued that : In the 1970s there were five related to the design of CBA teaching. These were: mastery learning (Bloom 1974), criterion-reference testing (Propham, 1978), minimum-competency testing (Jaegan, 1980), competence in education (Burke, 1975) and programmed learning (Skinner 1952). These movements shared three things in common: modules design and assessment around a list of observable behaviors and the concept of mastery (Harris et al. 1995, p 396)

1.3. The characteristics of Competence Based Approach

CBA is characterized by action oriented in that it gears learning to the acquisition of know how embedded in functions and skills. These will allow the learner to become an effective competent user in real- life situations outside the classroom moreover It is a problem-solving approach in that it places learners in situations that test/ check their capacity to overcome obstacles and problems , make learners think and they learn by doing also It is social constructivist in that it regards learning as occurring through social interaction with other people. In other words, learning is not concerned with the transmission of pre-determined knowledge and know-how to be reproduced in vitro, but as a creative use of a newly constructive knowledge through the process of social interaction with other people, Finally and most importantly, the CBA is a cognitive approach. Bloom has claimed that all the educational objectives can be classified as cognitive (to do with information) and affective (to do with attitudes, values and emotions) or psychomotor (to do with bodily movements). He said that cognitive objectives form a hierarchy by which the learner must achieve lower order objectives before he/she can achieve higher ones. One of the most distinctive features of CBA is its integration of project work as part of learning strategy. Over all, if CBA expands on the communicative approach, it is in the sense that it seeks to make the attainment visible, i.e, concrete through the realization of projects .It also make co-operate learning a concrete reality and opens new avenues for action interaction and the construction of new knowledge (Cheli, 2010).

1.4. Advantage of Competence Based Approach

Advantages of competencies approach from a learner's point of view, according to Richards and Rogers (2001, p. 146) the competencies are specific and practical and can be seen to relate to the learner's needs and interests and the learner can judge whether the

competencies seem relevant and useful in addition to the competencies that will be taught and tested are specific and public – hence the learner knows exactly what needs to be learned also competencies can be mastered one at a time so that the learner can see what has been learned and what still remains to be learned (Kouti,2021) .

1.4.1. Concerning the role of the teacher:

When we talk about competency based approach we automatically target students, and the role of teachers is no longer the same as it was before. Thus, in competency based learning classrooms, the teacher is just a facilitator, or a monitor that going to control the class room and organize the activities that take place in the classroom. In addition, the role of teacher lies in giving students the necessary materials for them to create a good atmosphere for them to practice their skills. Therefore, the success of classroom courses is related to the authenticity and the quality of these materials. Griffith, W. I., & Lim, H. Y. (2014). the teacher is crucial to determine how they should perform and the standards they should be based upon to achieve good performance. In addition, in any learning process the teacher must assess students performance to decide on how well they performed. Thus, in competency based learning, rubric assessment must be developed for students to assess their performance which is the main role of teachers. Then, in competency based learning the teacher should force students to practice their skills as much as possible, that is why, the teacher needs to be creative in choosing the appropriate activities for every skill so that to achieve the competency required (ibid).

1.4.2. Concerning the role of students :

In competency based approach, students will no longer rely upon their teachers, competency based learning is a learner centered no longer teacher centered. That is why the focus is on students' performance, they are required to contribute in their own learning, to do extra searches, extend knowledge and develop their skills. In competency based learning, students must be committed to working on the development of their own skills and achieve the competency required even with the absence of the teacher then, move to another skill if needed. Griffith, W. I., & Lim, H. Y. (2014).Students may not be very interested in competency based learning because of the effort it needs, especially if they have no interest in the subject they are studying. Therefore, motivation here is key to get out of the negative attitudes towards this approach and do more effort to excel at the subject they are studying both in classroom and outside the classroom to be an effective citizen. (ibid).

2. CBA in Algeria
2.1. Algeria requirement for implementation the CBA

According to the didactic guide of the Ministry of National Education (2022), the curriculum of English focuses on three major principles:

- The development of communication competence in English: The goal is to prepare the learner for oral and written communication.
- The learner is in the centre of the learning process: The pedagogical act is no longer based on the transmission of knowledge but it involves the construction of knowledge, taking into account the learner's interests, likes and dislikes.
- There is a constant interaction between teacher, learner, resources , at school and outside school: The role of the teacher is to involve the child in his own learning and to help him to learn. He gives him opportunities to become autonomous at all stages of learning, and to evaluate his own performance. A good student-teacher relationship will create a favorable climate where shared values are essential to shape a good and responsible citizen.

2.2. CBA in Algeria Primary School

In the case of Algerian schools, collective agreements have been introduced since 2003 as part of the reform of the education system. According to the National Education 2022 Teaching Guide for English for Primary 3, the new English curriculum has many purposes.

The objectives behind teaching English in primary according (CNP 2022) is :

A. The learner is proud of being Algerian, Muslim, Arab and Amazigh.
B. respects her/his nation's constant fundamental tenets.
C. discover the relationship between the context, paralinguistic

2.2.1. Benefits and the purpose

The Benefits and the purpose behind teaching English according to (Kouti,2021) are:

- To help our society to live in harmony with modernity by providing the learner with linguistic tools essential for efficient communication.
- To promote national and universal values.
- To develop critical thinking, tolerance and openness to the world.
- To contribute to the shaping of a good citizen, aware of the challenges and challenges of today and tomorrow.

- To give every learner the opportunity to have access to science, technology and world culture while avoiding the danger of acculturation

According to Ministry of Education the aim of learning English is to develop the learners' communicative competence in English because there was a shift from "a paradigm of accumulation and transmission of linguistic knowledge and ideas to a paradigm of interaction and integration, all within a social constructivist view of learning" (Kouti,2021).

2.3. CBA related to the new textbook of 3ʳᵈ Primary Education

This textbook is exclusively meant to help the users (inspectors, teachers and heads) to implement the contents of the syllabus in the classroom practice in terms of what the learners should know and are able to do. It aims at making the components readable, accessible, usable concepts related to pedagogy, didactics, assessment for learning, and the characteristics of 3 rd Primary Education Syllabus will get for the different stake holders. The presentation of the resources and the cross curricular competences. A thorough reading will help you understand the framing. These criteria should by no means be neglected while developing workshops competences, components of the competences, young learners and the strategies through which they learn English effectively in Primary Education (Ministry of National Education , 2022)

The following table, from Ministry of National Education, 2022 introduce terminology related to the components of the 3 re primary education based on competency Based Approach to facilitate its readability.

Table 1: CBA in New textbook of 3rd Primary Education

Global competence		• Interact orally, comprehend oral messages and identify the meaning of words, decode symbols, read simple messages and write letters, words and simple sentences.
Value	**National Identity**	• The learner is proud of being Algerian, Muslim, Arab and Amazigh.
	National Conscience	• S/he respects her/his nation's constant fundamental tenets. •
	Citizenship	• S/he demonstrates respect towards others.
	Openness to the World	•S/he Exchanges and communicates with friends from English-speaking countries to widen her/ his friendship.
Cross – Curricular Competence	**Intellectual Competence**	**The learner can** • Discover the relationship between the context, paralinguistic features and the meaning of words and expressions. • Discover the importance of words and chunks used in oral interaction. • Demonstrate understanding of the strategies of decoding symbols. • Demonstrate understanding of the features of writing.
	Methodological Competence	**The learner can** • Make use of the context and paralinguistic features to identify the meaning of words and expressions. • Exploit the linguistic repertoire and paralinguistic features to interact orally. • Employ the strategies of decoding symbols as required. • Implement the features of writing letters appropriately.
	Communi- cative Competence	**The learner can:** • React to verbal and non-verbal messages to show understanding. • Select the appropriate words and chunks to interact orally. • Communicate the decoding strategies to peers. • Achieve readability through the appropriate use of the features of writing.
	Personal and Social Competence	The learner can: • Respond to oral messages. • Consider speech acts when interacting. • Consider the strategies of decoding symbols to achieve others' understanding. • Value others' writings.

Source: (Didactic guide, 2022, P.4)

Conclusion

In order to effectively implement the competency-based approach, teachers must first have a solid understanding and perspective of it. This will make it easier for them to apply it, because the primary goal of teaching or learning English is to help students become more proficient communicators while also achieving other goals including acquiring values, a sense of identity, and cross-curricular competences.

THEORTICAL PART

Chapter Two: Textbook Evaluation

Introduction

This chapter presents also the theoretical part of the study that tackles the concept of a textbook, benefits and limitations as well as reasons for using a textbook in the classroom. Then, the chapter reviews the importance of textbook evaluation beside a checklist of suggested criteria for evaluation which includes layout and design, activities, skills, language type, content , methodology, grammar, vocabulary and cultural components. Then focus on the types of evaluation textbook. Besides, the chapter describe the second generation textbook of the third year at the Algerian primary school along with its topics and communicative objectives .

1. The Textbook

The textbook is considered as the most vital instrument. It is "an almost universal element of English language teaching and learning situation, it seems it incomplete until it has its relevant textbook" Huttchinson and Tores (1994, p 315). According to Hutchinson & Torres, 1994 In the same reference the way textbook chapters are designed and structured can provide a blueprint of how a lesson shall be conducted. According to Sheldon, 1987 "A textbook can be referred to as published book specially designed to help learners to improve their linguistic and communicative abilities" (Ghettas, 2017) . In Algeria English is taught as second and foreign language. EFL textbook facilitates learning for learners and supports teachers in their work. The Algerian education authority develop new methodologies it leads to designing new textbooks, it consisted in adopting the new approach CBA. In Algeria, little researches tackled EFL textbook evaluation. This resulted in the significant change in 2022 toward the second-generation textbook for third year primary entitled "My Book of English".

Although the use of a textbook is vital in ELT many researches were made on whether the use of the textbook can help or hinder the teaching and learning process. According to (Skierso, 1991) TB can serve as a tool to motivate and stimulate language learning. Moreover, according to Mares, 2003 the textbooks are useful in providing support and security for new inexperienced teachers or teachers have relatively low confidence to deliver ELT lesson in a communicative way (Ghettas, 2017).

Moreover, there was a great debate concerning the benefits and the restrictions of a textbook as (Harmer, 1995) proposed.

1.1. Type of the textbook

A distinction is generally made between two Types :

A Type of textbooks that, in their internal structure, are subject to a systematic arrangement of all contents and activities, according to criteria such as selecting information according to its scientific or academic value and importance in general, and its suitability with the external environment and the cultural and ideological environment of society, taking into account the pedagogical coherence of the contents and units. A Type related to reference books that display a set of information that can be relied upon when needed.

There are two types of textbooks, according to Chopin (1992), namely: textbooks in the strict sense of the word, and books that have acquired, after their authorship, a character or a scholastic dimension. In the same context, a distinction is made between several types of textbooks, according to their functions in relation to the process of learning and formation: there are books aimed at teaching and learning, that is, for the teacher and the student. There are books directed to individual or group education, and there are books that need to be used in learning, and there are finally reference books that help students learn and acquire school knowledge. On the other hand, there are books and pedagogical carriers that accompany previous textbooks (such as guides for teachers, exercise books and applications...), which are often useful for classroom learning and are linked to a specific school subject, academic level, semester, and even a specific axis of the course. It provides the student with the content of the course according to a well-defined sequential system, and at the same time it is suitable for collective (inside the classroom) or individual (inside the home) use (Dafater Education and Training, 2010).

1.2. Benefits of the Textbook

Textbooks play a pivotal role in language classrooms in all types of educational institutions, public schools, colleges, and language schools, all over the world. The vast majority of teachers, however, have textbooks suggested, prescribed, or assigned to them (Garinger, 2001). "Textbooks play a very crucial role in the realm of language teaching and learning and are considered the next important factor in the second/foreign language classroom after the teacher." The textbook is a tool in the hands of the teacher, and the teacher must know how to use it, and how useful it can be for everyone. The wealth of published materials for English language teaching makes selecting the right textbook a challenging task. Moreover, the selection of a particular core textbook signals an executive educational decision

in which there is considerable professional, financial, and even political investment (Sheldon, 1988). Textbooks are a key component in most language programs. In some situations they serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom. They may provide the basis for the content of the lessons, the balance of skills taught and the kinds of language practice the students take part in. In other situations, the textbook may serve primarily to supplement the teachers instruction. For learners, the textbook may provide the major source of contact they have with the language apart from input provided by the teacher. In the case of inexperienced teachers textbooks may also serve as a form of teacher training – they provide ideas on how to plan and teach lessons as well as formats that teachers can use. Much of the language teaching that occurs throughout the world today could not take place without textbooks. Learning how to use and adapt textbooks is hence an important part of a teachers professional knowledge. (Richards, 2001).

Theorists such as (Sheldon 1988, p237). suggested that textbooks not only represent the visible heart of any ELT program but also offer considerable advantages for both the student and the teacher when they are used in the ESL / EFL classroom and Using textbooks is psychologically essential for students since their progress and achievement can be measured according to the content of the text book that because the Text books are effective resource for self - directed learning , effective resources for material ; ideas and activities . For teachers, Text book syllabuses reflect pre - determined learning objectives, material, methodology and activities. The best textbook provides a good syllabus, motivating texts, a good language control. It provides also a reference for students' revision. It is essential for the teachers confidence (Harmer, 1995).

1.3.   Limitations of the textbook

EFL textbooks cause a number of reactions, which often oscillate between two extremes, representing arguments and counterarguments for textbook usage in the classroom.

Renner (1997) express contrary views, arguing that textbooks lack authentic texts since they depict preferences and biases of their authors and therefore may generate misjudgment, misconceptions, prejudices and stereotypical representations of people from other countries. In their view, such teaching materials are not suitable and convenient for classroom usage. Allwright (1981) argues that textbooks cannot meet various needs of learners around the world. There is no perfect textbook that meets the needs of all students, teachers, schools and curricula. Each textbook has its own strengths and weaknesses On the other hand, ibid (1981,

p. 9–10) claims that textbooks are too rigid and they mirror the pedagogic, psychological and linguistic predilections and biases of their authors. .Cathcart (1989) argue that besides cultural and social biases, the representation of the target language in textbooks is unnatural, inappropriate and unauthentic and such language models and dialogues do not prepare students satisfactorily for real-life situations. In their view, textbooks give unrealistic representations of real-life situations as they contain relatively few examples of authentic texts and might lead to misconceptions regarding the target society and its culture and might be dangerous for those who expect to interact with native speakers and, consequently, in order to avoid prevalent bad sides and disadvantages of instructional materials, it is necessary to carry out a systematic analysis of textbooks based on well-established criteria and determine their strengths and weaknesses.

Experts such as Sheldon (1988), Skierso (1991), Cunningsworth (1995), Byrd (2001) have provided various checklists for textbook analysis, from which a teacher can choose according to one's needs.

The following table, introduce advantages and limitations of a textbook:

Advantages	Disadvantages
- Provide structure and a syllabus for a program - Help standardize instruction - Maintain quality - Provide a variety of learning resources - Provide effective language models and input - Train teachers if teachers have limited teaching experience - Visually appealing and efficient - Economy, A textbook is the cheapest way of providing learning material for each learner	- May contain inauthentic language - May distort content - May not reflect students' needs - May are expensive

Table 2 : Advantages and limitations of a Textbook

1.1. The reasons of use the textbook in classroom

Hutchinson and Torres (1994, p. 232) identify four ways in which textbooks can help in times of educational change: first as a vehicle for teacher and learner training ; second because they provide support and relief from the burden of looking for materials; third by

providing as complete a picture as possible of what the change will look like; and fourth through the psychological support they give to teachers and this depends on the approach and quality of the textbook. So it has great impact at all level, from administrators to teacher and students all rely heavily on textbook to achieved prescribed goals and objectives. The textbook determines the components' and method of learning. It controls the contents, the method and the procedures of learning. Students learn what is presented in the textbook, in other words the way the textbook presents materials is the way the students learn it. In fact the textbook influences the class and the learning process where It is provides neat and clean platform for it users and teachers get good readymade activities which provides concrete sample of classroom progress . According to Sheldon in 1980 identified the reason why the teacher uses textbook (Ghettas, 2017), These are as follows:

- Developing their own classroom material is an extremely difficult process for teachers.
- They have limited time so to develop new material is difficult due to the nature of their profession.
- Extreme pressures restrict many teachers: so using text book is one of the most efficient ways of teaching.

2. Textbook Evaluation

Textbook evaluation It is considered as an educational judgement (Hutchinson and Waters1987, p:96).The review of literature on textbook evaluation offers several surveys and checklists made by different authors also the evaluation of the cultural knowledge representation in the textbook by (Skiero's, 1991).In Algeria, the issue was tackled by some studies. According to (Messaoudi, 2020) Textbooks are evaluated based on an analysis tool that takes into consideration pedagogical, scientific, social and cultural aspects. There were important researches about textbooks' evaluation by making judgment about the effect of the textbook on the people using them, as an example of this kind of evaluation (Grant, 1987) also expressed different opinions about textbook evaluation because is a form of professional improvement. Evaluation focuses on the users of the textbook making judgment on its efficiency.

2.1. The Importance of Textbook Evaluation:

Textbook evaluation is an important process which can be beneficial to publishers, teachers as well as students. (Amrani, 2011) asserts, publishers have always needed to evaluate their materials in order to satisfy a wide range of end-users. Except for publishers, teachers also need to evaluate teaching materials for a variety of reasons. To begin with, evaluation helps the selection of an appropriate textbook. Furthermore, sometimes there is the need to adopt new textbooks through evaluation. As discussed above, textbook evaluation is an important process which, as noted by (Hargreaves, 1989) is sometimes neglected. However, it should be noted that the evaluation process is actually of secondary importance to the criteria against which textbooks are evaluated. (Sheldon, 1988) has offered several reasons for textbook evaluation:

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

2.2. A Checklist of Suggested Criteria for Textbook Evaluation

There are many criteria that can be used for evaluating EFL textbooks, for examples, (Grant, 1987), (Sheldon, 1988), (Cunningsworth, 1995), and the last but not the least (Mukundan , 2011). Each expert has their own idea about the evaluating criteria of EFL textbook. However, all agree that evaluation checklists should consist of some criteria related to the physical attribute of textbooks such as layout, design and size.

Number of scholars have proposed different evaluation checklists included of what they believes to be the most essential general criteria such as , design and organization, etc. A number of other scholars and researchers such as (Chastain, 1971),(Tucker, 1975), (Daoud and Celce-Murcia, 1979), (Canlin and Breen, 1979), and (Sheldon , 1988) have also attempt to come up with their own evaluation checklist. Littlejohn (2011) presents a framework different from the evaluation checklists available. Although he agrees that such frameworks can be useful depending on the purpose you have in evaluating materials, Littlejohn suggests that we need a general framework through which materials can speak for themselves. Littlejohn (2011) proposes a framework which provides a list of the aspects that need to be

considered from a pedagogic viewpoint. His framework is divided into two parts: publication and design. The first section concerns the tangible or physical aspects of the materials while the second section relates to the thinking underlie the materials. On the other hand, some language practitioners and researchers believe that since instructional settings are uniquely different we need different evaluation schemes as well. As an instance, (McDonough and Shaw, 2003) suggest that they can't certainly set worldwide criteria for evaluation since some might argue that textbook criteria are often local. Moreover, (Byrd , 2001, p.416) states "making a comprehensive yet reasonable checklist for evaluation of textbooks is an enormous challenge that requires different lists for different types of courses in different settings". in this research we present study made an attempt to come up with local evaluation criteria against which ELT textbooks could be evaluated :

- Criteria related to the physical characteristics of textbooks include layout and design.
- Criteria that assess a textbook's content, methodology and fits the needs of the learners
- Criteria related to the specific language, grammar, and skills that are covered by textbook as well as the vocabulary and activities.
- Criteria related to representation of cultural components, and topics which match up to students personalities, backgrounds, needs, and interests.

2.2.1. Layout and Design

Littlejohn (2011, p.179) offers two major criteria for examining the worthiness of a textbook, they include publication and design aspect. Additionally, the layout and design should be appropriate and clear and textbook designers need to take into account these principles. It is because a good textbook provides the students and teachers a comprehensive explanation on each part. In each unit of textbooks, the designer should provide information of the materials being presented. The textbook is should be organized effectively. Illustrative colored pictures, diagrams and charts should be included.

2.2.2. Activities

A textbook should provide a balance of activities to encourage communicative and meaningful practice that incorporate individual , pair and group work in order to creative , original and independent response .The activities should achieved all the objectives in realistic contexts. The activities in textbook must be designed in interesting and meaningful ways following the nature real life and these activities should give a balance between the acquisition of new language skills and the amount of practice. According to (Cunningsworth, 1995) the activities should be taken into

account terms and the number of activities, The activities must be designed in interesting and meaningful ways following the nature of listening in real life

2.2.3. Skills

The materials should include and focus on the skills that students need to practice .The materials should provide an appropriate balance of the four language skills; listening, reading, writing, speaking.

Cunningsworth (1995,p.67) mentions that textbooks must be provided pre-listening tasks for help learners and reduce the complexity of the text which will make it more comprehensible for them.

According to (Cunningsworth, 1995,p.69) In textbooks, speaking should play role and give a balance between the acquisition of new language skills and the amount of practice in order to facilitate the learners to produce accurate spoken utterances.

Cunningsworth (1995,p.73-75) points out some dimensions of reading materials which should be taken into consideration like selection the topic , students, ability, the exercise and activities, this makes reading is relatively easy to be done.

writing activities in textbooks require the students to produce something such as filling the gaps, dictation, for that , textbooks should also adapt this principle by presenting how words are combined into a meaningful discourse structure. This also means looking beyond the mechanics of writing at the sentence level (Cunningsworth, 1995,p. 81).

2.2.4. Language Type

The language used in the textbook should be authentic and effective for students in addition to appropriate vocabulary . the gradation of grammar points Should be presented with clear and easy examples and explanations. from main criteria propose by (Ur, 1996) of evaluating the textbooks is the language which should be comprehended easily.

2.2.5. Content

One from the main aspects to be considered in evaluating textbooks According to (Byrd, 2001) include content/explanations

- The content of a textbook should be relevant to students needs .
- The content of the textbook should be generally realistic.
- The content of the materials should be interesting , challenging and motivating
- There should be a sufficient variety in the content of the textbook.

2.2.6. Methodology

Mukundan, (2011, p.104-105) offer a comprehensive checklist of textbook evaluation included two main parts general attributes and teaching-learning content. General attributes seek to answer questions in relation to the match between textbook and the syllabus, the methodologies employed, the capability of textbook to some factors related to the learners' needs, interests.

2.2.7. Grammar

Textbook is categorized into some aspects related to the grammar, vocabulary (Byrd in Celce-Murcia, 2001, p. 419-420). Due to the fact that grammar plays an important role in English language teaching, the grammar Should be presented in textbook with clear, easy and interesting examples and explanations balanced between form and meaning, the activities should be also integrated in accordance to grammatical principles and the   functions   being taught.

2.2.8. Vocabulary

According to (Cunningsworth, 1995, p. 38) good vocabulary in textbook should adding new words into the old ones This will enable students to use words properly and this strategies aimed at raising students' awareness that words are interconnected and interrelated each others. Taking the principle of good vocabulary tasks into account and the words should efficiently, repeated and recycled across the book for reinforcement of words they   have   learned previously.

2.2.9. Cultural Components

Integrating the learners' own culture into the target culture in teaching English is fine, but the textbooks used in the classroom should sensitive have been relevant considered to the culturally content for aimed at maintaining local and national identity, according to Ena (2013, p 17) argues that book will be more effective when their accommodate with culture of the learners.

. The following table present suggestion checklist criteria for evaluation the textbook of 3rd year in primary school.

Table 3: Checklist of Suggested Criteria for Evaluation 3ʳᵈ year Textbook

Layout and Design	• The layout, design and size should be appropriate. The textbook should be organized effectively and attractive. Illustrative colored pictures should be included
Activities	• Activities should be friendly and adequate.
Skills	• The textbook should include and focus on the skills that students need to practice. Should provide an appropriate balance of the four language skills, listening , reading , writing, speaking .
Language Type	• The language used in the textbook should be natural, real and compatible to the age of the learners.
Content	• The content of a textbook should be relevant to students ' needs, interesting and realistic.
Methodology	• The textbook should be matches to the specifications of curriculum and compatible to the interests of the learners.
Grammar	• The grammar Should be presented with clear, easy and interesting examples and explanations
Vocabulary	• The textbook should be repeated words and recycled efficiently.
Cultural Components	• The textbook should be considered about the cultural sensitivities.

(Journal of Language Teaching and Research,2012, Vol. 3, No. 6, pp. 1128-1134)

2.   Types of evaluation of textbook

 There are three types at which a textbook can be evaluated. Pre-use evaluation, whilst –use and after use evaluation.

3.1. Pre-use evaluation: Predictive or pre - use evaluation that is designed to examine the future or potential performance of a textbook is mainly Impressionistic and predictive involved with the destiny of newly designed textbooks (Gunning Worth, 1995).

3.2. Whilst -use evaluation: The in - use of textbook evaluation is designed to examine material that is currently being used it is called In - use evaluation (Gunning Worth, 1995) or Retrospective evaluation. According to (Mukundan , 2007) It is a long-term process and will continue used as long as the textbook is used.

3.3. After–use evaluation: The retrospective ' or ' post - use ' reflection: (reflective) evaluation of a textbook that has been already used is used after the use of the material to look for improvements.

According to (Cunningsworth , 1995), a textbook evaluator should identify her/his priorities and make own checklist by using some criteria mentioned and adding others based on personal priorities. Relating to the statement of Cunningsworth, the researcher prefers to use textbook evaluation checklist proposed by (Mukundan , 2011).

The following figure 2, the type of evaluation textbook, based on (Cunningsworth , 1995, p 14). Provide a simple process about evaluation the textbook .
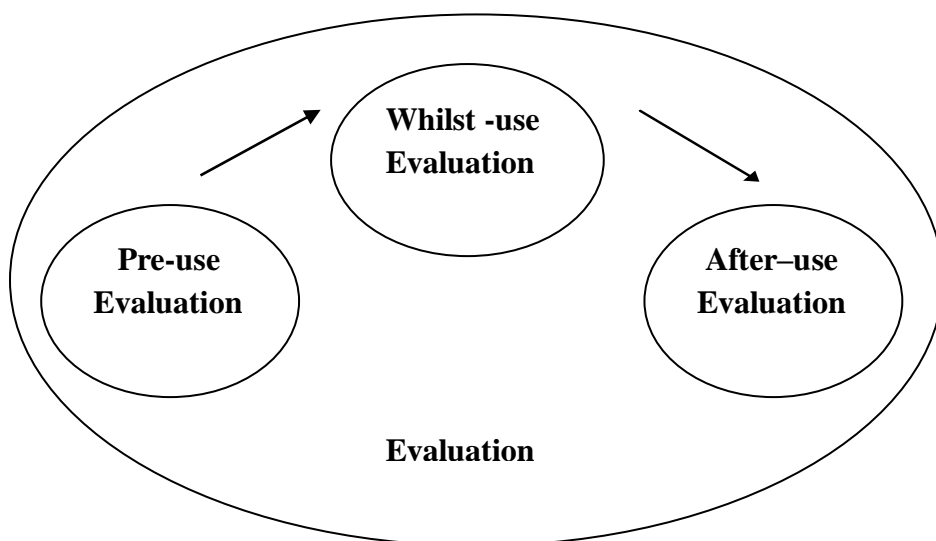
Source: the type of evaluation textbook, Based on Cunningsworth , 1995, p 14

Figure 2: The Type of Evaluation Textbook

3.   Textbook description "My Book of English" of third year

My Book of English the official textbook for third year pupils in primary school. It is a new book issued in the official syllabus set down by the Ministry of National Education (2022) which aimed at adopting a competency based approach to language teaching, this textbook meant to fit the different needs.

Table 4: Presentation of the 2ⁿᵈ generation textbook of Primary school year three

The author's Name	TAMRABET Lounis (Head of project and Curriculum Designer) CHENNI Abdel fetah (teacher Trainer and Material writer)
Title of the Book	My book of English for 3ʳᵈ year primary School
Publishing House	ENAG EDITIONS
Type of the material	a material designed for teaching Englishfor primary school year three at the Algerian classroom
Topics and book map	ME, MY FAMILY ANDMY FRIENDS MY SCHOOL MY HOME MY PLAYTIME MY PETS MY FANCYBIRTHDAY
Number of the pages	64 page
The size of the Book	20cm/28cm
The price	180 Dinar
ISBN	978-9947-77-157-0
approve number	1858/m/22

(My book of English 3ʳᵈ year of primary school AES, 2022)

4.   Topics and Communicative Objectives of 3ʳᵈ year textbook

The contents of the book, it is varied and includes a rich program in which the learner's family, his school, his game and the pets he loves to enable the student to communicate with his friends. This book will also help the learner to enhance his love

for his country. This book also includes multiple activities that allow the learner to get acquainted with this language and also allow him to communicate with others by easy language.

Table2.1: Topics and Communicative Objectives of 3rd year textbook

TOPICS	COMMUNICATIVE OBJECTIVES
ME, MY FAMILY ANDMY FRIENDS	• Greeting people/Leave taking • Introducing oneself, family, friends • Saying numbers • Asking about age and place of residence
MY SCHOOL	• Naming school objects • Naming colors • Asking about and locating school objects • Naming days of the week • Asking about school timetable
MY HOME	• Naming rooms • Asking about their location • Locating people inside a house • Following instructions
MY PLAYTIME	• Naming and asking about favorite toys • Identifying toys • Asking about colors
MY PETS	• Naming pets • Describing pets: identifying their size and parts • Asking and giving information about pets
MY FANCY BIRTHDAY	• Naming objects and foods related to birthday celebration • Naming different face parts • Expressing offers and thanks • Responding to offers and thanks • Expressing wishes, feelings and emotions • Following instructions

(Didactic Guide of English for 3rd year primary education, 2022, p.9)

Conclusion

In order to selective good textbook and facilitate the students with best material this chapter explained information to who have interest in evaluating English textbook based on different criteria, because the primary goal is how to design and select the appropriate textbook that can be used to support teaching and learning process.

Chapter Three

Methodology and Discussion of the Finding

Chapter Three: Methodology and Results

Introduction

The study in hand evaluate the new textbook of third year in primary school . This chapter is devoted to account for the research design and methodology followed to achieve , methodology ,It includes the research method; the population and corpus , data collection , data analysis procedures . the instrument selected to collect data is demonstrated , and results are reported and discussed.

1. Methodology

This research-based quantitative study . According to Creswell (2014), survey research presents a quantitative assessment of the trends, attitudes, or point of views of a population through the analysis of results of a sample taken from that population. However , considering the study's objectives , the questionnaire was selected as research tools .In this study, quantitative research design was used to analyze the tasks of textbook. In brief, the research design used in evaluating English textbook entitled "MY BOOK OF ENGLISH " for the third class of primary school was categorized as descriptive quantitative content analysis.

1.1. Methods and Data collection

To collect data for the present study was taken from the content of English textbook entitled "MY BOOK OF ENGLISH " for the third class of primary school .This textbook is published by National Education and designed for primary school learners in Algeria . "MY BOOK OF ENGLISH " has 64 pages. The survey development cycle begins with developing survey questions and data collection tools. Survey design is then performed on a sample of respondents who share similar characteristics . Surveys are revised and validated based on analysis of participant responses. the survey questions was presented in first part of Appendix

1.2. Population and corpus

The corpus of this study are 47 EFL teachers at Touggourt district out from the total numbers of 55 teachers .Whereas, the total number of schools in which these samples are taught is 141 primary schools from total of 188 primary schools, at a rate of one teacher for every 3 schools .The teachers were selected based on the division approved by the Ministry of Education department of Touggourt, which appointed 55 teachers in the Touggourt district .

The 47 samples they were divided into 33 females and 14 males .the instruction was presented in second part of Appendix (N.2).

1.3. Data analysis procedures

The data collection was analyzed quantitatively by using an instrument called the tentative checklist for textbook evaluation that had been previously developed by the researchers (Mukundan , 2011). Data was measured on a five-point Likert-type scale, that is, "4= very Important , 3= Important, 2= Fairly Important, 1= Less Important, 0= Unimportant. in addition to extent agree or disagree about content of English textbook whether or no compatible to the need of the learners and contain modern scientific information.

2. Results and discussion of the finding

In this part, we present the results obtained from the questionnaire and interpret them to answer the proposed research questions proposed in the general introduction.

2.1. The results of Questionnaire

This section presents the results of the questionnaire. The first part of this questionnaire included background information is used for the participants' profile. The second part involved textbook use for the participants and the third part discussed textbook Evaluation Criteria.

2.1.1. Background Information

2.1.1.1. Descriptive Statistics and Demographics

Table 6 shows the descriptive statistics related to the demographics of the respondents and their total number 47 , there were 33 female and 14 males, who were 72 % aged between 30 to 39 and 28 % aged between 40 to 49 (see table 6 and figure 3) . .

Table 6 : Demographics Result of Participants Age and Gender

Demographic feature	Category	Frequency	Percentage (%)
Gender	**Male**	**14**	**30 %**
	Female	**33**	**70 %**
	30-39 years	**34**	**72 %**
Age	**40-49 years**	**16**	**28 %**
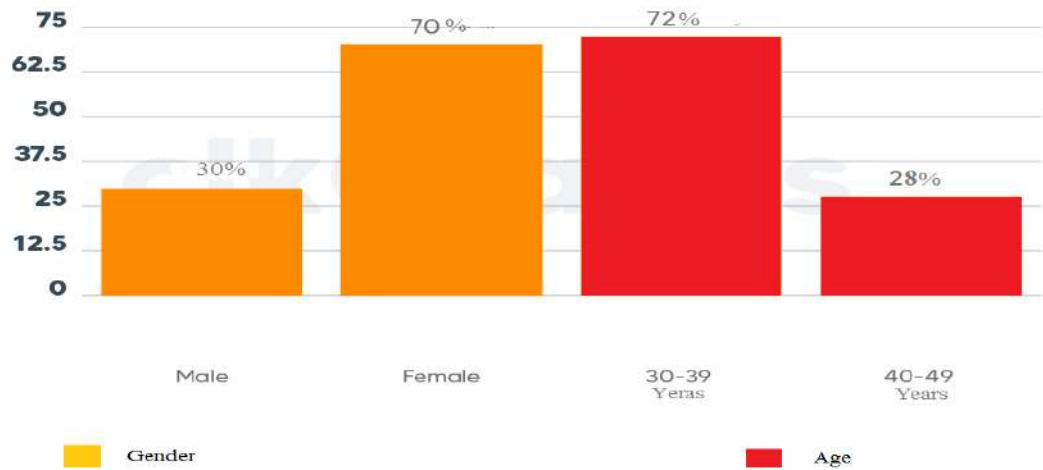
Figure 3: Demographics Result of Participants Age and Gender

2.1.1.2. Descriptive the level of education

In terms of education level, majority of the respondents (81%) had a bachelor's degree . The rest had a master's degree (19%).

Table 7: Distribution of Participants based on the level of education

level of education			
Category	BA	MA	PhD
Frequency	38	9	0
Percentage (%)	81%	19%	0%
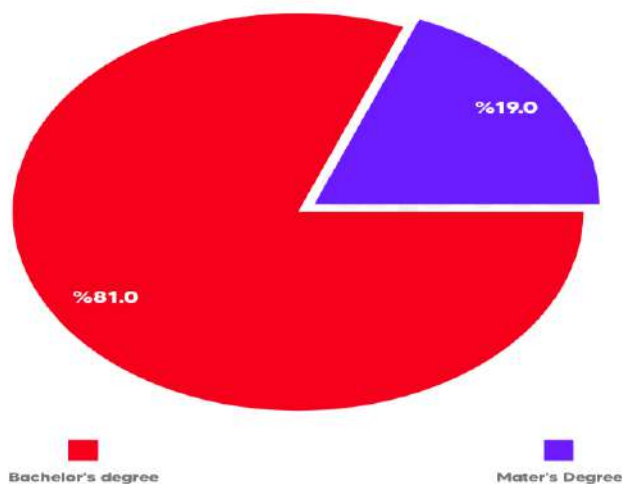
Figure 4: Distribution of Participants based on the level of education

2.1.1.3. Distribution Teaching Experience of Participants

Respondents' teaching experience ranged from 1 to 5 years, with the majority (92%) having low teaching experience and the minority (8 %) having high teaching experience   (see table 8 and figure 5) .

Table 8: Distribution of Participants based on their years of Experience

Demographic feature	Category	Frequency	Percentage (%)
Teaching experience	**1-5 years**	**43**	**92%**
	6-10 years	**03**	**6 %**
	11-20 years	**01**	**2 %**
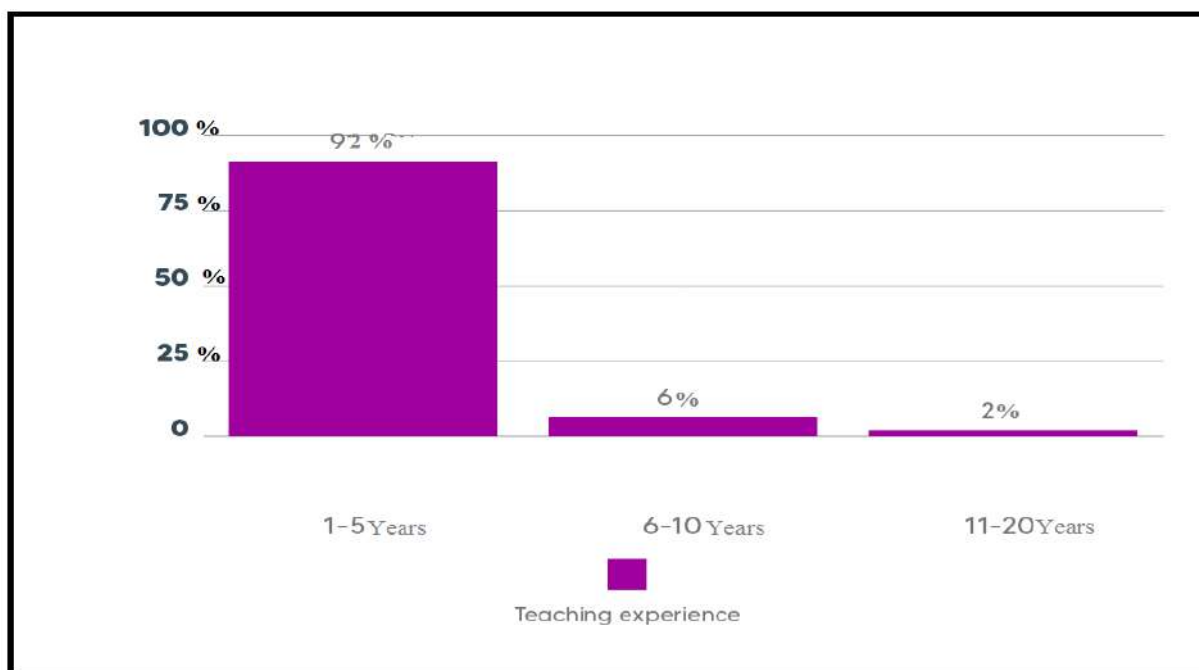
Figure 5: **Distribution of Participants based on their years of experience**

2.1.2. Textbook use
2.1.2.1. The Comments and Response of the Participants

Selected 4 participants answer from the total finding of the questionnaire and their answer almost similar to the other .Table 9 show the Comments and response of this participants.

Table 9 : The Comments and response of the participants.

Items	Comments and response of the participants			
	Participant 1	Participant 2	Participant 3	Participant 4
How satisfied are you with the content and methodology of the 3rd year textbook ?	"3 rd years textbook" I find it so simple and so practical. Yes I am satisfied .	Both content and methodology are very simple and adequate to the learner's needs.	Effective and rich of techniques and helpful .	I am satisfied , it is small , rich funny, attractive , simple, I like it.
How does use of the textbook facilitate your teaching ?	Illustrations. Learner use for revision and preparation.	It clarifies the steps I follow during my teaching process	The textbook help me in my teaching, it simplifies the lesson for the learner by using the picture , activities , the name of the persons .	The book helps us even the tasks are several (many) , teacher can choose what is appropriate for learners .
What challenge have you faced when using the textbook?	Time (45 min) not enough at all and sometime I can not understand the activity which deal with the lesson, even if I use the listening script.	No one can use the text book without listening to audio scripts especially in doing the Activities	the challenge is how to work in class without the book when the ministry obliged pupils to keep them at home to get a light school bag	The only challenge I face when using the textbook, I have to read to the students the exercise so they can answer the question.

2.1.2.2. Participants View about General Content of Textbook

Table 5 represent the general content of English Textbook for 3rd year primary school , there were participant with percentage of 76 % agree that the general content of Textbook compatible to need of the learners, and the other disagree with rate of 24 % (see table 10 and figure 6) .

Table 10: General Content of English Textbook

Textbook Content	Agree	Disagree
Readability of the texts (handwriting, language, vocabulary)	41	06
The size of the book is appropriate for the age of the learner.	40	07
Choose main and sub headings	36	11
The content corresponds to the level of mental maturity of the learner.	32	15
The content is compatible with the social and cultural milieu of the learner.	36	11
The examples and the questions are clear and sufficient to take into account individual differences.	26	21
The material of the book took into account the motivation of the activities in stimulating thinking and stimulating the self-effort of the learner.	35	12
The scientific content is correct and the information is up-to-date.	37	10
The subject of the book took into account the scientific and technological development.	38	09
The book does not contain typographical errors.	33	14
The book does not contain epistemological errors.	42	05
The book does not contain scientific errors.	39	08
The book does not contain methodological errors.	31	16
Percentage (%)	76 %	24 %
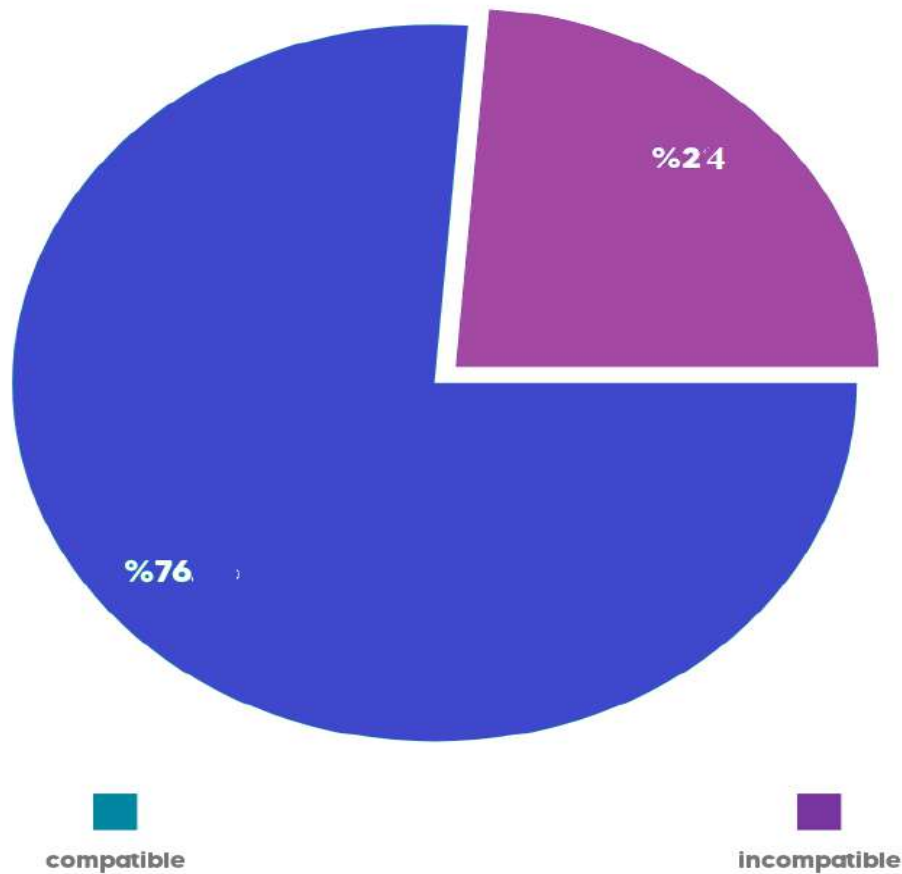
Figure 6: Describe the compatible of general content based on the need of the learners

2.1.3. Textbook Evaluation Criteria

The questionnaire was handed over to the respondents. The results of the survey were quantitative data analyzed using descriptive statistics and factor analysis methods, the results of which are described in the second section in order to answer the first research question , that is the importance of each criterion. the frequency , and the percentage of each criterion rated by the respondents were calculated.

2.1.3.1. Layout and Design Criteria of third years Textbook

The most of participants agree on the layout of the book is attractive and friendly to the learners with no complex charts. They agree also that the size of the book are important and appropriate for students . Somewhat disagree that are some lesson take much time to deliver the information of the learners (see table 11 and figure 7) .

Table 11: Descriptive Statistics results for the Importance of Layout and Design Criteria

Criteria	Evaluation Checklist Criteria	Level of importance				
		UI (0)	LI (1)	FI (2)	I (3)	VI (4)
	Its layout is attractive	3	3	10	5	26
Layout		**6 %**	**6 %**	**21 %**	**11%**	**56 %**
and	It is friendly with no	2	2	9	11	23
Design	complex charts.	**4 %**	**4 %**	**19 %**	**23 %**	**50 %**
		0	6	3	6	32
	The size of the Book	**00%**	**13 %**	**6 %**	**13 %**	**68 %**
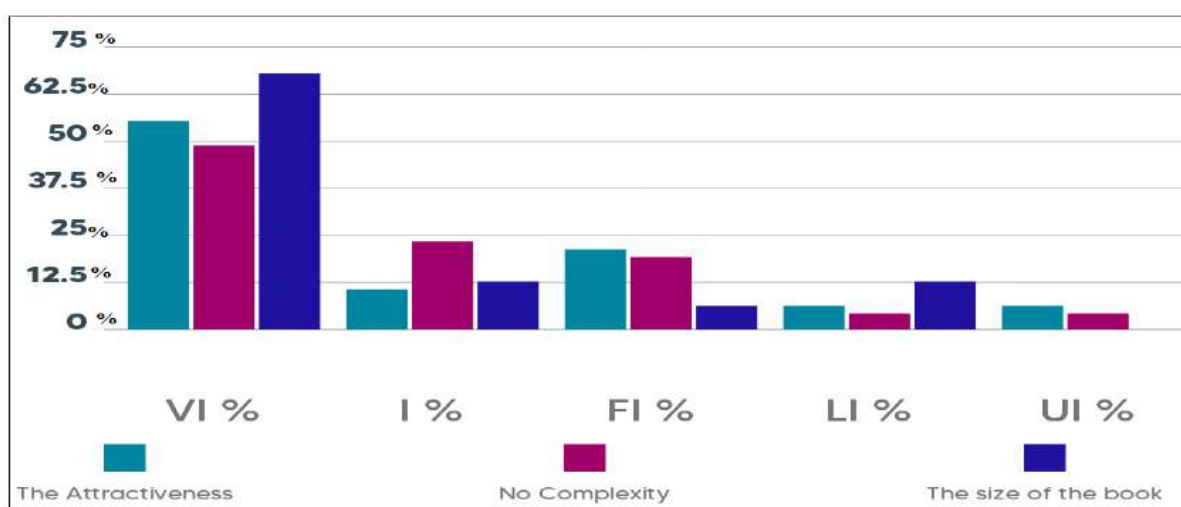
Figure 7: Percentage of importance Layout and Design Criteria in 3ʳᵈ years textbook

2.1.3.2. Activities Criteria of third years Textbook

More than half of participant agree that the activities in textbook is friendly and adequate for learners except some of them which disagree that are some activities not feasible and not suitable for kids in addition to the level of difficulties in activities some time is hard even for teachers(see table 12 and figure 8).

Table 12 : Descriptive Statistics results for the Importance of Activities Criteria

Criteria	Evaluation Checklist Criteria	Level of importance				
		UI (0)	LI (1)	FI (2)	I (3)	VI (4)
Activities	The activities in textbook	1	5	14	4	23
	learner friendly and adequate.	**2 %**	**11 %**	**30 %**	**8 %**	**49 %**
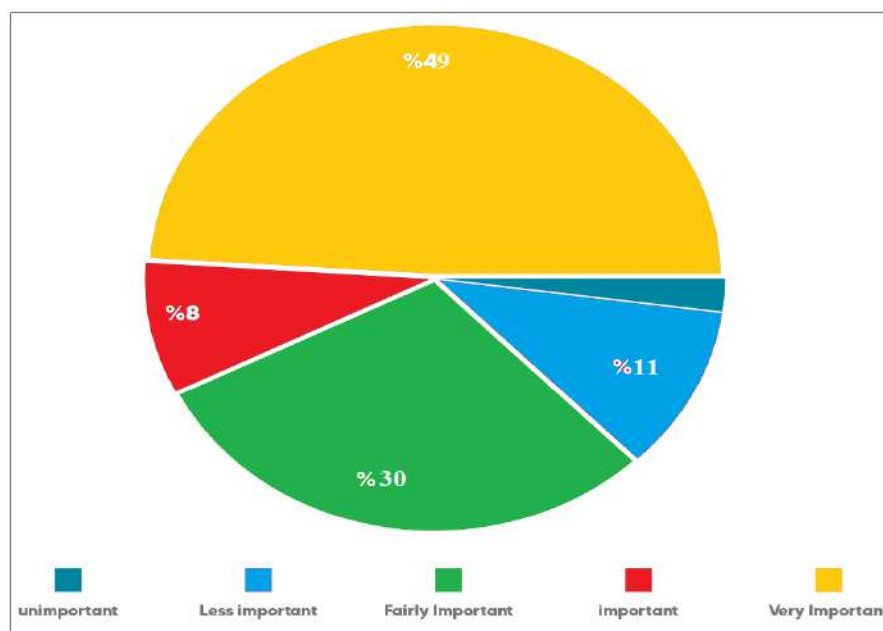
Figure 8: Percentage of importance of Activities Criteria in 3rd years textbook

2.1.3.3. Skills Criteria of third years Textbook

Respondents agree that the new book covers four language skills, especially listening, which is very useful, followed by questions and activities. But the mean of participants who disagree that the book not includes adequate materials for teaching pronunciation and we have to focuses on written comprehension (see table 13 and figure 9).

Table 13: Descriptive Statistics results for the Importance of Skills Criteria

Criteria	Evaluation Checklist Criteria	Level of importance				
		UI (0)	LI (1)	FI (2)	I (3)	VI (4)
	The book has appropriate **listening** tasks.	2	2	4	7	32
		4 %	4 %	9 %	15 %	68 %
	The book developed to initiate meaningful **writing**.	2	10	6	8	21
Skills		4 %	21 %	13 %	17 %	45 %
	Texts are interesting and appropriate for **reading**.	0	5	9	7	26
		00%	11 %	19 %	15 %	55 %
	The textbook take into consideration **speaking** skills.	1	2	3	12	29
		2 %	4 %	6 %	26 %	62 %
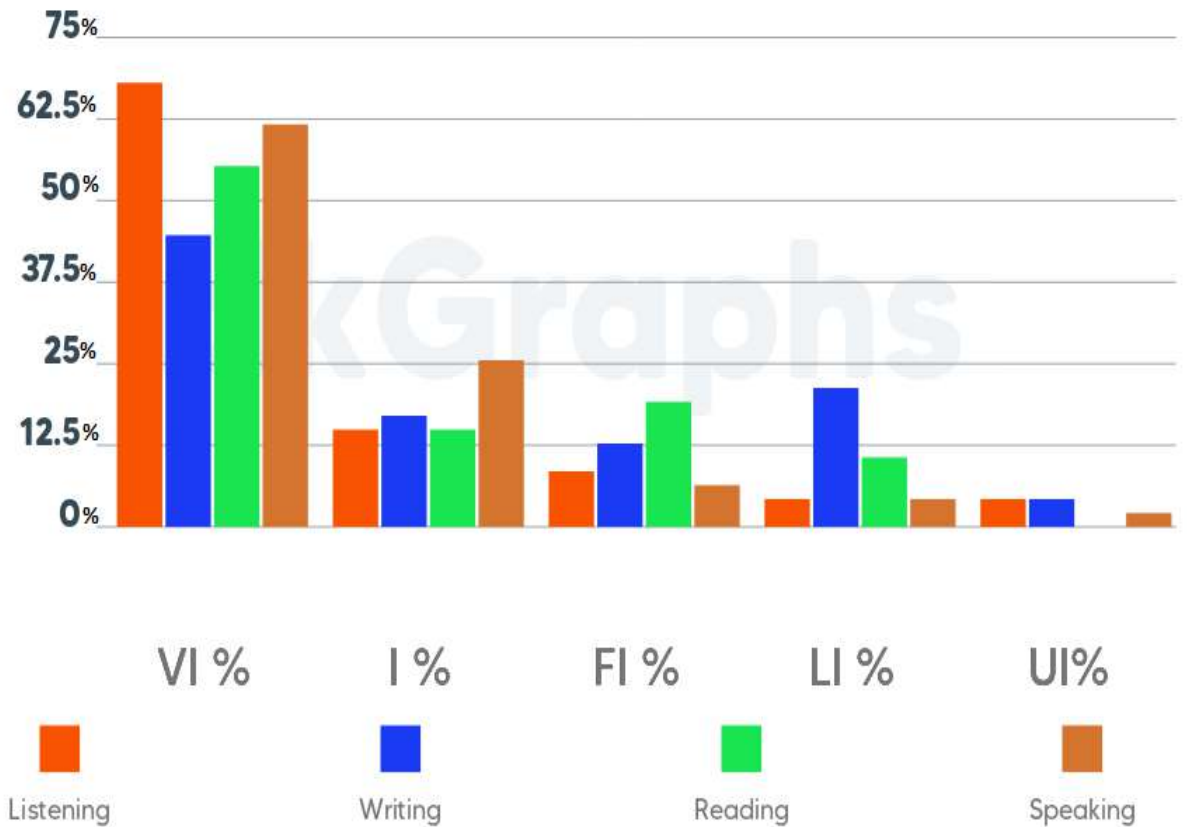
Figure 9: Percentage of importance Skills Criteria in 3rd years textbook

2.1.3.4. Language Type Criteria of third years Textbook

The majority of participant agree that the language in textbook is natural and real , which 55 % saw it is very important in addition to compatible to the age of the learners , but the few of them saw that the language in many points which where complicated when comparing by our learners capacities (see table 14 and figure 10).

Table 14 : Descriptive Statistics results for the Importance of Language Type Criteria

Criteria	Evaluation Checklist Criteria	Level of importance				
		UI (0)	LI (1)	FI (2)	I (3)	VI (4)
	The language in the textbook is natural and real.	0	2	6	13	26
Language		**00%**	**4 %**	**13 %**	**28 %**	**55 %**
Type	It is compatible to the age of the learners.	3	4	10	5	25
		6 %	**9 %**	**21 %**	**11 %**	**53 %**
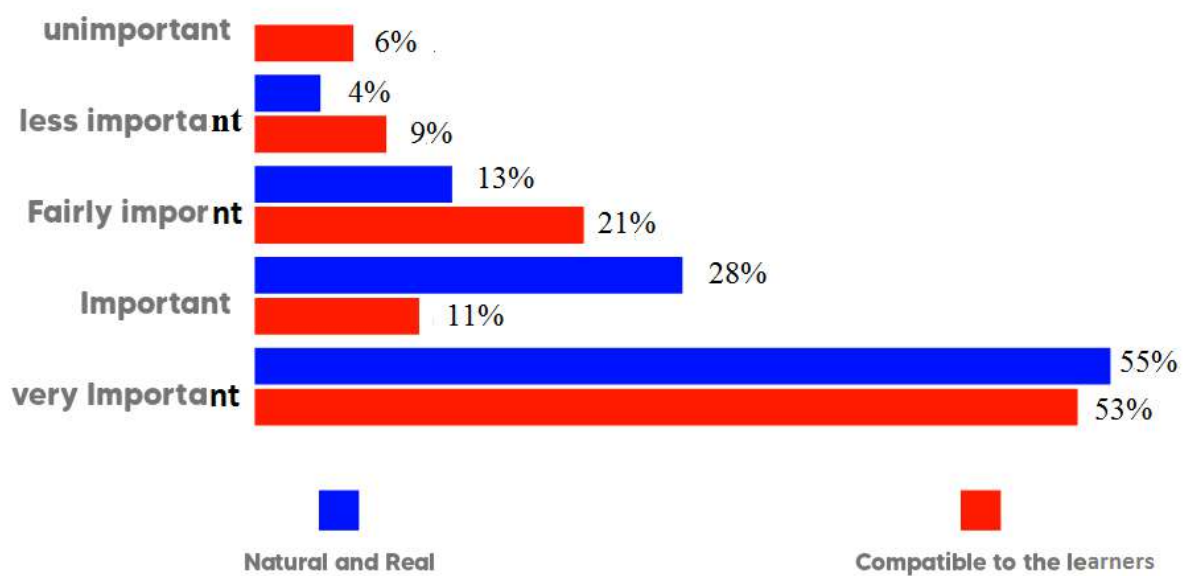
Figure 10: Percentage of importance Language type Criteria in 3rd years textbook

2.1.3.5. Content Criteria of third years Textbook

More than 51 % of the participant satisfied about the content of textbook and find it funny, attractive, simple, rich and useful for the level of the learners and very interesting. Some of them satisfied a little bit with the content (see table 15 and figure 11).

Table 15 : Descriptive Statistics results for the Importance of Content Criteria

Criteria	Evaluation Checklist Criteria	Level of importance				
		UI (0)	LI (1)	FI (2)	I (3)	VI (4)
Content	Most of the content in the book are interesting.	0	3	11	9	24
		00%	**6 %**	**24 %**	**19 %**	**51 %**
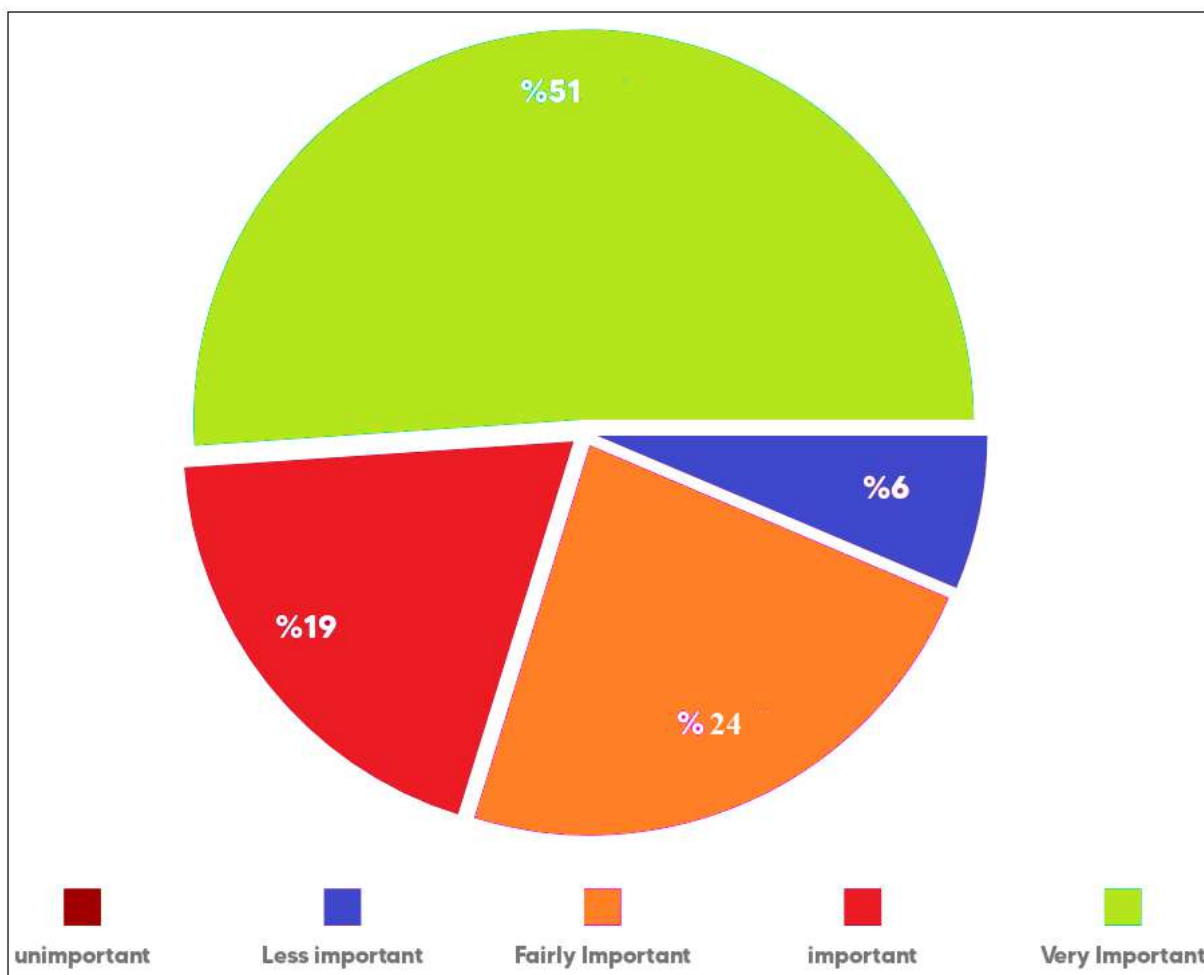
Figure 11: Percentage of Importance Content Criteria in 3ʳᵈ years textbook

2.1.3.6. Methodology Criteria of third years Textbook

The respondents agree that the methodology it compatible to the interests of the learners and very simple and adequate to the learners need and clear for kids. And few participants saw the methodology less important and syllabus is long and there some lesson over level.

Table 16 : Descriptive Statistics results for the Importance of Methodology Criteria

Criteria	Evaluation Checklist Criteria	Level of importance				
		UI (0)	LI (1)	FI (2)	I (3)	VI (4)
	It matches to the specifications	0	2	12	10	23
Methodology	of curriculum and compatible	**0 %**	**4 %**	**26 %**	**21 %**	**49 %**
	to the interests of the learners.					
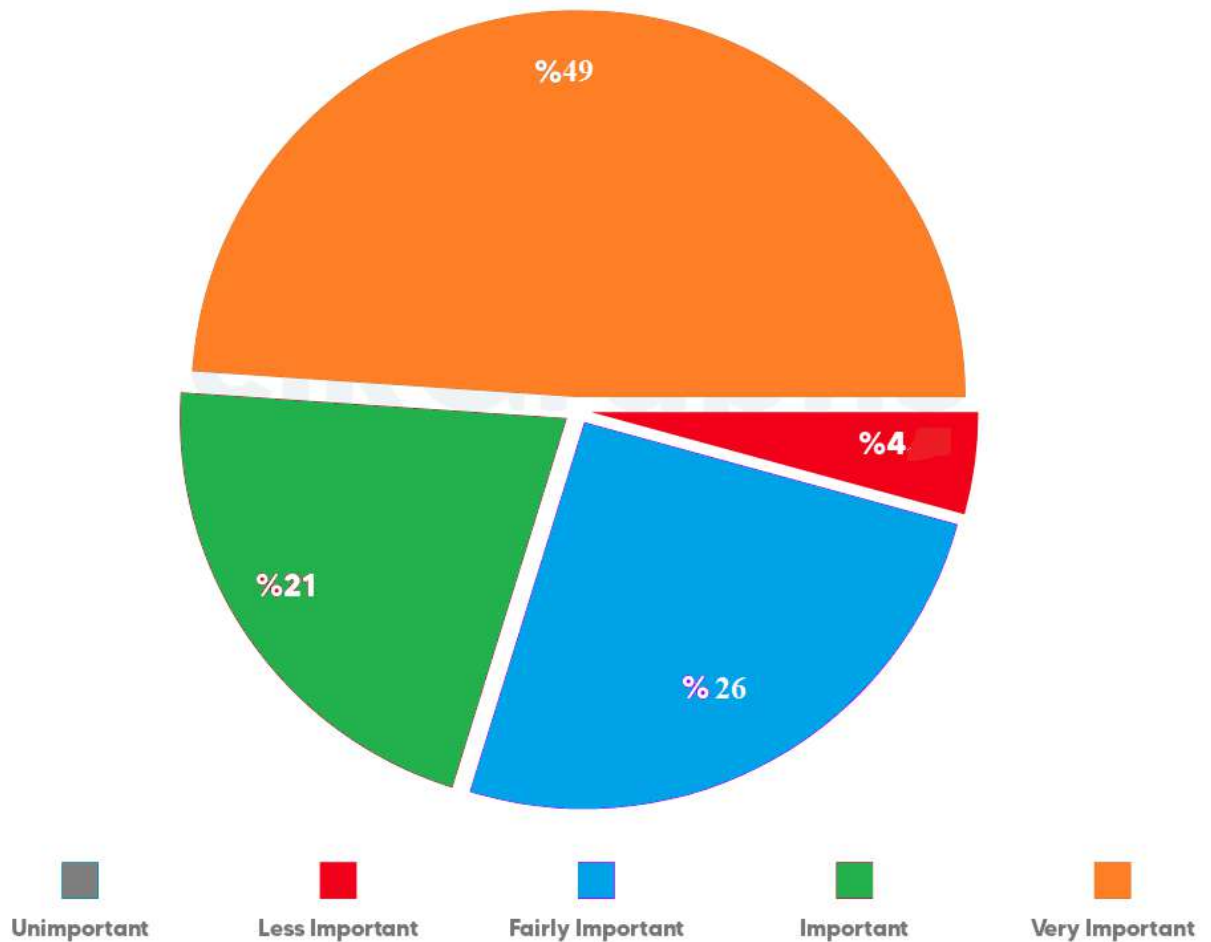
Figure 12: Percentage of importance Methodology Criteria in 3ʳᵈ years textbook

2.1.3.7. Grammar Criteria of third years Textbook

The percentage of the participants who saw the grammar is very important and contextualized also the examples are interesting is 45 % and some participants saw the grammar unimportant or less important because they think the book missed some grammatical parts of this minority which mean the age of 8 years old is insensible to deal with it (see table 17 and figure 13).

Table 17 : Descriptive Statistics results for the Importance of Grammar Criteria

Criteria	Evaluation Checklist Criteria	Level of importance				
		UI (0)	LI (1)	FI (2)	I (3)	VI (4)
Grammar	The grammar is contextualized	1	6	9	10	21
	and Examples are interesting.	**2 %**	**13 %**	**19 %**	**21 %**	**45 %**
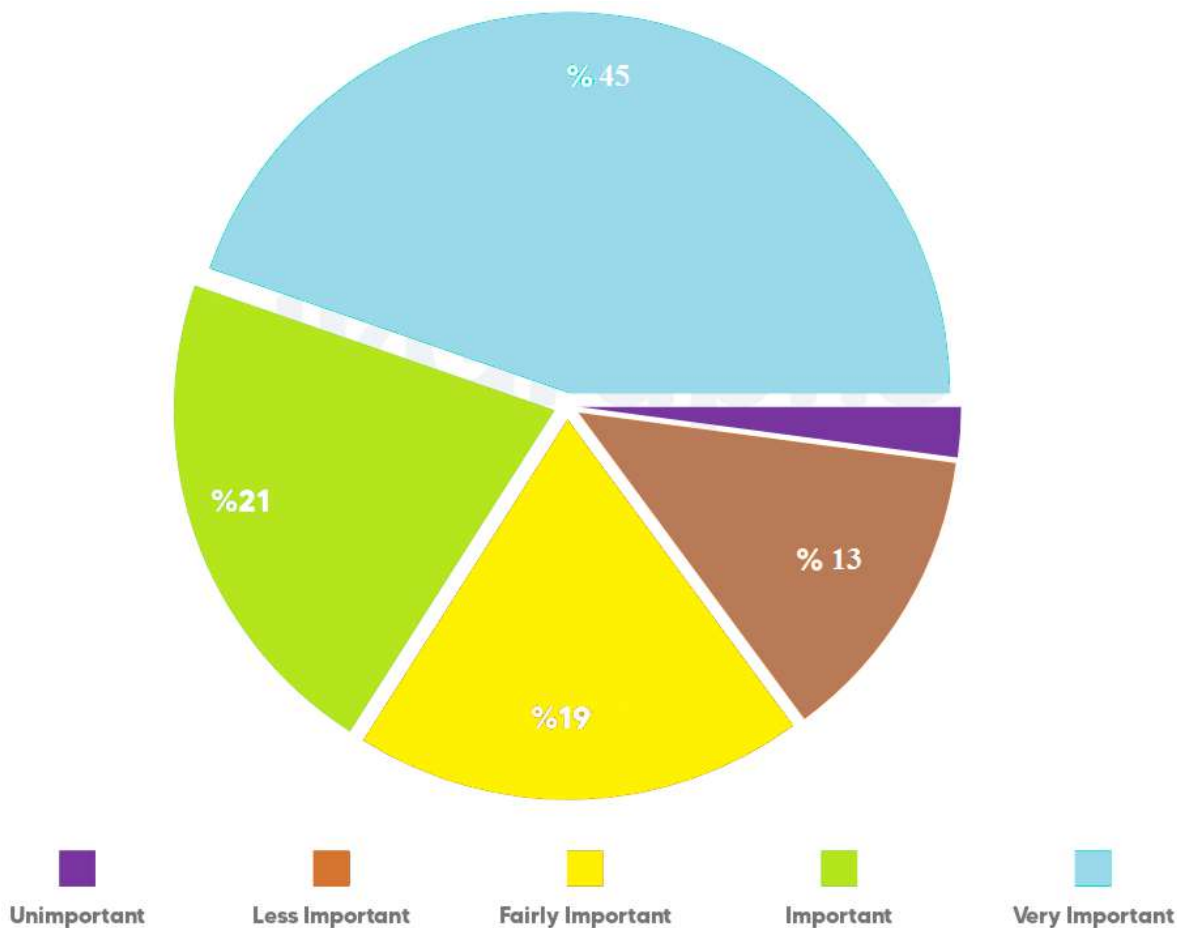
Figure 13: Percentage of importance Grammar Criteria in 3ʳᵈ years textbook

2.1.3.8. Vocabulary Criteria of third years Textbook

This table and diagram shows the efficiency repeated of the words and recycled across the book , with more than 40 % of participant saw that the vocabulary is very important and recycled perfectly and few of them about 6 % they see the opposite(see table 18 and figure 14).

Table 18 : Descriptive Statistics results for the Importance of Vocabulary Criteria

Criteria	Evaluation Checklist Criteria	Level of importance				
		UI (0)	LI (1)	FI (2)	I (3)	VI (4)
Vocabulary	Words are efficiently repeated	3	5	7	13	19
	and recycled across the book.	**6 %**	**11 %**	**15 %**	**28 %**	**40 %**
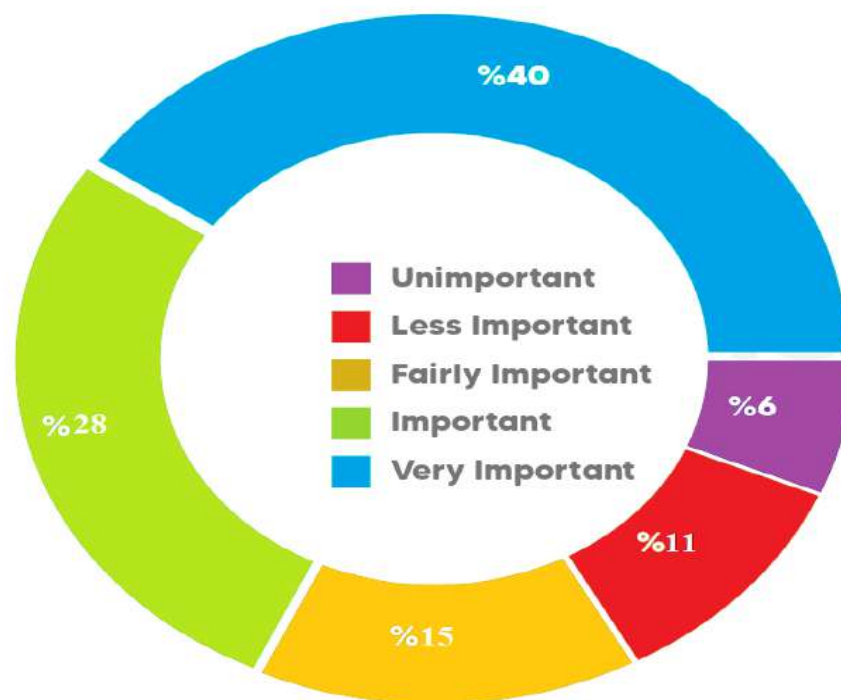
Figure 14: Percentage of importance Vocabulary Criteria in 3rd years textbook

2.1.3.9. Cultural Components Criteria of third years Textbook

Plurality of respondents agree that the textbook take in consideration the cultural sensitivities and simple example is the introduction in textbook started with Basmala (in the name of allah) and ended by Dua for the learners . Somewhat disagree that are some lesson "My Birthday" doesn't represent our Algerian culture and values also some pictures do not represent our Algerian cultures and valuable values. Woman not wearing veils.

Table 19 : Descriptive Statistics results for the Importance of Cultural Components Criteria

Criteria	Evaluation Checklist	Level of importance				
	Criteria	UI (0)	LI (1)	FI (2)	I (3)	VI (4)
Cultural	Cultural sensitivities	1	4	11	13	18
Components	have been considered.	**2 %**	**9 %**	**23 %**	**28 %**	**38 %**
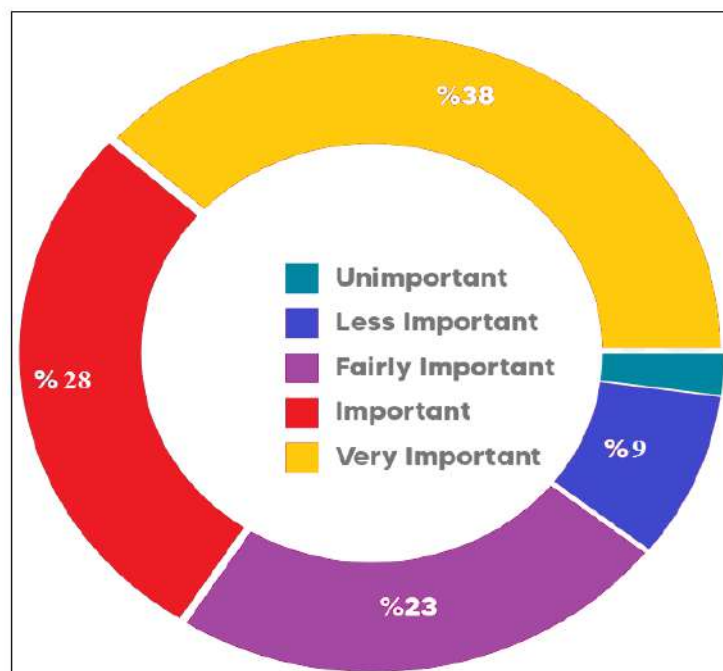
Figure 15: Percentage of importance Cultural Components Criteria in 3rd years textbook

2.1.4. Suggestion of the participant

- It would be better if activities of the textbook are more direct and clear for learners to do alone in class or at home.
- Mainly, the used language and spelling are British English: Sweet, biscuit, colour and avoid some American English words, like eraser in page 19.
- Should write words in the Stories, page 13, 22 ... for make it them clear.
- There are many books of English in some Arabic countries which can be useful and successful they can use as a guide because they have an old experience.
- I think that the book is good but we as teachers we need time at least one hour for session and even learners need time too.
- Making 04 units instead of 06 units and giving chance to add another lesson specialized in phonetics and handwriting.
- We need English book activity (like French and Arabic) for better practice and comprehension .

3. The interpretation of result

The analysis of the questionnaire allowed to unfold many facts about the value of textbook of 3rd year primary school .First Participant responses in section one indicate that the majority of the teachers have a bachelor's degree and they have experience which mean have great background knowledge in teaching and all of them adult and their age between 30 to 49 years old so, they know how to deal with children's in the age of 8 years. The results of the second section also unfold that the majority of teachers satisfied with the content and methodology of textbook Although there are some shortcomings such as some activities complicated and not suitable for the learners and time short for deliver the information but that book very simple and clear for kids and for facilitate the role of teacher in teaching , and more than three quarters 3/4 of participants agree that the book is compatible to the need of the learners. The result of the analysis in the last part of the questionnaire unfold that the participants considered that most of the criteria are 'fairly important' (0.2) , 'important' (3.0) or 'very important' (4.0) and the book gave great importance to these criteria, but for example in the graph related to the activities we saw that the participants consider that the tasks are somewhat less important and This explains why it reached to 11 % as a result of lack clarity and difficulty compared to the level of students . This textbook also has weakness especially in reading and writing tasks, teacher should bridge the gap by providing unavailable materials that should be taught based on Standard of Algerian Curriculum proposed by the government. Therefore, teachers need to be more critical and creative in overcoming the limitation of textbook.

Conclusion

This chapter introduces the methodology, method and data collection, population and corpus, data analysis procedures about English textbook evaluation of third year primary school then, the results of both the questionnaire and a detailed interpretation of these results.

General Conclusion

General Conclusion

Appendixes

Summary of the finding

The textbook ‹‹MY BOOK OF ENGLISH» took into account the level of the learners in addition to the content is very simple and clear for kids. MY BOOK OF ENGLISH "took into account the element of modernity in its writing, meaning that the suggested information in it was in line with scientific development. Most of its contents were accurate, clear.

The textbook for the third year of primary school, which was approved starting from the 2022 school year, is considered effective based on the finding and conclusion.

Limitation of the study

During conducting this study , several difficulties were encountered . These are few major limitation in this study that could be addressed in future research :
In the first stage most of the teachers are not familiar with the answering process via e-mail, which make it difficulty of collecting data , that why used and distribution hard copies, which were very suitable for them.
Difficulty of reaching to the primary school teachers, because each teacher is assigned at least in three schools in different places and in different periods of time worked until meeting them in the first workshop with an inspector.

Further Recommendation

The results of this study apply only to Algerian teachers who teach English in primary school in the Touggourt district, which raises other questions about whether these results can be generalized in other regions or not, or whether teachers in different states have a different opinion. Based on the results of this study , there are some recommendations which could be proposed for any parties involving in the use of textbooks. Those are English teachers of primary School, textbook writers and publishers, Ministry of education

- Models of texts should be added in order to facilitate students' understanding and use the dialogues in the daily life.
- Some production activities should also be given to students in order to provide students opportunity to apply knowledge they have gained.
- Need to improved the awareness on local and national aspect as well as maintain their national identity this could be done by adding some texts and tasks promoting local and national potential aspect.

- Textbook writers and publisher should pay more attention to this aspect and understand that not all teachers can evaluate textbooks for that should adapt and modify some aspects containing weaknesses on textbooks .

Suggestion for future research

Conducting research in the same vein on the books that will be published for the fourth and fifth years of primary education and the rest of the textbooks and future researchers of textbook evaluation are expected to make several improvements over previous studies of textbook evaluation.

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Appendixes 1

Teacher Questionnaire

you are kindly to respond to the following questionnaire , which is aimed at collecting demographic information (e.g. age, gender) and finding out what evaluative criteria are important for English language teachers textbook . Please answer the following questionnaire regarding your personal and professional background. I would greatly appreciate your cooperation and thoughtful response to the following question.

Section One : Background information

1. **Gender**

   Male ☐   Female ☐

2. **Age**

   30-39 ☐   40-49 ☐

3. **Experience**

   1-5 years ☐   6-10 years ☐   11-20 years ☐

4. **Level of education**

   BA ☐   MA ☐   PhD ☐

Section Two: Textbook use

5. How satisfied are you with the content and methodology of the 3rd year textbook ?

   …………………………………………………………………………………………………
   …………………………………………………………………………………………………
   …………………………………………………………………………………………………
   …………………………………………………………………………………………………

6. How does use of the textbook facilitate your teaching ?

   …………………………………………………………………………………………………
   …………………………………………………………………………………………………
   …………………………………………………………………………………………………
   …………………………………………………………………………………………………

7. What challenge have you faced when using the textbook?

   …………………………………………………………………………………………………
   …………………………………………………………………………………………………
   …………………………………………………………………………………………………
   …………………………………………………………………………………………………

8. Please indicate to what extent you agree or disagree about the general content of English textbook of third years at primary school It is compatible to the needs of the learners with the following statements by placing a check mark (√) in the appropriate box.

TEXTBOOK	Agree	Disagree
Readability of the texts (handwriting, language, vocabulary)		
The size of the book is appropriate for the age of the learner.		
Choose main and sub headings		
The scientific content corresponds to the level of mental maturity of the learner.		
The scientific content is compatible with the social and cultural milieu of the learner.		
The examples and the questions are clear and sufficient to take into account individual differences.		
The material of the book took into account the motivation of the activities in stimulating thinking and stimulating the self-effort of the learner.		
The scientific content is correct and the information is up-to-date.		
The subject of the book took into account the scientific and technological development.		
The book does not contain typographical errors.		
The book does not contain epistemological errors.		
The book does not contain scientific errors.		
The book does not contain methodological errors.		

Section Three: Textbook Evaluation Criteria

9. In the following section, you will find a list of the criteria that will be used to develop a checklist for evaluating English language teaching textbook of primary school. You are requested to mark (0-4) to indicate the level of importance of each criterion according to this key:

0: Unimportant 1: Less important   2: Fairly important 3: Important 4: Very important

Evaluation Checklist Criteria		Level of importance
Layout and Design	Its layout is attractive.	⓪ ① ② ③ ④
	It is learner-friendly with no complex charts.	⓪ ① ② ③ ④
	The size of the Book	⓪ ① ② ③ ④
Activities	The activities in textbook learner friendly and adequate.	⓪ ① ② ③ ④
Skills	The book has appropriate listening tasks.	⓪ ① ② ③ ④
	The book developed to initiate meaningful writing .	⓪ ① ② ③ ④
	Texts are interesting and appropriate for reading .	⓪ ① ② ③ ④
	The book take into consideration speaking skills.	⓪ ① ② ③ ④
Language Type	The language in the textbook is natural and real.	⓪ ① ② ③ ④
	It is compatible to the age of the learners.	⓪ ① ② ③ ④
Content	Most of the content in the book are interesting.	⓪ ① ② ③ ④
Methodology	The book It matches to the specifications of curriculum and compatible to the interests of the learners.	⓪ ① ② ③ ④
grammar	The grammar is contextualized and Examples are interesting.	⓪ ① ② ③ ④
Vocabulary	Words are efficiently repeated and recycled across the book.	⓪ ① ② ③ ④
Cultural components	Cultural sensitivities have been considered.	⓪ ① ② ③ ④

10. Do you have any suggestion?

…………………………………………………………………………………………

…………………………………………………………………………………………

……………………………………………………………………………………….

Thank you for your cooperation

Appendixes 2

List of Teachers in Touggourt District

الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التربية الوطنية

مديرية التربية لولاية توقرت
الأمانة الخاصة

إعـــلان

بعد عقد اجتماع لجنة تحديد المستفيدين من مناصب التعاقد الخاصة بالتدريس لمادة اللغة الانجليزية في

المدارس الابتدائية واعتمـــاد التـــرتيب حسب الاستحقاق بكل بلدية, يشرفنا استدعـــاء المعنيين بالاستفادة

حسب البلديات للحضور يوم الثلاثاء 2022/09/06 على الساعة 8:30 بثانوية الأمير عبد القادر توقرت.

قائمة المعنيين:

تاريخ الحصول على الشهادة	الشهادة	تاريخ الميلاد	الاسم	اللقب	الترتيب	البلدية
1994/10/10	ليسانس إنجليزية	1971/08/07	فؤاد	بومتة	01	توقرت
2004/07/13	ليسانس إنجليزية	1980/03/29	ليندة	مناوي	02	
2005/07/26	ليسانس إنجليزية	1982/11/11	الزهرة	كافي	03	
2006/07/04	ليسانس إنجليزية	1983/05/23	مسعودة	قوران	04	
2008/06/23	ليسانس إنجليزية	1985/08/22	سناء	مجوجة	05	
2008/07/06	ليسانس إنجليزية	1983/09/24	جمال	رحمون	06	
2008/07/12	ليسانس إنجليزية	1985/10/29	نورة	مكرسي	07	
2001/10/14	ليسانس إنجليزية	1976/08/19	زينب	حرز الله	01	النزلة
2006/07/04	ليسانس إنجليزية	1984/10/10	أحمد رضا	بابا عربي	02	
2008/10/25	ليسانس إنجليزية	1988/03/28	حميدة	شريفي	03	
2009/11/10	ليسانس إنجليزية	1984/03/13	زوليخة	خليفة	04	
2010/09/01	ليسانس إنجليزية	1984/03/21	عبد الجليل	بن سليمان	05	
2011/07/07	ليسانس إنجليزية	1988/10/09	هاجر	نجمي	06	
2011/10/02	ليسانس إنجليزية	1987/09/25	سميحة	بن عمر	07	
2011/10/02	ليسانس إنجليزية	1988/06/29	حليمة	بلكحل	08	
1998/06/20	ليسانس إنجليزية	1974/12/21	يوسف	زوبير	01	تبسبست
2002/12/15	ليسانس إنجليزية	1976/01/10	لحسن	رغدة	02	
2005/01/09	ليسانس ترجمة	1982/10/22	عبد الستار	بن ليفة	03	
2004/07/19	ليسانس ترجمة	1980/05/02	عادل	بوخشية	01	الزاوية العابدية
2007/07/28	ليسانس إنجليزية	1983/09/11	حليمة	بالحسن	02	

المنطقة	الرقم	اللقب	الاسم	تاريخ الميلاد	الشهادة	التاريخ
	03	العابد	سكينة	1986/01/10	ليسانس إنجليزية	2009/07/04
تماسين	01	بطة	كريمة	1984/03/09	ليسانس إنجليزية	2007/07/08
	02	عباسي	الزائخة	1986/04/29	ليسانس إنجليزية	2010/07/22
	03	خرفي	خديجة	1988/01/25	ليسانس إنجليزية	2010/10/05
	04	لعور	وفاء	1989/06/14	ليسانس إنجليزية	2011/06/30
بلدة عمر	01	غطاس	نوارة	1977/02/03	ليسانس إنجليزية	2005/06/02
	02	شعبان	حسيبة	1983/01/11	ليسانس إنجليزية	2006/07/09
	03	خوخة	بشير	1984/08/03	ليسانس إنجليزية	2009/07/20
المقارين	01	قبي	فطيمة الزهرة	1984/01/17	ليسانس إنجليزية	2008/07/13
	02	مغربي	نعيمة	1986/08/16	ليسانس إنجليزية	2009/07/06
سيدي سليمان	01	السوفي	ريم	1985/09/04	ليسانس إنجليزية	2008/07/13
	02	درويش	سلاكة	1983/07/29	ليسانس إنجليزية	2009/11/15
الطيبات	01	بن ناهية	صالح	1981/12/02	ليسانس إنجليزية	2004/08/01
	02	عماري	الصغير	1984/08/18	ليسانس إنجليزية	2009/10/05
	03	عجيمي	صباح	1985/10/31	ليسانس إنجليزية	2011/07/07
	04	جديعي	مسعودة	1989/06/24	ليسانس إنجليزية	2011/09/19
	05	الشين	السعيد	1982/01/01	ليسانس إنجليزية	2011/10/02
	06	جديعي	نوال	1989/09/23	ليسانس إنجليزية	2012/07/15
المنقر	01	بن الصديق	أحلام	1985/02/08	ليسانس إنجليزية	2009/08/01
	02	خبيش	سعيدة	1978/11/11	ليسانس إنجليزية	2011/01/02
	03	برادعي	هاجر	1988/07/12	ليسانس إنجليزية	2011/07/01
	04	بالمنقع	عبد المالك	1986/05/09	ليسانس إنجليزية	2011/10/02
	05	لوباقي	خديجة	1984/07/05	ليسانس إنجليزية	2012/06/27
بن ناصر	01	مسعودي	ثورية	1984/10/08	ليسانس إنجليزية	2007/07/08
	02	الأبرش	يوسف	1982/05/12	ليسانس إنجليزية	2009/10/05
	03	اليمان	علي	1989/02/16	ليسانس إنجليزية	2014/06/12
	04	عريف	لويزة	1987/07/20	ليسانس إنجليزية	2014/06/23
الحجيرة	01	معبدي	محمد نجيب	1987/03/12	ليسانس إنجليزية	2011/07/20
	02	نقادي	شفيقة	1988/01/25	ليسانس إنجليزية	2012/06/25
	03	بالرقي	حورية	1990/01/26	ليسانس إنجليزية	2012/07/04
	04	زناتي	عبد الرحمان	1988/02/14	ليسانس إنجليزية	2012/07/15
العالية	01	وذان	مريم	1985/04/09	ليسانس إنجليزية	2008/10/21
	02	خمري	نصيرة	1990/09/30	ليسانس إنجليزية	2014/02/16
	03	بن التواتي	أسماء	1992/09/04	ليسانس إنجليزية	2014/06/23
	04	تجيني	فاطمة	1992/12/08	ليسانس إنجليزية	2014/06/23

توقرت في: 2022/09/04

مدير التربية

مختاري زواوي

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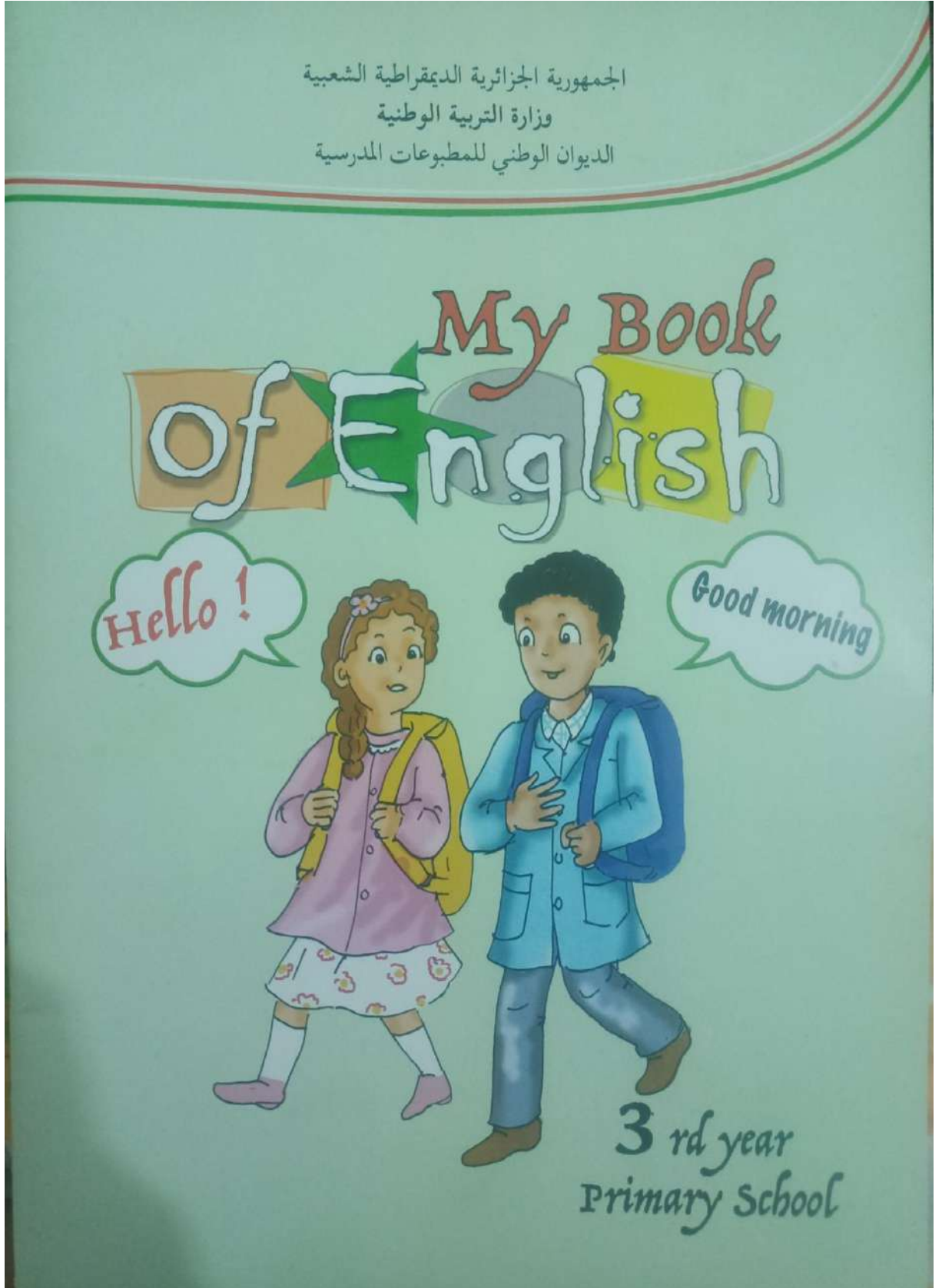|					
2009/07/04	ليسانس إنجليزية	1986/01/10	سكينة	العابد	03	
2007/07/08	ليسانس إنجليزية	1984/03/09	كريمة	بطة	01	
2010/07/22	ليسانس إنجليزية	1986/04/29	الزائخة	عباسي	02	تماسين
2010/10/05	ليسانس إنجليزية	1988/01/25	خديجة	خرفي	03	
2011/06/30	ليسانس إنجليزية	1989/06/14	وفاء	لعور	04	
2005/06/02	ليسانس إنجليزية	1977/02/03	نوارة	غطاس	01	
2006/07/09	ليسانس إنجليزية	1983/01/11	حسيبة	شعبان	02	بلدة عمر
2009/07/20	ليسانس إنجليزية	1984/08/03	بشير	خوخة	03	
2008/07/13	ليسانس إنجليزية	1984/01/17	فطيمة الزهرة	قبي	01	المقارين
2009/07/06	ليسانس إنجليزية	1986/08/16	نعيمة	مغربي	02	
2008/07/13	ليسانس إنجليزية	1985/09/04	ريم	السوفي	01	سيدي
2009/11/15	ليسانس إنجليزية	1983/07/29	سلاكة	درويش	02	سليمان
2004/08/01	ليسانس إنجليزية	1981/12/02	صالح	بن ناهية	01	
2009/10/05	ليسانس إنجليزية	1984/08/18	الصغير	عماري	02	
2011/07/07	ليسانس إنجليزية	1985/10/31	صباح	عجيمي	03	الطيبات
2011/09/19	ليسانس إنجليزية	1989/06/24	مسعودة	جديعي	04	
2011/10/02	ليسانس إنجليزية	1982/01/01	السعيد	الشين	05	
2012/07/15	ليسانس إنجليزية	1989/09/23	نوال	جديعي	06	
2009/08/01	ليسانس إنجليزية	1985/02/08	أحلام	بن الصديق	01	
2011/01/02	ليسانس إنجليزية	1978/11/11	سعيدة	خبيش	02	
2011/07/01	ليسانس إنجليزية	1988/07/12	هاجر	برادعي	03	المنقر
2011/10/02	ليسانس إنجليزية	1986/05/09	عبد المالك	بالمنقع	04	
2012/06/27	ليسانس إنجليزية	1984/07/05	خديجة	لوباقي	05	
2007/07/08	ليسانس إنجليزية	1984/10/08	ثورية	مسعودي	01	
2009/10/05	ليسانس إنجليزية	1982/05/12	يوسف	الأبرش	02	
2014/06/12	ليسانس إنجليزية	1989/02/16	علي	اليمان	03	بن ناصر
2014/06/23	ليسانس إنجليزية	1987/07/20	لويزة	عريف	04	
2011/07/20	ليسانس إنجليزية	1987/03/12	محمد نجيب	معبدي	01	
2012/06/25	ليسانس إنجليزية	1988/01/25	نقادي	شفيقة	02	الحجيرة
2012/07/04	ليسانس إنجليزية	1990/01/26	حورية	بالرقي	03	
2012/07/15	ليسانس إنجليزية	1988/02/14	عبد الرحمان	زناتي	04	
2008/10/21	ليسانس إنجليزية	1985/04/09	مريم	وذان	01	
2014/02/16	ليسانس إنجليزية	1990/09/30	نصيرة	خمري	02	العالية
2014/06/23	ليسانس إنجليزية	1992/09/04	أسماء	بن التواتي	03	
2014/06/23	ليسانس إنجليزية	1992/12/08	فاطمة	تجيني	04	

توقرت في: 2022/09/04

مدير التربية

مختاري زواوي

مدير التربية

Appendixes 3

My Book of English Cover

Appendixes 4

Textbook Units

MY FIRST ENGLISH CLASS
Page 6

1
ME, MY FAMILY
AND MY FRIENDS
Page 8

2
MY
SCHOOL
Page 19

PRESENTATION
MY BOOK OF ENGLISH

6
MY FANCY
BIRTHDAY
Page 52

3
MY HOME
Page 30

5
MY PETS
Page 45

4
MY PLAYTIME
Page 38

1. Listen and show.

Mrs Sidou

Mr Sidou

Yassine

Meriem

Lilia
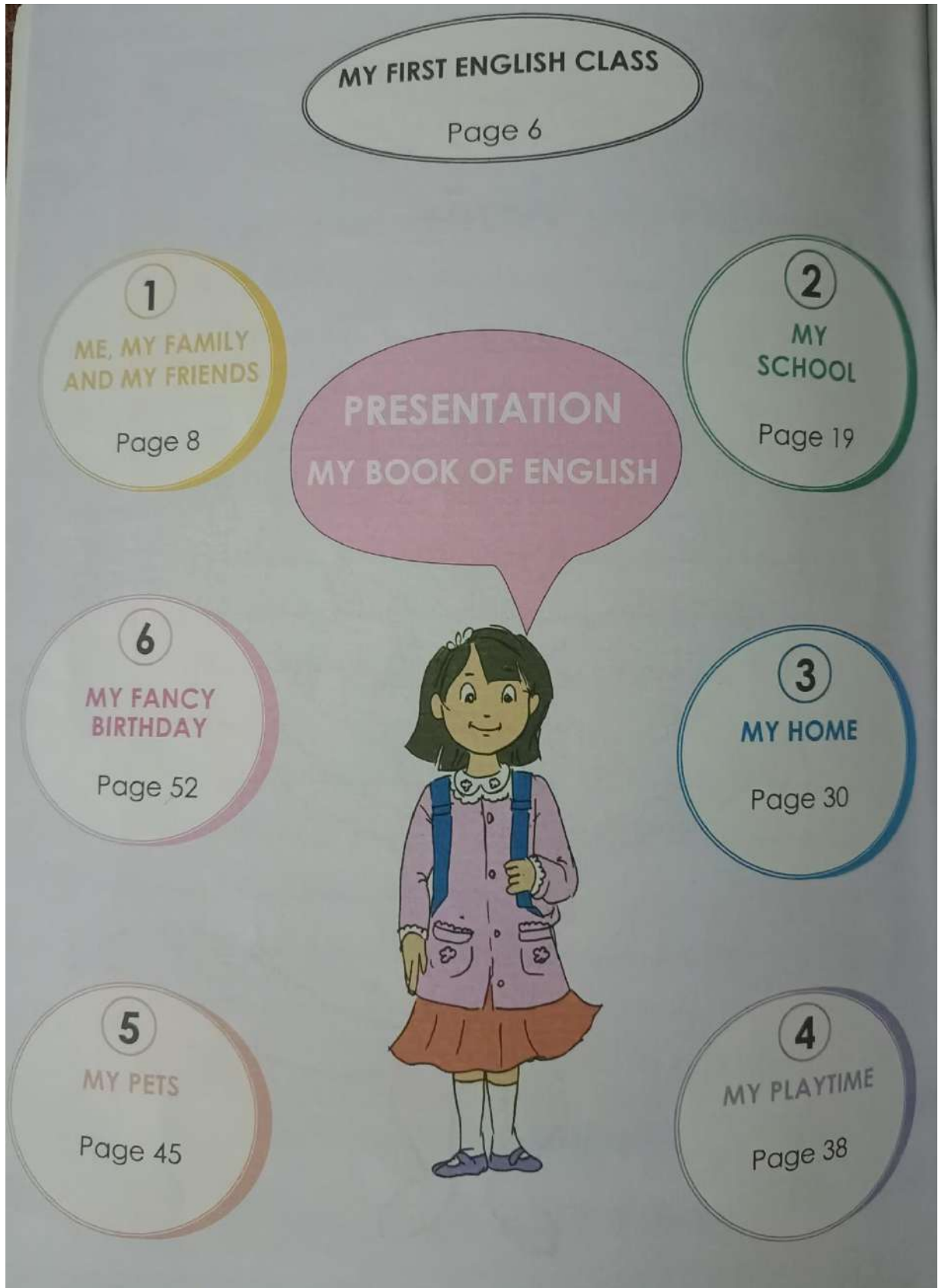
2 MY SCHOOL

1. Listen and show.

Monday
4
October

chair

book

table

eraser

crayon

coloured pencil

tablet

Pen

pencil

school bag

63

1. Listen and show.

B bedroom

kitchen

dining room

C bedroom

A bedroom

garden

D bedroom

E bedroom

living room

bathroom

toilet

1. Listen and show.

computer

doll

train

robot

kite

car

bike

ball

5 MY PETS

1. Listen and show.

dog
cat
goldfish
canary
chick
rabbit

6 MY FANCY BIRTHDAY

1. Listen and show.

candle
glass
juice
plate
fork
cake
knife
spoon
sweet

65

Appendixes 5

Layout and Design
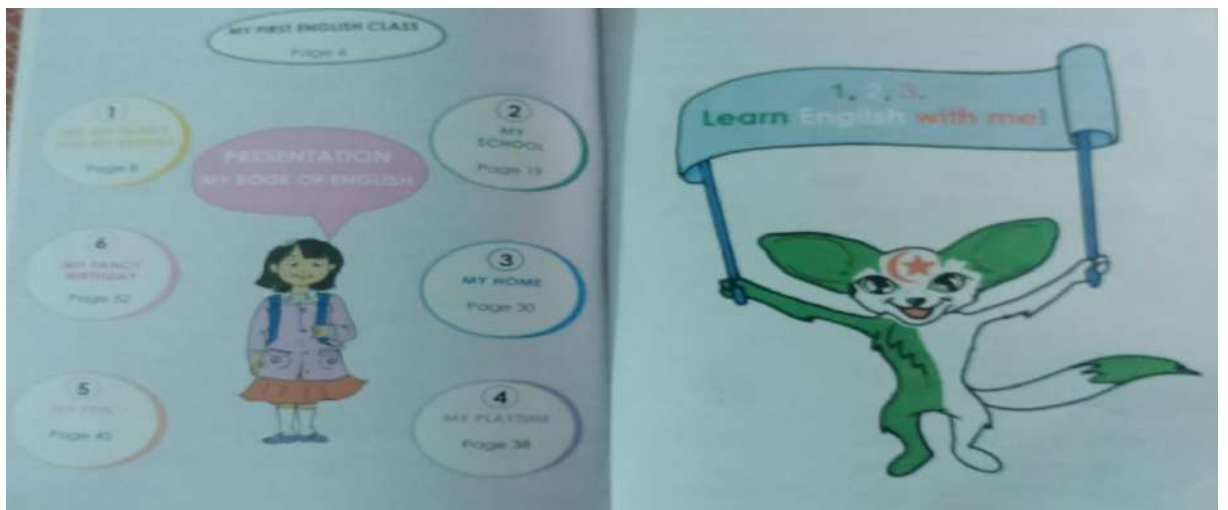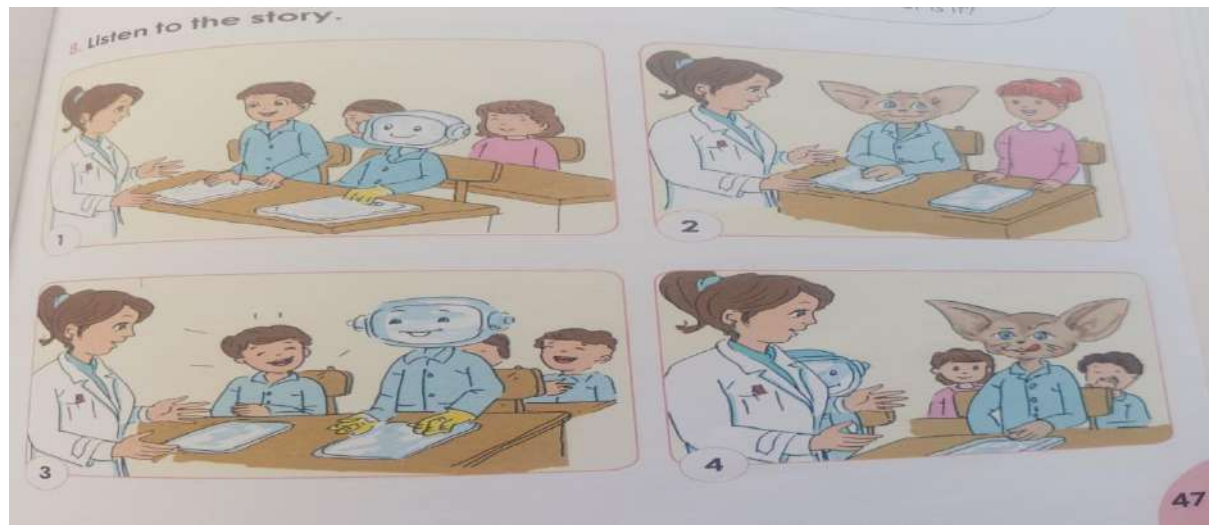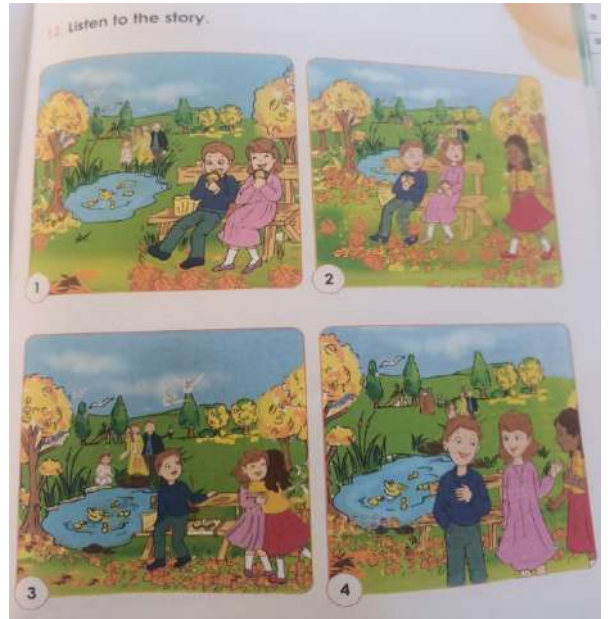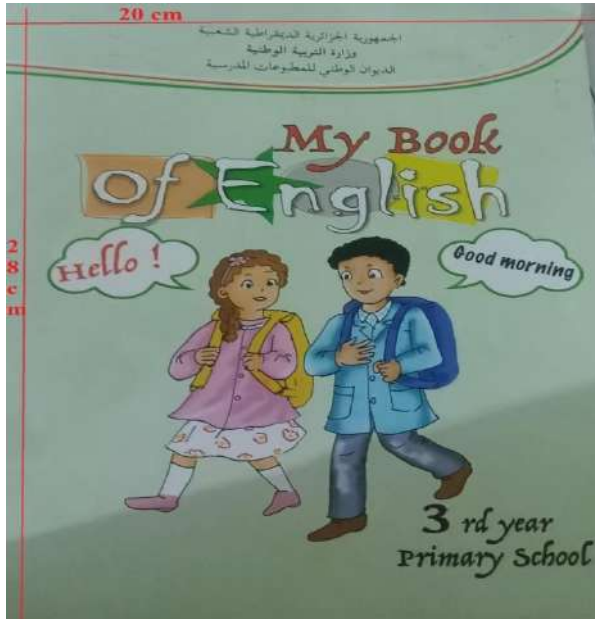
Appendixes 6

Activities

4. Look at the pictures and write the words in your copybook.

4. Look and match in your copybook.

1. tail 2. feather 3. bill 4. fin

5. Complete the sentences in your copybook with: 'canary; goldfish; rabbit; tail (x 2); bill; cat.'

a. A canary has got a short _ill.

b. A r_b__t has got a short __ il.

c. A c_t has got a long t__l.

d. A go_df_sh is small.

7. Look at the pictures and find seven words in the grid (→ ↓). Read and spell them to your friends.

r	o	b	o	t
b	a	l	l	r
r	c	u	b	a
e	a	e	i	i
d	r	m	k	n
g	r	e	e	n

8. Read the sentences to your friends.

1. My favourite toy is a robot.

2. My favourite colour is green.

3. What's your favourite colour?

Appendixes 7

Skills

My handwriting

1. Read and sound the letters: o - q - f - s.
2. Look and do the same with your finger on the table.
3. Copy the small letters in your copybook.

o   q   f   s

4. Copy the capital letters in your copybook.

O   Q   F   S

Listen, look and sing the two songs.

1

Mary

lamb

2

50

1. Listen and repeat.

black   cat   bag

A black cat in a black bag.

5. Read the words (→ ↓ ↘) and write the correct numbers in your copybook.

A				B			
0. doll	1. ball	2. pen		0. pencil	1. crayon	2. father
3. train	4. car	5. flat		3. science	4. book	5. mother
6. maths	7. English	8. bike		6. French	7. eraser	8. history

0. 4. 8

C				D			
0. pen	1. bag	2. kitchen		0. bedroom	1. flat	2. maths
3. crayon	4. pencil	5. Arabic		3. house	4. toilet	5. Arabic
6. robot	7. kite	8. computer		6. brother	7. sister	8. kitchen

68

Appendixes 8

Language Type
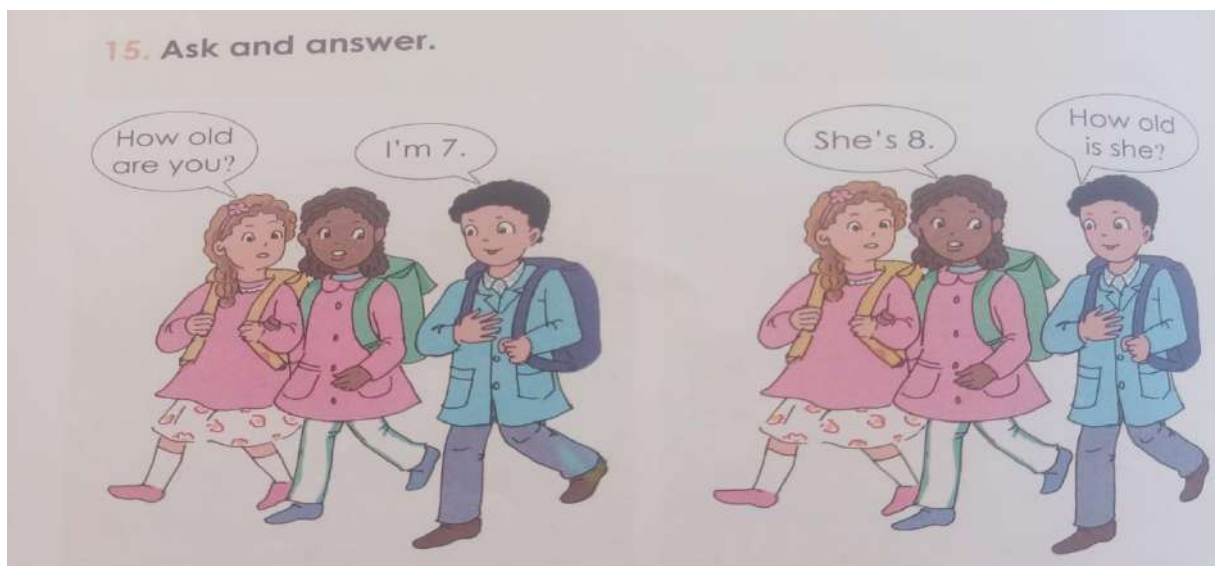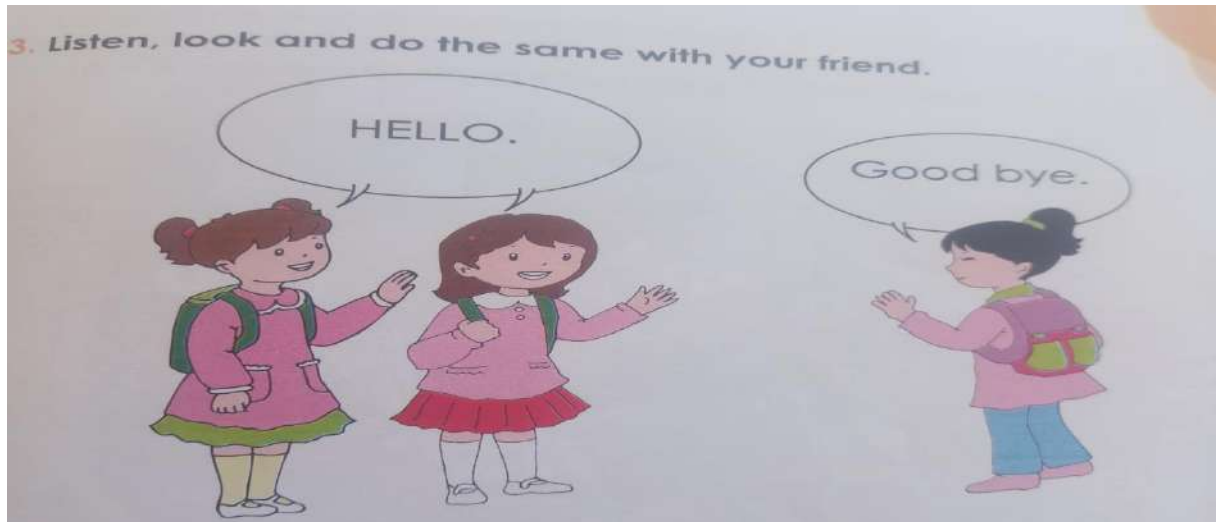
Appendixes 9

Content

5. Read and reorder the story. Number the pictures in your copybook.

1 = Picture E   2 = ?   3 = ?   4 = ?   5 = ?   6 = ?

A
- Oh! Wow!
- Hi hi hi! Happy birthday, Meriem!

B
- My pleasure.
- Have a sweet, please.
- Thanks.
- Thanks.
- Please, help yourself.

C
- Happy birthday to you! Happy ... ♪♪♪

D
- It's at three.
- What time is the party?

E
- My birthday is on Saturday. You are my guests. Colour your face for the party.

F
- Fennec, Robotkid. Please, join us.
- Ok.

6. Look at your friends' pictures (activity 5). Ask and answer.

1. What's this?

2. It's a book.

3. What colour is it?

4. It's brown.

Appendixes 10

Grammar

8. Listen and circle 'a' or 'an' in your copybook.

a. (a)/an mouth   b. a/an eye   c. a/an nose   d. a/an ear

e. a/an face   f. a/an tree   g. a/an ant   h. a/an orange

i. a/an umbrella   j. a/an iron

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

1

2

a. He is sitting opposite his sister. [?]   a. He is sitting next to his sister. [?]

b. He is sitting next to his sister. [?]   b. He is sitting opposite his sister. [?]

Appendixes 11

Vocabulary

1. Listen and repeat.

dog   doll   long hair

The dog and the doll have got long hair.

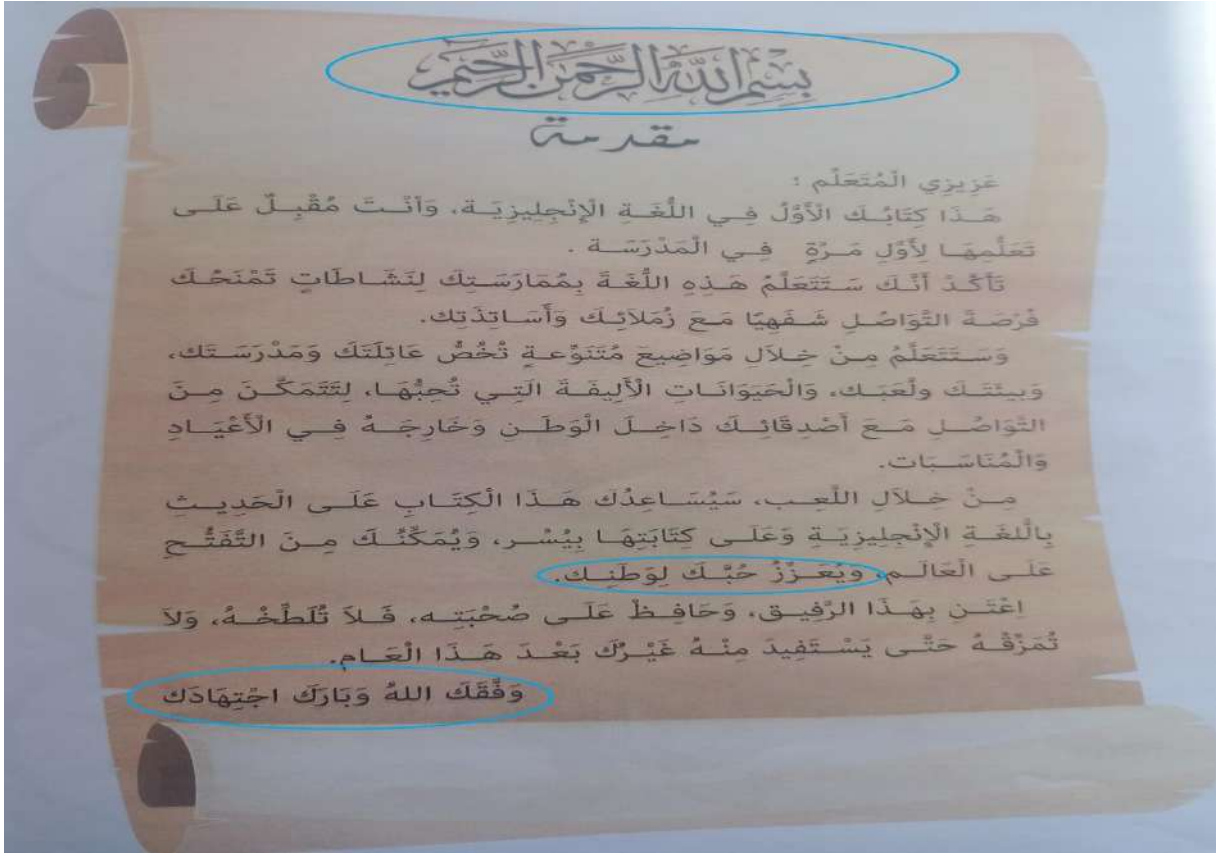1. Listen, look and say.

Show. / Point. → Listen. → Look. → Read.

Draw. → Colour. → Write. → Repeat. / Say.

Tick. → Cross. → Circle. → Match.

Appendixes 12

Cultural components Criteria

Appendixes 13

Didactic Guide of English for Third Year Primary School

الجمهورية الجزائرية الديمقراطية الشعبية

People's Democratic Republic of Algeria

وزارة التربية الوطنية

Ministry of National Education

المجلس الوطني للبرامج

CNP

الدليل الديداكتيكي للغة الإنجليزية

في السنة الثالثة من مرحلة التعليم الابتدائي

DIDACTIC GUIDE OF ENGLISH
FOR 3rd YEAR
PRIMARY EDUCATION

2022
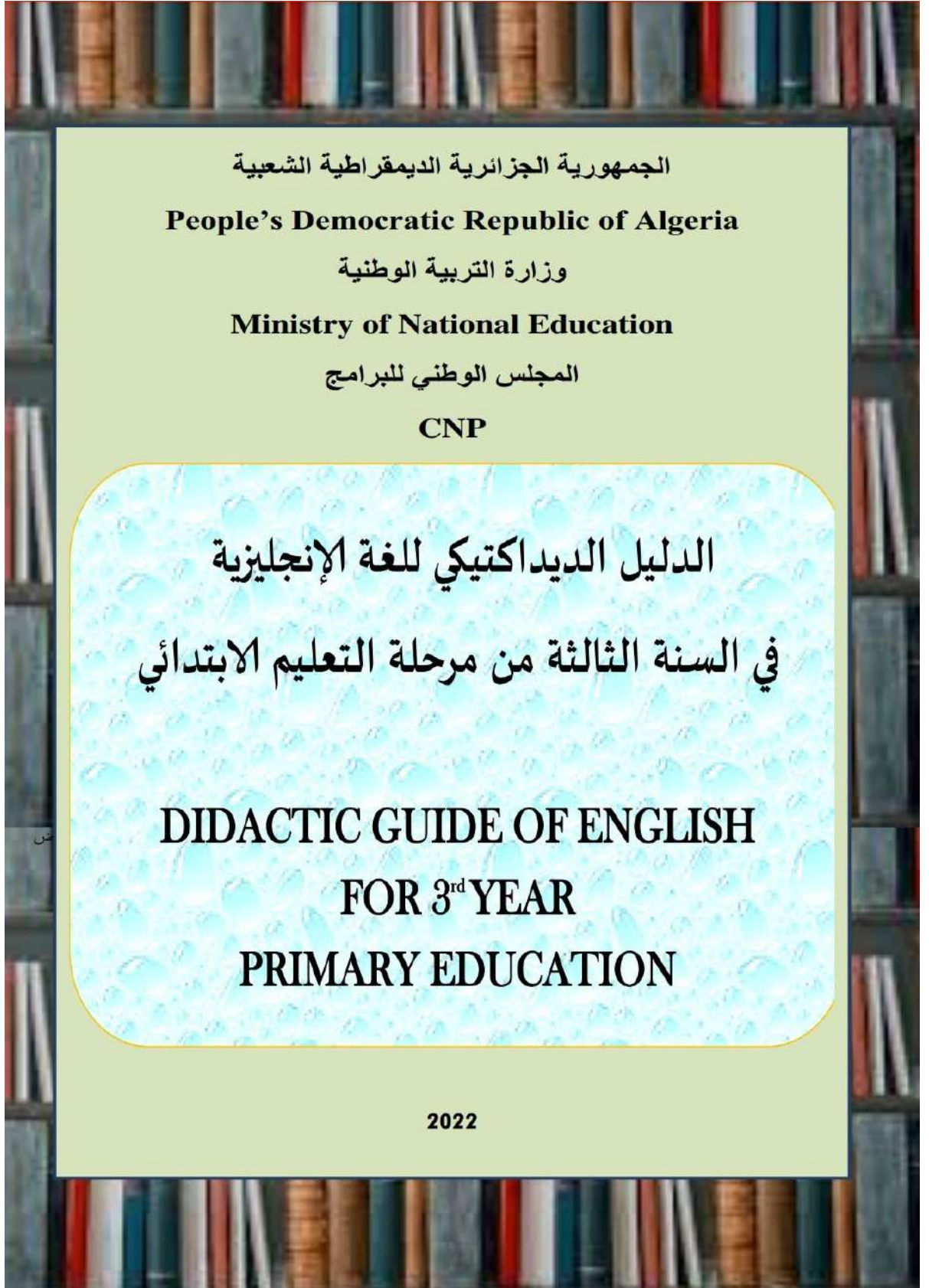
Appendixes 14

Third year learners when utilize the English Textbook

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ملخص الأطروحة

تهدف الدراسة التي بين أيدينا إلى اختبار فاعلية الكتاب المدرسي و اتجاهات مدرسي اللغة الإنجليزية تجاه معايير تقييم كتاب اللغة الإنجليزية للصف الثالث الابتدائي في الجزائر ، والذي يسمى "كتابي للغة اللانجليزية " من المعروف أن تقييم الكتاب المدرسي مهم جدًا لتدريس اللغة الإنجليزية لأنه يكشف النقائص للأساتذة و المسؤولين و لهذا الغرض ، تعمقنا في تاريخ البحث الذي يتناول تقييم الكتب المدرسية وأجرينا دراسة حول هذا الموضوع في منطقة تقرت باستخدام طريقة الاستبيان . تم جمع الاستبيانات لمدرسي اللغة الإنجليزية في مقاطعة تقرت ، وتم الالتقاء بهم في جلسة تكوينية مع مفتشة التربية ، والذين تفاوتوا في العمر والمستوى. و بعد تحليل نتائج الاستبيان ودعمها استنتجنا أن الفرضيات المطروحة في البداية كانت صحيحة ، وسيكون الجيل الثاني من كتاب اللغة الإنجليزية للصف الثالث الابتدائي مناسب للطلاب و فعالاً للغاية وسيحسن المردود التربوي لمادة اللغة الانجليزية في مرحلة التعليم الابتدائي . تعتبر نتائج الدراسة مهمة للغاية ، لكن لا يمكننا تعميمها على جميع معلمي اللغة الإنجليزية في الجزائر ، لذلك ستفتح هذه الدراسة آفاقًا لدراسات وموضوعات أخرى في المستقبل.

الكلمات المفتاحية / الكتاب المدرسي . تقييم الكتاب المدرسي . مقاربة الكفاءات . التعليم الابتدائي. معايير التقييم

</div>

Résumé de mémoire

L'étude que nous avons entre les mains vise à tester l'efficacité du livre scolaire et l'attitude des professeurs d'anglais vis-à-vis des critères d'évaluation livre d'anglais pour la troisième année du primaire en Algérie, qui s'appelle "Mon livre d'anglais".L'historique de la recherche portant sur l'évaluation des livre scolaires, et nous avons mené une étude sur ce sujet dans la région de Touggourt en utilisant la méthode du questionnaire. Des questionnaires ont été collectés pour les professeurs d'anglais du quartier de Touggourt, et ils ont été rencontrés lors d'une session de formation avec l'inspecteur de l'éducation, qui variait en âge et en niveau. Et après avoir analysé et étayé les résultats du questionnaire, nous avons conclu que les hypothèses avancées au départ étaient correctes, et que la deuxième génération du livre de langue anglaise pour la troisième année de l'école primaire sera très efficace et améliorera l'éducation résultat de la matière de langue anglaise au niveau de l'enseignement primaire. Les résultats de l'étude sont très importants, mais nous ne pouvons pas les généraliser à tous les professeurs d'anglais en Algérie, donc cette étude ouvrira des horizons pour d'autres études et sujets à l'avenir.

Mots-clés : livre scolaire , Évaluation des livre , approche par compétences , l'enseignement primaire, Critère d'évaluation.