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**Evaluating the Tasks and Activities in the Fifth-year
Primary School English Textbook “My Book of English”**

A dissertation submitted in partial fulfilment of the requirements for the degree of master's in ELT

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Dedications

In the name of Allah, most gracious, most merciful, all the praise is due to Allah alone, the sustainer of all the worlds

This work is dedicated to:

Those who believed in me, even when I did not believe in myself.

My beloved parents, thank you for your love, pray, and support.

My precious sisters and brothers.

My dear friends, with special gratitude to Ayat.

And to my supervisor.

I.Sahraoui

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Abstract

The textbook is the most used teaching material in the classroom, making its evaluation essential in determining its overall effectiveness, particularly the efficiency of its tasks in supporting learning objectives. Therefore, the present research aims at evaluating the effectiveness of tasks presented in the fifth-year primary school English textbook “My Book of English”. This study provides an evaluation of the tasks included in the textbook through a questionnaire and content analysis of the textbook applying a mixed method approach combining both qualitative and quantitative data to ensure a comprehensive evaluation. The findings of this research demonstrate that the current textbook supports pupils’ language, facilitates meaningful communication through real world activities and reinforces progressive learning. Additionally, this research contributes to curriculum development by emphasising the role of tasks design in improving language education. However, it identifies certain limitations including the absence previous studies available as references, as this textbook is recently published. Moreover, this research focuses on evaluating the effectiveness of the fifth-year primary school English textbook in Laghouat, making it difficult to generalise findings to a broader educational context.

List of Abbreviations

ELT: English Language Teaching

EFL: English as a Foreign Language

TFL: Teaching Foreign Languages

Q: Question

T: Teacher

S: Statements

List of Figures

Figures	Page N°
figure 1. Components That a Textbook Must Fit With(Adapted from Bryd’s in Celce-Murcia, 2001)	14
Figure 2. Steps of Evaluating Tasks by Ellis (1998)	28
Figure 3. Teachers’ Academic Degree	44
Figure 4. Teachers experience in teaching English	45
Figure 5. Class Size Distribution	46
Figure 6. Teachers' Ratings of Textbook Usage	47
Figure7. Teachers' Ratings of Textbook tasks Usage	47
Figure 8. Teachers' Ratings of Textbook tasks accuracy	48
Figure 9. Teachers' level of agreement the effectiveness of Tasks in Promoting Meaningful Communication.	49
Figure 10. Teachers' level of agreement of Task Relevance to Pupils' Interests	50
Figure 11. Teachers' Level of Agreement on Task Realism	51
Figure 12. Teachers' Level of Agreement on the Role of Tasks in Vocabulary Development	51
Figure 13. Teachers' Level of Agreement on the Role of Tasks in Enhancing Sentence Patterns	52
Figure 14. Teachers' Level of Agreement on tasks in building prior knowledge	53
Figure 15. The skills that textbook tasks focus on	54
Figure16. Teachers’ perspectives on the suitability of the fifth-year primary school English textbook	56
Figure 17. Teachers’ Use of Supplementary Materials Alongside the textbook	59

List of Tables

Tables	Page N°
Table 1. Criteria of a good textbook based on Cunningsworth	12
Table 2. Criteria of a good textbook based on Riddell	13
Table 3. Byrd's (2001) ELT Textbook Evaluation Checklist	20
Table 4. Litz's (2005) textbook evaluation checklist	23
Table 5. Task Type (Nunan 1999)	27
Table 6. A checklist of questions for evaluating a task by Ellis (1998)	29
Table 7. Teachers' Opinions on the Effectiveness of Textbook Tasks	55
Table 8. Additional sources used by primary school English teachers	59
Table 9. Teachers' suggestions to improve the textbook tasks of the fifth-year primary school	60

Table of Contents

Dedication	I
Acknowledgements	II
Abstract	III
List of Abbreviations	IV
List of Figures	V
List of Tables	VI
General Introduction	1
Chapter One: Theoretical Part	
1.1 Introduction	7
1.2 Literature Review	7
1.3 Textbook as Teaching/ Learning Material	7
1.3.1 The concept of Textbook	8
1.3.2 The Role of Textbook in EFL Classroom	9
1.3.3 Advantages of Textbooks	10
3.3.4 Limitations of Textbooks	10
1.3.5 Criteria of a Good Textbook	11
1.4 English Textbook Evaluation	14
1.4.1 Definition of Evaluation	15
1.4.2 Textbook Evaluation	15
1.4.3 Importance of Textbook Evaluation	16
1.4.4 Types of Materials Evaluation	16
1.4.4.1 Tomlinson Types of Materials Evaluation (2003)	17
1.4.4.1.1 Pre-use Evaluation	17
1.4.4.1.2 In-use Evaluation	17
1.4.4.1.3 Post-use Evaluation	18
1.4.4.2 Predictive and Retrospective Evaluation by Ellis (1697)	18
1.4.4.3 External and Internal Evaluations by Donough and Shaw (1993)	19
1.4.5 Checklist of Textbook Evaluation	19
1.5 Tasks in ELT Textbook	24
1.5.1 Definition of Tasks in English Textbook	25
1.5.2 The Role of Tasks in Textbooks.	25
1.5.3 Types of Tasks in Textbook	26
1.5.4 Evaluation of Textbook Tasks	27
1.5.5 Checklist for Tasks Evaluation	28
1.6 Conclusion	30
Chapter Two: Research Methodology	
2.1 Introduction	31
2.2 Research Methods	31
2.3 Data Analysis	32
2.4 Means of Data Collection	32
2.5 General Descriptive Information of the Textbook “My Book of English”	33
2.5.1 General Layout and Design	33
2.5.2 Textbook Content and Structure	34
2.6 Teachers' Questionnaire	34
2.6.1 Objective of the Questionnaire	35
2.6.2 Description of the Questionnaire	35
2.6.3 Study Population and Sample	36
2.7 Significance of the Study	37

2.8	Limitations of the Study	37
2.9	Ethical Considerations	38
2.10	Conclusion	39
Chapter Three: Result of the Study		
3.1	Introduction	40
3.2	The Evaluation of Tasks in the Fifth-year Primary School English Textbook	40
3.2.1	The First Section “Back to school”	40
3.2.2	Sequence One “Jobs and Occupations”	40
3.2.3	Sequence Two “Hobbies”	41
3.2.4	Sequence Three “Hometown”	42
3.2.5	Sequence Four “Showing the Way”	42
3.2.6	Sequence Five “Travelling”	43
3.2.7	Sequence Six “Holidays”	43
3.3	Analysis of Teachers' Questionnaire	44
3.4	Description of the Results	44
3.4.1	Section One: General Information	44
3.4.2	Section Two: The Textbook Overview	46
3.4.3	Section Three: The Effectiveness of Tasks in Fifth- year Primary School English Textbook	48
3.4.4	Section Four : Further Insights	56
3.5	Discussion of the Results	60
3.6	Recommendations	63
3.7	Conclusion	64
General Conclusion		65
Bibliography		68
Appendices		
ملخص		

General Introduction

Background of the study:

In various parts of the world, the teaching of English as a foreign language has become increasingly common scientifically and economically. This is primarily due to its globalization, which has established English as the lingua franca for the non native speakers (Benosmane, 2006). Moreover, it is the predominate language in the realm of business, science, politics, and technology. Therefore, it is crucial to acquire this global language, making the teaching and learning of English language an important priority in educational systems worldwide.

Algeria is a multilingual society; where Arabic and Tamazight are the first official languages of the country, French is the first foreign language taught in schools at an early age, and spoken by the Algerians in their daily communications, although English is the most widely spoken language in the world (Benosmane, 2006). Recently, teaching English language in Algeria to young learners has witnessed great interest from the community due to the evolution of the world, the Algerian children need to be involved in this developed world through learning the English language (Benosmane, 2006). Currently, English has been implemented into the primary school's curriculum starting from the third level in September 2022.

Moreover, As Algeria integrated English in its primary school's curriculum, there are many factors that influence the effectiveness of the educational experiences. One of them is teaching materials. Textbooks are one of the teaching materials which are commonly used in educational setting, they are intended to give structured, organized, and understandable knowledge, nevertheless the success of textbooks in promoting language acquisition is determined by a variety of factors, including the quality of the material, its relevance to the curriculum, its appropriateness for the level and requirements of

the learners, and the effectiveness of the tasks and activities suggested by the designers.

Statement of the Problem:

The integration of English language into the primary education curriculum in Algeria has brought to light several aspects of language education, including the crucial role of textbooks in the learning process. However, textbook design has been a key concern, particularly in terms of fitting tasks and activities to the learners' age, needs, and level. Therefore, this research focuses on evaluating the effectiveness of tasks and activities suggested in the fifth-year primary school English textbook "My Book of English" in enhancing language learning.

Aims and Significance of the Study:

The overall aim of this research is to examine the newly introduced English Textbook "**My Book of English**" for the fifth-year primary school in Algeria. However, the main objective of this academic research is to evaluate the tasks presented in this textbook. This research is significant because it investigates a newly released textbook "**My Book of English**" which has not been previously explored in academic literature. By focusing on the evaluation of the tasks presented in this textbook, this study offers an innovative analysis of its suitability in primary education through descriptive analysis in addition to teachers' questionnaire that provides qualitative insights into the practical application of the textbook in real classroom settings. Moreover, since the integration of English language into Algerian primary schools is still developing, and this textbook being the first for the fifth-year pupils, this academic research provides an important foundation for future studies.

Research Questions:

Based on the statement of the problem, the research aims to evaluate the effectiveness of tasks presented in the fifth-year primary school English textbook “My Book of English”. In order to achieve this aim, the study raises the following research questions:

Main question:

- To what extent are the tasks in the fifth-year primary school English textbook “My Book of English” effective in language development?

Sub-questions:

1. Do the tasks presented in this textbook promote meaningful communication by referring to realistic activities and situations?
2. Does the textbook “My Book of English” includes tasks that build on pupils’ prior knowledge to support progressive learning?

Research Hypotheses:

To answer the research question, it is hypothesised that:

1. The tasks presented in the fifth-year primary school English textbook “My Book of English” effectively support pupils language development.
2. The tasks presented in this textbook promote meaningful communication by incorporating realistic activities and situations, allowing pupils to engage in practical language use.
3. The textbook “My Book of English” includes tasks that build on pupils’ prior knowledge to support progressive learning.

Methods and Tools of the Research:

Using both qualitative and quantitative research methods in the same study is an effective and common approach used by researchers because it allows one methodology support and complement another. Therefore, to conduct a thorough evaluation of the fifth-year primary school English textbook “My Book of English” a descriptive analytical approach is employed to systematically examine the structure and the organisation of its tasks in developing language acquisition. Alongside a well-designed questionnaire distributed to primary school English teachers to collect their insights and evaluations on the suitability of the tasks presented the fifth-year primary school English textbook. This mixed method approach, ensures statistical analysis by providing numerical data, while also capturing deeper insights through content analysis.

Previous Studies:

Various studies have been carried out to investigate the effectiveness of language tasks in primary school textbooks and their influence on enhancing students' academic outcomes. Yet, there is limited research that directly examines the newly released English textbook “My Book of English “. The following studies provide essential frameworks and findings that contribute to this evaluation. For instance, in 2018, Filali and Mechid conducted a study at Mouloud Mammeri University of Tizi-Ouzou, to investigate the reading activities in the Algerian middle school third-year textbook, “My Book of English “. The research aimed to evaluate whether the reading activities align with Françoise Grellet’s (1981) theory of developing reading skills. The researchers analysed the textbook's reading tasks and gathered data through questionnaires distributed to middle school EFL teachers. The findings revealed that the textbook incorporates reading comprehension strategies but also highlighted challenges, such as learners' difficulties in understanding texts.

In 2023, Zeghmar and Boudjemline conducted a study at Abdelhafid Boussouf University -Mila in Algeria, to assess the effectiveness and suitability of tasks and activities in the third-year primary school textbook, with a particular focus on pronunciation content. The researchers used a mixed-method approach, administering questionnaires and evaluation checklists to primary school teachers in Mila region. The results demonstrated that the textbook's tasks provided insufficient practice and knowledge development in pronunciation, emphasising the need for improvement. This study emphasises the need of providing effective and interesting tasks in textbooks that better address primary school students' academic needs and improve their learning outcomes.

Additionally, another study was conducted in 2024 by Badjadi and Boukhris at Kasdi Merbah Ouargla University investigated the development of speaking skills through the activities in the third-year primary school textbook, "My Book of English." The researchers used questionnaire and checklists to evaluate the effectiveness of the speaking activities. The findings of the study showed that the key challenge identified in the teaching of speaking skill is the lack of clear instructions for speaking tasks. Moreover, elements such as linguistic needs and the educational background of students were identified as influencing the effectiveness of these tasks. The study emphasizes the significance of well-defined and engaging speaking activities in educational materials to facilitate effective skill development and academic advancement for primary school students. All prior research has agreed on the necessity of creating textbook tasks that adequately meet the academic requirements of learners, while also emphasizing the difficulties and limitations encountered during their implementations, which require thorough attention to achieve significant learning results.

The Structure of the Research:

Present study is composed of three chapters. The first chapter is fully theoretical; it covers English textbook as learning/teaching material, the chapter starts with definitions of a textbook, discussing its functions, advantages, limitations, and the criteria of a good textbook. And then providing definitions, different types, models, and the checklists used for textbook evaluation, after that, this chapter investigates the tasks included in ELT textbooks, addressing their definition, roles, types and checklists.

The second chapter deals with the methodology used in this research to evaluate the tasks in the fifth-year primary school English textbook. This part outlines the research methods employed in the study, as well as the means of data collection. Furthermore, it presents a general descriptive of the layout, design, the structure and the content of the textbook, as well as it examines the questionnaire designed for teachers of primary schools, highlighting its objectives, structure, the study population and the target sample. Moreover, this chapter provides the limitations encountered during this study, in addition to ethical considerations.

The third chapter presents the results of the study, it starts with an introduction, outlining the importance of the findings. And then providing a descriptive analysis of each sequence in the fifth-year primary school English textbook. Following this, the chapter moves on to the analysis of the teachers' questionnaire, providing a detailed description of the three sections' results. Thereafter, the chapter progresses to the discussion of the results, interpreting key findings and connecting teachers' answers with the research objectives. Furthermore, it includes recommendations for future researches and policy makers, offering suggestions based on the findings to enhance the use of EFL textbooks.

Chapter one: Theoretical Part

1.1 Introduction

The use of English textbook does not only become a guide to the teachers when delivering the materials, but also presents necessary input through various explanations and activities. On the side of the learners, it also influences their attitudes and performance to the materials. In that respect, this chapter will provide an overview of English textbooks and their evaluation in EFL classrooms. It begins by defining a textbook, discussing its functions, advantages, limitations, and the criteria of a good textbook. And then providing definitions, different types, models, and the checklists used for textbook evaluation, before the conclusion, the current chapter investigates the tasks included in ELT textbooks, addressing their definition, roles, types and checklists. Before delving directly into these aspects, it is important to review relevant literature that establishes the basis of textbook tasks discussion in ELT.

1.2. Literature Review:

Textbooks tasks are considered as crucial elements of the learning process. They provide structured opportunities for students to interact with the material in meaningful ways, which helps them understand and apply what they have acquired. (Nunan ,1989) defined a task as “a piece of classroom work that involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is principally focused on meaning rather than form”. Similarly, (Rozati, 2014) described a task as a piece of meaning centred work that makes learners comprehend, produce and communicate in the target language. Many scholars and researchers have emphasized the importance of tasks in textbooks especially in the process of teaching and learning a second/foreign language. For instance, (Richter, 2012) states that Learning tasks play an important role in instructional settings. They may be characterized as an interface between the learners and the information offered in the learning environment. They serve to activate and control learning processes in order to

facilitate successful learning. (Edwards, 2014) also supports this view, asserting that "Students' learning is influenced by the tasks they do at school". This means that the activities and assignments given to students are crucial in shaping their educational experience, Students retain information better, think critically, and apply what is learned in real-world situations when they are engaged in authentic, meaningful tasks. Gracin (2018) said that a major source of tasks for both classroom activities and homework is the textbook. The textbook should offer a variety of tasks that designed to facilitate students' engagement with the language used to communicate. Consequently, the tasks included in the textbook are key components to be evaluated. This is particularly essential in the context of ELT (English language teaching) textbooks, where the incorporation of varied and significant tasks are important for fostering language competency and cultural awareness. Recently, in Algeria, teaching English language has been integrated into primary schools, marking an important turning point in the country's educational system, evaluating the tasks included in these textbooks is crucial to ensure they effectively support language acquisition and cognitive development. (Ellis ,2003) support this idea stating that 'a task is a work plan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct appropriate propositional content has been conveyed.'. Hence, Tasks should to be related to students' interests, experiences, and cognitive abilities, also the complexities of tasks must be measured; therefore, if the students find these tasks interesting and achievable, a smooth learning process is ensured.

1.3 . Textbook as Learning/Teaching Material:

The textbook plays an important role in almost every school system in the world, representing a useful resource for both teachers and learners. Crawford (2000) stated that textbooks possess a certain level of authority and play a significant role in the socialization process of children. They provide a clear

interpretation of history and a worldview, along with examples of social conduct, norms, and values. According to Richard (2001) a textbook is one of the many kinds of instructional materials used in teaching and learning process, it is usually succinctly written, tightly organised, and greatly condensed, where students can improve their knowledge, get new information, and explore their English competence.

1.3.1 The Concept of Textbook

Ivanuš Grmek (2003) described textbook as a vital teaching and learning tool that adapts scientific information or specific academic disciplines into a format that is easily understood by all students. While Cairns and Kostelecky (2013) defined textbooks as resources that provide information about a specific subject or discipline. They emphasized how textbooks can convey information to students in an organized and structured manner that facilitates the learning process. Moreover, Hadar (2017) outlined that the textbook is the main carrier of the curriculum, which plays a significant role in teaching and learning of various school subjects. Khateeb and Almujaivel (2018) see textbook functions as a roadmap that facilitates the study of a designated topic.

1.3.2 The Role of Textbook in EFL Classroom:

It has been widely accepted that textbooks play an essential role in many languages classroom (Richards, 2001). According to Cortazzi and Jin (1999) characterize a textbook in multiple roles, including that of a teacher, a map, a resource, a trainer, and an authority. In its capacity as a teacher, a textbook provides students with essential information, and insights into the cultures of English-speaking nations. Functioning as a map, it outlines the linguistic and cultural components within a structured framework, guiding both students and educators through the progression of previously covered lessons. Moreover, a textbook serves as a resource, offering a variety of materials and activities from which teachers can select. It also acts as a trainer for novice educators,

supplying them with crucial instructions, support, and guidance. Lastly, as an authority, a textbook is regarded as a credible and trustworthy source, authored by experts and authorized by important publishers or ministries of education. Additionally, Harmer (2007) states that the most important aspect of textbook use is for teachers to try to engage learners with the content they are going to be dealing with. Moreover, it also provides the learners with great opportunity to communicate English in the classroom.

1.3.3 Advantages of Textbooks:

Gomez Rodriguez (2010) outlined that EFL textbooks are a major necessity for most teachers due to its easy-followed structure with well-organized progress not for only the students to follow but that also serves as a helpful guide for teachers. Additionally, Nahrkhalaji (2012) refers to textbooks as the “security blankets” because they act as a map for students that guide them through the curriculum by shaping their expectations as to what has been and will be learnt. Teachers and learners but not their boss. Richards (2001) also states that without textbooks, a program may have no impact, therefore, they provide structure and a syllabus. Besides, the use of a textbook in a program can guarantee that students in different classes will receive a similar content and therefore, can be evaluated in the same way.

1.3.4 Limitations of Textbooks:

As well as the researchers who point out the benefits of ELT textbooks, there are others who highlight their limitations. For instance, Swales (1980, as cited in Gu, H., Bo, H., & Ren, L. 2019) defends that no single textbook can fulfil the differing needs of learners in different contexts. Ansary and Babaii (2002) highlighted several limitations associated with the use of textbooks in a language classroom. First, they assert that the uniqueness of each learner group, which encompasses differences in needs, proficiency levels, and learning styles, implies that no single textbook can effectively serve all students. This is Due to

the fact that such educational materials are developed based on the subjective evaluations of authors and publishers. Secondly, the themes covered in the textbook might not be perceived as interesting or connected from the students' experiences. Finally, the textbook may serve as a barrier to teacher creativity, leading them into passive users of the material without engaging in any modifications or adaptations. Additionally, according to Kumaravadivelu (2003) teaching materials are primarily produced by textbook writers for commercial gain, which often results in neglecting the dynamics present in language classrooms across various contexts, these materials are typically regarded as the primary sources of knowledge that educators must deliver to their students.

1.3.5 Criteria of a Good Textbook:

The significance of textbook in educational settings cannot be overstated, as it is essential tool for teaching and learning process. Which necessitates that it possesses a high standard of quality. Many scholars have identified a set of criteria that outlines the characteristics of an ideal textbook, which serves as a guideline for evaluators in their assessment of educational materials. For instance, Cunningsworth's (1995) criteria of a textbook (**table 1**) and Riddell's (2003) criteria of good textbook, as presented in (**table 2**).

Among the various frameworks proposed for textbook evaluation, Cunningsworth (1995) presented several key criteria that determine the effectiveness of a textbook, these criteria focus on aspects including content quality, learner appropriateness, and pedagogical structure. The following table presents Cunningsworth's criteria of a good textbook.

Table 1. Criteria of a good textbook based on Cunningsworth (1995)

1	Textbook should be written by experienced teachers.
2	Textbook should be appropriate to the students' level.
3	Textbook should be visually appealing and well laid-out.
4	Textbook should contain thought provoking issue to challenge the students.
5	Textbook should have varied and balanced language works, skill work, pronunciation, and so on.

The criteria outlined by Cunningsworth (1995) presents a key aspect of an effective textbook. These elements include the importance of a well structure content that align with students' level, engaging them through meaningful activities and allows for balance language skills. Moreover, the inclusion of thought-provoking material ensures cognitive engagement of the students, as well as the textbook layout and presentation play a crucial role in accessibility and ease of use. Additionally, textbooks written by experience teachers are likely to reflect pedagogical practices, making them more effective tools for both teachers and students.

Riddell (2003) also proposes several key criteria that determine the suitability of a textbook, including aspects such as learner centred design, practical language application, diverse learning methods, and supportive educational roles. The following table presents Riddell's framework for evaluating the quality of a textbook.

Table 2. Criteria of a good textbook based on Riddell (2003)

1	Textbook should correspond to learner`s needs. They should match the aims and objectives of the language learning program.
2	Textbook should contain (present or future) which learners will make of the language. Select textbook which help to equip learners to use language effectively for their purposes.
3	Textbook help learners to learn in a number of ways.
4	Textbook should have a clear role as a support for learning like teachers; they mediate between the target language and the learner.

Riddell's criteria states that the textbook should align with learners' needs and the learning objectives, enhancing relevance and effectiveness. It must equip learners with practical language skills to both present and future contexts, preparing them for real world communication. Additionally, a textbook should support diverse learning methods, offering various activities that align with different learning styles. The textbook should also serve as a bridge between the target language and the learner through structured guidance. These criteria make the material effective in enhancing students' engagement and promote language acquisition.

Moreover, beyond evaluating textbooks based on their quality and learners' relevance, Byrd in Celce-Murcia (2001) highlights that the textbook must fit with; curriculum, teachers, and students. These components ensure that textbook integrates into the educational settings, supporting both teaching and learning. The following figure provides these essential elements.

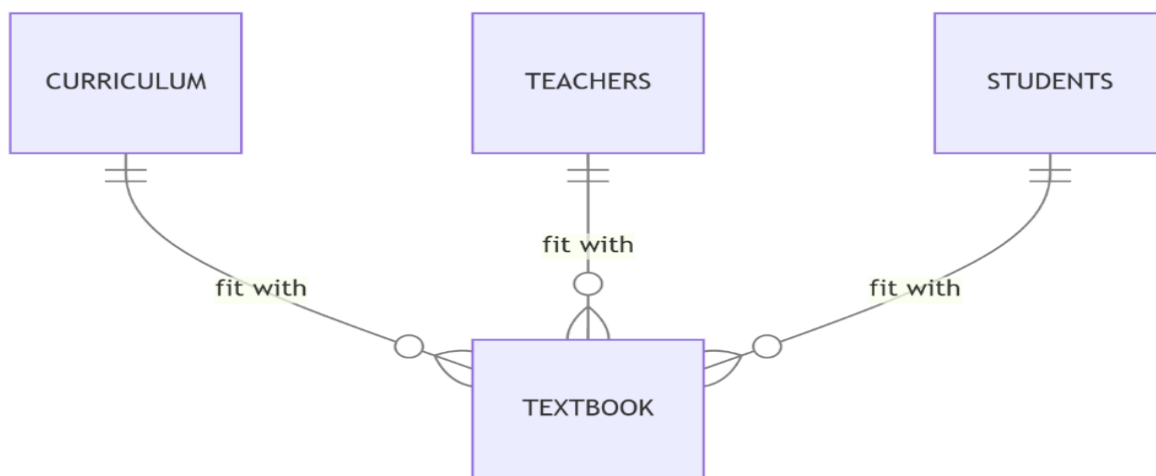


Figure 1. Components that a Textbook must fit With (Adapted from Bryd's in Celce-Murcia, 2001)

Bryd in Celce Murcia (2001) presents three essential components that textbooks must fit with. The first component, concerning the fit between the curriculum and the texts, emphasizes that textbooks should take into account both the broader and more specific educational contexts of the curriculum. The second component, which addresses the fit between teachers and texts, highlights that textbooks ought to include four key elements: meaningful content, practical examples, a variety of tasks, and an effective presentation style. Lastly, the fit between students and texts pertains to four critical aspects: engaging content, suitable examples, diverse tasks, and the overall presentation of the textbook.

1.4 English Textbook Evaluation:

Textbooks are undoubtedly the most popular teaching materials used in English language classroom. However, 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, every textbook used in the

classroom should go through an evaluation. Allowing to realize the weaknesses and strengths of the textbook and to arrive to a more informed judgment.

1.4.1 Definition of Evaluation:

The Cambridge dictionary defines evaluation as the process of judging or calculating the quality, importance, amount, or value of something. Furthermore, the American Evaluation Association (2014) describes evaluation as a structured approach aimed at assessing the quality, worth, value, or significance of a subject. The term evaluation has several definitions; each theorist defined it according to his way of understanding. For instance, Rea – Dickens and Germaine (1994) stated that evaluation is a process that enables us to enhance our comprehension of what is effective, what is less effective, and what seems to be entirely ineffective. Moreover, Lynch (1996) argues that evaluation refers to the organized process of collecting information, making informed judgments or decisions. As such, evaluative information can take both qualitative and quantitative forms and can be obtained through various methods, including observation and the use of written assessments. Furthermore, Genesee (2001) asserts that evaluation is a process whereby information is collected, analysed and interpreted. McGrath (2002) claims that evaluation can be defined as looking for what is already there in the textbook, which results in an objective and verifiable description whereas evaluation is subjective. McGrath (2002) added that textbook evaluation pertains to finding out what, as an evaluator, you were looking for was there or not, and then assigning a value to those findings.

1.4.2 Textbook Evaluation:

Textbook evaluation is a critical aspect that significantly impacts the teaching and learning process, beginning with the initial stages of material development and extending to specific classroom activities. Numerous scholars have provided various definitions of textbook evaluation. For example, Tomlinson (2011) stated that textbook evaluation is the work of assigning a value to material

through measurement. He also suggested that the textbook evaluation process consists of teachers, supervisors, administrators, and material writers making judgments about the strengths and weaknesses of a given textbook. Nazeer, Shah and Sarwat (2015) defined textbook evaluation as a systematic process to examine data gathered from various instruments and sources to determine the effectiveness of the information obtained.

1.4.3 Importance of Textbook Evaluation:

Most methodologists agree on the importance of textbooks as foundational elements in education; however, they believe that an ideal textbook does not exist. For instance, McDonough et al. (2013), the importance of textbook evaluation. Ornstein and Ornstein and Hunkins (2014) believe that Evaluation keeps tracking the strengths and weaknesses of the curriculum before its implementation and the effectiveness of its delivery after implementation. Moreover, Fey and Matthes (2018) emphasize that textbook evaluation plays a functional role in guiding pedagogical values, supporting cultural development, and informing educational policy systems. In the view of Alharbi (2015), evaluating textbooks is a key component in the pursuit of educational excellence, as it ensures that the materials are aligned with curriculum standards and meet the diverse needs of learners.

1.4.4 Types of Materials Evaluation:

As stated by Tomlinson (2001), materials evaluation is characterized as a structured procedure that measures the potential impact of materials on learners in alignment with their educational objectives. Thus, several evaluation frameworks appeared and were used by TFL experts based on the type of textbook and the learning stage. For instance, Tomlinson (2003) types of material evaluation. Similarly, Ellis (1997) introduced the frameworks of Predictive and Retrospective Evaluation. As well as Donough and Shaw (2003) External and Internal Evaluation.

1.4.4.1 Tomlinson Types of Materials Evaluation (2003):

Tomlinson (2003) identified three distinct stages of evaluation: pre-use evaluation, in-use (or whilst-use) evaluation, and post-use evaluation, each addressing different phases of textbook application.

1.4.4.1.1 Pre-use Evaluation:

According to Tomlinson (2003), pre-use evaluation consists of determining the potential worth of materials for their intended users. This implies that the evaluation happens before the material is used in the classroom. It is important to note that Tomlinson's pre-use evaluation and Ellis's predictive evaluation are similar method, as they both involve an initial evaluation of the material to determine its appropriateness for the teacher, the learner, the curriculum, and the course objectives.

1.4.4.1.2 In-use Evaluation:

Tomlinson (2003) states that in-use evaluation (also known as whilst-use evaluation) involves evaluating the value of materials either during their use or while they are being observed in action. This method happens at the same time that the material is actively employed in the classroom. It is considered as a more reliable evaluation than the previous one (pre-use evaluation) because it tends to make measurements rather than predictions. Moreover, the evaluators have the capacity to evaluate and determine the suitability of the textbook, in order to conduct a systematic evaluation that provides empirical support for their theory through observable data.

1.4.4.1.3 Post-use Evaluation:

As outlined by Tomlinson (2003), post-use evaluation can measure the actual results achieved after using the material, thus offering data for making reliable decisions about their continued use, modification, or replacement. This method

is regarded as the most valuable form of evaluation, yet it is often the least managed due to time limitations faced by educators and educational institutions.

1.4.4.2 Predictive and Retrospective Evaluation by Ellis (1997):

According to Ellis (1997) predictive evaluation is "an evaluation of the materials before they are used in the classroom". As the term implies (predictive), is conducted before the material usage to decide which resources are most appropriate, it helps the teacher to decide which material to utilise that best suit him, the curriculum and the learner's needs. Moreover, he states that teacher can carried out predictive evaluation by looking at works done by "expert reviewers" or they themselves conduct the evaluation with the help of checklists and guidelines developed by scholars on the other hand, Retrospective evaluation is undertaken after the material has been submitted and employed in the classroom, with the goal of evaluating its appropriateness and determining its potential for ongoing use. Retrospective evaluation consists of two types, impressionistic and empirical. The impressionistic retrospective evaluation refers to the process in which educators determine the effectiveness of specific activities during the course. However, empirical retrospective evaluation done through submitting a questionnaire to teachers in order to assess the effectiveness of their teaching methods and the materials used. Such evaluations are not frequently conducted among teachers. Ellis recommended that Micro-evaluation serves as the best strategy for empirical evaluation. In micro-evaluation, the educator focuses on individual tasks, selecting a specific and engaging activity for empirical assessment. This approach can function independently, offering a dependable method for conducting evaluations.

1.4.4.3 External and Internal Evaluations by Donough and Shaw (1993):

McDonough and Shaw (1993) propose two stages of material evaluation: external evaluation and internal evaluation. External evaluation offers a general overview of the organization of the textbook (the cover of the textbook, the

introduction, and the table of content.). If the external evaluation showed that the textbook was suitable for the situation and the present the objectives, then the teacher or the researcher would move to a more detailed evaluation to assess what is actually presented inside the material, this process is called internal evaluation. McDonough and Shaw (1993) stated that "the essential issue at this stage is for us to analyse the extent to which factors in the external evaluation stage actually match up with internal consistency and organization of the materials as stated by the author/publisher". This indicates that the material undergoes an internal evaluation to determine how well the external claims made by the designer correspond with the internal content of the textbook.

1.4.5 Checklist of Textbook Evaluation:

The role of the textbook is significant for both educators and learners. Therefore, evaluating these sources is crucial for both of them. In this regard, several researchers have used different checklists in order to help ELT teachers evaluate the textbooks. The development of these checklists aimed to address the necessity for a reliable and practical framework for the evaluation of ELT textbooks. According to Stufflebeam (2000) checklists are important evaluation tools when they are carefully designed, validated, and employed. Notable examples include Byrd's (2001) Checklist and Litz's (2005) checklist.

a. Byrd's (2001) Checklist:

Byrd's (2001) have developed a textbook evaluation checklist that functions as a structured tool for assessing the quality and relevance of English Language Teaching (ELT) textbooks. Her checklist includes five main evaluation aspects, as it is shown in the table below.

0=Totally lacking 1=Weak 2=Adequate 3=Good 4=Excellent

Table 3. Byrd's (2001) ELT Textbook Evaluation Checklist

Textbook	4	3	2	1	0
<p>a. Subject matter</p> <p>1. Does the subject matter cover a variety of topics appropriate to the interests of the learners for whom the textbook is intended (urban or rural environment; child or adult learners; male and/or female students)?</p> <p>2. Is the ordering of materials done by topics or themes that are arranged in a logical fashion?</p> <p>3. Is the content graded according to the needs of the students or the requirements of the existing syllabus (if there is one)?</p> <p>4. Is the material accurate and up-to-date?</p>					
<p>b. Vocabulary and structures</p> <p>1. Does the vocabulary load (i.e., the number of new words introduced every lesson) seem to be reasonable for the students of that level?</p> <p>2. Are the vocabulary items controlled to ensure systematic gradation from simple to complex items?</p> <p>3. Is the new vocabulary repeated in subsequent lessons for reinforcement?</p> <p>4. Does the sentence length seem reasonable for the students of that level?</p> <p>5. Is the number of grammatical points as well as their sequence appropriate?</p> <p>6. Do the structures gradually increase in complexity to suit the growing reading ability of the students?</p> <p>7. Does the writer use current everyday language, and</p>					

<p>sentence structures that follow normal word order?</p> <p>8. Do the sentences and paragraphs follow one another in a logical sequence?</p> <p>9. Are linguistic items introduced in meaningful situations to facilitate understanding and ensure assimilation and consolidation?</p>					
<p>c. Exercises</p> <p>1. Do the exercises develop comprehension and test knowledge of main ideas, details, and sequence of ideas?</p> <p>2. Do the exercises involve vocabulary and structures which build up the learner's repertoire?</p> <p>3. Do the exercises provide practice in different types of written work (sentence completion, spelling and dictation, guided composition)?</p> <p>4. Does the book provide a pattern of review within lessons and cumulatively tests new material?</p> <p>5. Do the exercises promote meaningful communication by referring to realistic activities and situations?</p>					
<p>d. Illustrations</p> <p>1. Do illustrations create a favourable atmosphere for practice in reading and spelling by depicting realism and action?</p> <p>2. Are the illustrations clear, simple, and free of unnecessary details that may confuse the learner?</p> <p>3. Are the illustrations printed close enough to the text and directly related to the content to help the learner understand the printed text?</p>					
<p>e. Physical make-up</p>					

1. Is the cover of the book durable enough to withstand wear?					
2. Is the text attractive (i.e., cover, page appearance, binding)?					
3. Does the size of the book seem convenient for the students to handle?					
4. Is the type size appropriate for the intended learners?					

Byrd's (2001) checklist provides a structured evaluation of a textbook including subject matter, it focuses on relevance, logical organization, and alignment with the learners' needs, ensuring the content is engaging and up to date. While the vocabulary and structured criteria highlight the importance of systematic progression, repetition for reinforcement, and sentence complexity appropriate to learners' proficiency. Moreover, exercises play an important role in reinforcing learning and enhance communication skills. As well as the illustrations that support learning environment by being clear, relevant, and placed systematically to reinforce comprehension. Additionally, the physical makeup of the textbook matters as it affects usability, therefore, it should be durable, well-designed, easy to handle, and printed in readable font. When all these aspects are carefully addressed, the textbook becomes a valuable tool for both teachers and learners.

b. Litz's (2005) Checklist:

Litz (2005) propose specific criteria for evaluating both external and internal aspects of ELT textbooks, as demonstrated in the following table.

Table 4. Litz's (2005) textbook evaluation checklist

1) Practical considerations	<ul style="list-style-type: none"> • The price of the textbook is reasonable. • The textbook is easily accessible.
2) Layout and design	<ul style="list-style-type: none"> • The layout and design are appropriate and clear. • The textbook is organized effectively.
3) Activities	<ul style="list-style-type: none"> • Balance in distribution between free / controlled exercises and fluent / accurate productions in tasks. • Promotion of communicative and meaningful practice. • Balance between individual / pair and group work. • Promotion of creative, original, and independent responses. • Realistic and motivating contexts for grammar and vocabulary points.
4) Subjects and contents	<ul style="list-style-type: none"> • Subject and content relevant to learners needs. • Subject and content are realistic. • Subject and content are interesting, challenging and motivating. • Sufficient variety in the subject and content. • Materials are culturally unbiased and do not negative strategies. • The materials include and focus on the skills that the learner need to practice. • The materials provide an appropriate balance of the four language skills. • The textbook pays attention to sub-skills -i.e. Listening for gist, course note-taking, skimming for information, etc.

<p>5) Language type</p>	<ul style="list-style-type: none"> • The language used in the textbook is authentic. • The language used is at the right level for learner current English ability. • The language represents a diverse range of registers and accents. • The grammar points were presented with brief and easy examples and explanations.
<p>6) Overall consensus</p>	<ul style="list-style-type: none"> • The textbook raises the learner interest in further English language study. • The learner would choose to study

Litz's (2005) textbook evaluation checklist presents a detailed framework for assessing the effectiveness of the textbook. According to this checklist an effective textbook should be reasonably priced and easy to obtain for learners and teachers. The layout and design should be clear and organised to enhance comprehension and engagement. Moreover, a well-structured textbook should include engaged activities to promote meaningful communication, creativity, and independent responses. Subjects and contents of the textbook should be relevant, diverse, and culturally unbiased. Furthermore, the language used in the textbook must be authentic and appropriate for learners' proficiency. A good textbook should align with students' interests in language study, reinforcing its role as an effective educational resource.

1.5 Tasks in ELT Textbooks:

Tasks in ELT textbooks function as a crucial tool in language acquisition, offering structured activities that involve students in meaningful communication. They facilitate the development of linguistic competencies through interaction, problem solving, and application in real life contexts. By incorporating various types of tasks, textbooks aim to enhance comprehension and fluency in the target language, (Rozati, 2014).

1.5.1 Definition of Tasks in English Textbook:

Nunan(2004) Define task as a series of directives designed to guide students in the pragmatic processing of language, enabling them to generate an output that can be evaluated to determine if the intended message has been conveyed accurately and appropriately. Additionally, Harmer (2007) outlined that a task is a piece of schoolwork that requires students to grasp, manipulate, produce, or communicate in the target language while paying more attention to meaning than to form. According to Rozati (2014), a task is described as a meaningful activity that facilitates learners' understanding, production, and communication in the target language. Moreover, Bachman and Palmer (2010) stated that a task refers to an activity in which individuals utilize language to accomplish particular goals or objectives within a specific context. Breen & Candlin, as cited in Tomlinson (2011), defined a task as any suggestion found within educational materials that requires learners to engage in activities aimed specifically at facilitating the acquisition of a foreign language. Similarly, Ebadi & Hasan (2016) described a task as an element of classroom work that require learners to interpret, direct, create, or engage in the target language.

1.5.2 The role of tasks in English Textbook:

According to Richter (2012) Learning tasks play an important role in instructional settings. They may be characterized as an interface between the learners and the information offered in the learning environment. They serve to activate and control learning processes in order to facilitate successful learning. (Kebudayaan 2016) encompasses all actions taken by students, whether guided by a teacher or conducted independently, that involve learning inputs aimed at achieving specific educational outcomes or goals. Moreover, tasks found in English textbooks are essential in promoting language development and proficiency in EFL learners. These tasks are designed to encourage student interaction, maintain engagement, and facilitate the acquisition of language skills within the classroom, which is crucial for fostering active learning,

developing critical thinking skills, and enhancing language proficiency (Richards & Rodgers, 2014). Likewise, Abraham (2015) emphasizes that a well-designed task enhances students' cognitive skills and supports their academic success. In a task-based language teaching environment, students are provided with numerous opportunities to engage actively in their learning as they tackle various types of tasks.

1.5.3 Types of Tasks in Textbook:

According to Nunan (1999), he grouped the tasks based on the strategies underpinning them. (See table 5). Additionally, Ellis (2003) divided tasks into two categories; focused and unfocused. The purpose of the unfocused tasks is to advance a student's comprehension and production in communication, whereas the focused tasks draw the attention to linguistic aspects and forms. While Willis (2005) attempts to classify tasks into task-types based on cognitive processes such as listing tasks, ordering and sorting tasks, comparing tasks, problem solving tasks, sharing personal experience, and creative tasks. Pica, Kanagy & Falodun (2014) Consider categorizing task types from a different perspective, based on the type of interaction that occurs as a result of completing a specific task. The tasks are classified into five different types; Jigsaw, information gap, problems-solving, decision-making, and opinion exchange.

Table 5. Task Type (Nunan 1999)

Cognitive tasks	Interpersonal tasks	Linguistics tasks	Affective tasks	Creative Tasks
Classifying. Predicting. Inducing. Note Taking. Concept.	Co-operating. Role Playing.	Conversational Patterns. Practicing Using context. Summarizing.	Personalizing Self- evaluating Reflecting	Brainstorming Other Tasks

Mapping. Inferencing.		Selective Reading/ Listening. Skimming.		
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Nunan's (1999) classification task types provide a structured framework for effective language learning. Ensuring that students engage with different cognitive, interpersonal, linguistic, affective, and creative processes. The cognitive tasks such as classifying and predicting enhance analytical thinking and problem-solving skills. While the interpersonal tasks such as co-operating and role playing develop meaningful communication abilities. Moreover, linguistic tasks focus on language comprehension and fluency. Whereas the affective tasks like personalizing, self-evaluating, and reflecting promote personal engagement and motivation, allowing the learners to connect language learning with their own experiences. Additionally, creating tasks such as brain storming encourage originality, and independent thinking.

1.5.4 Evaluation of EFL Textbook Tasks:

A major source of tasks for both classroom activities and homework are the textbook (Gracin 2018), therefore, the importance of textbooks prompts educators to engage in the evaluation of these educational resources (Kayapinar, 2009), consequently, tasks as learning materials need to be evaluated to ensure their quality and to determine their appropriateness for learners. According Tomlinson (2003) Evaluating tasks is essential, as it seeks to identify whether a textbook includes a range of activities and tasks that address the interests, needs, and learning styles of students. It is also recommended that these activities and tasks reflect real-world topics and texts and are challenging enough to engage learners' attention. Moreover, in order to effectively involve learners in tasks which may lead to success in language learning, Nguyen (2015) suggested that

the tasks in a textbook should be designed to develop four language skills and communicative abilities, encourage learner interaction in classroom, develop learner autonomy in learning, and to give clear instructions.

1.5.5 Checklist for Tasks Evaluation:

According to Ellis (1998), there are four important features of a task: (1) it involves an activity of some kind, (2) it has a specific outcome, (3) it may require language comprehension or language production or both, and (4) it requires learners to focus their attention principally on meaning rather than on form. Moreover, Ellis (1998) proposed five key steps in the process of tasks evaluation as it is shown in the following figure.

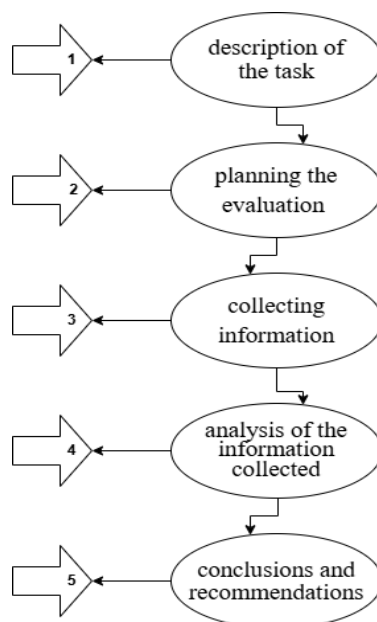


Figure 2. Steps of Evaluating Tasks by Ellis (1998)

The first stage in this process is the description of the task that involves the analysis of contents and task objectives, the second stage is planning the evaluation, this stage encompasses seven different dimensions of evaluation (as outlined in **table 6**), while the next stage is collecting information. The fourth stage is the analysis of the information collected, and the last one is conclusions and recommendations.

Additionally, Ellis (1998) provided seven aspects which the educator-evaluator has to take into consideration when evaluating tasks, as demonstrated into the following table:

Table 6. A checklist of questions for evaluating a task by Ellis (1998)

Dimensions	Key questions
<u>Approach</u> 1. Objective model 2. Responsive model	Is the approach to be one evaluating the task in terms of its objectives or is it to be one of developing an understanding of how the task works for language learning. Or both?
<u>Purpose</u> 1. Accountability 2. Development a. Curriculum improvement b. Teacher development	Is the evaluation directed at determining whether the task “works” or is it directed at improving the task for future use or encouraging teachers to reflect on the value and use of this kind of task?
<u>Focus</u> 1. Effectiveness 2. Efficiency	Is the focus of the evaluation on the effectiveness of the efficiency of the task
<u>Scope</u> 1. Internal 2. External	Will the evaluation of the task be in terms of its stated objectives or will it consider the appropriateness of the objectives themselves?
<u>Evaluator</u> 1. Insiders 2. Outsiders	Who will evaluate the task? What bias do the chosen evaluators have?
<u>Timing</u> 1. Formative 2. Summative	Will the evaluation of the task take place as it is being used in the classroom or on its completion?
<u>Type of information</u> 1. Test scores 2. Documentary 3. Self-report 4. Observation	What kinds of information will be used to evaluate the task? How will the information be collected?

Ellis (1998) checklist outlines seven different dimensions of tasks evaluation; approach, purpose, focus, the evaluators, the timing, and the type of information, each of these dimensions have two or more subcategories. Although these types of guidelines are thorough and provide a solid theoretical framework for tasks evaluation, they are excessively detailed for regular class preparation. It is a quite unlikely that a teacher who must decide whether to adapt, adopt, or reject a

specific teaching activity will have the time or energy to refer to a long checklist for consideration.

1.6 Conclusion:

Textbooks are crucial to the study of foreign language because they serve as the main source of information for both teachers and pupils. Therefore, it is essential to evaluate and to pick the right materials that match the learning objectives and address the needs of the students. In this chapter, the relevant literature has provided a base for the study by reviewing essential aspects of textbooks in English language teaching from the perspectives of different scholars and linguists, as well as, it gives a comprehensive exploration of textbook evaluation, highlighting its significance in the EFL context. Additionally, the chapter delves into the crucial components of tasks within ELT textbooks.

Chapter Two: Research Methodology

2.1 Introduction:

This chapter deals with the methodology used in this research to evaluate the tasks in the fifth-year primary school English textbook “My Book of English”. It begins by outlining the research methods employed in the study, as well as the means of data collection. In addition, a general descriptive of the layout, design, the structure and the content of the textbook is presented. It also examines the questionnaire designed for teachers of primary schools, highlighting its objectives, structure, the study population and the target sample. Lastly, this chapter provides the limitations encountered during this study.

2.2 Research Methods:

The present research used a questionnaire-based research design to evaluate the tasks in the fifth-year primary school English textbook “My Book of English”. This questionnaire is structured to incorporate both closed and open-ended questions, enabling an extensive analysis of teachers' opinions on the textbook. The use of closed-ended questions provides structured and measurable data, which helps in recognizing trends regarding teachers' perceptions and the application of tasks, while the open-ended questions deliver qualitative insights about the views, experiences, and suggestions of the teachers. To facilitate participation and data gathering, the questionnaire was conducted online using Google Forms, enabling respondents to fill it out at their convenience. This method allows for a greater number of teachers to be involved regardless of their location, and fostering a more effective and unbiased process for data collection. Moreover, the collected responses provide a significant resource for evaluating the pedagogical strengths and weaknesses of the textbook, assessing task relevance, and identifying areas that require enhancement. Additionally, through an analysis of teachers' feedback, the research intends to deliver significant recommendations for improving the textbook's content.

2.3 Data Analysis

Since the questionnaire includes both close-ended questions and open-ended questions, as a result, the collected data will be examined through systematic approaches. The analysis of closed-ended responses will be conducted through descriptive statistical methods using percentages and frequency distributions to identify trends and patterns about the textbook tasks in the perceptions of teachers. This quantitative approach provides a clear and objective means to assess the interactions of teachers with the instructional content and the measurement of its educational impact. While the open-ended responses will be analysed using thematic analysis, this approach fosters a rich, contextually grounded understanding of how teachers view the strengths and potential improvements of the textbook. Moreover, combining these methods offer a well-rounded evaluation, by incorporating both numerical trends and comprehensive qualitative evaluations to present important findings about the effectiveness of textbook tasks.

2.4 Means of Data Collection:

Choosing the most appropriate research method that can fit the study objectives is one of the biggest challenges that researchers face. However, for the sake of evaluating the fit between textbook tasks and students' academic needs, a questionnaire was design in order to collect data. The questionnaire was distributed to primary school teachers in Laghouat. Teachers were selected randomly to ensure a representative sample that reflects diverse experiences and perspectives. The questionnaire included a combination of both closed-ended and open-ended questions, enabling quantitative analysis while also providing qualitative insights into the views and suggestions of teachers.

2.5 General Descriptive Information of “my book of English”:

Before evaluating the tasks of the fifth-year primary school English textbook, named “My Book of English”, it is important to go through the content and structure of the book. Therefore, this section provides a general layout of the textbook's design, then an overview of its content and structure.

2.5.1 General Layout and Design:

This study deals with the newly introduced English textbook “My Book of English”. It was published in July 2024. This book is the official textbook designed by the Algerian Ministry of Education for the fifth-year primary school students. It embodies the collaborative work of two writers including the head of project: Samira Charit, middle school inspector, and Mohamed Zitouni, middle school teacher, besides to seven designers’ team. This book is 96 pages long. It opens up with an introduction presented in Arabic to ensure a comprehensive understanding among all fifth-year primary school students. This part provides a warm welcome to the learners and highlights how the textbook will help them in acquiring new skills and competencies. Following the introductory section, the textbook includes a Contents Page that outlines the titles of the six sequences, it initiates with a section called “Back to School”, it is designed to refresh students' fundamental knowledge. Subsequently, the main sequences are named, each concentrating on a specific theme and incorporating various interactive tasks to systematically advance the language proficiency of the students.

Moreover, the pages from seven to eighty-eight (07-88) comprise the body of the textbook, which includes the six teaching sequences. This part is what this study will be concerned with. The last section of the book (the last four (04) pages) consists of the Listening Scripts of all the listening tasks in the book, followed by the Book Map, and dictionary named as “My Bilingual Dictionary”. Moreover, the textbook features an attractive visual layout, as a specific colour

is selected for each sequence that facilitates comprehension and captivates the student's interest.

2.5.2 Textbook Content and Structure:

The content of this textbook “My Book of English” is systematically organized into six thematic sequences that focus on specific language learning topics such as, Jobs and Occupations, Hobbies, Hometown, Holidays, Travelling, and Showing the Way. Leading up to these sequences, there is preliminary section named Back to School which includes elements like Greetings, Ordinal Numbers, Cardinal Numbers, and Shapes to prepare students for the upcoming lessons. Moreover, each of these sequences is subdivided into sections that follow similar in pattern, such as "I Sing and Have Fun", "I Listen and Repeat", "I Read and Discover", "I Read and Enjoy", "I Read and Write", and "I Play Roles", along with a project work. These structured components focus on developing the four language skills. They are listening, speaking, reading, and writing.

Additionally, each sequence initiates with captivating components like songs or rhymes designed to engage learners and enhance vocabulary retention through auditory repetition. The textbook incorporates a diverse range of instructional activities, including listening comprehension, reading tasks, writing assignments, oral practice via role plays and dialogues, and Interactive components such as projects (e.g., road safety rules, drawing maps) are integrated to promote active engagement of the students and the contextual application of language skills. The structure of these activities includes a total of five to eleven (05-12) tasks per section.

2.6 Teachers' Questionnaire:

A questionnaire is a well-established tool for acquiring information on participants' social characteristics, behaviour, attitude, beliefs or reasons for action with respect to the topic under study, Bulmer (2004). According to

Cohen, Manion, & Morrison (2004), there are three types of questionnaires: structured questionnaires, where the questions are closed and the data can be quantitatively analysed, unstructured questionnaires, where the questions are open allowing for freedom to answer in the respondents' own words and therefore to provide qualification in their response, and a third type that adopts a mixed-methods approach, blending features of both unstructured and structured questionnaires. In this study, the latter is applied to achieve a comprehensive dataset.

2.6.1 Objective of the Questionnaire:

The objective of the questionnaire used in this research is to gather information about the tasks presented in the new released primary school English textbook "My Book of English". The questionnaire gathers specific data on primary school teachers' opinions about the tasks in ELT textbook, as well as their thoughts on the fit of those tasks with the students' academic needs.

2.6.2 Description of the Questionnaire:

As previously mentioned, this questionnaire is a mix of the structured and unstructured types, allowing for a variety of data that is analysed both qualitatively and quantitatively. The questionnaire contains six open questions (Q2, Q3, Q6, Q9, Q10 and Q11), where teachers are expected to elaborate, and 22 closed questions where they are designed in three main formats: multiple-choice (Q7), Likert scales (Q4, Q5), and Yes/No questions (Q8) to choose from. For more organisation, the questionnaire is divided into four separate sections.

The first section is dedicated to information about the sample of respondents, primary school EFL teachers. Questions in this part of the questionnaire have to do with teachers' level of education and experience in the field of ELT. In addition, it collects information about the number of students in the classroom, understanding the class size helps assess the tasks' practicality and adaptability to the teaching environment.

The second section of the questionnaire includes three questions organized in a table, enabling teachers to rate these questions on a five-point scale (always, often, sometimes, rarely, or never). This part aims to collect teachers' perspectives regarding the frequency and accuracy of the textbook tasks in the classroom.

Moreover, the third section of the questionnaire comprises the most important part of the questionnaire because it seeks to evaluate if the tasks presented in the English textbook are suitable for the fifth-year primary school pupils. This part includes four questions employed in diverse formats, such as Likert scale table, multiple-choice question, and yes/no questions.

Finally, the last section includes three questions designed to gather further perspectives from teachers. These questions address their overall evaluation of the textbook's relevance, their engagement with tasks from other materials, and their suggestions for improving the tasks within the textbook. This part is dedicated to collecting qualitative feedback and recommendations aimed at enhancing the overall effectiveness of the fifth-year primary school English textbook.

2.6.3 Study Population and Sample:

Shu Hu (2023) defines the study population as a subset of the target population from which the sample is selected. In this research, fifth year primary school English teachers constitute the study population. Since it is almost impossible to investigate every individual within a target population, a representative sample or sub-group is chosen for the evaluation.

The sample that is selected to participate in this study is a total of fifteen (15) primary school EFL teachers from different primary schools in Laghouat. In order to make the study credible and valuable, the participants were picked out in a random way.

2.7 Significance of the Study:

The research we are undertaking is considered important because it examines a recently published textbook titled "My Book of English," addressing a significant gap in academic research. By evaluating the effectiveness of this textbook tasks, the study delivers critical insights regarding the pedagogical strengths, weaknesses and opportunities of the EFL program in primary schools in Algeria. in order to gain insights on how well the tasks has been implemented so far, as well as generating recommendations for what can be improved. Additionally, the study is expected support all concerned teachers, policy makers, and other officials in the enhancement of English language teaching materials.

2.8 Limitations of the Study:

It is essential for the researcher to acknowledge the factors that limit the methodological framework of the study or its conclusions. These factors are referred to as the study limitations, are expected prior to conducting the research. However, there are times when such shortcomings show up during the course of the study. In this study, we can identify the following limitations:

- This study is only concerned with the fifth-year primary school English teachers in Laghouat
- The research does not encompass all EFL textbooks within the Algerian education system, but rather, it concentrates exclusively on the fifth-year primary school textbook.
- The research focuses only on tasks, without considering other elements of the textbook and instructional methods.
- This research conducted a questionnaire administered to primary school teachers. Students were not included in the study due to their lack of awareness of the study's objective.

- Since the textbook being evaluated is recently published, there are no prior studies available for reference. As a result, the analysis is carried out solely on a pre-use implementation, rather than during or post-use evaluation.
- The questionnaire was distributed through Google Forms; however, the participants showed insufficient familiarity with digital questionnaire tools.

Recognizing the study's limitations serves to highlight the necessity for additional research in this area. In essence, these limitations can be viewed as motivators for exploring new challenges related to the evaluation of tasks in EFL textbooks.

2.9 Ethical Consideration:

The research is dedicated to confirm a high ethical standard to guarantee the honesty of the research process and the protection of the participants. The involvement in this study is entirely optional, allowing the individuals to leave at any point without facing any problems. Furthermore, no personal identification data will be collected, and all the responses will be gathered safely with limited access to confirm the anonymity and the privacy of the participants. Moreover, to keep objectivity, minimizes external effects, and ensures a sincere representation of the participants' point of view a structured approach is used and carried out without bias or unfairness. Additionally, in order to ensure transparency in this academic paper, it is acknowledged that some of the responses provided by the teachers were generated using Artificial Intelligence (AI). However, these kinds of responses will be analysed separately where necessary. The involvement AI-generated responses give rise to ethical considerations regarding data validity, the level of participants' awareness, and the possible impact on research findings.

2.10 Conclusion:

To evaluate a textbook is to provide useful information that allows teachers to develop the content in a reliable approach. This chapter of the present research is an attempt to cover the methodology which carries out the evaluation, including Ethical considerations. Moreover, this part of the study serves as a preface for the third chapter where the collected data is analysed

CHAPTER THREE: Research Findings

Analysis and Discussions

3.1 Introduction:

This study would not be complete without an actual evaluation of the findings of this research. Therefore, an empirical part is essential for the eligibility and validation of the study. This chapter includes the analysis of Teachers' questionnaire and a detailed description of its results. In addition to a comprehensive a discussion of the results. Furthermore, based on the findings of the study, this chapter provides recommendations for future research, offering practical insights and suggestions for improving EFL textbooks.

3.2 The Evaluation of Tasks in the Fifth-year Primary School English Textbook:

3.2.1 The First Section “Back to School”:

This section serves as an introductory section before the main sequences in the fifth-year primary school English textbook “My Book of English”, designed to allow a coherent transition from the previous academic year. It begins with a song titled “Back to school” to engage and encourage pupils to start their learning journey. This section encompasses of four pages (6, 7, 8, and 9) includes variety of structured tasks related to ordinal and cardinal numbers, role playing task, and shapes recognition task, to help pupils’ recall previous knowledge and revise familiar concepts. “Back to school” section aligns with the scaffolded learning principle to ensure that pupils enhance their knowledge before moving to more complex topics.

3.2.2 Sequence One “Jobs and Occupations”:

“Jobs and Occupations” is considered as the first sequence in this textbook, it introduces pupils to new vocabulary related to Jobs and Occupations, helping them expand their linguistic range and enhance their abilities to describe different professions. Moreover, this sequence is divided into two sections that follow similar in pattern, such as "I Sing and Have Fun", "I Listen and Repeat",

"I Read and Discover", "I Read and Enjoy", "I Read and Write", and "I Play Roles", along with a project work. These structured components help pupils to develop the four language skills. The first section in this sequence contains (10) varied tasks, while the second section contains (09) varied tasks including vocabulary acquisition activities (page12, and18), alongside sentence completion tasks such as (task 04 page 12), (task 02 page 14), (task 02 page 20), as well as sentence pattern (tasks 03 page 14), and written production page (15). Moreover, this sequence fosters meaningful communication through hands-on activities (task 04 page 18), and role playing (page22). These activities help pupils enhance their cognitive and language development.

3.2.3 Sequence Two “Hobbies”:

Sequence two focuses on hobbies, following the same structured patterns as “Sequence one”, to maintain consistency in learning progression. This sequence is divided into two sections; it comprises a total of (19) varied tasks. Including sentence completion tasks (task 02 page 25), and (task 03 page 27). Moreover, it promotes problem-solving skills by engaging pupils in puzzle-based task that challenge their reasoning and analytical thinking, as well as it supports hands-on learning, as evidenced in page (27).Further, it enhances collaborative work by engaging pupils in pair activities, fostering teamwork and peer interaction. Furthermore, sequence two supports self-expression, allowing pupils to share their thoughts, exchange perspectives, and engage in meaningful communication tasks such as role playing (page 22 and 35),and opening sharing activities (page 25). In addition, this sequence integrates progressive learning activities, beginning with guiding pupils in constructing simple sentences, as the sequence progresses, pupils gradually develop their writing skills, reaching an advanced stage where they rearranged words and sentences to create a coherent sentences, this learning process provides a structured support, enhancing language skills while reinforcing pupils’ ability to formulate sentences effectively, as well as

preparing them to demonstrate short paragraph in the next sequence (sequence 03, page 48).

3.2.4 Sequence Three “Hometown”:

The third sequence focuses on the theme of hometowns, where pupils will learn about their country, exploring their national identity and geographical features to appreciate the diversity of their landscape. It follows the same structured patterns as the previous sequences. This sequence comprises (07) pages divided into two sections of structured tasks to support language and cognitive development. Through various activities pupils will engage reading, writing (pages 39, 42, and 48), speaking, and listening (pages 37, 44, and 45). The lessons integrate contextual learning, allowing pupils to explore themes related to hometown while applying linguistic concepts. Moreover, vocabulary expansion (page 41) and sentence structure (page 38) tasks are included throughout the sequence, in addition to problem-solving activities, such as puzzles (page 47) designed to help pupils to enhance their cognitive abilities and strategic thinking.

3.2.5 Sequence Four “Showing the Way”:

The fourth sequence focuses on developing pupils’ ability to understand directions effectively. It follows the same structure patterns as sequences (1, 2, and 3). It is organised into two sections, each includes (07) tasks. This sequence includes various and engaging activities such as sentence completion tasks (page 52) and sentence structure tasks (page 55) which support language development. Furthermore, it fosters meaningful communication through interactive tasks such as role playing (pages 56, and 62), allowing students to apply language skills in real world contexts. Additionally, this sequence includes the development of the four language skills within a structured framework that is consistently applied throughout the sequence, to enhance pupils’ communicative competence.

3.2.6 Sequence Five “Travelling”:

This sequence focus on the theme of travel, providing the pupils with opportunities to explore different countries, destinations, and landmarks. Sequence five have the same structure patterns as the previous sequences, it is divided into two sections, each section includes (08) tasks that helps in develop essential language skills while gaining knowledge about geographical locations, modes of transportations, and travel related communication. Moreover, dictation tasks are integrated throughout the entire sequence, reinforcing listening comprehension, spelling accuracy, and written language proficiency. In addition to sentence completion tasks (task 03 page 71) and meaningful communication tasks (pages 69 and 75). This sequence facilitates vocabulary acquisition through variety of engaging travel related tasks, to enrich pupils’ lexical knowledge by introducing terminology associated with travel.

3.2.7 Sequence Six “Holidays”:

Sequence six serves as the concluding sequence in the fifth-year primary school English textbook, this sequence centres on the theme of holidays, aligning with the transition into the summer break, this sequence is organised the same structure as the previous sequences (1, 2, 3, 4, 5). It is divided into two distinct sections, each section includes (09) tasks. Further, sequence six maintains the same task structure as the previous ones, including activities such as sentence completion tasks (page 81, and 84), vocabulary acquisition tasks related to holidays (page 83), and collaborative work assignments (pages 80, 86, and 88). Furthermore, it integrates meaningful communication tasks that encourage real world language application. Additionally, the four language skills are embedded systematically throughout the entire, ensuring a comprehensive approach to language learning.

3.3 Analysis of Teachers' Questionnaire:

Teachers' questionnaire is considered as the main research instrument used to collect data. It is essential to the study due to the fact that teachers are responsible for the implementation of textbook's content. For that reason, the opinions of the teachers are of great significance. Furthermore, this section is divided into two parts; a description of the results where an overview of the questionnaire's results is presented. While the second part is a discussion of the results, providing an analysis of those results.

3.4 Description of the Results:

This part describes the results of the study, where it presents the responses of the teachers about the tasks includes in the fifth-year primary school English textbook. The findings are organised in three main categories; general information, teacher's overview on the textbook, and their evaluations on the tasks it contains.

3.4.1 Section One: General Information:

- **Q1_ your highest academic degree:**
 - Licence degree
 - Master's degree
 - Doctorate degree

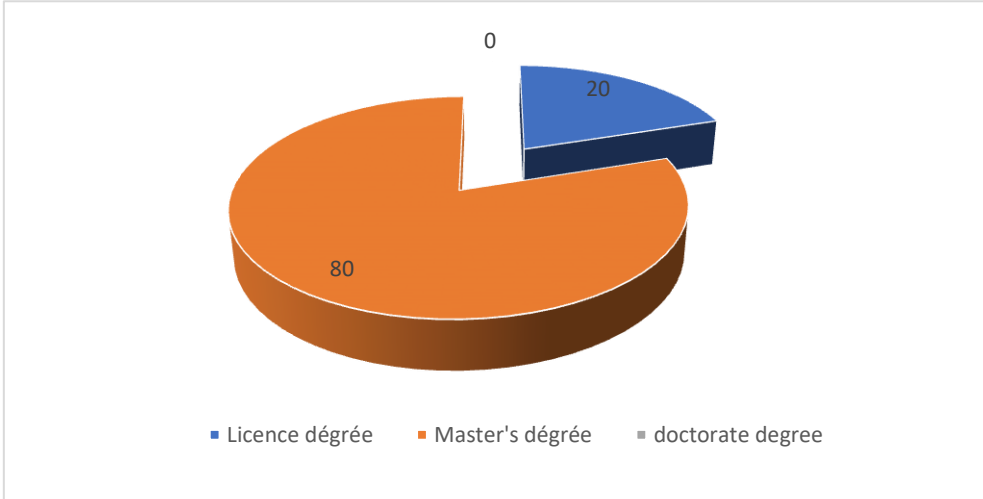


Figure 3. Teachers' academic degree

As it shown in (Figure 3) that provides the academic degree of primary school teachers within a sample size of 15. The majority of the participants (12 teachers) which represents 80% have got master's degree in English language. Meanwhile, the rest of them (3 teachers) represents 20% hold a License degree. Notably, none of the participants in this sample have acquired a doctorate degree. This indicates a lack of doctoral-level proficiency among this cohort. Nevertheless, all the involved teachers studied English for at least three years.

- Q2_ I have been teaching English in primary school for

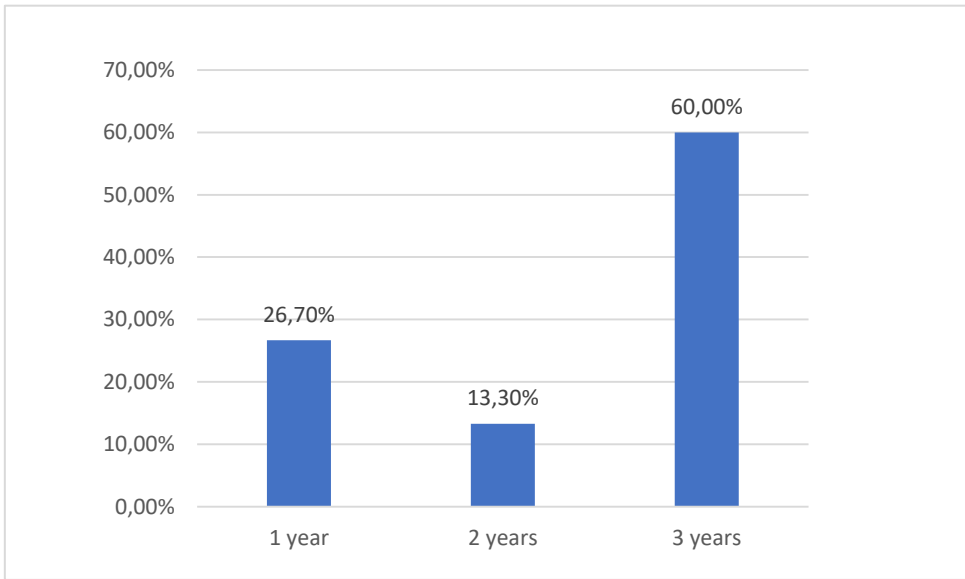


Figure 4. Teachers' experience in teaching English

As demonstrated in (figure4). That outlines the level of teaching experience among primary school English teachers. It presents that the majority of the participants (09 teachers) representing 60% have been teaching English for 03 years, highlighting a good presence of experienced teachers. While 26.70% (4 teachers) have been teaching English for 01 year. Teachers with 02 years of teaching experience make 13.30% (02 teachers) of the sample.

Q3_Each class has a total of pupils of

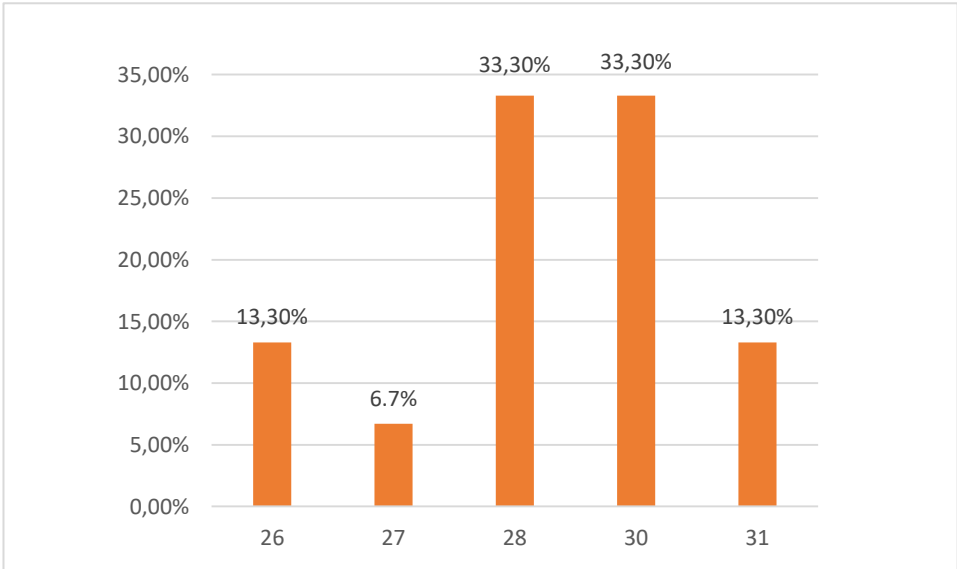


Figure 5. Class Size Distribution

Figure 5. outlines the distribution of primary school pupils across different classes. It presents that 13.3% (02 teachers) of the participants are assigned to the largest class size of 31 pupils, while an equal 13.3% (02 teachers) responsible to the smallest class size of 26 pupils. Additionally, 33.3% (05 teachers) manage classes with 28 pupils, whereas another 33.3% (05 teachers) are responsible for classes of 30 pupils. Furthermore, only 6.7% (01 teacher) manages classes of 27 pupils.

3.4.2 Section Two: The Textbook Overview:

Q4_ On a five-point scale, read each statement, and then tick (✓) the relevant answer that best reflects your opinion:

Statements	Always	Often	sometimes	rarely	never
1. Do you use this textbook?					
2. Do you use the tasks in this textbook?					
3. Do you find the textbook accurate?					

1. teachers use of this textbook

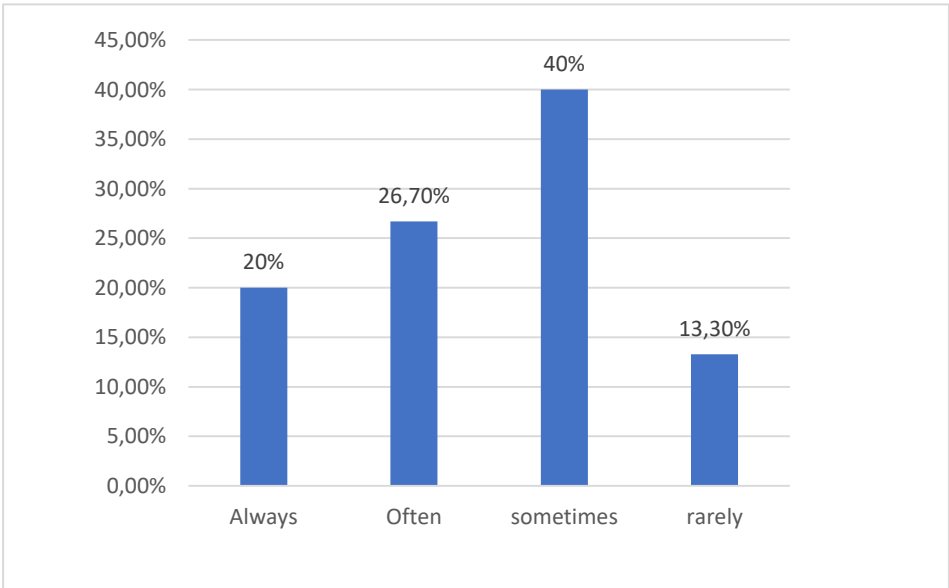


Figure 6. Teachers' Ratings of Textbook Usage

Figure 6. Shows the frequency of textbook usage among teachers in their teaching practices. The majority of the sample presenting 40% (6 teachers) sometimes uses the textbook. 26.7% (4 teachers) claim they often use the textbook. Meanwhile, 20% (3 teachers) always use the textbook, indicating a strong reliance on this source as primary instructional tool. However, 13.3% (2 teachers) rarely use the textbook.

1. teachers use of the textbook tasks

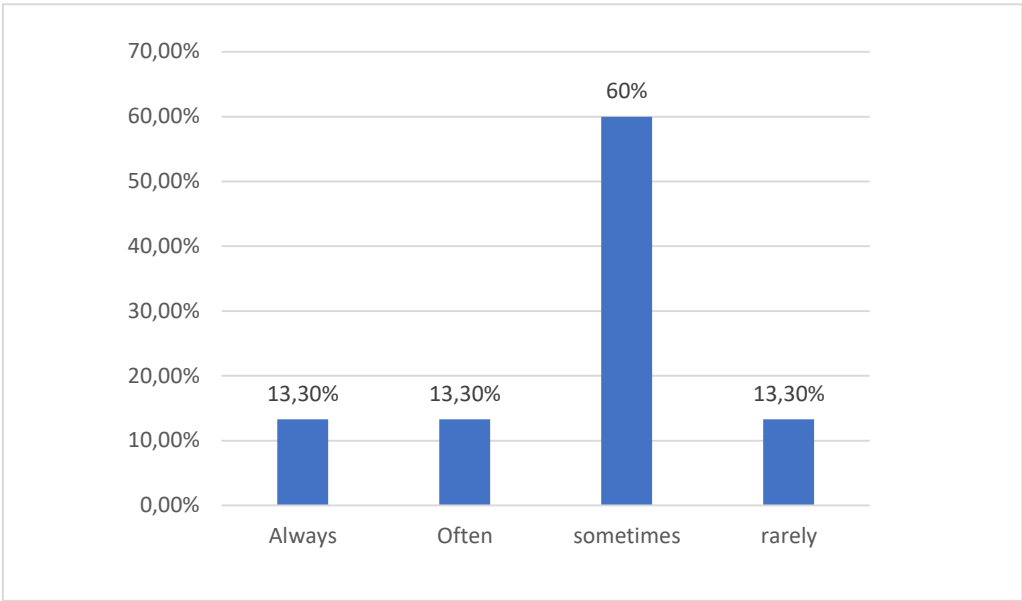


Figure7. Teachers' Ratings of Textbook tasks Usage

Figure7. provides the frequency of textbook tasks usage among teachers in their instructional practices. A considerable part of the sample presenting 60% (9 teachers) sometimes uses textbook tasks in the classroom. While 13.3% (2 teachers) claim that they often use the tasks presented in the textbook. Whereas 13.3 % (2 teachers) rarely incorporate textbook tasks in their lessons. Conversely, 13.3% (2 teachers) always integrate textbook tasks in their classroom lessons.

2. Teachers perceptions of textbook accuracy

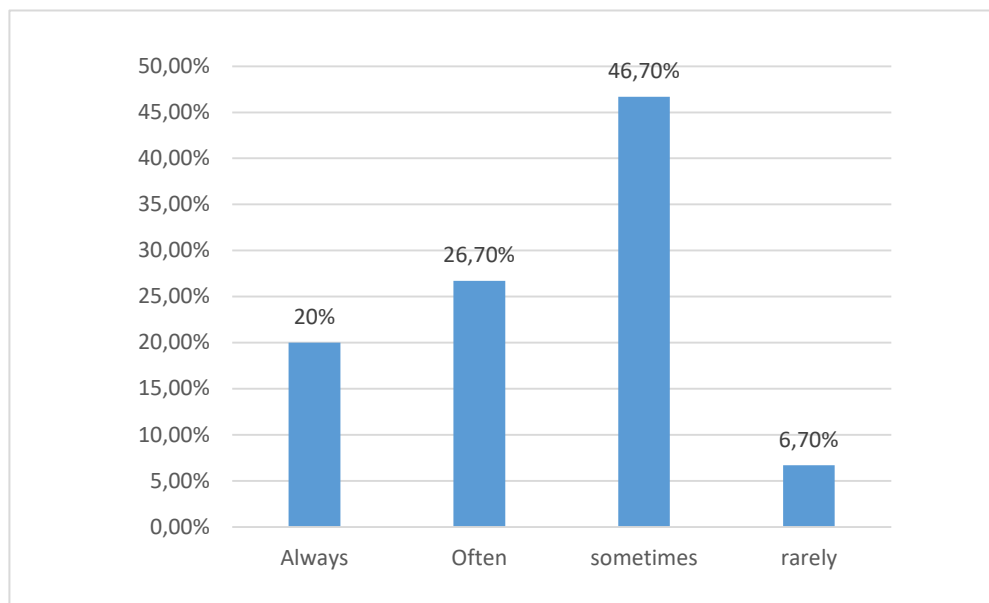


Figure 8. Teachers' Ratings of Textbook tasks accuracy

Figure 8. presents the frequency of textbook tasks accuracy among primary school teachers. Most of the participants in this sample that presents 46,7% (7 teachers) sometimes find the task in this textbook accurate. And 26.70% rate the textbook tasks as often accurate. While 20% (3 teachers) always find the textbook tasks accurate. However, 6.7% (1 teacher) rarely perceive textbook tasks s accurate.

3.4.3 Section Three: The Effectiveness of Tasks in the Fifth-year Primary School English Textbook:

Q5_On a five-point scale, read each statement, and then tick (√) the relevant answer that best reflects your opinion:

(SA) strongly agree, (A) agree, (N) Neutral, (D) disagree, (SD) strongly disagree

The statements	A	SA	N	D	SD
1. Tasks promote meaningful communication in the target language.					
2. Tasks are relevant to pupils' interests.					
3. Tasks refer to realistic activities and situations.					
4. Tasks introduce and reinforce new vocabulary in a meaningful way.					
5. Tasks expose pupils to useful sentence patterns.					
6. Tasks build on what students have learned in previous units.					

1. Tasks promote meaningful communication in the target language

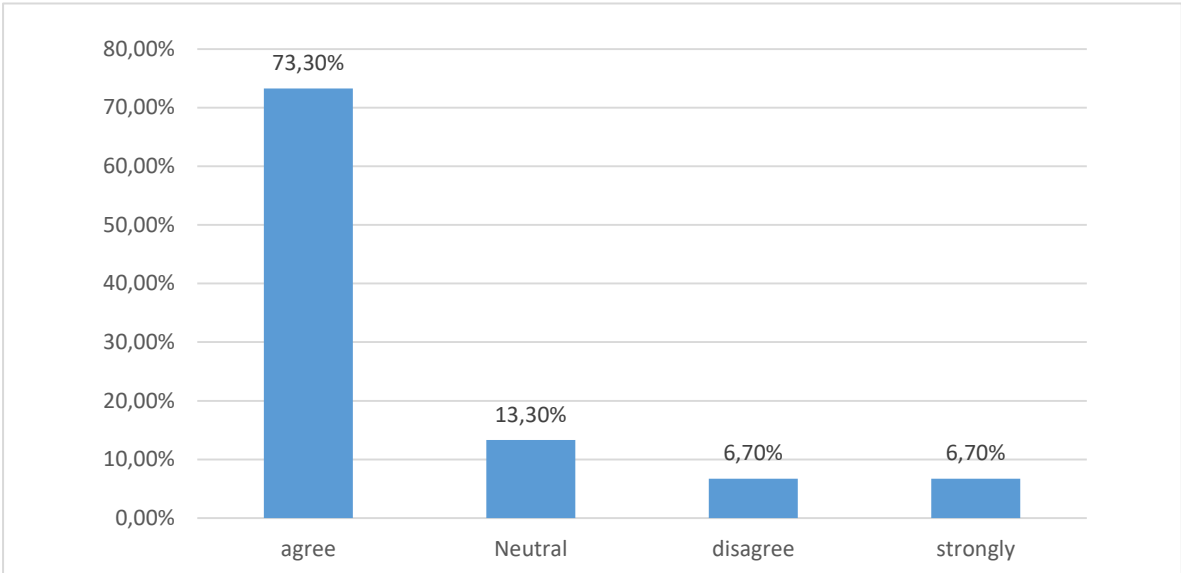


Figure 9. Teachers' level of agreement the effectiveness of Tasks in Promoting Meaningful Communication.

figure9. presents teachers' level of agreement on how well tasks promote meaningful communication in the target language. A great number of the sample presenting 73.30% (11 teachers) agrees that tasks support communication. While 13.3% (2 teachers) remain neutral. In addition, a smaller percentage 6.7% disagree, and another 6.7% strongly disagree on the effectiveness of tasks in fostering meaningful communication in target language.

2. Tasks are relevant to pupils' interests.

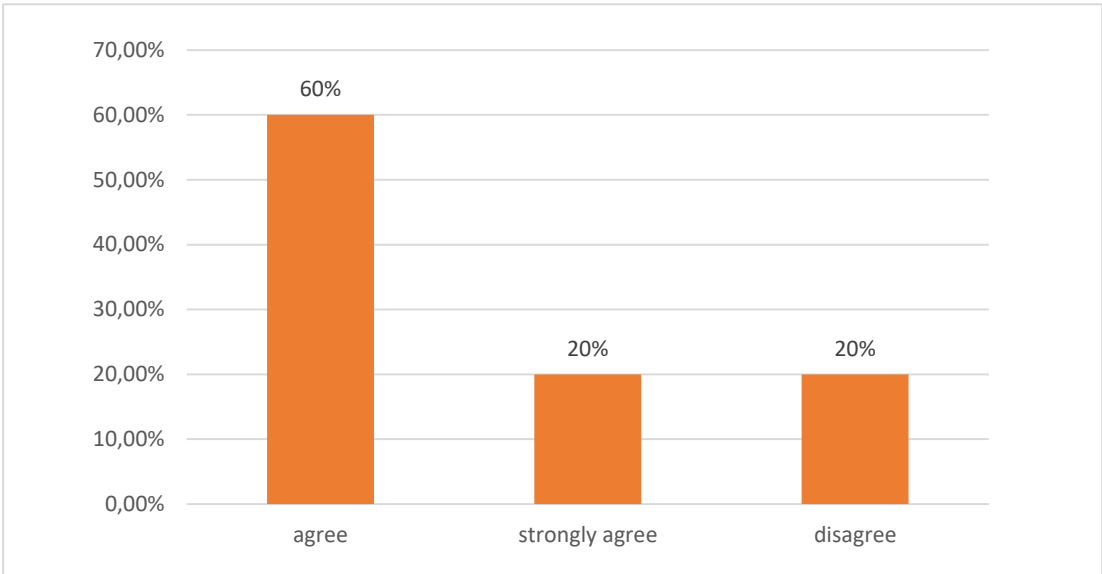


Figure 10. Teachers' level of agreement of Task Relevance to Pupils' Interests

Figure 10. provide the degree of agreement of tasks relevance to pupils' interest based on teachers' perception. Many of the teachers presenting 60% (9 teachers) tasks presented in textbook are relevant to pupils' interest. In addition, 20% (3 teachers) strongly agree. However, 20% (3 teachers) disagree, indicating that some of the tasks may not fully align with students' preferences.

3. Tasks refer to realistic activities and situations

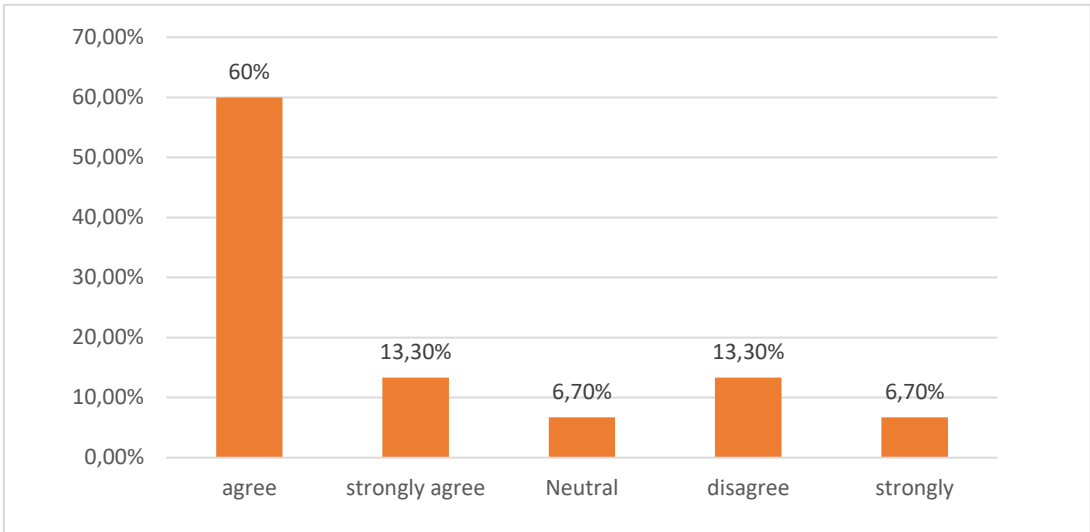


Figure 11. Teachers' Level of Agreement on Task Realism

Figure 11. show different level of agreement on whether tasks resemble genuine, real word situations. 60% (9 teachers) find the tasks authentic, while 13.3% (2 teachers) strongly agree that textbook tasks reflect real world activities. In addition, 6.7% (1 teacher) remain neutral. However, 13.3% (2 teachers) disagree, and 6.7% strongly disagree, indicating that (01) teacher does not find the tasks reflect real world scenarios

4. Tasks introduce and reinforce new vocabulary in a meaningful way.

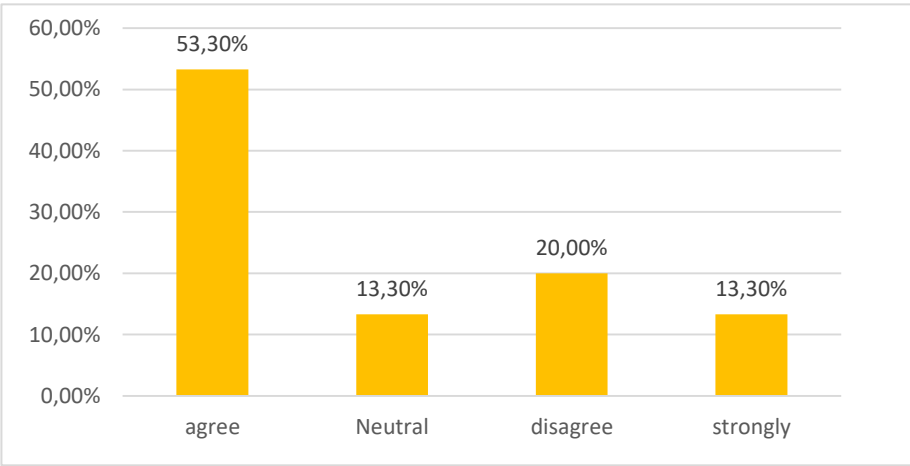


Figure 12. Teachers' Level of Agreement on the Role of Tasks in Vocabulary Development

Figure 12. demonstrates the degree of teachers’ agreement on the effectiveness of tasks in reinforcing vocabulary in meaningful way. 53.3% (8 teachers) agree that tasks enhance vocabulary development. And 26.7% (4 teachers) strongly agree. However, 13.3% (2 teachers) remain neutral, indicating some uncertainty on whether tasks support vocabulary acquisition. Meanwhile, 6.7% (1 teacher) strongly disagree that textbook tasks contribute in developing vocabulary in engaging way.

5. Tasks expose pupils to useful sentence patterns.

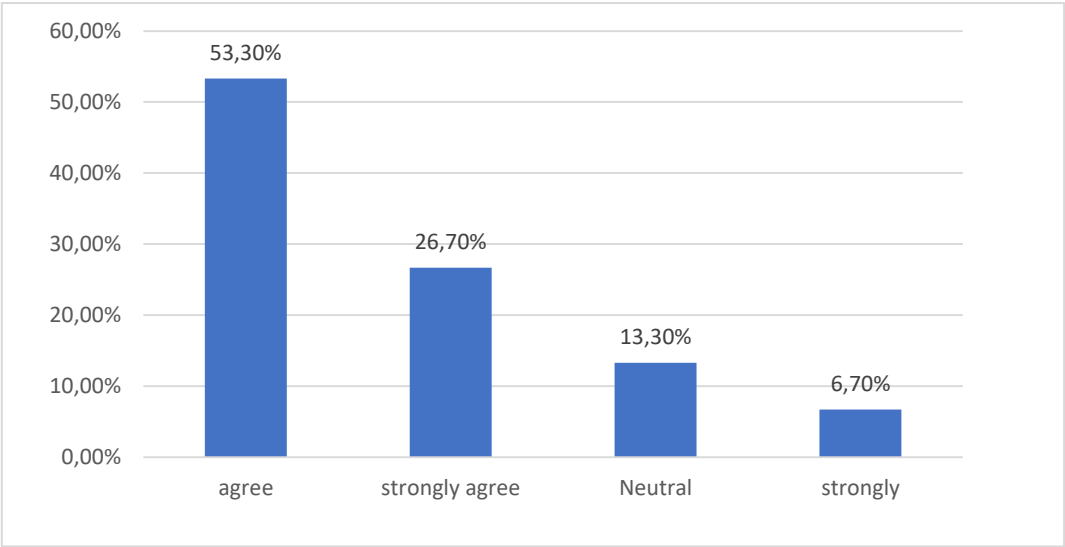


Figure 13. Teachers' Level of Agreement on the Role of Tasks in Enhancing Sentence Patterns

Figure 13. presents the role of tasks in enhancing sentence patterns. Most of the sample presenting 53.3% (8 teachers) agree that tasks are useful in developing sentence patterns. However, 13.3% (2 teachers) remain neutral. Meanwhile 26.7% (4 teachers) disagree, and 6.7% (1 teacher) strongly disagree, suggesting that a considerable part of participants find tasks may not effectively expose pupils to sentence structure.

6. Tasks build on what students have learned in previous units.

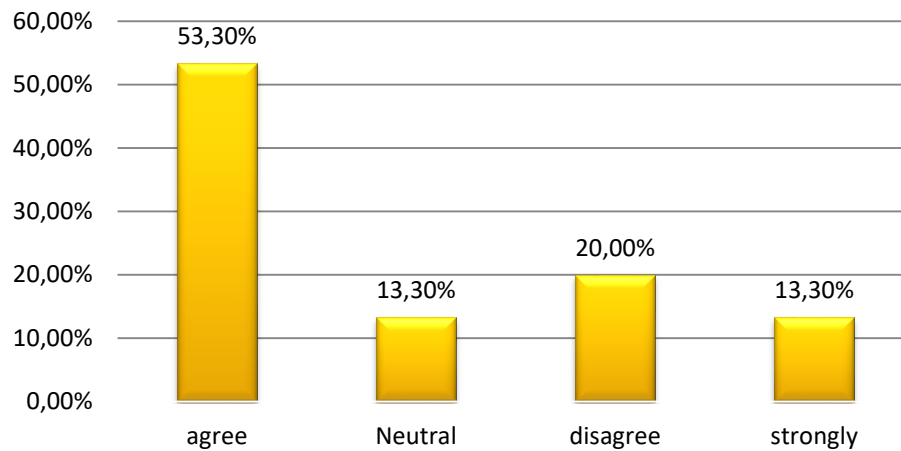


Figure 14. Teachers' Level of Agreement on tasks in building prior knowledge

Figure 14. assess whether tasks build on what students have learned in previous units. Most of the teachers presenting 53.3% (8 teachers) agree that tasks support continuity in learning. While 13.3% (2 teachers) remain neutral. However, 20 % (3 teachers) disagree, and 13.3% (2 teachers) strongly disagree, suggesting that part of the sample does not finds the tasks effectively connect to prior learning.

Q6_ The tasks in this textbook focus on the following skill: (You can choose more than one answer)

- _ Reading skills
- _ Writing skills
- _ Speaking skills
- _ Listening skills
- _ All of the above

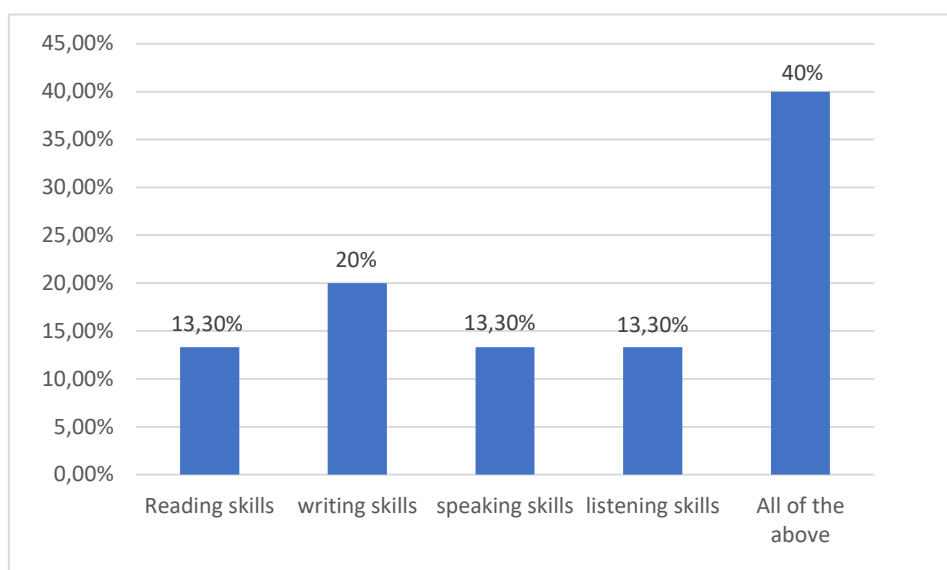


Figure 15.the skills that textbook tasks focus on

Figure 15. shows which of the four skills that textbook tasks focus more according to primary school English teachers' perspective. 40% (6 teachers) claim that the textbook addresses all the skills collectively. While 20% (3 teachers) see that the textbook focus on the writing skill. In addition, an equal percentage of 13.3% (2 teachers per skill) reported for listening, speaking, and reading skills.

Q7_ Read each statement in the table below, and then tick (✓) the relevant answer that best reflects your opinion:

Statements	Yes	No
1. Do the tasks vary in difficulty to fit to different learning abilities?		
2. Do you think that the tasks fit your pupils' needs?		
3. Are the tasks instructions clear to understand?		
4. Do the tasks include examples to help students understand what is expected?		
5. Do the tasks gradually introduce more complex vocabulary and structures over time?		
6. Do the tasks provide practice in sentence completion?		

7. Do the tasks help students make guesses based on what they learned?		
8. Do the tasks help students understand and explain information?		
9. Are there additional practice tasks for students who need extra help?		
10. Are there advanced tasks for students who are ready for more challenging work?		

Table 7. Teachers' Opinions on the Effectiveness of Textbook Tasks

Statements	YES	Percentages	NO	Percentages	Total of %
S1	10	66.7%	5	33.3%	100%
S2	8	53.3%	7	46.7%	100%
S3	9	60%	6	40%	100%
S4	8	53.3%	7	46.7%	100%
S5	10	66.7%	5	33.3%	100%
S6	10	66.7%	5	33.3%	100%
S7	10	66.7%	5	33.3%	100%
S8	10	66.7%	5	33.3%	100%
S9	12	80%	3	20%	100%
S10	9	60%	6	40%	100%

As it shown in (**table 7**), the data from the teachers' responses of the statements of (Q7) are organised in one comprehensive and clear table. This structure enhances readability and facilitates direct comparison between responses. Moreover, 80% (12 teachers) claimed that the textbook does contain additional practice tasks for students who need extra help (S9), while 20% (3 teachers) expressed disagreement. Furthermore, 66.7% (10 teachers) believe that tasks vary in difficulty to fit to different learning abilities (S1), whereas 33.3% (5

teachers) do not agree. Similarly, the gradual introduction of vocabulary (S5), Sentence completion exercises (S6), reasoning-based tasks (S7), and understanding/ explaining the information (S8) each received 66.7% (10 teachers) approval, meanwhile 33.3% (5 teachers) of the sample express concerns about effectiveness in these areas. Further, 60% (9 teachers) find the tasks instructions clear to understand (S3), and the textbook includes advanced tasks for high potential students (S10), while 40% (6 teachers) did not approve. In addition, 53.3% (8 teachers) see that tasks fit with their pupils' needs (S2) and include examples to help students understand what is expected (S4), however, 46.7% (7 teachers) answered with no.

3.4.4. Section Four: Further Insights:

Q8 Based on the initial review, the teachers find the textbook suitable for the fifth-year primary pupils

- _ Yes
- _ No

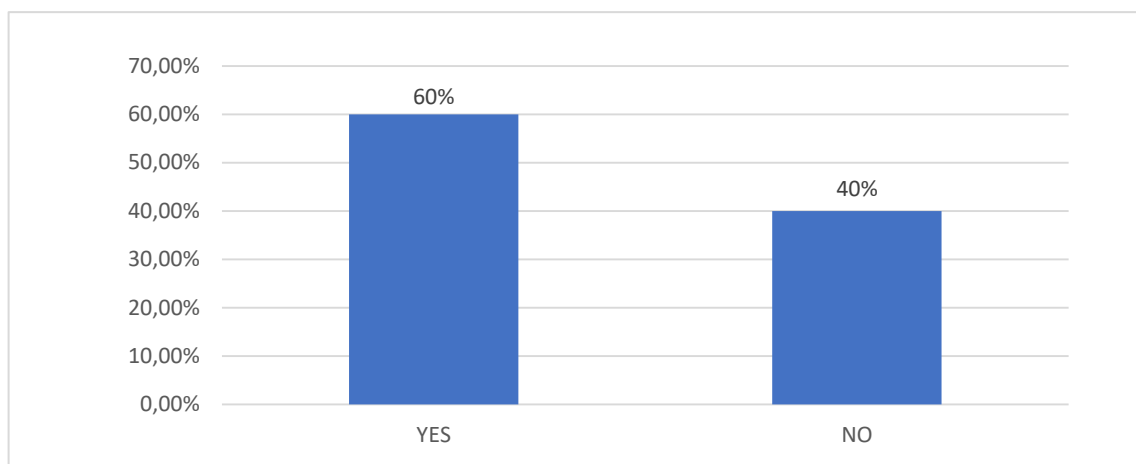


Figure16. teachers' perspectives on the suitability of the fifth year primary school English textbook

Figure16. presents teachers' perspectives on whether the reviewed textbook is suitable for the fifth-year primary school pupils. Most of the sample 60% (9

teachers) finds that the textbook is appropriate and align with the pupils' learning needs, while 40% (6 teachers) did not approve.

- **Teachers' Justification:**

Teachers' justifications regarding the suitability of the fifth-year primary school English textbook can be categorized into three thematic areas based on Patricia Byrd's framework for textbook evaluation (2001); the fit between curriculum and textbook, the fit between teachers and textbook, and the fit between students and textbook. These thematic categories serve as important criteria for assessing the textbook's effectiveness.

- a. The Fit between Students and Textbook:**

Byrd's (2001) criteria for textbook evaluation emphasises how well the textbook does align with students' academic needs and cognitive development. According to Byrd (2001) an effective textbook must align with the students' developmental stage, ensuring that the introduced concepts are at the level that is appropriate for their age and educational background. As well as, the language structure should be clear, avoiding unnecessary complexity while ensuring meaningful linguistic input. Moreover, the tasks within the textbook must be organised in a coherent order, allowing the students to develop their language abilities progressively. Also, the tasks must be interactive using real world examples, to maintain engagement and comprehension. In applying Byrd's criteria to evaluate this textbook, teachers highlight its effectiveness in meeting students' academic needs, they outlined that the textbook provides clear and age-appropriate language, as well as it allows students to progressively develop their language abilities in structured manner. Additionally, the teachers point out that the textbook includes visual and real-life examples, ensuring learning more meaningful and interactive.

- b. The Fit between the Teachers and Textbook:**

Byrd's framework (2001) for textbook evaluation also stresses the importance of evaluating how well textbook support teachers in delivering effective instructions. According to Byrd a well-designed textbook must match the linguistic proficiency of the teachers, as well as the content must be accessible, relevant, and provides clear explanations that teachers can use to guide their students through complex activities. In addition to examples that teachers can modify or expand, enabling the m to adapt lessons to different learning styles, moreover, and effective textbook according to Byrd must offer guidance, lesson plans, and additional resources to help teachers in preparing their lessons. In applying Byrd's criteria in the fifth-year primary school English textbook, teachers state that the textbook is well structured, accessible, and align with their language proficiency, allowing them to deliver lesson and explain the complex concepts to their students effectively. In addition, they outlined that the textbook includes examples and varied tasks that they can adapt and develop.

c. The Fit between Curriculum and Textbook:

An effective textbook according to Byrd's criteria of textbook evaluation (2001) should align closely with curriculum objectives, ensuring it fulfil the instructional goals and learning outcomes. Moreover, Byrd provides several essential aspects in evaluating the fit between the textbook and the curriculum, including that the textbook must align with the learning objectives, to ensure coherence with institutional standards. Furthermore, the lessons included in the textbook should follow a structured flow, allowing students to receive a well-rounded education. As well as it must incorporate practical and meaningful content to encourage students to connect their theoretical knowledge with real world applications.

In addition, with the application of these criteria, based on the teachers' perspectives, the textbook is regarded as well aligned with the curriculum

requirements, covering the essential language skills for the fifth-year primary school pupils, helping them understand and apply language concepts effectively.

Q9 _ The teachers use tasks from other sources in addition to those in this textbook

_ Yes

_ No

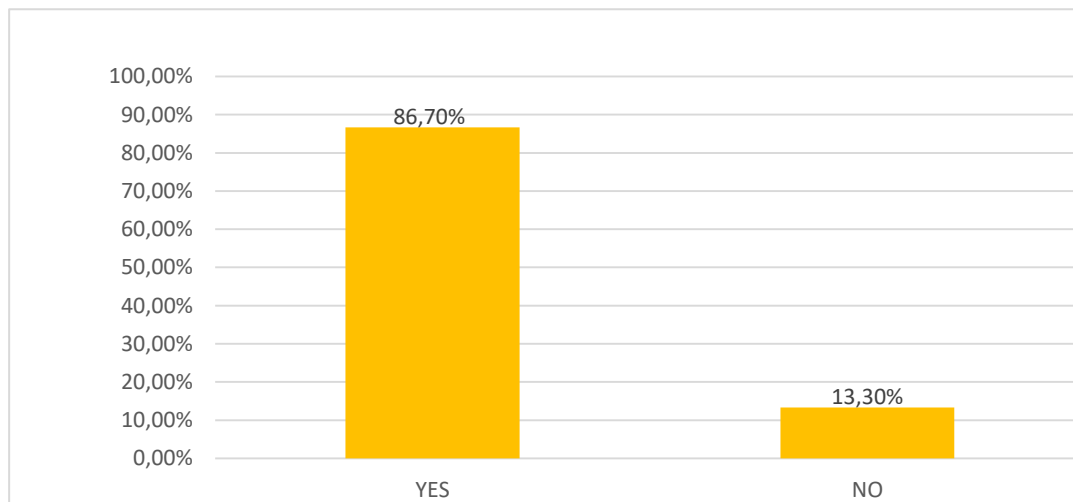


Figure 17. Teachers' Use of Supplementary Materials Alongside the textbook

Figure 17. shows the percentage of teachers who use additional sources alongside the fifth-year primary school English textbook. The majority of the teachers 86.7% (13 teachers) use other resources beyond the textbook, while only 13.3% (2 teachers) rely solely on the textbook.

If yes, name these sources:

The responses shows that the teachers rely on external teaching sources besides the textbook, these sources can be grouped in the following table.

Table 8. additional sources used by primary school English teachers

Groups	The additional sources
Group 1 (2Ts)	Using tasks shared by other experience teachers.
Group 2 (3Ts)	Using tasks form educational platforms and websites (such Children workshop sites / Easy English for kids / Kiddy English / gamification
Group 3 (2Ts)	Using tasks from YouTube channels.
Group 4 (4Ts)	Using tasks from Facebook.
Group 5 (2Ts)	Developing original tasks independently
Group 6 (1T)	AI tools such as ChatGPT.

Q10_The improvements that teachers would suggest for the tasks in this textbook:

20% (3 teachers) of the participants did not answer this question, while the rest of the sample, which makes a total of 80% (12 teachers) provide different suggestion for tasks improvements. The given suggestions can be grouped as shown in the following table.

Table 9. Teachers’ Suggestions to improve the Textbook Tasks of The Fifth-year Primary School

Groups	Teachers’ suggestions
Group 1(4Ts)	<ul style="list-style-type: none"> • Connect tasks to real word situations for better relevance. • Foster collaborative learning through group work. • Provide opportunities for self-assessment.
Group 2 (3Ts)	<ul style="list-style-type: none"> • Simplify activities to make them more accessible. • Reduce the number of new vocabulary words introduced at once.
Group 3 (2Ts)	<ul style="list-style-type: none"> • Introduce more varied tasks, ensuring extra challenging tasks for the advanced levels of learners. • Use engaging activities to reinforce vocabulary

	development.
Group 4 (1T)	<ul style="list-style-type: none"> • Integrate teachers in designing textbook tasks
Group 5 (1T)	<ul style="list-style-type: none"> • Design tasks based on the given time limits.

3.5 Discussion of the Results:

The first section of the questionnaire includes three questions are dedicated to collecting information about teachers' background, experience, and the class size. Question one (01) shows that all of the involved teachers in this study have studied English at university for at least three (03) years. Moreover, according to the results of the second question, most teachers (60%) have been teaching for three (03) years, his shows that most of English teachers in primary schools have acquired considerable experience, which enables them to provide valuable perspective the effectiveness of textbook tasks. Furthermore, it is important to establish the class size to assess whether the textbook tasks are appropriately designed to serve both larger and smaller classroom setting effectively. The results of the third question reveal that the teachers’ responses regarding class size range between 26 and 31 pupils. Signifying classrooms setting that is classified a moderate to large.

Section two (02) collects information about teachers' perspectives regarding the frequency and accuracy of the textbook tasks in the classroom. the results show that most of the teachers in this sample sometimes use the textbook in their teaching practices, which indicates that they adapt their use of the textbook rather than following it strictly. Moreover, more than the half (60%) of the sample sometimes use the tasks includes in the textbook, this shaws that they use tasks from author sources alongside with the textbook. The result of last question in this section appears that 46.7% sometimes find the textbook accurate, suggesting a degree of uncertainty in their perception on its reliability.

The third section gathers data about the effectiveness of tasks presented in the fifth-year primary school English textbook. The first question in this section (Q5) is structured as a table consists of multiple questions, the results of the first question shows that a most of the sample agree that the tasks promote meaningful communication in the target language. The second question in this table is about whether the tasks are relevant to pupils' interests, the results reveal that (60%) agree that the textbook is engaging and align with students' preferences. Similarly, a considerable part of the sample (60%) agree that tasks refer to realistic activities and situations, this suggests that teachers recognize the practical relevance of the textbook in fostering authentic learning experiences for students.

Furthermore, 53,3% of the sample acknowledge that the tasks effectively introduce and reinforce new vocabulary in a meaningful way, as well as they agree that tasks provide exposure to crucial sentence patterns. Moreover, half of the teachers (53,3%) agree that the tasks build on what students have learned in previous units. The result of (Q6) shows that only 40% of the teachers see that the textbook does not focus on a single skill but rather integrates all the four language skills (speaking, listening, reading, and writing). The next question (Q7) is structured as a table composed of multiple questions, the result of this questions predominantly indicate agreement, most of the teachers agree the tasks instructions clear to understand and include examples to help students understand what is expected, further, the majority of the teachers see that task progressively incorporate vocabulary and linguistic structures throughout the learning process, in addition to reinforcing grammatical accuracy and fluency, by integrating practice in sentence completion tasks, teachers agree that tasks made students understand, explain, and guess the information based on what they learned. A considerable part of the sample affirms that tasks are design with varying levels of difficulty to accommodate with different learning abilities,

incorporating additional practice activities for students who require more extra help, as well as advanced tasks for high potential students.

The last section offers a thorough examination of teachers' perspectives regarding the effectiveness of textbook tasks, the results of the first question (Q8) that more than the half of the sample find this textbook suitable for fifth-year pupils, stating that the textbook is well structured to align with the learners needs, incorporating authentic tasks to enhance practice and support real-world application. Moreover, a small part of the teachers perceive that the textbook is far from both learners' needs and instructional objectives. Therefore, the majority of the teachers use additional sources alongside the textbook for enhancing learning. Furthermore, most of the teachers answered the last question, providing solid suggestion to improve textbook tasks. They believe that the teachers of the primary school should be responsible for design the textbook tasks, as they have the best understanding of students' needs and learning objectives, ensuring that activities are relevant, effective, and adjusted to support student learning development.

3.6 Recommendations:

The results of this study apply only to Algerian teachers who teach English in primary school in Laghouat 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, it is beneficial for teachers and policy makers to take into consideration the following recommendations:

- Adjust tasks complexity to align with students' proficiency level, ensuring accessibility and engagement.
- Balance the four language skills (writing, speaking, reading, and listening) through interactive activities.

- Involve primary school teachers in designing textbook tasks to align with students' needs and teaching objectives.
- Integrate focus, short tasks alongside longer exercise to improve learning effectiveness within limited time constrains.

Recommendations for future studies:

- Use additional research tools while descriptive analysis and teachers' questionnaire provides valuable insights, future studied should incorporate interviews, providing more detailed and deeper perspectives about textbook strength, challenges, and classroom applications
- Focusing on vocabulary acquisition tasks giving that “My Book of English” includes a significant number of vocabulary, future studies should prioritize assessing their effectiveness in language development.
- Comparing the textbook effectiveness with other teaching material, future researches could compare task efficiency in “**My Book of English**” with other English language learning resources, such as digital learning platforms.

3.7 Conclusion:

This chapter represents the empirical part of this study. It provides an analysis of the fifth-year primary school English textbook “**My Book of English**”. It focuses on evaluating the tasks presented in the book using mix approach methods the descriptive analysis and the teacher's questionnaire. In addition, chapter three (03) gives several recommendations for future studies and for policy makers to improve the effectiveness of textbook tasks.

GENERAL CONCLUSION

General Conclusion

The integration of teaching English language in primary schools in Algeria marking an important turning point in the country's educational system. Among the recent developments is the fifth-year primary school English textbook entitled “**My Book of English**”. This book is designed for young learners to provide them with the foundational language skills. It gains an important role in early language learning. Therefore, it is important to evaluate its effectiveness by evaluating many aspects such as culture, literary content, illustration and design....etc to ensure its alignment with the pedagogical objectives and pupils' needs. This academic paper aims to evaluate the tasks in “**My Book of English**” to determine the suitability and the effectiveness in enhancing language acquisition.

To conduct this evaluation, the study addresses the following question; to what extent are the tasks in the fifth-year primary school English textbook effective in language development? To delve deeper into this, the research aims to examine whether the tasks presented in this textbook promote meaningful communication by referring to realistic activities and situations and whether they build on pupils' prior knowledge to support progressive learning. Based on the research questions, the study formulates the following hypotheses; if the textbook tasks effectively support language development, then they should promote meaningful communication through realistic activities and situation while also building on pupils' prior knowledge to facilitates progressive learning. To achieve this, a mixed method approach was employed combining both qualitative and quantitative approaches provides a valuable data that ensures a comprehensive and well-rounded analysis.

The research was structured into three chapters: the theoretical part, aiming to providing the basic background of the study. While the practical part aims at collecting data from teachers' perspectives about this topic to be

discussed and analysed in order to answer the research questions. Whereas, the third chapter deals with the discussion and the analysis of the results' study. it presents a general description of the layout, design, the structure and the content of the textbook. In addition to a descriptive analysis of the textbook tasks about their organisation, educational impact, and their suitability for students' language.

Moreover, chapter one covers English textbook as learning/teaching material, providing different definitions of a textbook according to different scholars, discussing its functions, advantages, limitations, and the criteria of a good textbook. As well as, it outlines key concepts of the textbook evaluation, offering definitions, different types, models, and structured checklists to assess their effectiveness in educational settings. Additionally, this chapter investigates the tasks included in ELT textbooks, addressing their definition, roles, classifications and checklists. Furthermore, the second chapter discusses the research methodology used in evaluating the tasks in the fifth-year primary school English textbook. It used a case study approach to gather and analyse the data directly from the field through a questionnaire distributed to primary school English teachers In Laghouat. The questionnaire collects a comprehensive understanding of teachers' perspectives on the implementation and the effectiveness of textbook tasks. Further, the quantitative data collected from the questionnaire were analysed using the SPSS software, ensuring statistical accuracy, while the qualitative data gathered from the teachers' responses were examined through thematic analysis for deeper understanding of their views and experiences. Despite these value insights this chapter provides the limitations encountered during this study, such as it focuses exclusively on the fifth-year primary school English teachers in Laghouat, making it difficult to generalize findings to a broader educational context, additionally, the research is limited to the analysis of the tasks within the textbook. Furthermore, given that "My Book

of English” is a recently published textbook, there are no previous studies available for references.

The third chapter presents the results of the study, providing a descriptive analysis of the fifth-year primary school English textbook to assess its content, structure, pedagogical effectiveness, and relevance to learners’ language. Furthermore, this chapter highlights the analysis of the teachers' questionnaire, providing a detailed description of the three sections’ results. Thereafter, the chapter progresses to the discussion of the results, interpreting key findings and connecting teachers' answers with the research objectives.

The main results of the research indicate that the tasks within “My Book of English” are generally effective in developing language learning. It demonstrates that these tasks promote meaningful communication and build on pupils’ prior knowledge. The data collected through questionnaire and content analysis indicate that the majority of the teachers perceive the tasks as a tool in enhancing vocabulary, sentence structure, and the overall linguistic skills. However, the study also highlights some limitations, such as the recent publication of the textbook which limits the access extensive previous studies, as well as the focus on a specific educational context in Laghouat, limiting the scope for broader generalization.

Moreover, the findings of this study provide empirical support for the hypotheses, confirming that the tasks embedded within the fifth-year primary school English textbook effectively facilitates pupils’ language development, fostering meaningful communication by integrating realistic activities and situations that encourage practical language use, and supporting progressive learning. Furthermore, the tasks are regarded as relevant, engaging, and supportive of authentic language use. Consequently, the results validate that the hypotheses are supported, outlining the importance of well-structured tasks in achieving educational objectives in primary English language.

Additionally, the research significantly contributes to the field of ELT in Algeria by offering a comprehensive analysis of the tasks presented within the recently introduced textbook “My Book of English”. Given the recent integration of English into primary education, this research provides valuable insights into the effectiveness of the current curriculum material in supporting language development. It highlights the importance of well-structured tasks that promote meaningful communication and progressive learning, which can serve as a foundation for further curriculum development. Additionally, this research provides a stepping stone for policymakers, and curriculum designers to improve language learning experiences for primary school pupils.

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APPENDICES

Appendices

Appendix 1: Teachers' Questionnaire

Dear teachers,

This questionnaire is designed as part of our research about evaluating the effectiveness of tasks in the fifth-year primary school textbook “My Book of English”. We would be grateful if you could answer the following questions.

Would you please tick (√) the chosen item or make full statements where necessary. We guarantee that Your responses are completely anonymous. Thank you in advance for your cooperation.

Section One: General Information

Q1_ your highest academic degree:

Licence degree Master's degree doctorate degree

Q2_ How long have you been teaching English in primary school?

.....

Q3_ How many pupils do you have in each class?

.....

Section Two: The Textbook Overview

Q4_ On a five-point scale, read each statement, and then tick (√) the relevant answer that best reflects your opinion:

Statements	Always	Often	sometimes	rarely	never
4. Do you use this textbook?					
5. Do you use the tasks in this textbook?					
6. Do you find the textbook accurate?					

Section three: The Effectiveness of Tasks in The Fifth year Primary School English Textbook

Q5_ On a five-point scale, read each statement, and then tick (✓) the relevant answer that best reflects your opinion:

(SA) strongly agree, (A) agree, (N) Neutral, (D) disagree, (SD) strongly disagree

The statements	A	SA	N	D	SD
1. Tasks promote meaningful communication in the target language.					
2. Tasks are relevant to pupils' interests.					
3. Tasks refer to realistic activities and situations.					
4. Tasks introduce and reinforce new vocabulary in a meaningful way.					
5. Tasks expose pupils to useful sentence patterns.					
6. Tasks build on what students have learned in previous units.					

Q6_ Which of the following skills do you think the tasks in this textbook focus on? (You can choose more than one answer)

- a) Reading skills
- b) writing skills
- c) speaking skills
- d) listening skills
- e) All of the above

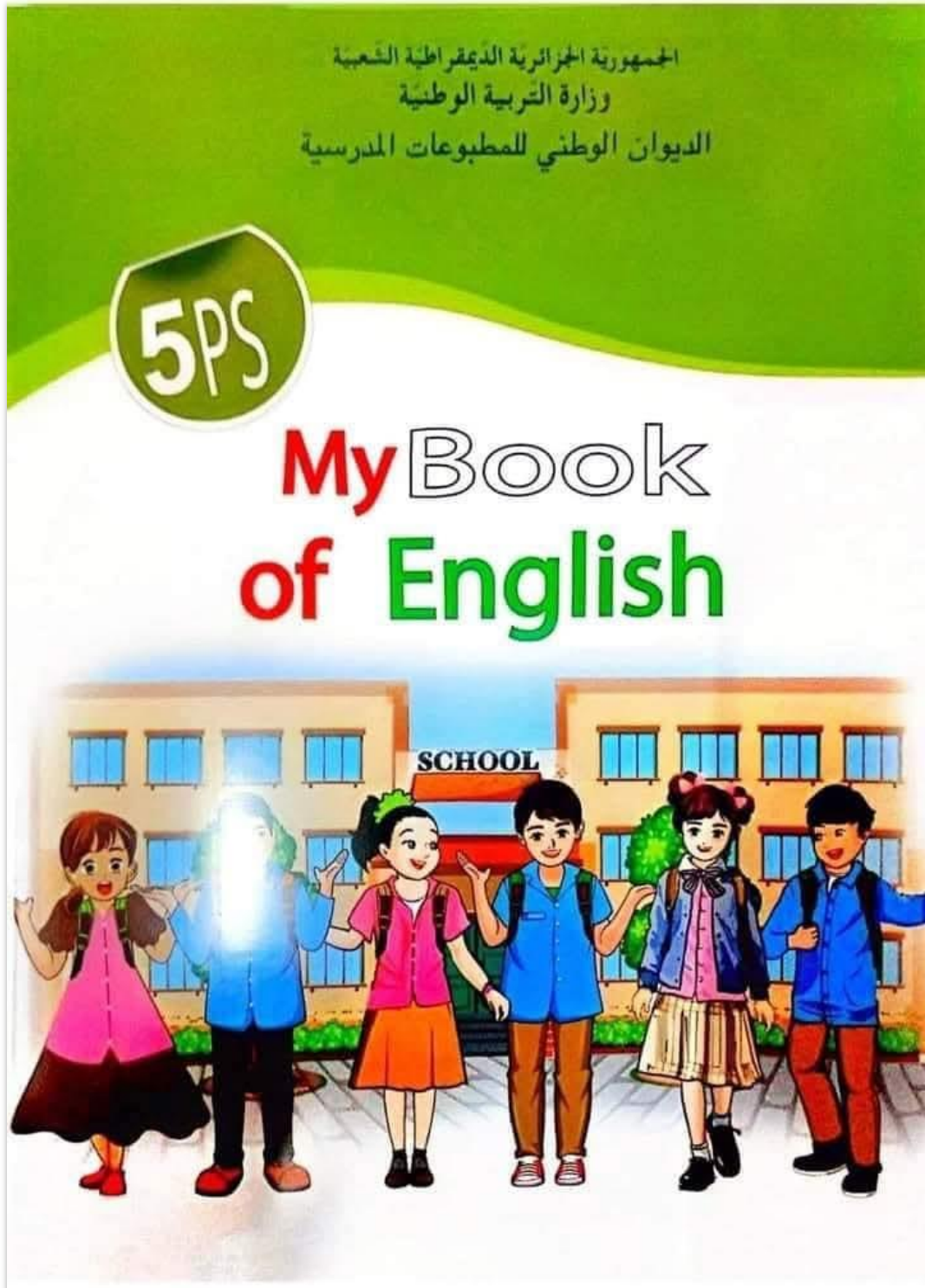
If yes, name these sources

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

Q10_ What improvements would you suggest for the tasks in this textbook?

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

Appendix 2: The Textbook



يعد الكتاب المدرسي الأكثر استعمالاً في الفصل الدراسي، مما يجعل تقييمه ضرورياً في تحديد فعاليته الشاملة، خاصة كفاءة مهامه في دعم أهداف التعليم. ولذلك يهدف البحث الحالي إلى دراسة مدى فعالية المهام الموجودة في كتاب اللغة الإنجليزية للصف الخامس الابتدائي. تقدم هذه الدراسة تحليلاً للمهام المدرجة في الكتاب المدرسي من خلال استبيان وتحليل محتوى الكتاب المدرسي باستخدام نهج مختلط يجمع بين البيانات النوعية والكمية لضمان التقييم الشامل. توضح نتائج هذا البحث أن الكتاب المدرسي الحالي يدعم التلاميذ في تحسين لغتهم، ويسهل التواصل الهادف باستخدام أنشطة من الواقع، كما أنه يعزز التعلم التدريجي. بالإضافة إلى ذلك، يساهم هذا البحث في تطوير المناهج الدراسية من خلال التأكيد على دور تصميم المهام التي تساعد في تحسين اللغة. ومع ذلك، فإنه يحدد بعض القيود بما في ذلك غياب الدراسات السابقة المتاحة كمراجع، حيث تم نشر هذا الكتاب المدرسي مؤخراً. علاوة على ذلك، يركز هذا البحث على تقييم فعالية هذا الكتاب في ولاية الأغواط فقط، مما يجعل من الصعب تعميم النتائج على سياق تعليمي واسع.