



An Evaluation of the 3rd Year Primary School Textbook " My Book of English": Teacher's Perspective on its Use, Content and Feedback "

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Abstract

Recently, there have been intensive discussions about teaching and implementing English in Algerian classrooms, especially at primary school. Hence, the present article attempts to describe and evaluate the third-year primary school (EFL) textbook, concentrating on content and feedback techniques according to teachers' views and attitudes. The study has used a comprehensive analysis to evaluate the textbook's efficacy in terms of its use, content and feedback. Therefore, utilizing content analysis and a teacher questionnaire. For testing the new textbook's various features, 33 primary school English instructors were selected through convenience sampling and asked to complete a questionnaire. The findings revealed that while the textbook was generally well-received for its engaging content and alignment with educational standards, several areas required improvement. The instructors emphasized the necessity of supplementary materials, culturally pertinent illustrations, and explicit guidelines for activities to accommodate various learning preferences. Furthermore, these insights will deepen and inform the ongoing debate about teaching/learning English at Algerian primary schools, and discern other questions and considerations regarding the textbook content and implementation.

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1. Introduction

English as a foreign language (EFL) instruction in primary schools is widespread globally, yet it has only recently been introduced in Algerian primary education. This shift is attributed to English being recognized as the language of globalization, complementing French, which holds historical significance. The rationale behind this move is to equip Algerian students with the linguistic skills necessary to navigate the domains of science and technology, thereby broadening their career prospects. However, the effectiveness of this endeavor hinges significantly on the quality of the instructional materials, mainly the primary tool for EFL instruction—the textbook.

Coursebooks are pivotal in EFL teaching programs, serving as a roadmap for teachers and students. As Sheldon (1988) aptly states, they are perceived as the cornerstone of any ELT program. Consequently, assessing the adequacy of a textbook becomes imperative. Hutchinson and Waters (1987) assert that evaluation is essential for determining the suitability of a resource for its intended purpose. Educators can enhance their quality by reviewing and evaluating textbooks and facilitating the teaching and learning process.

Thus, this study aims to evaluate the effectiveness of the Algerian primary school textbook "My Book of English" in facilitating English language learning among pupils. Specifically, it seeks to ascertain the alignment of the textbook

with the educational requirements of third-year elementary school students in Algeria. Moreover, the study aims to gauge instructors' perceptions of the textbook's suitability vis-à-vis the Ministry of Education's program objectives and whether the materials meet learners' expectations. Additionally, it intends to explore how the feedback mechanisms embedded within the textbook contribute to the development of language skills.

This research investigates the new textbook's strengths and weaknesses from teachers' perspectives, shedding light on its potential benefits and drawbacks. Through this evaluation, we aim to contribute to the ongoing discourse on English language education in Algeria and provide insights to inform future textbook development and instructional practices.

Research Questions:

- 1: To what extent is the content of the textbook "My Book of English" effective?
- 2: How effective is the feedback system in the "My Book of English" textbook in providing timely and constructive feedback to third-year pupils?

2. Literature Review

2.1 Teaching English as a Foreign Language in Algerian Primary Schools

Several governments, including Algeria, have implemented a variety of policies that promote ELT (Belmihoub, 2017)—as part of a decree issued by the Algerian Ministry of Education, which announced that

English would be gradually introduced in some primary schools selected to pilot the program on September 6, 1993 (Djouimaa, 1999, p.26). Copies of this decree were provided to all pilot schools to carry out this project. Algerian policymakers used a bottom-up strategy for foreign language education due to the introduction of English in primary schools, in which parents and pupils may pick their first required foreign language (French or English). Surprisingly, the number of people who chose English was insignificant; as a result, "the competition between the two European languages turned in favor of French" (Benrabah, 2014, p. 51).

In recent years, the demands of the media, education unions, and associations of parents of students have highlighted the need to initiate a linguistic transition in Algeria. This transition aims to gradually replace French with English across all educational levels, positioning English as a foreign language rather than an alternative to Arabic. Consequently, national authorities have recognized the necessity of implementing English language instruction in primary schools. In June 2022, authorization was granted to teach English in elementary schools for the first time. This move underscores the recognition of English as the international language, distinct from the historical context of French in Algeria.

2.2 Textbook Evaluation

As the primary source of material for both instructors and students, textbooks are an essential component of school education in EFL classes worldwide (Hutchinson &

Torres, 1994). In addition to providing teachers with a framework for achieving course goals and objectives, textbooks also serve as a guide during lesson planning. They significantly impact students' attitudes and performance in class throughout the semester. The textbook is a vital component of teaching and learning. Still, it cannot satisfy all teaching requirements in all contexts, which makes it crucial to evaluate the textbooks currently in use so that teachers can determine whether or not they are appropriate and relevant for their particular needs.

According to Nunan (1992), evaluation "involves not only assembling information but interpreting that information- making value judgments" (p.185). For Swain (1990), "evaluation studies can shed light on the syllabus's points of strengths and weaknesses to enhance what is good and deal with the areas that may need to be improved." "Evaluation is to eliminate gaps and unnecessary repetition, to provide a smoother development of content through the various grade levels, to remove inconsistencies among several textbooks in different subjects and in different levels, and in general to provide a program of instruction in English more in line with the needs of the students (pp. 258- 259). Therefore, evaluating the suitability of a textbook holds paramount importance since it will affect a generation of students' learning. Also, the effectiveness of a textbook impacts whether it succeeds or fails.

2.3. Feedback in Evaluating a Third-Year Primary School EFL Textbook

In English as a Foreign Language (EFL) teaching, the importance of feedback systems must be balanced, especially when evaluating elementary school textbooks. Effective feedback is a dynamic tool for changing language learning and improving language abilities among young learners.

Feedback is essential for supporting language learners' progress and development when participating in various language learning activities. It provides learners with meaningful information about their language production, enabling them to develop their skills.

Understanding the type and usefulness of feedback included in third-year EFL textbooks is critical when assessing them. Feedback systems built into textbooks can impact language competency development, give valuable insights into student understanding, and tell instructors about the success of teaching strategies. "Textbooks that seamlessly integrate feedback mechanisms contribute significantly to language skill development, providing learners with opportunities to apply and reinforce their understanding" (Garcia et al., 2015). Therefore, exploring the kind of feedback through formative evaluations, language exercises, or interactive aspects is critical to fully analyzing the textbook's influence on language learning outcomes in primary school.

3. Methodology

Two research methods were used to conduct the study: Content analysis and a questionnaire.

Content analysis is a research method that involves systematically identifying and quantifying the presence of specific concepts, words, phrases, themes, or other elements within texts to draw valid and replicable inferences about their contexts of use (Neuendorf, 2002; Krippendorff, 2018, 2014).

Since the primary aim of this study is to explore teachers' perceptions and gather their opinions on various aspects of the new textbook, a descriptive design was selected, utilizing a questionnaire as the most appropriate tool, this approach is intended to provide answers to the following research questions: to what extent is the content of the textbook "My Book of English" effective, and how effective is the feedback system in the "My Book of English" textbook in providing timely and constructive feedback to third-year pupils.

3.1 Participants and Sampling Technique

The study employed a rigorous sampling technique to ensure the representation and diversity of participants. A sample of thirty-three (N=33) primary school English teachers participated in the study, comprising 20 females and 13 males, with ages ranging from 27 to 41 years. Notably, these participants are relatively new to the teaching profession, boasting an average of 3 years of teaching experience each, and all participants possess a Master's Diploma in Didactics.

3.2 Questionnaire Design and Structure

The questionnaire was distributed to a sample of 33 primary school English instructors, selected through convenience sampling, to gather their feedback on

various features of the new textbook. The instructors, comprising 20 females and 13 males, were from different parts of the country. The questionnaire was designed to capture a comprehensive overview of teachers' opinions on various aspects of the new textbook, including design, content, appropriacy, assessment methods, feedback system, and critical overview.

The purpose of the questionnaire items was multifaceted: questions related to the visual and structural design of the textbook aimed to evaluate its aesthetic and functional aspects, ensuring it is visually appealing and user-friendly; items assessing the relevance, clarity, and engagement level of the textbook content aimed to determine if the material is engaging, relevant, and aligned with educational standards; evaluation of the textbook's suitability for the age and academic level of the students aimed to assess its appropriacy; questions focused on the effectiveness and appropriateness of the assessment techniques used in the textbook aimed to analyze their effectiveness in measuring student progress; items exploring the adequacy of feedback mechanisms within the textbook aimed to examine their effectiveness in promoting learning; and a section allowing teachers to provide an overall critique and suggest improvements aimed to gather comprehensive feedback on the textbook's overall effectiveness and areas for improvement. The questionnaire concluded with open-ended questions asking teachers to identify the most significant drawbacks of the textbook and to provide suggestions for improvements. This study's analysis approach included quantitative and qualitative methods to analyze several features of the textbook

"My Book of English." The textbook's layout and design, appropriacy, critical overview, and content and pedagogy were assessed using statistical measures such as mean, standard deviation, and variance to capture instructors' perspectives. The overall effectiveness and consistency of these elements could be clearly understood using a statistical approach.

In addition, instructors' perspectives on assessment methods and feedback mechanisms were analyzed using a percentage-based approach, clearly depicting their perspectives.

Close-ended questions were graded on a Likert scale, while open-ended questions allowed for more detailed feedback. The questionnaire's reliability was measured at 0.860, indicating good internal consistency (Hulin et al., 2001).

This combination enabled a robust textbook evaluation by integrating qualitative insights with quantitative analysis.

However, two primary limitations were identified in this study: the timing of the questionnaire administration, which was only at the end of the first semester, meaning teachers did not have a full academic year's experience with the textbook, and the relatively small number of respondents (N=33), which limits the generalizability of the findings. A larger sample size would provide a more accurate representation of teachers' perspectives. Addressing these limitations in future research can achieve a more comprehensive understanding of the textbook's effectiveness.

3.3. Content Analysis of the EFL Textbook 'My Book of English'

The official English textbook for third-year primary school pupils, "My Book of English," aligns with the Ministry of National Education's 2022 syllabus and introduces a competency-based language teaching approach to meet various educational needs. Written by Tamrabet Lounis and Chennai Abdel Fetah and published by ENAG EDITIONS, the 64-page (20 by 28 cm) textbook marks the first experience of teaching English at this level. It includes a CD with 88 audio files and revolves around a girl named Meriem Sidou and her family. The book begins with visual examples of directions (looking, crossing, circling, etc.) necessary to accomplish numerous tasks.

The textbook's six units, titled "Me, My Family and Friends, My Fancy Birthday, My Pets, My School, My Home, My Playtime," each aim to improve language skills and allow pupils to communicate with their friends in and outside their country on different occasions and celebrations. The textbook is completely task-based, featuring frequent instructions such as listen (86 times), look (44 times), and read (28 times). Other standard instructions include repeat (26 times), say (19 times), and color (19 times). Students engage in activities like drawing and coloring pictures, matching words to pictures, listening and repeating, copying letters, and singing songs. At the end of each unit,

students complete a project involving drawing in their copybooks and sticking pictures related to the topics explored throughout the unit.

To analyze the EFL textbook used in Algerian primary schools, the number of characters in each content category (vignettes, stories, dialogues, and images) was manually counted, considering the gender (male, female, or nonhuman) and age (child or adult) of each character. Additionally, the occupation and location of each character in each coding unit were determined, and the gender roles (including distribution of roles, way of dressing, and color used) and language were examined. The textbook includes 123 vignettes with varying numbers of characters, predominantly featuring 93 female characters (82 children and 11 adults) and 59 male characters (50 children and nine adults).

The main characters include Meriam and Lilia Sidou, Yassine Sidou, and Mr. and Mrs. Sidou, with the addition of nonhuman characters Fennec and Robotkid. Characters are depicted in various locations, such as classrooms, bedrooms, living rooms, backyards, streets, public gardens, school yards, kitchens, bathrooms, and pet shops, with distinct patterns for male and female characters.

The analysis revealed consistent traditional gender stereotypes in dressing, with females in dresses or skirts and males in formal attire. Color usage also reinforced gender norms, associating girls with pink and light

shades and boys with blue and darker shades. Nonhuman characters,

Robotkid and Fennec, predominantly appear in blue.

4. Results and Discussion:

4.1. The Layout:

Table 1. Layout and Design

Items	Mean	Std. Deviation	Variance
The textbook is visually attractive	2.90	0.97	0.96
the overall size of the book (62 pages) is adequate	3.27	0.80	0.64
the quality of paper is enduring and durable	3.42	1.00	1.002

Many Teachers disagreed over whether the textbook was visually attractive. The proportion of those who disagreed is almost equal to those who agreed, with the proportions slightly tilted towards agreement (36 percent agreeing while 33 percent disagreeing). The mean value is 3, indicating that, generally, teachers were more pleased than displeased with the visual attractiveness of the book. Many (16) teachers reported that the textbook size was suitable; 10 were neutral, and seven disagreed with the statement. None

of the teachers consulted expressed strong opinions over this issue (VAR =0.64).

Regarding the durability of paper, most teachers thought that the quality of paper is enduring, while only 6 felt the opposite. Overall, teachers generally expressed satisfaction concerning the layout and design of the book. This perspective emphasizes the significance of deliberate design in educational materials, as it improves visual appeal and greatly adds to the whole learning experience, supporting instructional objectives and increasing student engagement.

4.2. Appropriacy:

Table 2. The Appropriacy of the Textbook.

Items	Mean	Std. Deviation	Variance
The book matches the general level of students	3.00	1.19	1.43
The content of the textbook is aligned with the syllabus	3.30	0.91	0.84
The book is flexible and adaptable	3.12	0.96	0.92
The book appeals to different types of individual learners	3.15	0.90	0.82

The book covers the right communicative needs of the learners	2.87	0.99	0.98
The textbook suffices as the sole provider of learning materials	2.48	0.93	0.88
Students find the book fun and engaging	2.75	0.93	0.87
The characters in the textbook are well-chosen	2.51	0.97	0.94

We noticed a clear split in the answers when asked if the textbook matches students' general level. Teachers were notably polarized over this item; some thought that the book was beyond the level of students, and others thought it to be within their reach. Most teachers (19) agreed that the book aligns with the syllabus, with a mean of 3.3. However, seven respondents expressed their disagreement. Flexibility of the textbook was thought to be achieved by 14 respondents. Nevertheless, nine respondents thought otherwise, and another nine were neutral. The mean stood at 3.12.

When designing a textbook, it must consider that individual learners vary in their abilities, skills, and tastes. When asked if "My Book of English" appeals to different types of learners, almost half of the respondents agreed, but eleven (11) disagreed. No teacher expressed a strong opinion over this matter, as attested by the low variance in this item (0.82).

Cunningsworth (1995) emphasized that the textbook must match the needs of students. Concerning the textbook, a sizable number (16) of respondents agreed

that the textbook matches different types of learners, and another respondent disagreed strongly. Six (6) of the respondents were

neutral and (11) disagreed. The mean is (3.15). As many respondents (20) think, textbooks cannot be taken as the sole learning material provider. It must be supplemented with other sources. Still, four respondents, surprisingly, agreed with the statement.

It should be noted here that a total reliance on the textbook rarely occurs. Teachers constantly search for new sources that can best match their students. Thus, this wide disagreement with this item is justified on these grounds. When asked if the book was fun and engaging, (13) teachers disagreed, nine (9) agreed, while another nine remained neutral. One of the aspects that teachers disliked was the choice of characters. Fifteen respondents (46%) disagreed, and 4 (12%) strongly disagreed with the statement that the characters are well-chosen. Not a single teacher agreed strongly. Seven expressed neutrality, and another seven agreed. The mean is indeed low in this item (2.51).

2.3. Content and Pedagogy:

Table 3. Content and Pedagogy of the Textbook

Items	Mean	Std. Deviation	Variance
The sequencing of themes and topics is adequate	3.06	0.89	0.80
The textbook offers a good material for working with orthography	2.57	1.09	1.18
The textbook offers a good material for working with sounds and pronunciation.	2.87	1.05	1.11
Students find it easy to understand the instructions of activities	2.69	0.98	0.96
That the textbook is entirely task-based is right.	3.42	1.00	1.00
The complete absence of grammar in the textbook is a good idea.	3.60	0.89	0.80
The vocabulary and lexical items contained in the textbook are well-selected	3.24	0.96	0.93
Themes and topics are well-chosen	3.03	1.07	1.15
The vocabulary introduced to students is adequate in size	3.42	0.70	0.50

This section deals with the textbook's content and whether or not it serves its pedagogical purpose from the teachers' point of view. 42% of respondents approved of the sequencing of themes, but 12 respondents said that the sequencing needed to be the right one. There is a slight variation in the answers here (VAR =0.809). Orthography is an essential skill in language learning, especially at an early age. Sixteen respondents (48.5%) disagreed, and another four disagreed strongly with the idea that there is good material for working with orthography. This reflects the lowest mean score in this dimension (2.57). However, teachers were more pleased regarding sounds, with the mean score shifting by (0.3) points. There

was a considerable split in the answers in the previous two items. Students need to understand instructions sufficiently. Fifteen respondents (46.5%) reported disagreement; a quarter was silent, and slightly less than a quarter agreed.

As noted above, "My Book of English" is task-based. For example, there is an absence of texts and other reading materials. This point was welcomed by many teachers (16 of the respondents agreed, and three agreed strongly). Task-based textbooks are also found in Tunisian Kuwait, and first-year English learners use Saudi textbooks. This could be justified by the idea that children find it more accessible and are more ready to do tasks

than to explore the language by other means. It should still be noted that 6 of the respondents opposed this. When it comes to Grammar, only 6 of the respondents disagreed with its absence. The vast majority of teachers, with a mean of 3.8, did not oppose its presence.

Whether or not the vocabulary is well-chosen was a subject of disagreement. Half of the respondents agreed, eight disagreed, and seven were neutral. There is also a wide disagreement over whether the themes and topics are well-chosen

4.3. Critical Overview:

Table 4. A Critical Overview

Items	Mean	Std. Deviation	Variance
The book is in line with the Algerian cultural values	3.51	0.83	0.69
The book is not biased towards one region of Algeria over the other	3.51	1.03	1.07
Different socio-economic classes are well-represented	3.03	0.80	0.65
The book reflects a true Algerian reality	3.09	0.91	0.83

This dimension sheds a critical lens on the textbook. Most teachers (63%) agreed that the textbook is aligned with the cultural values of Algerians. The mean score is tilted towards agreement (3.51). Similar results were also recorded when teachers were asked if any regional biases were reflected in the textbook. However, there is more split in the answers regarding this item (variance =1.07). Over half (15) of

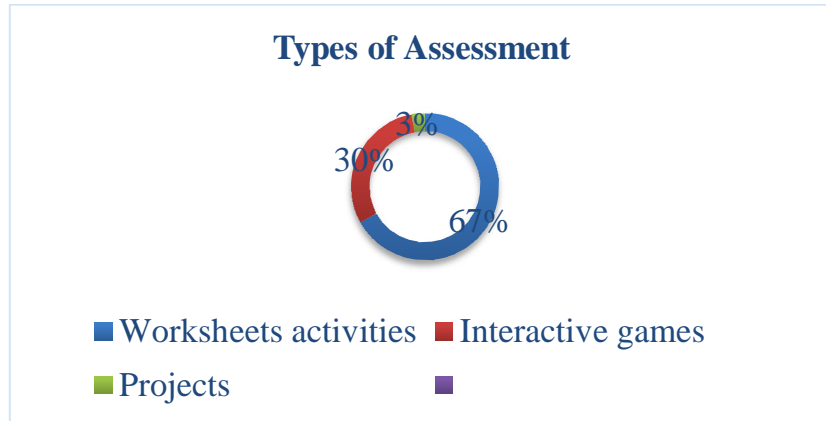
(variance =1.15). The themes covered in the book include naming family members and school objects, pets, and other school-related subjects; two respondents reported a firm disagreement, 14 agreed, and 11 disagreed. A large number of teachers (14) were silent when asked if the size of the vocabulary was adequate. Fifteen of them (45%) agreed, while only three disagreed. There is little disagreement in this item, with a variance equaling 0.5.

respondents were neutral when asked if the book is representative of all social classes. Seven disagreed, and ten agreed. Finally, the researchers note that most teachers were either neutral or in agreement when asked if the book reflects the daily life of Algerians. In sum, it could be said with reservations that teachers were satisfied in this critical respect.

4.4. Assessment Methods:

A: Types of assessments used in the textbook (e.g., quizzes, tests, projects)

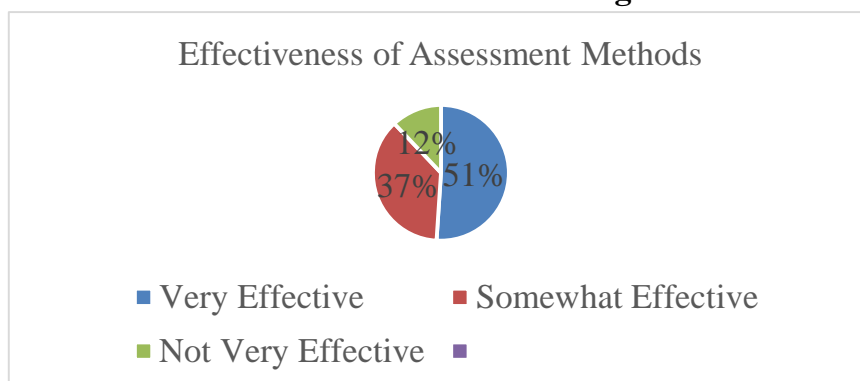
Fig.1. Assessment Methods in Primary School Textbook



The evaluation of assessments used in the textbook, as reported by the participating instructors, shows (Figure 1) a predominance of worksheet tasks (67%), focusing on organized exercises to reinforce core ideas. Additionally, interactive games represent 30%, demonstrating an effort to create an engaging and dynamic learning environment. Furthermore, the incorporation of 3% for projects reflects an understanding of the importance of hands-

B: Their effectiveness in evaluating student understanding

Fig.2. Effectiveness of Assessment methods in evaluating students' understanding



Teachers typically regard the efficiency of the textbook's assessments for measuring pupil comprehension positively. A majority, 51% of participants, believed that

the assessment methods were "very effective" in determining comprehension among pupils. This high percentage indicates that teachers have a significant

trust in the assessment tools' capacity to effectively measure students' understanding of the subject matter. The confidence in these methods suggests that they are well-aligned with educational objectives and successfully facilitate the evaluation process.

Furthermore, 37% of instructors rated the evaluation methods as "somewhat effective," indicating moderate confidence in their efficacy. This group of teachers recognizes the potential of the assessment methods but also implies that there may be room for improvement. The positive reception from this segment still underscores the overall effectiveness of the assessment strategies while hinting at the possibility of enhancing certain aspects to

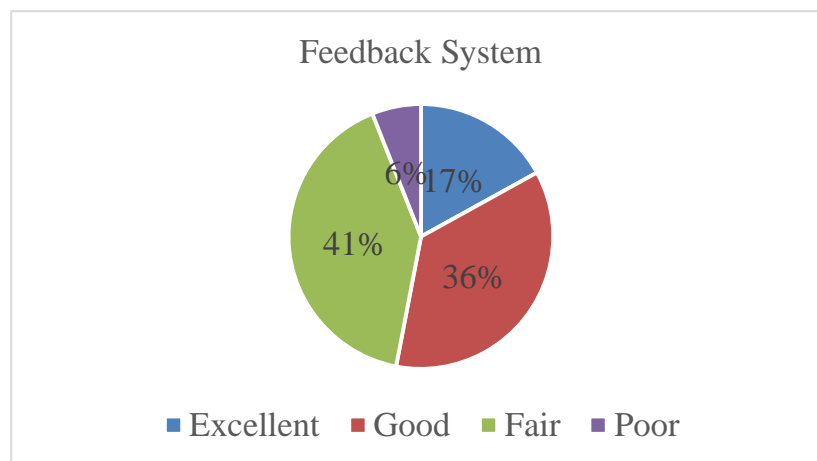
fully meet the instructional needs and diverse learning styles of all students.

However, 12% of the participants believed the assessment methods needed to be more effective. This minority viewpoint is crucial as it highlights areas that may require deeper investigation or adjustments. The concerns raised by this group of teachers suggest that some assessment methods may not adequately address the varying levels of student comprehension or fail to provide the necessary feedback for improvement. Identifying specific issues within the assessment processes that lead to these perceptions is essential for ensuring comprehensive evaluation mechanisms.

4.5. Timely and Constructive Feedback:

4.5.1. Rating the feedback system in terms of timeliness, specificity, and constructive nature.

Fig.3. Feedback System Rating



Their responses to the question about the timeliness, specificity, and constructive nature of the feedback system in the textbook offer light on instructors' different perspectives. While 17% of respondents expressed the feedback system as "Excellent," indicating high satisfaction,

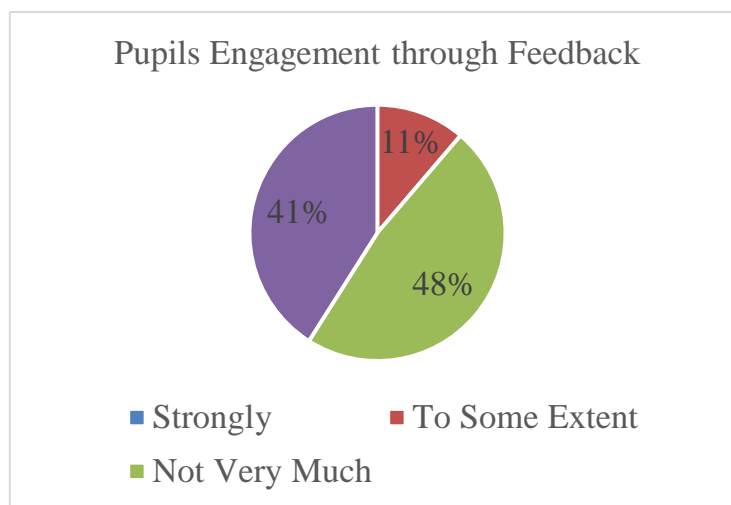
36% rated it as "Good," demonstrating a generally favorable view. However, 41% rated the feedback system as "Fair." This shows that a significant percentage of instructors believe there is space for improvement regarding timeliness, specificity, or constructive features in the

feedback they offer. A smaller percentage, 6%, were dissatisfied, ranking the feedback system as "Poor." These responses highlight the necessity for a more detailed evaluation of the specific components and mechanisms inside the textbook's feedback

system. Teachers' responses to the feedback system provide valuable insights for improving and optimizing this critical component of the instructional process, resulting in better learning experiences for 3rd-year pupils.

4.5.2. Does the feedback system encourage active involvement and participation from 3rd-year pupils?

Fig.4. Pupils Engagement through Feedback



The responses regarding the efficacy of the feedback system in fostering active involvement and participation among third-year pupils reveal a predominantly positive perception among instructors, as depicted in Figure 4. 48.5% of respondents strongly affirmed the effectiveness of the feedback system in encouraging student participation. This resounding endorsement indicates that many teachers perceive the feedback mechanism as extremely valuable in promoting student engagement and involvement within the learning environment.

Besides, a considerable number, 33% of respondents, stated that the feedback mechanism helps students participate to some extent. While not as emphatic as the group mentioned above, this endorsement

underscores the perceived utility of the feedback approach in facilitating student involvement, albeit to a more moderate degree. However, 18.5% of teachers raised concerns about the effectiveness of the feedback system in encouraging active participation from third-year students. This minority perspective indicates a potential area for improvement or more research into the elements driving student participation in the feedback process. Identifying and addressing these challenges might improve the feedback system, maximizing its influence on student involvement and learning results.

4.6. Results of Open-Ended Questions

1. Which aspect of the textbook displeases you the most?

There has been consistent feedback from teachers expressing dissatisfaction with various aspects of the curriculum, particularly with thematic content and character representation. There was notable criticism of the "My Fancy Holiday" theme, with respondents expressing frustration over its relevance and appeal to young learners. Similarly, using robots and animals as characters was disapproved, suggesting a disconnect between the content and students' interests or cultural relevance.

Additionally, scriptwriting, dialogue delivery, and audio quality were obstacles to effective learning. Teachers lamented the need for more clarity in audio materials, hindering comprehension and engagement. Additionally, some educators expressed concern about the complexity and quantity of curriculum units, deeming them overwhelming for young learners. The goal was to simplify instructional materials and align them with students' cognitive capacities and learning needs.

In addition to content-related issues, criticisms extended to the curriculum's visual design elements, including the quality of drawings, graphics, and overall design aesthetics. Teachers

identified these aspects as weaknesses, suggesting a need for improvement to enhance instructional materials' visual appeal and effectiveness.

Discrepancies between lesson activities and learning objectives revealed a need for coherence and alignment within the curriculum framework. These insights emphasize the importance of addressing multifaceted design considerations to optimize educational resource effectiveness and usability.

2. What improvements do you suggest?

A consensus was reached among teachers that instructional materials need to be improved, with storytelling, dialogue, and visual aids tailor-made for the developmental stage of young learners. One teacher suggested focusing on alphabet mastery, vocabulary acquisition, and phoneme recognition to master language fundamentals. Rather than rote memorization, this suggestion highlights the importance of foundational skills in early language learning. Another teacher also underscored the importance of real-life application of instructional materials in his call for authentic content. The aim is to facilitate deeper understanding and engagement among students by making classroom learning more authentic.

Teachers identified the need to supplement classroom instruction with supplementary workbooks, a sentiment backed up by implementing such materials in Jordanian

educational systems. This recognition underscores the importance of providing students with opportunities for independent active and reinforcement of learned concepts. Complementary resources are emphasized as part of a pedagogical strategy designed to cater to various learning needs and promote active participation. According to teachers, curriculum development involves many factors, such as language structure and authenticity, and providing supportive materials for independent learning, highlighting the complex interaction between effective pedagogy and instructional design

.5. CONCLUSION

The present evaluation revealed a mixed reception of the textbook among teachers. The third-year textbook, "My Book of English," was thoroughly evaluated from the views of 33 primary school teachers. The research investigated various factors, including layout, appropriacy, content, critical overview, evaluation methodologies, and feedback systems. While the layout and design of the textbook were praised, several comments emerged about its appropriateness, particularly its compatibility with students' abilities. Various opinions were expressed on sequence and grammar based on content and pedagogy examinations. Assessment methods, mainly worksheets, were strongly preferred, but the usefulness of feedback systems was questioned, which led to a need for enhancements in timeliness and specificity. However, many respondents raised concerns, calling for a deeper investigation despite the majority's positive perceptions. Based on the findings of this review, it can be seen that primary school

EFL textbooks are changing, with both strengths and opportunities for improvement.

To better align textbook content with students' abilities and learning contexts, authors can use detailed feedback to revise and enhance the content. Developing more effective evaluation tools, such as diversified worksheets and robust feedback systems, can be guided by insights into assessment methods. Also, implementing these findings into teacher training programs can improve teacher practices and student outcomes by equipping educators with more effective strategies for utilizing the textbook and its assessment tools. It catalyzes continuing improvements in English as a Foreign Language education, benefiting students and teachers through a comprehensive approach that ensures textbooks meet academic standards and foster a supportive learning environment.

Recognizing the study's limitations, including the small sample size of 33 teachers, reliance on self-reported data, limited contextual understanding, and timing of questionnaire administration solely at the end of the first semester, constrain its generalizability and depth. Moreover, longitudinal data are needed to improve understanding of the textbook's effectiveness. Future research might build on these findings to promote continual improvement in educational materials and procedures.

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