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ALGERIAN THIRD YEAR ENGLISH COURSEBOOK SCRUTINY: 'MY BOOK OF ENGLISH' AS A SAMPLE

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Abstract

It is widely acknowledged that coursebooks can be a useful source of information and knowledge for both teachers and learners. They are frequently written by subject-matter experts and can provide a logical and exhaustive overview of the target topic. Referring to the 2022-2023 academic year and with respect to the integration of English in Algerian primary school education, it was noticed that the circumstances in which the decision has been taken might need much more time because the interval between the decision of English integration and coursebook design was too short for a well-thought teaching material. Therefore, the major issue that is being questioned is how well 'My Book of English' meets the learners' age, interest, and attractiveness. The issue under investigation seeks to scrutinize the un/suitability of the current English coursebook content and its impact on 3rd-year primary school learners as regards their competency, needs, and preferences. To answer the research questions and dis/confirm its hypotheses, the study relies on a mixed method, ensuring credible and valid data. Consequently, one questionnaire was put online, and addressed to primary school English teachers, and only fifty-four (54) respondents willingly responded. Besides, the coursebook evaluation grid was filled out by two experts, i.e., primary-school English teachers' trainers. The results reveal that the coursebook content contains some shortcomings such as poor representation of the language culture, authentic material, grammar logical order, and glossary. In fact, these deficiencies should be palliated for high-quality instruction and successful achievement.

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

Introduction

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

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

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

Statement of the problem

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

Purpose of the study

The current endeavor aims at scrutinizing the in/appropriateness of new coursebook content namely "My Book of English" and its impact on 3rd-year primary school learners as regards learning English as a foreign language. This study may shed light on gaps that can help stakeholders to make the necessary decision to remedy them.

Significance of the study

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

Literature Review

Coursebooks: Multiple definitions

In the world of English language teaching, the terms coursebooks and textbooks are used interchangeably. Many authors and scholars provided the same definition of the term coursebook as being a source of data. To list only some of them, Douglas (2000) states that "the most obvious and most common form of materials support for language instruction comes through coursebook." (p. 136). Seemingly he added that a coursebook is a source of information and a tool that provides everything for both teachers and learners. In addition, Kovac and Alenka (2022) define coursebooks as elementary teaching material since the 19th century.

A coursebook is considered a published book that is produced for commercial gain; its usefulness is to help foreign learners of English improve their linguistic knowledge and the ability to communicate (Sheldon, 1987). Hashim (2013) adds that a coursebook is regarded as a book somebody uses to study, it is usually provided in classes and people use it to learn about a specific topic. In the same context, Karima (2008) emphasizes that a coursebook is a material used to achieve expected objectives taking into account learners' needs, so coursebooks are undoubtedly the main components of a course. Furthermore, Kattel (2021) asserts that the coursebook is compiled materials that deal with specific subjects of study systematically coordinated and graded, intended to use a particular level of instruction, and employed as a principal source of knowledge.

Advantages and disadvantages of using a coursebook

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

Coursebook Advantages

Many authors state the positive sides of using a coursebook. Graves (2000) mentions some advantages of coursebooks. First, the coursebook offers the detailed components of the program because the sequence of the program and what will be taught have been introduced by syllabus designers. Second, it is a tool that guarantees teachers time so that they can use materials that are available in the coursebook. Third, it is the main agent that helps teachers assess the learning process like tests or evaluations. And some supporting instruments could be used in the coursebook for instance videos, records, etc.

The coursebook has a vital and positive role and it is very helpful and needed for both teachers and learners. Hutchinson and Torres (1994) confirm that

> ''Teachers see managing their lessons as their greatest need. most of their responses center around the facilitating role of the coursebook: it saves time, gives direction to lessons, guides discussion, facilitates giving of homework, making teaching easier, better organized, more convenient, and learning easier, faster, and better. Most of all the coursebook provides confidence and security." (p. 318)

Also, Haycraft (1978) states that the coursebook is a main tool for a learner, it is something tangible that provides advancement and performance, so the coursebook undoubtedly completes the lessons from the beginning to the end. Within the same point, Sheldon (1988) highlights that the coursebook is considered "the visible heart of any ELT program.'' (p. 237). The coursebook is the essence

and the main agent used in a classroom setting. In addition to this, Ur (1999) argues that the coursebook provides a clear format and pathway for both teacher and learner in the sense of structure and development and it can be a tool that a learner uses to control and review progress independently.

Moreover, "coursebooks give experienced teachers to plan their lessons and scripts for teachers who are new or lack confidence in using English in classrooms. They also provide a focus for their teaching." (Tomlinson & Masuhara 2008, p. 20). This clarifies that coursebooks have a positive effect on teachers by helping and guiding them to prepare lessons and to know which materials to use and which to avoid. In the same vein, Tibebu (2017) suggests that coursebooks may provide learners with lesson contents, different skills, and types of language practice.

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

Coursebook disadvantages

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

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

Method

To achieve the objective and answer the research question, we selected to employ a mixed method approach that combines qualitative and quantitative techniques. The combination of these two types of data allowed for the exploitation of both the contextual and detailed comprehension of qualitative data and the generalizable and externally valid insights of quantitative data (Dawson, 2009; Denzin, 1978).

For the first investigation tool, an online questionnaire was directed to teachers of English. It consisted of six closed-ended questions, seeking objectivity. They were mainly used to collect insightful data about teachers' attitudes as regards the coursebook content. It covers teachers' impression of the coursebook, its content suitability, its compliance with the syllabus, motivation for learners, and its content adaptability.

As regards the second investigation instrument, an evaluation grid was filled out by two experts (experienced inspectors of English). It investigated the following dimensions; content, grammar and vocabulary, attractiveness, activities and exercises, and context (cf.Appendix1).

Research design

The coursebook scrutiny entailed a thorough assessment of coursebook content as regards English language teaching and learning. The main objective behind this endeavor was to evaluate the usefulness and efficiency of the coursebook. The study addressed several research questions, including those about the breadth of coverage, the quality of explanations, the quantity and quality of examples and illustrations, the suitability of exercises and practice problems, the precision and attainability of learning outcomes, the cultural integration of targeted language culture, the inclusion of multiple viewpoints, and the conformity to current pedagogical practices.

Data were gathered by carefully reading and analyzing the coursebook through a content analysis lens. Teachers and inspectors were surveyed to gain insight into the perspectives and suggestions they offer. Quantitative methods were used to analyze survey data, while qualitative methods were used to analyze data gathered through coursebook analysis. Consenting participants will be protected by anonymity and their information will be kept private. The findings were conveyed clearly and concisely, highlighting the coursebooks' merits, flaws, and suggested enhancements.

Research instruments

For the sake of scientific validity and credibility of the collected data, two research instruments were used, viz.; an online questionnaire directed to Primary School English teachers, where fifty-four of them responded to it. Besides, a coursebook evaluation grid was submitted to two inspectors of English who are in charge of the implementation of the English language at the level of Primary education. Being used for the first year, the targeted populations were solicited towards the third term of the year, targeting a comprehensive analysis and eschewing any precocious evaluation.

Data collection and analysis

The gleaned data are quantitatively and qualitatively analyzed. The first, summarizing and analyzing the survey replies required descriptive statistics. However, the second revolves around closer scrutiny of the data from the coursebook content analysis based on the experts' experience. Finding commonalities and highlighting significant discoveries may necessitate the use of coursebook-content scrutiny, based on qualitative analysis that provides an in-depth understanding and interpretation of the textual data, revealing insights and

perspectives about the textbook's quality and efficacy from a range of facets. These depend on the two experts' experience and know-how, and the surveyed population's answers.

Indubitably, data analysis and interpretation stand as crucial components of the present research, allowing researchers to draw conclusions from the gleaned data and make significant contributions to their field (Patton, 1999).

Questionnaire

The data collected from the informants as regards their attitudes towards the coursebook content are statistically analyzed as follows:

Section one: Informants' attitude towards coursebook content

Item One: What is your first impression as regards primary school education coursebook 'My Book of English?

Table 1. Teachers' impression of primary school education coursebook

Options	Percentage
Perfect	3.7%
Helpful	25.9%
Acceptable	61.1%
unacceptable	1.9%
Disappointing	7.4%

The graph above shows the teachers' first impression of the English coursebook *'My Book of English'*. The majority of them, representing (61.1%) believe that the coursebook content is acceptable, whereas (25.9%) of them think that the coursebook content is helpful. The rest is shared among perfect, disappointing, and unacceptable, with 3.7%, 7.4%, and 1.9% respectively.

Generally speaking, coursebooks are designed according to precise criteria, especially when non-native young learners are targeted. It should take into consideration the learners' level and needs, as it represents the main tool that both teacher and learner rely on in the teaching process. It is commonly acknowledged that no coursebook, whatsoever documented, illustrated, and decorated it is, can ever reach perfection and never suit every learner's learning preferences and styles.

Item Two: Does the current coursebook content suit the learner's levels, needs, and interests?

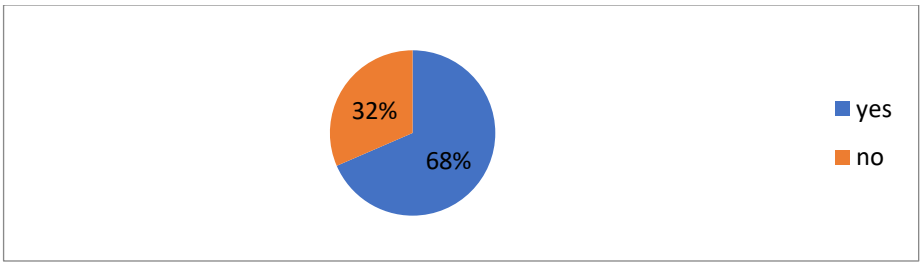


Figure 1**.** Coursebook content suits learner's levels, needs, and interests

As can be noted in the above graph, teachers ' opinions are divided between yes and no options. Furthermore, whether the coursebook suits the learners' levels, needs, and interests or not. 68.5% of respondents said that the coursebook is suitable for learner requirements. While 31.5% said that the coursebook *'My Book of English'* is not appropriate for learners' levels, needs, and interests.

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

Item 3: Is the coursebook content in perfect compliance with the curriculum?

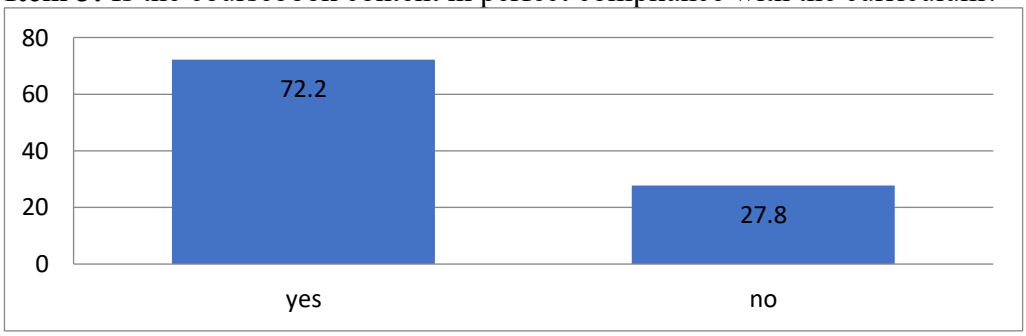


Figure 2. The coursebook compliance with the curriculum

As it is highlighted in the figure above, 72.2 % of the informants consider that the coursebook content is in perfect compliance with the curriculum. While, the rest, standing for 27.7% do not see that it is not compliant with the curriculum.

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

Item four: a)-Is the coursebook content enjoyable/ interesting for learners?

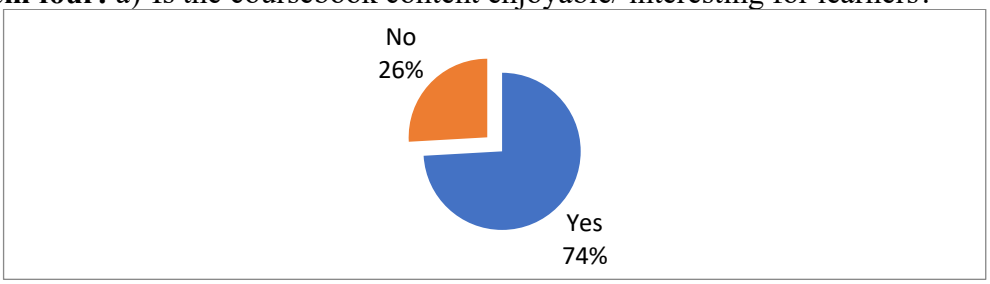


Figure 3. Learners' attitudes towards English coursebook

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

An engaging coursebook has a considerable effect on learners' motivation and performance in primary school. Coursebooks that learners find fascinating and engaging are more likely to be used as learning tools. This might pique curiosity and inspire further study of the issue at hand. Having a fun coursebook is not only

good for learners' motivation, but also for their ability to memorize the material. Learning and retention improve when learners are actively involved in the process of learning and acquiring knowledge. Improved performance in and out of the classroom may result.

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

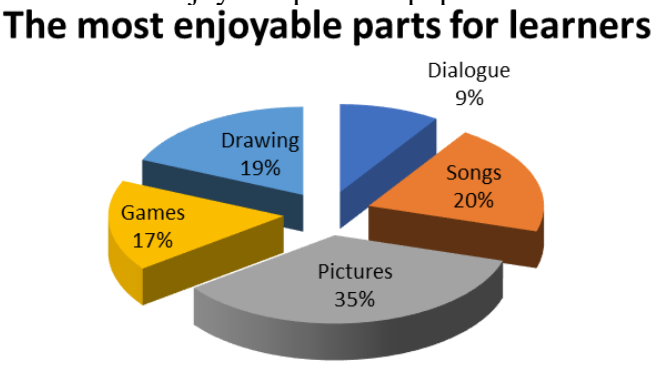


Figure 4. The most enjoyable parts for learners

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

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

Item five: a)-For the sake of coursebook content adaptation in favor of learners' needs/interests, have you tried to adjust its content?



Figure 5. Coursebook adaptation

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

Teachers are given latitude and discretion in determining how best to modify curriculum materials to match the diverse needs and interests of their pupils. However, there are bounds to this adaptability, and teachers must stick to specific standards and principles when doing so. The coursebook's intended curriculum or syllabus is an important factor. Any changes made by teachers should be in line

with the goals and outcomes outlined in the course outline or curriculum. This means that they shouldn't make any adjustments that would make it harder for pupils to grasp the most important concepts and abilities.

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

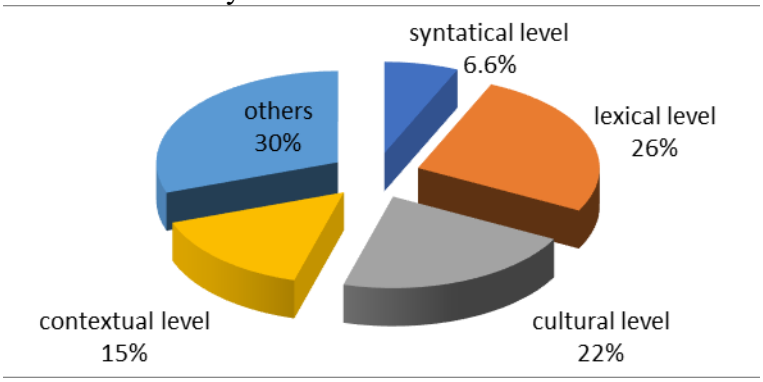


Figure 6. Level of adaptation

According to teachers' answers, especially those who adjust the coursebook content (n=43;80%), they claim that they try to modify it at the grammatical level, representing (n=3; 6.6%). Some teachers adjusted it according to the lexical one, standing for twenty-six percent (n=11; 26%). Other teachers tried to culturalize it, representing twenty-two percent (n=9; 22%) to add an extra value to the coursebook. As regards the adaption at the level of context, fifteen percent (n=6; 15%) of the informants out of the total number of those teachers who modified it, recognized that they did so from the viewpoint context to cater to learners' level, needs, and interests. However, the rest of the informants, representing (n=12; 30%) affirmed that they adjusted the book from other aspects. Besides that, (n=8; 21.7%) adjust at the cultural level.

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

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

Coursebook evaluation grid

Coursebooks hold a paramount status as an indispensable ingredient of the language teaching profession. Thus, an English language teaching coursebook is more than just a bunch of pages stapled together at one end; it is the pivotal hub around which the entire educational process revolves (Litz, 2005). Despite the incalculable advantages of well-written coursebooks, even those required by educational institutions must be analyzed and assessed to see whether or not they achieve the goals for which they were designed. When it comes to coursebook evaluation, there are miscellaneous suggested approaches and methods, viz., impressionistic, checklist, and in-depth methods. For the current study, the

researchers resorted to the checklist designed by Miekley (2005). About checklists, focus will be put on the criteria, serving the issue under investigation (cf. Appendix 1).

Checklist data interpretation

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

Dimension I. Coursebook content analysis

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

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

Data Interpretation

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

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

Target language culture

Poor cultural insight into the target language culture may result from an English coursebook either not providing enough information about the culture or failing to deliver the information in a way that attracts the learner. An English coursebook's primary purpose is to introduce learners to the culture of the English-speaking countries where the language is spoken. Readings, notes, and games that challenge learners to learn about and reflect on the target culture can all help with

this goal. The coursebook presentation of the material should also be interesting and useful to the target audience. Incorporating multimedia materials like films and audio recordings and giving learners the chance to engage with native speakers of the target language are all ways to achieve this goal. In general, a good English coursebook should do more than just teach the language; it should also shed light on the culture of the people who speak that language. Learners can benefit from this by learning more about the language and its speakers, which can lead to greater fluency.

The reading selections authenticity

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

Dimension II. Coursebook vocabulary and grammar analysis

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

Grammatical rules presentation

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

Planning and taking into account the demands of the intended audience is essential for presenting grammatical rules logically and effectively. By adhering to these guidelines, coursebooks can aid learners in building a solid grammar foundation and gaining fluency in the language.

The new vocabulary words presentation

A learner's ability to learn and remember new English vocabulary may be hindered by the coursebook's inadequate presentation of the language's new words. Here are some common principles of teaching vocabulary based on the jointly written book by MAE904 (2021):

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

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

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

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

New vocabulary word repetition

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

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

Top-down techniques for learning new vocabulary words

Top-down vocabulary acquisition uses context and prior knowledge to infer word meanings. Learners may struggle to understand and remember new vocabulary words in an English coursebook with inadequate top-down methods. To help learners acquire new vocabulary in a top-down way, the coursebook should

use surrounding words, phrases, and sentences to assist learners in understanding new vocabulary words. It should provide group discussions, role-plays, and games to help learners understand new vocabulary concepts. This improves word retention and makes learning fun. Top-down vocabulary acquisition methods help kids grasp and remember new terms.

Dimension III. Coursebook exercises and activities analysis

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

Interactive and task-based activities

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

Instructions for comprehension

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

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

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

Facilitating activities for grammar rules use

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

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

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

Reading one new concept at a time can help young learners absorb complex information. This is called "chunking" or "breaking down" information**.** Presenting information in small, manageable portions helps learners understand each subject

before moving on. This reduces cognitive overload and makes the knowledge more accessible to a wider audience, including non-specialists. The use of examples and analogies to illustrate each new subject can ease the matter for learners. This can help them relate new material to their prior knowledge and make it more memorable.

Dimension IV: Attractiveness of the coursebook and physical make-up

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

Coursebook appealing cover

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

Visual imagery of high aesthetic quality

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

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

Dimension V. Context

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

Coursebook and curriculum compliance

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

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

Teachers' professional development can assist them in executing the curriculum and using coursebooks to support learners' learning. This may involve

training on how to use materials, differentiate instruction for distinct learners, assess their progress, and alter instruction.

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

The coursebook coinciding with course goals

When a coursebook poorly coincides with course goals, it can be challenging for instructors to effectively teach the course and for learners to achieve the desired learning outcomes. In such cases, it may be necessary to make adjustments to the course materials or to supplement the coursebook with additional resources.

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

The coursebook appropriateness for the learners' use

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

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

The coursebook material is free of any offensive content

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

The examples and explanations (mis)understandability

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

The text selected learners' enjoyment

The quality and trustworthiness of the work that relies on the selected text can suffer when that text is inadequate or poorly chosen. So, it's crucial to weigh aspects like relevancy, correctness, credibility, and appropriateness when deciding which text to employ in a certain situation. A student may need to look further for information or see a specialist to make sure they have a thorough grasp of the subject matter if they come across insufficient or inaccurate text.

The learning experience of pupils can be greatly enhanced when the text in a coursebook is well chosen. A good text can clarify complex ideas, theories, and

concepts, and provide useful examples and exercises to cement new knowledge. When learners find such sufficient text, they can use it to learn more about the topic at hand and eventually become more proficient in it.

The content meets the learner's felt needs for English learning or adaptation

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

Coursebook and teacher's manual appropriateness for working and learning

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

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

The interplay of data collection

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

Conclusion

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

Suggestions and recommendations

Several suggestions and recommendations can be put forward to improve the quality and suitability of the content of the scrutinized coursebook, viz., 'My Book of English' designed for third-year primary school learners. Among these, the following recommendations are mentioned below.

When developing educational materials for learners in primary schools, it is crucial to take into account their age and developmental level, to ensure that the content is suitable and captivating. The content must be delivered in a captivating and pertinent fashion, catering to the specific demographic. To optimize comprehension and facilitate navigation, the coursebook must have a coherent structure, incorporating well-defined headings, subheadings, and visual aids, which collectively serve to guide learners throughout the material. The utilization of suitable font sizes and spacing will enhance the visual appeal and legibility of the layout. Acknowledging the significance of technology in the contemporary digital landscape, coursebooks must integrate multimedia resources, such as videos and animations since they have the potential to augment learners' engagement and aid their comprehension and assimilation of the subject matter. The reflection of the target language culture in coursebooks used in primary schools is of utmost importance, as it plays a critical role in facilitating the success of learners in the contemporary interconnected and multicultural society. To maintain precision and pertinence, it is imperative to frequently update and rewrite the content of coursebooks, integrating the most recent discoveries and comprehensions within the discipline. Furthermore, it is imperative to include a comprehensive coursebook map that delineates explicit and precise learning objectives for every lesson or unit, together with well-defined learning outcomes and an inclusive vocabulary. The inclusion of authentic materials is crucial to provide learners with exposure to genuine language usage in real-life contexts. To conclude, educators must partake in ongoing professional development opportunities, such as INSET training sessions, to proficiently employ the coursebook and effectively remedy any discovered shortcomings.

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

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Appendix 1

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

	Do the activities facilitate learners' use of grammar rules by creating situations in which these rules are needed?		X Exp1 &2		
	Does the text make comprehension easier by addressing one new concept at a time instead of multiple new concepts?		X Exp1 &2		
IV. Attractiveness of the Coursebook and Physical Make-up	Is the cover of the book appealing?	X Exp1	X Exp 2		
	Is the visual imagery of high aesthetic quality?	X Exp1		X Exp 2	
	Is the text interesting enough that learners will enjoy reading it?	X Exp1	X Exp 2		
V. Context	Is the coursebook appropriate for the curriculum?	X Exp1	X Exp 2		
	Does the text coincide with the course goals?	X Exp1	X Exp 2		
	Is the coursebook appropriate for the learners who will be using it?		X Exp1 &2		
	Is the text free of material that might be offensive?			X Exp1	X Exp 2
	Are the examples and explanations understandable?	X Exp1	X Exp 2		
	Will learners enjoy reading the text selections?	X Exp1	X Exp 2		
	Will the content meet learners' felt needs for learning English or can it be adapted for this purpose?		X Exp1 & 2		
	Are the coursebook and teacher's manual appropriate for the teacher who will be teaching them?	X Exp1		X Exp 2	