PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

Abd Elhafid Boussouf University – Mila

Institute of Literature and Languages

Department of Foreign Languages

Branch: English

A Comparative Study of a Traditional and a Proficiency Tailored Alternative: The Case Study of 1MS EFL Textbooks

A Dissertation Submitted in Partial Fulfillment for the Requirement of the Master Degree in **Didactics of Foreign Languages**

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2026

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Dedication

With heartfelt gratitude and immense love, I dedicate this dissertation to the people who have been my greatest source of strength and inspiration.

To my beloved and most precious parents, dear PAPA and MAMA who prayed to see their daughter in such a level. Your unconditional love has shaped the person I am today. No words can truly express my appreciation for your endless support.

To my dear husband “WALID”, thank you for standing beside me with patience, encouragement, and understanding throughout this academic journey. Your support gave me the strength to persevere.

To my wonderful brothers “AYMEN” and “WALID” and my lovely sister “KENZA”, thank you for your love, motivation, and constant presence in my life.

This achievement is dedicated to all of you with love and gratitude.

Boutheyna.

This work is dedicated to my beloved parents, whose love and prayers guided me long before I could walk on my own. I carry your memory in every page of this work.

May Allah grant you the highest ranks of Jannah, and may this effort stand as a ceaseless prayer reaching your resting places. This achievement is for you.

Special thanks to my family, especially to my only sister, Rima, my companion in struggle and the secret behind my success.

To my dearly loved brothers: Amine and Fouad, and to my dearest aunt, Rachida, thank you for always being there.

I also extend my heartfelt gratitude to those with whom I have shared five years of beautiful memories: Chaima, Yassmine, and Omayma.

Last but not least, I want to thank myself, simply for believing in me when it mattered most.

Chaima.

Acknowledgements

First and foremost, all praise and gratitude are due to Allah for granting us the strength, patience, and determination to accomplish this work.

To the greatest teacher humanity has ever known “MOUHAMMED” -peace be upon him-

Above all the people, we would express our deepest and sincerest gratitude to our supervisor, **Dr. BENNACER Fouzia** for her invaluable guidance, insightful remarks, continuous encouragement, and unwavering support throughout the completion of this dissertation. We are truly thankful for every piece of advice, every correction, and every moment of motivation she generously offered us.

Our respectful appreciation is also extended to the members of the jury, Dr. KHARCHAF Imane and Dr. MEDJEDOUBE Rima, for accepting to examine and evaluate this dissertation. Their time, effort, and valuable feedback are highly appreciated.

We would also express our heartfelt thanks to all the teachers who participated in this study and contributed by answering the interview.

Finally, we extend our gratitude to everyone who, directly or indirectly, contributed to the completion of this dissertation.

Abstract

The integration of English in Algerian primary school curriculum has witnessed a wide shift in educational objectives, resulting in a necessity for a new English as a Foreign Language (EFL) textbook for middle school learners (MS) that addresses different learners' needs and interests. Hence, this study examines the suitability of the new proficiency-tailored 1MS English textbook (PTT) for EFL middle school learners in Algeria. This research compares the traditional textbook (TT) with the new one, focusing on examining their pedagogical suitability, skill focus, task design, and learning objectives. A qualitative methodology was adopted in this study, involving document analysis of the 1st year Middle School English textbooks using the pivotal scholars' frameworks of Cunningsworth (1995) and Tomlinson (2011) alongside a semi-structured interview with 15 experienced middle school teachers to explore in-depth insights concerning the discrepancy of the PTT and its classroom application. The results of the study indicated that the 1MS PTT is not fully implemented within EFL classrooms; instead, teachers rely on alternative materials and resources, specifically targeting auditory, visual, and kinesthetic learning preferences to fill the gap and address the pedagogical limitations of the textbook, including a lack of deductive and explicit learning approaches, and the confinement of communicative tasks to traditional audio-lingual method (ALM). However, teachers face several challenges when implementing these resources, including time constraints, large class sizes, and limited access to supplementary materials. The findings of the study propose significant recommendations for curriculum designers to refine the PTT content from the layout and organization to the structural approaches and skills balance. Teachers are also recommended to combine both deductive and inductive learning strategies prioritizing explicit framework to address different learning styles.

Furthermore, there is a significant lack of experienced teachers in 1MS level, which limits the findings of the study to reach a high level of insights.

Key words: proficiency-tailored textbook (PTT), textbooks evaluation, traditional textbook (TT), communicative language teaching (CLT), EFL middle school learners.

List of Abbreviations

ACTFL: American Council on the Teaching of Foreign Languages

AI: Artificial Intelligence

AL: Audio-Lingual

ALM: Audio-Lingual Method

CBA: Competency-Based Approach

CBE: Competency-Based Education

CBLT: Competency-Based Language Teaching

CBP: Competency-Based Pedagogy

CLT: Communicative Language Teaching

e.g.: exempli gratia (For example)

EFL: English as a Foreign Language

ELT: English Language Teaching

ESL: English as a Second Language

etc.: et cetera (and so on)

GTM: Grammar-Translation Method

i.e.: id est (That is / In other words)

MS: Middle School

n.d.: No Date

PDP: Pre-During-Post

POA: Product-Oriented Approach

PrOA: Process-Oriented Approach

PTT: Proficiency-tailored Textbook

SLA: Second Language Acquisition

St: First

TPR: Total Physical Response

TT: Traditional Textbook

UK: United Kingdom

US: United States

vs.: Versus

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General Introduction

1. Background to the Study

Textbooks remain the core material in EFL (English as a Foreign Language) settings as the educational system mandates instructors to use textbooks as the primary source of English Language Teaching (ELT). The effectiveness and appropriateness of these textbooks design are crucial for achieving target proficiency. Thus, these resources need continuous evaluation and assessment in EFL settings to ensure their alignment with specific pedagogical needs and objectives. This systematic evaluation was defined by key scholars in the field of pedagogy.

According to Cunningsworth (1995), material evaluation is a systematic procedure of testing and analyzing the trustworthiness and effectiveness of learning materials, such as textbooks along with their alignment with learners' needs, aims, and instructional methods. Cunningsworth's view aims at providing a systematic basis for evaluating materials and determining the goals and outcomes of the evaluation process. Cunningsworth designed a framework based on two key categories for the material evaluation process. The first category is named general considerations; it examines whether the selected material meets the aims of the language program, as well as teachers' and learners' needs and interests, alongside the adoption and modification of the material. The second category is labelled as specific considerations; it includes the evaluation of linguistic elements namely-grammar, vocabulary, phonology, and discourse- as well as skills development (such as listening, reading, speaking, and writing) along with the topics, tasks and methodology use in the material. This framework helps in identifying the strengths and weaknesses of textbooks, guides instructors in their teaching decisions, and facilitates the process of selecting and adopting appropriate textbooks for educational use.

Tomlinson (2011), a key figure scholar, who defined material evaluation as a process of measuring the validity, reliability, and credibility of a set of learning materials. This can be achieved through making judgments about their effectiveness and usefulness for the learners' objectives. The aim is to measure the material, its effectiveness and alignment with teachers' and learners' aims. Moreover, Tomlinson's framework included diverse key principles that are fundamentally important for an effective material evaluation process. According to him, a useful material should have an impact on learners' engagement, interests, and curiosity. Furthermore, materials should be relevant to learners' needs and backgrounds, focus on authentic language use, and flexibility. This framework informs the development and modification of the learning material rather than merely selecting what suits learners' backgrounds.

Therefore, evaluation frameworks play an important role in helping educators determine whether learning materials are effective and appropriate for teaching and learning contexts. Material evaluation is not only essential for judging the quality of textbooks, yet also for ensuring that they meet learners' needs and instructional goals.

Despite the availability of well-established frameworks such as those proposed by Cunningsworth (1995) and Tomlinson (2011). However, as noted by Tomlinson (2011) in his book, *Materials Development in Language Teaching*, there is a lack of attention to the systematic evaluation of learning materials at the early stages of their use, when potential strengths and weaknesses could be identified before full-scale adoption.

Highlighting this gap emphasizes the importance of early-stage material evaluation as a preventive and guiding process. Evaluating materials prior the initial stages of implementation

allow educators to make informed decisions, adapt materials to learners' proficiency levels, and avoid pedagogical mismatches that may negatively affect the teaching and learning process.

2. Statement of the Problem

In the Algerian educational context, English was traditionally introduced at the 1MS. However, a recent educational reform has extended English language instruction to the third year of primary school. This policy change represents a major shift in the national curriculum and has resulted in a new cohort of learners entering 1MS with prior exposure to English and basic language foundations. As a result, these learners display heterogeneous proficiency levels, varied learning needs, and different objectives compared to previous generations. To respond to this transition and ensure continuity in English language learning, the Algerian Ministry of National Education has introduced a new EFL textbook for 1MS learners.

Despite the implementation of this new teaching material, there is a noticeable need for a systematic and validated methodology to evaluate its effectiveness and appropriateness for 1MS EFL learners within the Algerian context. This gap highlights the necessity of conducting a structured evaluation of the newly introduced 1MS English textbook in order to determine its suitability, alignment with learners' prior knowledge, and capacity to support their language development.

3. Aim of the Study

The present study aims to compare the TT with the new one in an attempt to evaluate its suitability to learners' needs and interests.

4. Research Questions

The present study addresses the research questions as follows:

1-What are the major differences between the TT 1MS and the PPT?

2-How do the two textbooks differ in terms of skill focus, task design and learning goals?

3-Is the new 1MS EFL textbook suitable pedagogically for EFL middle school learners?

4-Does the new 1MS textbook suit the learners' needs and interests?

5. Research Methodology

To achieve the aim of this study, which is to evaluate the effectiveness and appropriateness of the newly introduced 1MS English textbook in the Algerian EFL context, this study will opt for a qualitative methodology using document analysis and semi-structured interview. This approach allows for an in-depth exploration of the textbook content as well as the perspectives of how teachers implement it within the classroom.

The semi-structured interview is designed to uncover the teachers' perceptions of the new textbook, highlighting how it differs from the traditional one, and to what extent they consider it suitable, effective, and aligned with learners' needs and interests. The interview consists of key open-ended questions administered to a selected group of 15 instructors with substantial teaching experience. This sample is selected in order to collect different perspectives on the TT vs. the PTT within 1MS EFL settings. This selection allows for a comprehensive analysis of how these materials affect learners' engagement and objectives.

6. Significance of the Study

This study is significant as it evaluates the newly introduced 1MS English textbook in the light of the recent integration of English into the Algerian primary school curriculum. It provides insights into the suitability of the textbook for learners with prior exposure to English and varying proficiency levels. The findings may assist EFL teachers, curriculum designers, and textbook developers in improving teaching practices and material design. Additionally, the study contributes to EFL material evaluation research within the Algerian context, which remains underexplored.

7. Structure of the Dissertation

The current dissertation falls into two main chapters. The first chapter is concerned with the theoretical part of this research, while the second chapter is devoted to the practical part.

Chapter one presents the theoretical framework of the study. It is composed of two sections. The first section discusses competency-based language teaching along and learning. It begins with introducing an overview of English language teaching in Algeria, definition of competence, as well as competency-based approaches, major competency-based frameworks and its evolution. Finally, the challenges in implementing competency-based approaches in Algerian classrooms. While the second section discusses textbooks in EFL contexts. It reviews definition of textbooks, the pedagogical types of EFL textbooks along with the impact of textbooks in EFL classrooms and their evaluation levels and frameworks using significant tools. In addition to the historical evolution of EFL textbooks in Algeria. Finally, the section ends with the ongoing shifts of EFL textbooks in the 21st century in Algeria.

Chapter two is devoted to the practical part of the study. It is also divided into two sections. The first section is labelled research methodology and tools. This latter covers the research methodology, methods, and tools. In addition, it presents the data analysis, which includes textbook analysis using Cunningsworth's (1995) alongside Tomlinson's (2011) models, and teachers' perspectives analysis. The second section of this chapter concludes with a discussion of the findings, recommendations for teachers and policy makers, and the study's limitations.

Chapter One: Competency-Based Language Teaching and Learning and Textbooks in EFL Contexts

Introduction

Nowadays, the Algerian educational system is spreading widely and witnessing a huge modification in the educational curriculum that is designed for EFL learners; from being limited to middle and high schools to being officially integrated into primary schools. Hence, the evolving situation has necessitated a mandate for change in EFL textbooks in terms of language focus, grammar, and general linguistic content to fully meet the learner's needs and interests. The present chapter is divided into two main sections. The first section is labelled as competency-based language teaching and learning. This section aims at acquainting the reader with the current situation of teaching English language in Algeria, competence definition, competency-based approaches and frameworks in language teaching. In addition to its evolution and challenges in implementing competency-based approaches in Algerian settings. The second section is entitled EFL textbooks. This section begins with conceptualizing textbooks, their pedagogical types, and their impact in EFL settings. As well as introducing textbook evaluation through practical frameworks and levels through using profound tools, along with the historical evolution of EFL textbooks in Algeria. This section ends with introducing the ongoing shifts of EFL textbooks in the 21st century in Algeria.

Section One: Competency-Based Language Teaching and Learning

1.1.1. An Overview of English Language Teaching in Algeria

English is taught in Algeria as a foreign language within the national educational system. Although French historically dominated education due to colonial influence, English has gradually gained importance because of globalization and its role as an international language. In the Algerian school system, English was introduced at the primary school level and continued throughout middle, secondary and higher education under the supervision of the Algerian Ministry of National Education. Teaching English in Algeria has undergone significant reforms, particularly with the introduction of the Competency-Based Approach (CBA) in 2003. This reform aimed to move away from traditional teaching methods that focused mainly on memorization toward approaches that emphasize the development of learners' communicative competencies.

According to Benadla, L (2013), the competency-based approach encourages learners to apply their knowledge and skills in real-life situations, promoting active participation and problem-solving abilities. In this context, textbooks played a crucial role in guiding classroom practices and providing structured learning activities. As noted by Richards (2001), textbooks often serve as the primary source of language input and practice in many foreign language classrooms. Therefore, analysing English textbooks used in Algerian middle schools is essential in order to determine whether they effectively contributed to the development of students' language proficiency.

1.1.2. Definition of Competence and Competency

Before defining competence, it is important to distinguish between the terms of competence and competency, as they are often used interchangeably in language teaching, they do not carry exactly the same meaning. On the one hand, according to Chomsky (1965), competence referred to the speaker's internalized knowledge of the grammatical rules of a language, which enables them to produce and understand an unlimited number of sentences. Later, Hymes (1972) introduced communicative competence, emphasizing that competence also included the ability to use language appropriately in social and communicative contexts. On the other hand, competency referred to the practical demonstration of knowledge, skills, and attitudes in performing specific tasks successfully (Richards and Rodgers, 2001). Moreover, competency-based education focused on clearly defined outcomes and measurable performances that learners should achieve by the end of an instruction (Richards and Rodgers, 2001).

In short, competence generally referred to a broad, underlying ability related to language knowledge and use. In contrast, competency referred to specific, observable, and measurable abilities that learners demonstrate when performing tasks in real-life situations. Thus, competence is more abstract and theoretical, whereas competency is practical and performance-based.

Similarly, Canale and Swain (1980) further developed the concept of competence by identifying different components of communicative competence, including grammatical, sociolinguistic, discourse, and strategic competence. These components highlighted that competence is a multidimensional construct that integrates both linguistic knowledge and communicative ability.

In the context of modern language teaching, competence is therefore understood as the learner's capacity to mobilize linguistic knowledge, skills, and strategies in order to communicate effectively and appropriately.

1.1.3. Competency-Based Language teaching approaches

Competency-Based Language Teaching (CBLT) was implemented through a set of approaches that focused on developing learners' ability to use language effectively. These approaches emphasized the integration of knowledge, skills, and attitudes, moving beyond the traditional focus on grammatical accuracy. According to Nunan (2004), competency-based instruction is closely linked to task-based and communicative approaches, as it promotes the use of meaningful activities that reflect authentic language use.

One of the main approaches within competency-based language teaching is task-based learning, where learners are required to complete meaningful tasks using the target language. These tasks encourage problem-solving, interaction, and collaboration, allowing learners to develop both linguistic and communicative skills. Another important approach is learner-centered instruction, which places learners at the center of the learning process and encourages autonomy and active participation. As noted by Brown (2007), learner-centered approaches help students become responsible for their own learning and improve their ability to use language independently. In addition, competency-based approaches relied on performance-based assessment, where learners are assessed based on their ability to perform real-life communicative tasks rather than simply recalling grammatical rules. This aligns with the principles of communicative competence proposed by Canale and Swain (1980), which emphasized the importance of using language appropriately in different contexts.

In the Algerian context, these approaches are reflected in the implementation of the CBA, which aims to develop learners' communicative abilities, autonomy, and problem-solving skills. As highlighted by Benadla (2013), the success of this approach depends on the effective integration of communicative tasks, appropriate teaching materials, and teacher's training.

1.1.4. Competency-Based Frameworks in Language Teaching

Competency-based frameworks in language teaching referred to structured models that define knowledge, skills, and attitudes learners are expected to acquire and demonstrate in real-life communicative situations. These frameworks emphasized clearly defined learning outcomes and focused on learners' ability to perform specific tasks rather than simply acquiring theoretical knowledge. According to Richards and Rodgers (2001), competency-based frameworks were outcome-oriented, as they specified what learners should be able to do with the language at the end of instruction.

One of the most influential frameworks in language teaching was the Common European Framework of Reference for Languages (CEFRL), which provides comprehensive descriptors of language proficiency across different levels based on communicative performance (Council of Europe, 2001). Similarly, the American Council on the Teaching of Foreign Languages (ACTFL), developed proficiency guidelines that categorize learners' abilities according to their capacity to use language in authentic contexts (ACTFL, 2012). These frameworks highlighted the importance of communicative competence and real-world language use.

Furthermore, competency-based frameworks had a significant impact on curriculum design, teaching practices, and assessment methods. They promoted the use of learner-centered instruction, task-based activities, and performance-based evaluation, ensuring that learning is

meaningful and applicable beyond the classroom. Such frameworks contributed to the development of communicative competence by integrating language skills with practical use. Therefore, competency-based frameworks served as essential tools for evaluating the effectiveness of language teaching materials, including EFL textbooks (Brown, 2007).

1.1.5. The Evolution of competency-Based Language Teaching

According to Richards and Rodgers (2001, p. 141), ‘‘Competency-Based Language Teaching (CBLT) is an application of the principles of Competency-Based Education to language teaching’’. Within Competency-Based Education (CBE), the emphasis is placed on the outcomes or outputs of learning, focusing on what learners are expected to achieve by the end of instruction.

CBLT emerged in the United States (US) during the 1970s as an approach that defined educational goals in terms of precise and measurable descriptions of learners’ knowledge, skills, and behaviors (Richards & Rodgers, 2001). The authors further noted that in its early stages, CBLT was primarily implemented in work-related and survival-oriented language programs designed for adult learners, particularly immigrants who needed practical language skills for everyday communication. By the 1990s, CBLT had gained significant recognition and was widely regarded as a leading approach in adult English as a Second Language (ESL) instruction. As noted by Auerbach (1986, p. 411), it became ‘‘the state-of-the-art approach to adult ESL’’. During this period, refugees in the US who sought federal assistance were required to attend competency-based language programs in order to develop essential language skills needed for social integration (Auerbach, 1986). These programs aimed to equip learners with the

competencies necessary to function effectively in society, including communication skills relevant to real-life situations (Grognet & Crandall, 1982, p. 3).

1.1.6. Challenges in Implementing Competency-Based Approaches in Algerian Classrooms

The implementation of competency-based approaches in Algerian classrooms has faced several challenges despite the educational reforms introduced in recent years. With the adoption of the CBA in 2003, the Algerian educational system aimed to promote communicative competence and learner-cantered instruction. However, the successful application of this approach remained difficult in many classrooms. According to Benadla (2013), one of the main challenges lied in the limited training provided to teachers in applying competency-based methodologies. Many teachers continued to rely on traditional teaching methods that focus mainly on grammar explanation and memorization. In addition, overcrowded classrooms and limited teaching resources often make it difficult to implement communicative activities effectively. As Brown (2007) noted, communicative -based teaching required interactive tasks, sufficient classroom time, and appropriate materials, which were not always available in every educational context. Consequently, although competency-based approaches aim to develop learners' communicative abilities, several contextual factors may limit their effectiveness in Algerian EFL classrooms.

Section Two: Textbooks in EFL Contexts

1.2.1. Definition of Textbooks

The term textbook has been defined broadly among variant sources. The *Oxford University Press* (2008) defined a textbook as a ‘‘book that teaches a particular subject, used in schools, etc.’’ (p. 459). While The *Cambridge Dictionary (*n.d*)* identified a textbook as a primary source of information regarding a specific subject that is used by learners or individuals involved in the study.

In essence, these definitions vary distinctly in their main focus. The *Oxford University Press* (2008*)* prioritized the settings of using textbooks, particularly in schools. Whereas *Cambridge Dictionary* (n.d) focused on the general content of textbooks. Ultimately, both sources conceptualized the textbook as a cornerstone of instruction and learning process.

Other scholars also defined textbooks in different ways. According to Valverde et al. (2002), a textbook is defined as a system of instructions rather than a means of information that guides what the learners should be able to do with that information in the classroom. Moreover, textbooks serve as effective instruments for innovative change; they provide support for teachers as they are introduced and developed within a structured framework. Furthermore, textbooks provide new methodologies that reduce the pressure for teachers within the classroom. (Hutchinson & Torres, 1994).

Thus, both perspectives stated a unified fact which is that the textbook is a well-structured system of instructions throughout providing pedagogical methodologies that assist the teacher to transition their abilities from deliverer of information to facilitators of learning.

1.2.2. The Pedagogical Types of EFL Textbooks

According to Tomlinson's (2023) book entitled *Developing Materials for Language Teaching*, textbooks can be categorized into six fundamental types based on their syllabus design:

Structural: The main focus is grammatical rules and linguistic forms; they follow a logical building sequence, moving from simple forms to more difficult and complex ones.

Functional: They focus mainly on the communicative goal and purpose; they help learners to recognize how to achieve particular goals, such as learning how to ask politely in different contexts.

Situational: This is linked to specific settings and contexts, and necessitates the correct use of vocabulary to convey the meaning and communicate effectively.

Topic-Based Textbooks: These prioritize specific themes as a basis for communication. They foster a strong vocabulary foundation by linking related words and expressions within a meaningful context and enhance learners' engagement by incorporating authentic language in real world situations.

Task-Based Textbooks: They prioritize problem solving and reasoning tasks, in which learners use English as a primary tool to accomplish a specific task.

Skills-Based Textbooks: They encompass the four main skills (reading, listening, writing, and speaking) and focus on developing other sub-skills such as critical thinking in literature and skimming texts.

Ultimately, these six key categories are crucial for this study, as identifying the main types of EFL textbooks is a fundamental step in ensuring textbooks development and evaluation, and that syllabus design meets instructional goals.

1.2.3. The Impact of Textbooks in EFL Classrooms

As much as textbooks are important in language teaching and learning, they remain a double-edged sword that can influence both teachers and learners either positively or negatively in EFL classrooms. On the one hand, Richards (2001) suggested that textbooks provide a systematic structure that keeps curriculum on track and allows learners to follow all the foundational steps as they progress in their program. Additionally, he stated that textbooks formalize learner's instruction from different culture, which ensures having equal opportunities in learning no matter who and where they come from. Furthermore, the availability of multi-media resources ensures teachers' and students' alignments with inclusive learning and teaching. On the other hand, Richards (2001) indicated that textbook may use inauthentic language, which creates a barrier to real-world application in which learners will not be able to communicate spontaneously, and sometimes textbooks do not align with learners' needs, resulting in a pedagogical irrelevance, which makes learners passive recipients.

In essence, the effectiveness and suitability of a textbook depend primarily on its alignment and relevance to the learners' interests and backgrounds rather than merely on its content and availability.

1.2.4. Textbook Evaluation in ELT

Undoubtedly, textbook evaluation is a very necessary process in language teaching and learning, as it plays a pivotal role in achieving learning and teaching objectives in ELT. This

process can be achieved by deciding the primary stages and frameworks of conducting evaluation. Besides to the tools implemented during that process. Thus, its importance draws on the following areas:

Swain (1990, as cited in Boumella & Bohzem, 2017) argued that textbook evaluation shows the weaknesses and strengths of the syllabus and allows for adjustments in what is missing and what needs improvement. Furthermore, Littlejohn (1998, as cited in Derouag, 2021) stated that textbook evaluation reveals the appropriateness of the methodology and content of the textbook in ELT classrooms.

Several scholars of pedagogy have suggested the most common stages that indicate when evaluating a textbook occurs. Cunningsworth (1995) categorized types of material evaluation into three phases: pre-use evaluation that examines the future performance of textbooks, in use evaluation, which is designed to examine the current use of material, and finally, post-use evaluation, which determines the effectiveness of textbooks. While Tomlinson (2013, as cited in Gholampour2 & Mehrabi, 2023) suggested three levels of textbook evaluation. However, these levels possess different purposes, namely pre use, whilst use, and post use evaluation. Pre use predicts the capacity of the textbook before adopting it in the classroom, whilst use occurs during using textbooks to ensure the visibility of instructions, practicality of tasks, and understandability of reading and listening to texts. Ultimately, post use evaluation reveals the overall impact of textbooks on learners as it is conducted after using and assessing textbooks.

Synthetically, the three evaluation phases suggested by Cunningsworth (1995) and Tomlinson (2011), followed the same chronological order of evaluation levels. However, they both possess slightly different functions. On the one hand, the evaluation phases of

Cunningsworth emphasized the structural performance and effectiveness of textbooks. On the other hand, Tomlinson's phases ensured the pedagogical suitability in terms of classrooms tasks and learners understandability. In short, adopting this combination of Cunningsworth's and Tomlinson's stages allows for a systematic process of evaluation to consider both the potential and the impact of EFL textbooks.

Although these chronological stages provide the fundamental roadmap for evaluating textbooks, the actual implementation for the evaluation process requires specialized frameworks supported by reliable and validated tools. Foremost among these specific frameworks are the models suggested by Cunningsworth (1995) along with the principles provided by Tomlinson (2011), as they provide both the theoretical foundation and the practical applications within the classroom.

While Cunningsworths' (1995) book entitled *Choosing your Coursebook*, proposed eight categories: aims and approaches, design and organization, and language content, as well as skills, topics, methodology, teacher's books along with practical considerations, these four main categories particularly language content, skills, methodology, and topics serve as the primary analytical elements for evaluating textbooks. The selected dimensions were defined by Cunningsworth (1995) as follows:

- **Language Content**: Cunningsworth (1995) defined language content as the basic linguistic components of the textbook that encompasses grammar, vocabulary, and phonology and which must be selected systematically based on the learners' needs. He also suggested checklist for language content and focused on three pedagogical

pillars: grammar contextualization, vocabulary selection and repetition, phonology integration, and curriculum appropriateness.

- **Skills**: Refer to the four-macro skills (reading, writing, listening and speaking), as they are necessary for English language learning. These skills are complementary to the linguistic items and focus on the actual ability of learners to perform them in English language. The checklist emphasized skill integration and equilibrium alongside authenticity of input. Moreover, sub skill development, and communicative purpose (Cunningsworth,1995).
- **Methodology**: This category covers the principal teaching philosophy and the teacher-learner relationship in the classroom, the use of distinct language teaching approaches such as CLT, learning styles (inductive vs. deductive learning). The checklist focused on the learning approach, and the learners' roles (Cunningsworth,1995).
- **Topics**: According to Cunningsworth (1995), he represented topics as the core content in which a set of knowledge is being taught. He noted that topics play pivotal role in motivating and engaging learners for seeking knowledge, the integrated topics must be variant, relevant, and suitable for learners' interests. Topics' checklist prioritized cultural appropriateness, variety, and suitability.

To conclude, these categories are interconnected with their profound criteria in order to evaluate the reliability and suitability of textbooks, as well as their alignment with the pedagogical objectives.

Therefore, Cunningsworth's (1995) models outlined a systematic foundation for evaluating the holistic components of a textbook. However, it is necessary to fully complement

the evaluation process of these elements with Tomlinson's (2011) practical principles of Second Language Acquisition (SLA) to ensure the success of textbooks evaluation. Building on the book of Tomlinson (2011) entitled *Materials Development in Language Teaching*, he suggested sixteen key principles for ELT materials development, that serve as a set of evaluation principles in order to demonstrate textbooks alignment with the pedagogical needs for SLA. Consequently, within Tomlinson's (2011) work, he emphasized four main pillars, which are drawn as follows:

- Textbooks should have an impact on learners' interests and engagement.
- Textbooks must be relevant to learners' needs and context.
- Textbooks should prioritize the use of authentic language.
- Textbooks must be flexible to meet different backgrounds and learning styles.

To sum up, these four key principles offer the qualitative standards required to evaluate the pedagogical effectiveness and the impact of textbooks on learners. Also, these criteria draw the practical applications of textbooks by considering them as relevant, flexible, authentic, and influential.

To synthesize, Cunningsworth's (1995) framework is a suitable foundation for evaluating the internal content of a textbook, as it focuses on the building blocks of textbooks structure and covers four dimensions: content, skills, methodology, and topics. Whereas Tomlinson's (2011) principles determine the whole pedagogical impact of textbooks on the learner's engagement, relevance of the content, the use of authentic language, and flexible learning. Similarly, the relationship between the scholars' work is complementary, as they both serve each other, in which the structural framework paves the way for the theoretical structure of the practical criteria.

1.2.5 The Historical Evolution of EFL textbooks in Algeria

Hamada (2011) argued that Algerian English textbooks evolved through six fundamental stages that shifted from colonial period to a modern era. During the colonial period, educational institutions and Quran schools were oppressed. The French colonization imposed its own culture over the local Algerian culture to prove dominance and authority; this resulted in ignorance and culture marginalization. However, a small number of well-educated Algerian inhabitants were divided into two different paths; one group chose Algerian education and the others pursued French studies. Although they had distinct ways of learning, they both shared one single goal which is independence. During this period, the Algerian society was split into different cultural and linguistic groups which established a multiculturalism category that did not require multilingualism as a condition to resist the French colonialism. After independence, Algerian education kept the post-colonial system for many years despite the fact that Arabic and nationalist lessons were added, the official language was still French. Later on, English began to be taught as a foreign language after being neglected for a long time and the country used commercial textbooks from the United Kingdom (UK) that focused much more on its own culture and neglected the learner's and the country's identity. Altan (1995, as cited in Hamada, 2011), the post-independence textbooks of English were characterized by a pivotal focus on British culture and norms and an enormous suppress of the Algerian culture and identity. Textbooks such as *Success with English* (Brought et al.,1965) for Middle School used imaginary texts instead of real-world cultural contexts.

According to Hutchinson and Torres (1994, as cited in Hamada, 2011), the Algerian government prioritized Arabic as the national language while keeping foreign languages as secondary tools to overcome the French vs. Arabic languages conflict. By transitioning from

traditional to new methods for a unified and modern country. For example, integrating Algerian names and titles such as ‘‘Madjid in England and Andy in Algeria.’’ The methodology was implemented through interpersonal interaction, repeating, copying and writing activities.

Hamada (2011) stated that ‘‘the purpose, then, was not to create a multicultural diversity, but to make of the Algerian learner a positive contributor in the international community’’ (p.4). Consequently, this cultural mixture in syllabus design of English textbooks was proven through the use of language transfer from the target language to the native language and vice-versa. For instance, ‘‘a carpenter’’ was named ‘‘Mr. Nedjar’’, and ‘‘a butcher’s’’ was named ‘‘Mr. Djezzar’’. Although learners could communicate using communicative trends, they were unable to produce correct language and made pronunciation mistakes which obligated syllabus designers to focus on grammar tasks alongside communicative performance (Skehan,1996, as cited in Hamada,2011).

The Bareksi’s (1990) series of Algerian textbooks entitled *My Book of English* and *My New Book of English* which consisted of nine volumes, and categorized into three levels, three books for each. The first series consisted of three books which were devoted to be taught at the primary school competing with French as a foreign language. The second and the third series also consisted of three books for each series; they were devoted to middle and secondary school levels (Hamada, 2011). However, as noted by Hamada (2011), these materials failed in integrating cultural elements; they neglected learners’ and teachers’ identity and focused only on linguistic items for their ‘‘dangling design and inappropriate activity type and grading’’ (p. 7).

Finally, in the light of the 21st century and globalization, there was a fundamental transition in the course content generally and the textbook specifically. The Algerian educational

system followed what is called Competency-Based Pedagogy (CBP) and sequence organization along with variant subjects and learning strategies that required teachers', learners', and even parents' socio-cultural authorities (Riche, 2005, as cited in Hamada, 2011).

Textbook designers blended all the pedagogical trends of grammar rules and phonology with the four skills and work project to help learners use English inside the classroom and in real life social situations. CBP views English as a vital second language rather than a foreign one. This approach seeks to develop three principal components in learning, they are defined as ''the three savoirs'': knowledge (savoir), performance (savoir-faire), and behavior (savoir-être) (Hamada,2011).

1.2.6. The Ongoing Shifts of EFL Textbooks in the 21st Century in Algeria

During the 21st century, Algeria began new reforms regarding the English textbooks for EFL learners in 1MS level. These reforms draw pedagogical shifts in the English textbook's content in order to meet global requirements and learners' specific needs and interests.

According to Gasmi (2020), Algeria' s decision of establishing new educational reforms is due to the influence of globalization in other countries such as the UA and Canada. Waks (2007) argued that ''When a flood of educational reforms swept over the US after publication of A Nation at Risk in 1983, and similar reforms were undertaken in Canada and other industrial countries, a distinct subfield devoted to educational change has emerged within educational studies'' (p. 277).

Policy makers in Algeria structured new transitions of English to be taught in the sixth year in middle school instead of the eighth year that was set in the old system of English

curriculum, as it was launched in July 2002, and has changed its focus from teacher centered to learner centered (Gasmi, 2020).

This transition aligns with Rogiers' (2006) educational work of competency-based approach which ''…fosters values such as 'autonomy' and 'responsibility for learning' making learners actively implied in their learning process'' (as cited in Gasmi, 2020, p. 213).

Moreover, in the introduction to Roegiers' (2006) work, L'Approche par Compétence dans l' École Algérienne, the ex-Minister of National Education, Benbouzid, asserted that ''a comprehensive reform to build a coherent and effective educational system is therefore necessary today to allow the Algerian society to face the multiple challenges of the 21st century'' (as cited in Gasmi, 2020, p. 213). This statement indicated the fundamental need of changing the Algerian educational system. Additionally, Benbouzid believed that Algerian education should help its society progress by integrating both theoretical and practical knowledge. The Algerian educational reforms improvement is drawn under three pillars: teacher's professionalism, curriculum transition, and structural change. Ultimately, enhancing the instructors' competencies in mastering the content to be taught and updating them to innovative methods such as CBA rather than Grammar-Translation Method (GTM) to ensure the effectiveness of the overall curriculum. Curriculum transition was characterized by developing new syllabi and textbooks of all subjects. While structural reforms controlled the academic timeline such as generalizing the pre-school education, the reduction of the primary school cycle to five years, and the prolongation of the middle school to four years (Ministère de l'Education Nationale, 2003, as cited in Gasmi, 2020).

According to Morsli's (2021) findings about the transition between the first generation and second generation EFL textbooks, as both textbooks provide linguistic elements, yet their aim is different, thefFirst generation empowers the use of language and the second generation fosters linguistic literacy in terms of idioms, riddles, and language functions. Morsli (2021) described the first-generation textbook as follows:

> The First-Generation textbooks are four textbooks that are entitled Spotlight on English MS1, MS2, MS3 and On the Move MS4. They are launched starting from 2003, following educational reforms and are written by university teachers and have adopted a Competence-based Approach to EFL teaching. Spotlight On English 1 […] is a 189 pages book, whose cover is red and blue, with the title written in white, which can be said to reflect the British and US flags. At the bottom and top of the cover page we find Arabic transcript, which refer to 'the People's Democratic Republic of Algeria', 'Ministry of National Education', 'Middle school year 1' (p. 104) (see Appendix C, Figure 1).

In contrast, the Second-generation textbook was described by Morsli (2021) as follows:

> The Second-Generation textbooks, on the other hand, is a selection of four books that are all entitled My Book of English and designed by middle school teachers and inspectors. My Book of English MS1 is a 190-page course-book whose cover page pictures twelve female and male teenagers from different ethnicities and a physically impaired individual. They are all holding hands around a globe representing the different continents with the Algerian map and flag at the center […]. At the top of the cover page, we read in Arabic transcript 'People's Democratic Republic of Algeria', 'Ministry of National Education' and 'Middle school learning year one' […] The book ends with 'Pronunciation Recap',

‘Grammar Recap’ and ‘My Trilingual Glossary’ sections” (p. 116) (see Appendix C, Figure 2).

To sum up, the Algerian transition of EFL textbooks shifted from global requirements to local standards, resulting in a profound transition of two generations of EFL textbooks, particularly at the 1MS level. The move from first-generation to second-generation textbooks prioritizes Algerian culture, shifting from a post-colonial orientation toward a modern era.

Conclusion

This chapter has established the theoretical foundations underpinning the present study by examining both competency-based language teaching and the role of textbooks in EFL contexts, with particular reference to Algeria. It has shown that the shift from traditional, form-focused instruction toward competency-based and communicative approaches represents a fundamental transformation in language education. This transformation emphasizes learners’ ability to use language meaningfully in real-life situations rather than merely mastering grammatical knowledge.

The first section dealt with the concept of competence, highlighting its evolution from a purely linguistic concept, as introduced by Chomsky (1965), to a broader communicative and functional construct developed by Hymes (1972) and later expanded by Canale and Swain (1980). This evolution laid the groundwork for CBA, which prioritizes performance, interaction,

and contextualized language use. Furthermore, the section demonstrated how competency-based frameworks, such as the CEFRL and the guidelines of ACTFL, that have contributed to standardizing language proficiency and shaping modern teaching practices.

In addition, the evolution of competency-based language teaching revealed its origins in the US and its development into an outcome-oriented approach widely used in language education. However, the implementation of such approaches in the Algerian context remains challenged by several constraints, including limited teacher training, lack of resources, and persistence of traditional practices.

The second section of this chapter emphasized the central role of textbooks as both pedagogical tools and carriers of educational reform. It demonstrated that textbooks are not merely sources of information but structured systems that guide teaching practices and learning processes. The analysis of textbook types, impact, and evaluation frameworks, particularly those proposed by Cunningsworth (1995) and Tomlinson (2011), highlighted the importance of aligning instructional materials with learners' needs, communicative goals, and competency-based principles.

Moreover, the historical evolution of EFL textbooks in Algeria reflected a gradual transition from foreign-oriented and structurally focused materials to more locally relevant and competency-based textbooks. The shift from first-generation to second-generation textbooks illustrates an increasing emphasis on cultural relevance, learner engagement, and communicative effectiveness, in line with national educational reforms.

All in all, this chapter demonstrates that the effectiveness of EFL textbooks cannot be separated from the pedagogical approaches that inform their design. Therefore, evaluating

textbooks through a competency-based perspective is essential to determine their capacity to develop learners' communicative proficiency. This theoretical grounding provides the basis for the analytical part of the present study, which aims to compare TT 1MS and PTT 1MS textbooks in terms of their alignment with competency-based principles and their effectiveness in fostering language proficiency.

Chapter Two: Research Methodology and Discussion of Results

Introduction

This chapter constitutes of the practical and analytical dimension of the present research, as it investigates the effectiveness of the 1MS TT and the PTT within the framework of the Algerian educational reforms. It aims to examine how both textbooks conceptualize and implement the principles of communicative competence and learner-centered instruction in accordance with the CBA. More specifically, the chapter seeks to evaluate the pedagogical value of the two textbooks and to explore the extent to which they respond to learners' linguistic, communicative, and sociocultural needs in the Algerian EFL context.

To achieve these objectives, the chapter is organized into two sections. The first section is further subdivided into two sections. The first sub-section, entitled as research methodology and tools; it presents the methodological orientation adopted in the study and justifies the use of a qualitative approach as the most suitable framework for conducting an in-depth comparative investigation. It further explains the research methods employed for data collection, namely textbook evaluation and semi-structured teachers' interview. In addition, the section introduces the analytical tools used, including the grids of evaluation adapted from Cunningsworth's (1995) framework and Tomlinson's (2011) principles of materials development for textbooks analysis and the interview instruments through which data were collected, including recordings via phone, Messenger, and Instagram. The section also provides a set of tools used in transcribing the data, using manual and digital transcriptions. The second sub-section is entitled as data analysis, which adopts a detailed analysis of the collected data through three complementary stages: analysis

using Cunningsworth's model, analysis using Tomlinson's model, and teachers' perspectives analysis regarding the implementation and classroom effectiveness of both textbooks.

The second section, labelled as discussion of findings, recommendations, and limitations, is devoted to the interpretation and synthesis of the major findings derived from the analysis. It critically discusses the strengths and weaknesses identified in both textbooks and examines their alignment with the objectives of the Algerian competency-based curriculum and contemporary approaches to language teaching. Furthermore, the section proposes a set of pedagogical recommendations addressed to teachers, textbook designers, and policy makers in order to enhance the quality and effectiveness of English language materials in Algerian middle schools. Finally, the chapter acknowledges the limitations encountered throughout the research process and suggests possible directions for future investigations in the field of textbook evaluation and EFL pedagogy.

Section One: Research Methodology and Tools

2.1.1 Research Methodology

2.1.1.1 Research Methodology

The present study adopted a qualitative research methodology. This approach is considered appropriate as the study aims to explore and compare the effectiveness of TT and PTT 1MS EFL textbooks in developing learners' communicative competence, rather than measuring

variables numerically. Qualitative research focused on understanding phenomena in depth and interpreting meanings within specific contexts, which aligns with the objectives of this study.

Unlike quantitative research, which relies on statistical analysis and numerical data, qualitative research allows for a detailed examination of the textbook's content and teachers' perspectives. The qualitative research provided richer insights into how textbooks are designed, implemented, and perceived inside the classroom.

2.1.1.2 Research Methods

To achieve the aim of this study, two main research methods were employed: document analysis and teachers' interview. First, textbook analysis was conducted using two structured evaluation tools adopted from Cunningsworth (1995) and Tomlinson (2011). Cunningsworth's checklist was selected because it enables a systematic evaluation of the internal content of textbooks based on specific pedagogical criteria, namely language content, skills, methodology, and topics. In addition, Tomlinson's principles checklist was used to evaluate the external pedagogical effectiveness of textbooks in terms of learners' engagement, relevance to learners' needs, authenticity of language, and flexibility in addressing different learning styles. Through this combined analysis, the study compares the TT and the PTT used in the Algerian 1MS context. This method is essential as it provides both structural and pedagogical insights into how well each textbook aligns with the principles of communicative competence and competency-based learning.

Second, a semi-structured interview was conducted with middle school English teachers. This method was chosen because it allows for the collection of in-depth qualitative data regarding

teachers' experiences, perceptions, and classroom practices. As noted by Brown (2007), teachers play a central role in interpreting and implementing instructional materials; therefore, their perspectives are crucial in evaluating the effectiveness of textbooks.

The current research utilized a semi-structured interview as a primary tool for revealing the effectiveness and suitability of the textbooks for 1MS learners. This interview is composed of 14 significant open-ended questions addressed to 15 first-hand experience teachers in the field of teaching in the 1st middle school level, and who have taught both the 1MS traditional and the new textbook. The questions are classified into three parts. The first part introduces questions regarding the instructors' general profile and background in teaching. The second part highlights the teachers' perspectives toward the TT and the PTT1MS comparison. The third part explores the instructors' alternative materials used in teaching since they do not implement the book as a primary source of teaching. Thus, the interview aims at analysing the teachers' personal perspectives and practical expertise regarding the materials they use to teach, how, and why. Each question is involved within a fundamental category; the first category is language content that encompassed three sub-categories: grammar, vocabulary, and phonology, the second category is language skills, and the third category is methodology. Further categories remain to be delineated, such as topics, impact, and relevance. Finally, the questions categories end with authenticity and flexibility of textbooks. Eventually, all these questions were grouped under one specific objective which is learner-centeredness. The questions were designed based on the major evaluative frameworks proposed by Cunningsworth (1995) and Tomlinson (2011). As they draw the standards of checking how textbooks actually work to evaluate how CBA is successfully applied within the Algerian educational settings.

The combination of these two methods strengthens the study by allowing for data triangulation, where findings from textbook analysis are supported and validated through teachers' insights. While the checklist provides a structured and objective evaluation of textbook's content, the interview offers practical and contextual understanding of how these textbooks function in real classroom environments.

Thus, the selected methods are both suitable and complementary, as they contribute to achieving the overall aim of the study, which is to compare TT and PTT and assess their effectiveness in developing learners' communicative competence.

2.1.1.3 Research Tools

The current study utilized a set of grids of evaluation; a combination of two pivotal material evaluation grids developed by well-known scholars is opted in order to conduct a comparative study between the1MS TT and the PTT. These tools were employed to evaluate the content of the 1MS TT from the first sequence to the fifth one, as well as the 1MS PTT from the first sequence to the third one based on the eight criteria provided by the following scholars.

First, Cunningsworth 's (1995) structural model focused primarily on four dimensions labelled as language content, skills, methodology, and topics. Therefore, in order to conduct an effective evaluation process for materials, specifically textbooks, each category emphasized some criteria and followed with specific questions related to the Algerian context. To begin with, language content encompassed three main criteria: grammar contexts, vocabulary repetition and phonology integration. Besides, language skills prioritized skills integration and their equilibrium. Moreover, methodology category focused on the learning approaches and the role of

the learners in the classroom. Finally, topics covered appropriateness, suitability, and variety as key criteria for materials evaluation. The aim of this grid is to check if the textbooks have the necessary structural foundation from linguistic to cultural elements.

Tomlinson's (2011) pedagogical principles focused mainly on four key criteria that should be taken into consideration before using a textbook. According to Tomlinson's model, textbooks should have an impact on the learners' engagement and interests and relevant, they also have to be flexible, and use authentic language. Therefore, each principle is followed by particular questions related to the Algerian educational setting. While Tomlinson's model was suggested for material development, the present research operationalized them as key criteria for evaluation because they offered the qualitative standards required to evaluate the effectiveness and impact of textbooks on the learners' interests and needs. Thus, this grid aims at evaluating the overall pedagogical impact of textbooks on the learners in the classroom.

Despite the fact that these models proposed by Cunningsworth (1995) and Tomlinson (2011) had several categories and dimensions, this study selected the previous specific areas given that they served the pedagogical curriculum in Algeria, as the Algerian educational system established new reforms in 2003 regarding the objectives and the content of teaching. These reforms transitioned their focus from teacher-centeredness to learner-centeredness through applying CBA. As Riche (2005, as cited in Hammada,2011) noted that the 21st century era witnessed a fundamental transition of the course content and the textbook.

To conclude, the selection of these categories is interconnected with their profound criteria in order to evaluate the reliability and suitability of textbooks. Furthermore, the Algerian CBA has significant contributions to these dimensions, as its main focus lies in the execution of

Cunningsworth's (1995) categories and Tomlinson's (2011) principles. All of these elements are oriented toward the new Algerian educational reforms and are complementary to its pedagogical objectives.

Thus, to achieve a successful comparative study of the 1MS TT and PTT in Algerian context, the selected semi-structured interview employed several instruments in order to collect and analyse data. Initially, the questions were conducted by the researchers to the teachers and recorded via phone and online platforms, including Messenger and Instagram. Although there were some teachers did not allow to be recorded, the researchers had to take notes instead, which was difficult and tiring since it stood as an obstacle for the researchers to follow the conversation. Secondly, the interview was conducted in Algerian Middle Schools and the recordings were transcribed manually through interpretation and digitally using AI Powered tools, such as Otter ai and ChatGPT in order to switch speech to text. Next, the transcription made by the AI tools was verified and analysed by the researchers to ensure accuracy and avoid any misleading information. Lastly, the recordings of data were erased after finishing the transcription process to protect the participants privacy. This systematic process allowed for an in-depth qualitative study of the comparison of the 1MS TT and PTT.

2.1.2 Data Analysis

2.1.2.1 Analysis Using Cunningsworth's Model

Table 01*: Traditional vs. Proficiency-Tailored Alternative Textbook Via Cunningsworth's(1995) Model*

Category	Checklist	Traditional Textbook Result (1-5 sequences)	Proficiency Textbook Result (1-3 sequences)
Language Content	**Grammar** **Vocabulary** **Phonology**	Moderately effective Partially evident Moderately effective	Highly effective Fully evident Highly effective
Language Skills	**Skill Integration and equilibrium**	Minimally effective	Highly effective
Methodology	**Learning approach and learners' role**	Moderately effective	Highly effective
Topics	**Cultural appropriateness and variety**	Partially evident	Fully evident

The evaluation of English language textbooks requires the use of systematic and reliable frameworks in order to ensure an objective analysis. As illustrated in Table 1 traditional vs. proficiency-tailored alternative textbook via Cunningsworth's (1995) Model. The 1MS TT *My Book of English* (2016-2024) and the 1MS PTT *My Book of English* (2025-2026) were evaluated based on Cunningsworth's (1995) textbook evaluation framework, which is considered one of the most practical models in English language teaching. This framework was selected given that it provides clear pedagogical criteria for evaluating the internal structure of language textbooks. In the current study, the analysis focused on four major dimensions adapted from Cunningsworth's framework: language content; grammar, vocabulary and phonology. Besides to language skills, methodology, and topics. These dimensions served as analytical tools for examining and comparing the traditional and the new 1MS English textbooks. Through this framework, the study aims to identify the strengths and weaknesses of each textbook and determines the extent to which they contribute to the development of learners' communicative competence within the Algerian EFL context.

On the one hand, in the 1MS TT, grammar was considered as moderately effective in terms of contextualization, as the context is relevant, yet the communicative application remained limited, i.e., it was presented explicitly through rule explanation followed by controlled exercises; moreover, it provided limited opportunities for communicative use in authentic contexts. For example, in Sequence 3 (Me and My School), particularly the grammar lesson on page 113, showed that the presentation of the simple present tense followed a structural and rule-based format. The lesson introduced grammatical forms through tables of personal pronouns and verb conjugation (e.g., I play / he plays*),* followed by isolated examples illustrating rights and duties in school such as ‘‘I have the right to play and I keep my classroom clean.’’ This presentation was

described as a form-focused approach where grammatical structures are explicitly taught before communicative use. Although the topic of school life created a familiar context for Algerian 1MS learners, the activities remained largely controlled and mechanical, limiting opportunities for meaningful interaction. Learners were mainly exposed to model sentences rather than authentic communicative tasks requiring personal language production.

On the other hand, the 1MS PTT presented grammar through meaningful and contextualized situations and was considered highly effective, as it integrated grammatical structures into communicative tasks that enabled learners to understand and use language in real-life contexts. For example, in Sequence 1 (Habits and Preferences) p. 16, the present simple tense was introduced through a listening and observation task entitled ‘‘Listen and Consider.’’ Learners were exposed to a spiral text describing the daily routines of two characters, Amina and Tinhinane. (see Appendix C, Figure 3), which allowed them to notice how the target structure is used in context before any formal explanation is provided.

The textbook adopted an inductive approach rather than presenting rules explicitly, which encouraged learners to infer grammatical patterns. This is further reinforced in Task 3 (p. 16), where students were asked to compare verb forms such as ‘‘I go / He goes, I watch / He watches, and I study / He studies.’’ Through this comparison, learners identified the addition of -s in the third person singular, thereby constructing their own understanding of the rule. This approach demonstrated several strengths. First, grammar was presented in context, making it more meaningful and relevant to learners’ real-life communication. Second, the activities promoted learner involvement and cognitive engagement, as students actively participated in discovering grammatical rules. Third, the integration of listening and speaking tasks provided opportunities for communicative practice, moving beyond mechanical drills. However, despite these

advantages, the lack of explicit rule presentation may pose difficulties for some learners, particularly those who are relying on clear grammatical explanations. While the new textbook was more effective in promoting communicative competence, it required additional teacher's support to ensure full understanding of the grammatical forms.

Moreover, in the 1MS TT, vocabulary was appraised partially evident because there was limited opportunity for learners to use it in communicative contexts or to relate it to their personal experiences. It was presented mainly through visual labeling and repetition activities. For example, in Sequence 2 (Me and My Family) p. 50, vocabulary related to professions (e.g., a doctor, a mechanic, a vet, a lawyer, a carpenter*)* were introduced through illustrated pictures accompanied by simple labels (see Appendix C, Figure 4). Learners were asked to listen and repeat and later to listen and show, which reflected a behaviorist and form-focused approach to vocabulary learning. While the use of images supported comprehension and made the content accessible to young learners, the activities remained largely mechanical and controlled, focusing on memorization rather than meaningful use. There was a limited opportunity for learners to use the vocabulary in communicative contexts or to relate it to their personal experiences. This presentation might be effective for initial exposure but lacks depth in terms of communicative practice and lexical development.

Conversely, the 1MS PTT presented vocabulary in a more contextualized and integrated manner; thus, it can be considered fully evident. In Sequence 2 (School Life) p. 49, lexical items were introduced through a listening task about school life, where learners were exposed to vocabulary related to school facilities, subjects, and supplies (e.g., library, classroom, physics lab, pencil case, ruler), (see Appendix C, Figure 5). Instead of isolated words, vocabulary was embedded within a meaningful context, allowing learners to infer meaning through use. This was

followed by tasks such as completing tables, identifying correct information, and classifying items into categories, which promoted active engagement and cognitive processing. Furthermore, the textbook encouraged interaction and communicative use through tasks such as ‘‘listen and check”, “true or false”, and categorization activities. It enhanced contextualization of vocabulary, learner involvement, and opportunities for meaningful practice. However, despite these strengths, the vocabulary list provided such as ‘‘school supplies and subjects’’ is relatively dense, and may overwhelm some learners without sufficient recycling or personalization activities.

Phonology integration within the 1MS TT was found to be moderately effective and appropriate to the overall Algerian curriculum. This evaluation is proved by the consistency of the 1MS TT in integrating phonology across the five sequences where the tasks prioritized solving problems rather than practicing how the sounds are pronounced. While the textbook provided tracks through reading and speaking such as ‘‘I Pronounce’’ (pp. 37-38), there was a heavy reliance on receptive and analytical exercises (e.g., Listen and cross, put, and match*)* over productive and holistic tasks. These tasks focused on the recognition of phonetic transcriptions rather than oral production. (see Appendix C, Figure 6). Eventually, the textbook treated phonetics as a theoretical and deductive module rather than a practical skill needs to be developed by learners.

In contrast, the 1MS PTT employed phonology in a highly effective way by shifting the focus from theoretical phonology to practical production. For example, in sequence 1 (Daily Habits and Preferences) on page 19, the textbook provided ‘‘Listen and repeat’’ approach, which focused on the pronunciation of final /S/ of verbs related to the sequence, such as ‘wakes up, cleans, and returns.’’ This model allows learners to listen then reproduce the sounds to ensure they grasp the real pronunciation and sounding of the word. Furthermore. In ‘‘Now try to read’’

phase. (see Appendix C, Figure 7), learners were required to articulate sounds in sentences rather than classifying them in columns.

The new textbook demonstrated an effective implementation of CBA through phonological awareness. However, it did not balance between productive and receptive tasks interchangeably, which is necessary for achieving proficiency in both theory and practice.

The analysis of both the 1MS TT and the PTT revealed significant differences in the treatment of listening, reading, writing, and speaking skills. Firstly, in the TT, listening activities were mainly presented through repetition and controlled oral practice. For example, in Sequence 4 (Me and My School) on page 10, learners were asked to “look, listen and repeat” expressions related to school rights and duties. This activity primarily developed pronunciation and memorization rather than communicative listening comprehension. It focused on imitation of language forms instead of encouraging learners to interpret meaning or react to spoken input. In addition, the listening activity was followed by a ‘‘true/false’’ task, which checks learners’ understanding of specific information from the audio. Although this task introduced a basic level of comprehension, it remained limited to recognition and confirmation rather than deeper interpretation, inference, or communicative response. Therefore, the listening component in the traditional textbook remained largely controlled, form-focused, and restricted in promoting authentic listening skills.

In contrast, the 1MS PTT adopted a more communicative approach to listening. In Sequence 2 (School Life), page 41, learners participated in pre-listening, while-listening, and post-listening activities. They predicted the topic, complete tables, and answer true or false questions after listening to a script about school life. These activities required learners to listen

for both general meaning and specific details, which promoted active engagement and communicative listening skills. Therefore, while the TT emphasized repetition and recognition, the PTT developed listening comprehension through contextualized and interactive tasks.

Second, the 1MS TT presented reading activities through relatively short and guided texts. For instance, the reading passage “My Ideal School” (p. 116) introduced themes, such as responsibility, respect, and environmental awareness. Although the text was meaningful and culturally relevant, the accompanying activities mainly focused on explicit comprehension and factual understanding. Limited attention was given to higher-order reading skills such as prediction, inference, and critical interpretation.

Conversely, the 1MS PTT provided more integrated and strategy-based reading activities. In “Read and Interpret” (p. 48), learners read a text entitled “Hyde School” and completed tasks involving prediction, information ordering, text completion, and discussion. As illustrated in Appendix C, (figure 8), the sequence included pre-reading, while-reading, and post-reading stages, which helped learners develop reading sub-skills such as scanning, comprehension, and interpretation.

According to Cunningsworth’s framework, the PTT demonstrated stronger support for communicative and strategic reading development, whereas the TT remained more limited to comprehension practice.

Third, writing activities in TT were generally guided and controlled. In “I Think and Write” (p. 120), learners wrote short statements about school rights using visual prompts and model structures. The activity supported beginner learners by providing linguistic guidance; however, opportunities for creativity and extended personal expression remained limited.

Conversely, the 1MS PTT adopted a process-writing approach. In “Write Alone” (p. 50), learners were asked to write a blog paragraph about their typical school day. The activity included brainstorming, drafting, revising, editing, and sharing stages. Learners organized their ideas using a spider diagram and produced a personalized text for a communicative purpose.

This comparison showed that the 1MS TT focused mainly on accuracy and guided production, while the 1MS PTT promoted learner autonomy, creativity, and meaningful written communication.

Fourthly, speaking activities in the 1MS TT were mainly restricted to pronunciation drills and repetition exercises. For example, pronunciation activities on page 110 required learners to repeat isolated words containing specific sounds such as /dʒ/ and /ʒ/ (see Appendix C, Figure 9). Although these tasks helped learners improve pronunciation accuracy, they provided limited opportunities for spontaneous oral interaction or communicative exchange.

In contrast, the 1MS PTT integrated speaking activities into communicative tasks. ‘‘Listen and repeat’’ on page 47, required learners to practice pronunciation and intonation; moreover, it required answer personal questions such as “How often do you practice football?” and “Where do you study art?”. (see Appendix C, Figure 10). These activities encouraged learners to express personal opinions and engage in oral interaction with classmates. Therefore, while the TT prioritized phonological accuracy, the PTT developed both fluency and communicative competence through interaction-based speaking tasks.

The analysis showed that both textbooks cover the four language skills; however, they differ significantly in their pedagogical orientation. The 1MS TT followed a structural and form-focused approach in which the skills were treated separately through controlled and teacher-

guided exercises emphasizing repetition, memorization, and accuracy. In contrast, the 1MS PTT adopted a communicative and learner-centered approach that integrated the four skills through meaningful contexts and interactive tasks. Thus, the 1MS PTT appeared more effective in developing communicative competence, learner's engagement, and authentic language use, whereas the 1MS TT remained more limited to controlled linguistic practice.

Furthermore, methodology was evaluated as moderately effective within the 1MS TT. As evidenced in the repetition of tasks across all five sequences of the book (e.g., match, colour, circle). It indicated an over-reliance on a Product-Oriented Approach (POA), which neglects the primary learning stages (pre, during, and post-task). Consequently, this leads to a profound lack of instructional scaffolding, such as initial warm-up activities addressed to the learners to motivate them toward discovering learning. For instance, in Sequence 2 (Me and My Family), the first session labelled "I Listen and Do" (pp. 51-53) contained nine tasks, including "listen and repeat", "I listen and show," and "I listen and match", each provided clear and direct instructions that require immediate performance. Here, learners were required to follow instructions without being prepared by necessary prior steps. Although the design of the tasks is usually accepted and engaging, the methodology restricts active learning. In this case, the learners do what they are asked to do rather than discovering and seeking knowledge on their own, which makes them remain essentially passive.

Conversely, the PTT was evaluated as highly effective in its methodological design as it demonstrated a Process-Oriented Approach (PrOA). Unlike as the TT, this textbook prioritized employing the PDP (pre, during, post) framework. As exemplified in "Listen and Interact" session (pp.41-43), these stages were designed through the use of developmental process-approach, they divided tasks into three gradual stages to ensure learning occurs through process

and not merely production. In the “Before you listen” phase, learners were introduced to a passage about a student working on his school project, this is followed with “While you listen” phase, where learners were required to solve tasks through listening from general comprehension to specific linguistic tasks, such as completing the table and the true false activities. The “After you listen “phase asked learners to write about their own school using what they have learned from the previous tasks, which is essentially helpful for learners. (see Appendix C, Figure 11). Despite the fact that this book integrates different tasks that make learners discover and engage in learning actively, the implementation of PDP model requires time in the classroom and with large classes in Algerian middle school time is limited and insufficient for spending it on emphasizing on every single stage for every session.

Notably, the criteria of topics related to Algerian cultural identity and other cultures was evaluated as partially evident within the 1MS TT. The textbook incorporated symbols of national identity, such as the Algerian flag and Algerian names (e.g., Omar, Sarra, and Amel). Furthermore, the traditional program expressed patriotism through using Algerian language (e.g., “my beloved country” and “long live Algeria!”), it also introduced pictures of pivotal Algerian thinkers including Abdelhamid Ibn Badis. However, these elements were integrated as a surface-culture, which were often absent in some sequences. Ultimately, this failed to reflect the learners’ actual lives and cultural backgrounds across all sequences. The Algerian culture appeared as a generic rather than a real or authentic topic. Similarly, other cultures and symbols were partially evident, as seen in the presentation of “A Day in the Life of an English Pupil” (p. 85) and the inclusion of foreign flags. (see Appendix C, Figure 12).

In contrast, the 1MS PTT introduced topics related to Algerian culture as fully evident through the integration of visual semiotics (e.g., Hijab and traditional clothes), and the

representation of educational settings, such as the official uniform for Algerian learners. Furthermore, the textbook integrated visual stimuli of traditional celebrations as a part of writing about a special day such as "*Yennayer"*. (see, Appendix C, Figure 13). The pictures revealed different traditional dishes, including couscous and sweets alongside different traditional dresses including "El Karakou" and "El Shawian ". In addition to these sociocultural elements, the textbook indicated geography by showing Algerian map, landmarks (e.g., Maqam El Chahid) and cities, such as Oran and Algiers. Other cultures were also integrated within the Algerian context, such as integrating pictures of foreign landmarks from Italy and England. This balance fosters cultural diversity and allows learners to engage in intercultural communication while being rooted in their own culture. Despite the use of visual semiotics that represent Algerian identity and other cultures, it is still static and fails to transition these elements into real communicative tasks within the curriculum.

By analysing this checklist adapted from Cunningsworth's (1995) framework, The evaluation of the 1MS TT and the PTT was conducted successfully. Both textbooks were evaluated based on four dimensions: language contents, skills, methodology, and topics. This model provided a systematic analysis of the weaknesses and strengths of the 1MS TT and PTT.

The analysis revealed that the 1MS TT achieved a moderate level in integrating the internal structure elements of English language for 1MS EFL learners. Thus, the implementation of CBA was integrated partially within the textbook, because it prioritized deductive learning through a heavy emphasis on mechanical performance of tasks over communicative performance which restricted the TPR activities from being fully implemented due to a lack of CLT approach within the classroom, instead of using TPR in a real-life situation, they utilized a pseudo-TPR as a tool of mechanical performance to show that they have completed a task.

In contrast, the analysis of the 1MS PTT demonstrated a high level in the integration of the internal elements of language and succeeded in implementing the CBA. Unlike the 1MS TT, the PTT prioritized inductive learning which enhances discovery-based learning, where learners were autonomous. This is supported by instructional scaffolding that serves as a guide in learning journey. While TPR is incorporated, the implementation is restricted to Audio-Lingual Method (ALM), as the physical movements were connected to listening as a tool of habit formation and drills.

2.1.2.2 Analysis Using Tomlinson's Model

Table 02*: Traditional vs. Proficiency-Tailored Alternative Textbooks Via Tomlinson's (2011) Model*

Category	**Traditional Textbook Result (1-5 sequences)**	**Proficiency Textbook Result (1-3 sequences)**
Impact	Partially evident	Fully evident
Relevance	Moderately effective	Highly effective

Authenticity	Partially evident	Fully evident
Flexibility	Moderately effective	Highly effective

The second stage of textbook evaluation in the present study is illustrated in table 2 traditional vs. proficiency tailored alternative textbook via Tomlinson's model. The 1MS TT *My Book of English* (2016-2024) and the 1MS PTT *My Book of English* (2025-2026) were evaluated based on Tomlinson's (2011) principles of materials development. This framework was selected because it focuses on the pedagogical effectiveness of language materials and their impact on learners' language acquisition. Unlike as structural evaluation models, Tomlinson's model emphasized qualitative aspects of textbook design, particularly how materials engage learners and facilitate meaningful learning experiences. For the purpose of this study, four main principles were adapted from Tomlinson's framework: impact, authenticity, relevance, and flexibility. These principles provided practical criteria for examining the extent to which the 1MS TT and the PTT meet learners' needs, reflect real-life language use, and create effective learning opportunities. Through this analysis, the study aims to evaluate the pedagogical quality of both textbooks and determine their contribution to the development of communicative competence in the Algerian EFL context.

First of all, impact was scaled as partially evident within the 1MS TT regarding the variety of tasks and learning methods that meet the learners' interests and engagement. While the TT provided various activities such as ''listen and show, read, color, match, listen, look, and repeat'', these tasks were initially engaging for learners because they effectively connect

language acquisition to physical movement. However, as previously noted, the over-reliance on these repetitive, product-oriented activities without sufficient instructional scaffolding, eventually limited the progression of the learning journey. Despite the fact that the 1MS TT provided visual support through pictures, scripts, and shapes, their quality is not appealing to the learners' interests and does not engage them to learn and discover. While it integrated pictures of real people to make learning more authentic and serious for middle school learners, these visuals are no longer engaging to eleven- or twelve-year-old students; they may perceive them as old-fashioned and somewhat boring compared to the vivid pictures of the proficiency textbook.

Furthermore, the sequences in the 1MS TT often begin with the same way, starting with a low-pressure engagement, such as "listen and repeat" sessions before moving toward high-pressure tasks (e.g., I complete, match and circle*)*. This represented a slow start for learners, often leaving them feeling bored and tired before they even reach the production phase because they spent the first minutes of the session repeating and listening instead of thinking and discovering, they will be low on energy for the final minutes of the lesson. Thus, the TT followed a linear-passive progression which stood as a barrier to achieve CBA within EFL classrooms, as it requires dynamic-active start rather than slow passive start.

In contrast, the 1MS PTT was scored as highly evident regarding the variety of methods used to attract learners' interests and engagement. There was a clear reliance on the TPR model through commands such as ''Observe the pictures and act them out'', which employed visual stimuli that pique the learners' interests. The book utilized graphic organizers, such as mind maps and tables, alongside a typographic variety that included colorful fonts and diverse text styles. Furthermore, it encouraged creative production and problem-solving tasks, such as writing about daily habits and routines. It utilized discovery-based tasks rather than mere imitation. While the

visuals were modern, the internal design of the tasks failed in achieving proficiency and relied on traditional method, specifically ALM, which emphasized the consistency of ‘‘listen and repeat’’ in every session, incorporating the learners in a cycle of repetition and drilling, leading to what is known of pseudo-TPR. Although the layout suggested active learning through the use of colorful and meaningful shapes and pictures, there was an over-reliance on listening over doing, which can be boring and overwhelming for learners in the age of eleven and twelve years old. Consequently, the images help to solve tasks, yet the learners do not build real competency. Even though the textbook’s organization integrated the CBA somewhat, the tasks focused on memorizing patterns rather than genuine production. For instance, the recognition and comparison of verb differences in a table through discovery learning, which restricts the learners’ ability to conjugate new verbs in different contexts because the grammar rules are taught implicitly without providing a clear deductive form for application, learners can only imitate rather than apply the rule. While the textbook attempted to use CLT by integrating real-world topics including ‘‘Daily Routines’’ in Sequence 1 and ‘‘Holidays’’ in Sequence 3, the focus on form over function ultimately led to limited learning.

Crucially, as for as the relevance of the 1MS TT’s content and its alignment with learners’ needs and the Algerian local culture was appraised as moderately effective. The textbook incorporated themes related to the local context, such as local settings, national landmarks, and cultural symbols, including the use of Algerian names such as ‘‘Younes and Sarra’’ and the representation of national identity in Sequence 05. (see Appendix C, Figure 14). Furthermore, the content of the book addressed social life needs, such as introducing oneself, describing family members, and describing one’s own country. Critically, the textbook represented only a surface-level of culture. The integration of Algerian culture is inconsistent and

not represented across all sequences; instead, there was a marginalization in other sequences and a heavy focus only on Sequence 4 and 5. This inconsistency in the book is unable to provide a holistic and authentic cultural reality and treats cultural identity as a secondary topic rather than a real environment of learning. Apart from, the strategic integration of the “Pre-sequence” session, which serves as a necessary procedure for novice learners encountering the English language for the first time. It encompassed fundamental communicative functions such as greetings, introducing oneself, and responding to inquiries about identity and age. Furthermore, the integration of the most common used vocabulary throughout school life, colors, and imperative commands (e.g., stand up and draw), which ensures clarity and facilitates learning. While these elements built a bridge between the subject and the learners through the use of different tasks and visual stimuli, they remained inadequate due to several limitations such as the behaviorist learning patterns in which learners only perform through receptive tasks rather than produce in real communicative contexts. As noted previously this notable obstacle often restricts learners to use language in the classroom and in real-world life situations.

Conversely, the 1MS PTT was highly effective in its alignment with learners’ needs and the Algerian culture, primarily through the strategic integration of ‘‘Get Ready’’ sessions to get them to know what they are going to study. For example, the “How much do you remember’’ diagnostic session, which evaluated the learners’ prior knowledge to demonstrate their abilities. This session encompassed different linguistic elements, including pronunciation, lexis, grammar and finally a checkpoint, the visual stimuli were appealing and engaging as they provided both the methodology and design that a middle scholar needs. Besides to the integration of relevant topics to the learners, including ‘‘Daily Habits’’ and ‘Holidays’’ along with the visuals that reflect ed their backgrounds. (see Appendix C, Figure 15). Although not all learners have learned the

same way and achieved the full proficiency. In addition, the noticeable lack of listening skill tasks in the diagnostic sessions skips the learners' different learning styles and backgrounds. Notably, incorporating local symbols such as Algerian names, the national flag, and traditional symbols, such as the Hijab picture, which reflects and teaches religious awareness for 11- to 12-year-old learners. However, the cultural representation seems to be static and generic, as pedagogical objectives often prioritize linguistic accuracy and literacy skills over aural-oral skills.

Moreover, authenticity was scaled as partially evident within the 1MS TT as it reflected a real-life format, yet offered limited communicative depth. An effective language material should provide authentic input and meaningful communicative experiences that prepared learners for real-world interaction. The analysis of the TT, particularly in Sequence 2 (Me and My Family), under the section "I Read and Do", showed a relatively simplified reading input presented in the form of a personal blog entitled "My Blog" (see Appendix C, Figure 16), the text introduced personal information such as ''name, age, nationality, hobbies, and pet ownership.'' Although the blog format reflected a familiar modern genre and introduced learners to self-introduction, the content remained highly controlled and limited to basic personal information. The follow-up activity mainly consisted of completing a profile table, which emphasized information extraction rather than meaningful communication.

In contrast, the 1MS PTT was proven to be considered as fully evident, as it provided realistic context, meaningful content, and practical language exposure. For example, in Sequence 3 (Past Holidays and Trips), under the section ''Read and Interpret" (p. 72), presented a postcard written by Alex describing his summer holiday in Italy, the text included authentic travel-related vocabulary such as ''flight, hotel, beach, and restaurant.'' In which language was put in a realistic communicative situation that learners may encounter in everyday life. Moreover, the

accompanying comprehension questions encouraged learners to interpret information and relate to real-life travel experiences. This reflected stronger alignment with authentic language use and communicative purposes.

Regarding flexibility, the analysis of both textbooks revealed noticeable differences in the extent to which learning materials accommodated learners' different backgrounds, interests, and learning styles. In the 1MS TT, flexibility was appraised as moderately effective because its activities were structured and guided, yet they provided limited opportunities for personalization and adaptation to different learners' needs. For instance, in the sequence (Me and My Friends), the reading activity "I read and do" (page. 41), mainly required learners to identify factual information such as age and nationality through fixed-answer exercises. Similarly, the writing activity "I think and write" (p. 43), was highly guided, as learners are asked to fill in an identity card using predetermined categories. Although these activities supported basic language production, they left little room for creativity, personal expression, or adaptation to different learner profiles.

In contrast, the 1MS PTT demonstrated a higher degree of flexibility and was considered highly effective, as it provided varied, open-ended, and learner-centered tasks that can be adopted to learners' interests, proficiency levels, and different learning styles. In the reading section "Read and Interpret" (p. 21) from the sequence (Habits and Preferences), learners engaged in multiple stages of learning, including prediction, comprehension, and interpretation, which provided varied entry points for different proficiency levels. Furthermore, the writing activity "Write Alone'' (p. 36), allowed learners to describe a cultural celebration and express personal preferences related to clothing, food, and activities. This task encouraged personalization, creativity, and independent production, making it more adaptable to learners' different

experiences and interests. Therefore, the PTT appeared more flexible than the TT, as it offered more varied learning pathways and better accommodated learner diversity.

By analyzing this checklist adapted from Tomlinson's (2011) framework, The evaluation of the 1MS TT and the PTT was conducted successfully. Both textbooks were evaluated based on four key principles: Impact, relevance, authenticity, and flexibility. This model provided a systematic analysis of the external effectiveness and appropriateness of the TT and PTT.

The analysis revealed that the 1MS TT demonstrated a moderate level in integrating the external pedagogical principles, as a result of the book linear-passive progression that was an obstacle for CBA that required active learning, as well as the relevance of a surface-culture regarding the Algerian symbols and identities due to inconsistent integration through the whole textbook. Despite the use of authentic and modern input, it remained limited and lacks communicative approach.

In contrast, the analysis of the 1MS PTT demonstrated a high level in the integration of the external pedagogical principles succeeded in implementing the CBA through active learning method. The textbook aligned better with the local culture as it reflects on real-daily life contexts. Moreover, the employment of authentic language through the use of vocabulary related to the sequences. The textbook demonstrated flexible tasks and learning methods through personalization, creativity, and autonomous production to meet different learning styles and backgrounds. However, the PTT falls in the pseudo-TPR, which is hindered under the veil of discovery-based learning. As well as the static and generic state of local culture due to prioritizing literacy skills over oral skills.

2.1.2.3 Teachers' perspectives Analysis

Despite the external and internal well-structure of the PTT, there is a noticeable implementation divergence of the planned vs. the operational curriculum as a result of a significant pedagogical misalignment between the material designers and the policy makers. Consequently, educators were caught in a pedagogical tension, as the curriculum design mandated them to abandon using the textbook in EFL classrooms. The inquiry investigated the alternative materials and resources that are used by the instructors to deliver the lessons to their learners, especially in the light of marginalizing the textbook.

First and foremost, the analysis examined the professional background of the participants; focusing on their teaching years of experience within 1MS level. The analysis indicated that the homogeneous sample are experienced instructors ranging from two years and above in ELT. The second stage of this section inquired the1MS PTT usage within the classroom. The inquiry revealed a pedagogical discrepancy of the real practice of the textbook. In this conflict, the participants were split into two groups; in which the majority (08 instructors) stated that they never use the textbook, while the rest proportion (07 instructors) indicated that they use it episodically in reading and writing sessions.

Secondly, the study investigated some insights regarding the evaluation of the 1MS TT and the PTT, and explored different weaknesses and strengths of these textbooks. Most participants indicated that the new textbook has more vivid, colourful, and relevant visuals than the traditional one. The current textbook utilized modern and cartoonish layout, which attracted mainly young learners for its appealing design. However, few teachers mentioned that the new textbook exhibited a high visual density, it can be somewhat distracting, as it might lead to

cognitive overload and visual noise for learners. Unlike the TT, which was perceived as more organized. Recent insights showed that the integration of cultural elements and real-life situations were presented in the current textbook better than the previous one through the use of topics related to a middle schooler's daily life, such as daily habits and school life. While other participants noted that some situations introduced in the textbook can be abstract and imaginary, which seemed distant from learners' real life due to a lack of contextualization such as ''introducing tech-labs and lockers'', these places are more related to foreign countries and do not reflect an Algerian school environment. As well as the introduction of activities including'' skiing, visiting the museum or travelling abroad'', which most Algerian learners do not do in their real lives. Furthermore, the investigation illustrated that the current textbook utilized an appropriate language for 1MS learners since they have already exposed to the language in the primary school, helping them to access advanced language easily in the classroom. On the contrary, some other teachers indicated that there are some challenging vocabulary for learners even if they had prior knowledge. Finally, the inquiry revealed the absence of specific features in the current textbook, which were essential for achieving real learning. (e.g., explicit instruction for grammar lessons and phonological transcriptions) as their absence made learners unable to achieve a higher level of language proficiency. Unlike the 1MS TT that relied on explaining grammar rules through clear explanation followed with tasks integrated within various language skills and not separately.

Third, the investigation revealed the implementation of alternative materials used by instructors to deliver lessons in the classroom, along with the methodology and the rationale behind selecting to integrate such materials and resources. The analysis demonstrated that teachers strongly favored contextualized and implicit grammar teaching over isolated rule

memorization. Most interviewees explained that grammar was introduced through reading passages, dialogues, storytelling, listening tasks, and real-life communicative situations rather than through merely direct explanation. Several teachers emphasized that learners acquire grammatical structures more effectively when grammar is embedded within meaningful communication and interaction. One notable perspective highlighted the importance of subconscious grammar acquisition, where learners internalize grammatical patterns naturally through repeated exposure and use instead of focusing excessively on technical terminology. This perspective strongly reflected the principles of the competency -based approach, which promoted contextualized language learning and communicative competence. Moreover, many teachers reported integrating interactive classroom activities such as role-playing, games, task-based learning, information-gap activities, and problem-solving exercises to reinforce grammar learning. According to the participants, these activities encouraged active learner's participation and transformed grammar into a practical and motivating classroom experience rather than a purely theoretical subject. Some teachers also mentioned using repetition drills, substitution exercises, real classroom objects (realia), drawings, and even AI-generated pictures and videos made by Gemini to simplify abstract grammatical concepts and adapt lessons to learners' interests and technological preferences. Nevertheless, certain classroom constraints, such as overcrowding, noise, and limited instructional time were identified as factors that hinder the effective implementation of communicative and audio-based grammar activities.

Similarly, teachers reported that vocabulary instruction relied on predominantly on visual, interactive, and contextualized techniques. Most teachers stated that they preferred using flashcards, videos, realia, gestures such as ‘’writing in the air’’, games specifically ‘‘XO’’, role-playing activities, and worksheets rather than depending exclusively on textbook exercises.

According to the participants, such materials made vocabulary learning more meaningful, memorable, and motivating for learners. Flashcards were particularly valued because they can be integrated into games and thematic activities that reinforce vocabulary retention through interaction and enjoyment.

In addition, several teachers emphasized the use of multi-sensory and kinesthetic approaches in vocabulary teaching. Some participants reported that they relied on gestures, games, such as charades and oral chain drills alongside songs, and role-playing activities to help learners internalize vocabulary physically and visually. Contextualization also emerges as a central principle in vocabulary instruction. Teachers explained that vocabulary was not presented as isolated lexical items but rather integrated into meaningful communicative structures and authentic situations. Through repeated classroom commands such as “open your book” or “use your pencil,” learners acquired vocabulary naturally through exposure and practice. Consequently, vocabulary teaching in these classrooms reflected a communicative and learner-centered orientation that prioritizes authentic language use over rote memorization.

The majority of insights revealed that teachers mainly relied on listening, imitation, and repeated oral practice rather than explicit phonetic instruction to teach pronunciation. As well as using audio recordings, songs, videos, repetition drills, minimal pairs, and listen-and-repeat activities as essential tools for exposing learners to authentic pronunciation models. Teachers generally viewed pronunciation acquisition as a process that develops through exposure, imitation, and continuous practice rather than through theoretical study of phonetic rules.

Several participants also highlighted the importance of rhythmic repetition, choral drills, and oral modeling in improving learners’ pronunciation accuracy and auditory memory. Others

emphasized suprasegmental features such as stress and intonation, stressing that learners should understand the “music” and rhythm of spoken English rather than focusing solely on isolated sounds. Teachers often combined auditory and visual materials, including flashcards and pictures, to support pronunciation comprehension and retention. However, classroom realities such as overcrowded classes and time limitations frequently forced teachers to prioritize collective oral practice over individualized pronunciation correction.

Additionally, the integration of the four language skills (listening, speaking, reading, and writing) also emerged as an important dimension of teachers’ pedagogical practices. Most participants reported using dialogues, group work, role-playing, games, short videos, songs, posters, and audio-visual materials to create authentic and meaningful communication situations. Teachers explained that such materials serve as linguistic input that stimulates learners’ output and encourages them to use language actively and naturally. Interaction and collaboration were repeatedly highlighted as essential elements of skill integration. Through dialogues, pair work, and group tasks, learners practiced listening and speaking while simultaneously developing reading and writing skills in connected communicative contexts. Teachers considered these methods highly effective because they motivate learners and simulate real-life language use. Some participants also emphasized repetition and pattern practice through repeated dialogues and audio-visual clips, arguing that these techniques helped learners internalize language structures and produce language more automatically during communication.

Nevertheless, the inquiry illustrated that listening and speaking remained the most prioritized skills in classroom practice, whereas reading and writing were comparatively neglected. Teachers attributed this imbalance to classroom realities, limited instructional time, and the curriculum’s strong emphasis on oral communication. Reading activities were generally

simplified through short texts and visual support, while writing activities received less classroom attention due to time constraints and learners' linguistic difficulties.

Furthermore, the study revealed that teachers strongly favored learner-centered and discovery-based methodologies in teaching English at the 1MS level. Most instructors emphasized the importance of engaging learners actively in the learning process through collaborative and interactive classroom practices rather than relying solely on direct instruction and teacher-centered explanations. Several instructors highlighted the implementation of group work, pair work, guided questions, project-based activities, problem-solving tasks, and guided discovery worksheets to encourage learners to identify patterns, draw conclusions, and construct knowledge collaboratively. According to them, these methodologies helped develop the learners' autonomy, critical thinking, active participation, and deeper understanding compared to traditional methods based on memorization and passive reception. Similarly, some teachers emphasized the use of visual prompts, situational cards, and substitution drills to help learners intuitively recognize language patterns through repeated contextualized practice rather than explicit grammatical explanation. Such approaches were considered more memorable and effective because they allow learners to internalize language structures naturally through use and interaction.

Moreover, the analysis demonstrated a considerable reliance on visual, auditory, and kinesthetic techniques to maintain the learners' engagement and reinforce comprehension. Some instructors focused heavily on active participation through flashcards and collaborative repetition activities such as "pass-the-sentence" game, which promotes repetition, peer interaction, and accuracy. Likewise, other instructors reported using pictures, worksheets, and flashcards because they increase learners' motivation and classroom attention. Several teachers also emphasized the

role of physical movement and contextual interaction in language learning. Gestures, miming, dialogues, and classroom language commands were integrated into lessons to create a natural communicative environment without excessive dependence on translation. These practices helped learners become active participants and “discoverers” of language rather than passive recipients of knowledge. Furthermore, a few instructors highlighted the use of songs, videos, sentence-completion tasks, and role-plays to connect classroom learning to learners’ real-life experiences and increase motivation.

Additionally, the inquiry illustrated that teachers strongly connected classroom topics and cultural content to learners’ daily lives, local identity, and real-world experiences. Most instructors emphasized the importance of integrating familiar and meaningful topics in order to increase the learner’s engagement, participation, and communicative confidence. Other instructors reported relying on flashcards and handouts related to Algerian culture and learners’ everyday environments. According to them, learners participated more actively during sequences and classroom situations that reflect their own routines, social experiences, and daily life contexts. These findings suggested that contextualized and culturally familiar topics facilitated comprehension and encourage learners to express themselves more comfortably in English.

Similarly, some teachers highlighted the use of videos, flashcards, songs, and discussions related to both local and global cultures. These teachers explained that cultural comparisons and idea-sharing activities help broaden learners’ perspectives and expose them to the wider world while preserving their cultural identity. One notable participant particularly emphasized the integration of Algerian culture through local example such as traditional dishes, including ‘‘Couscous and Mahjouba’’, supported by visuals, repetition, and simple communicative structures. At the same time, teachers balanced local culture with international examples to

demonstrate that English functions as a universal bridge for intercultural communication. Such as, a few instructors focused on reinforcing learners' sense of local identity through flashcards and visuals representing Algerian landmarks, traditional clothing, and food. Some participants also mentioned the occasional use of ''Darja'' to facilitate participation and create a more comfortable communicative atmosphere.

The study explored different insights regarding the teachers' use of distinct tasks and learning methods that reinforce learners' engagement and meet their needs. A heavy focus on prioritizing VARK Model (Visual, Auditory, Read/Write, Kinesthetics); using visual stimuli such as colourful flashcards and videos via data show. As well as auditory materials such as combining audios with videos, ensuring listening recognition and cognitive comprehension. Furthermore, applying cognitive tasks (e.g., circle the word, cross out the odd word, and fill in the gap) along with implementing kinesthetic tasks such as miming daily routines. Other instructors prioritized the use of realia by pointing to real objects and physical places; when teaching school facilities instead of showing a picture, the teacher ''points to the playground or the lab'' to reinforce learners' comprehension and memory. The integration of gamification through competitions and group work supported with rewards and praise. Notably, some teachers noted that the new textbook tasks were repetitive and cannot be used in isolation, it is necessary to integrate interactive materials to ensure high engagement, meet different learning styles, and reduce boredom for learners within the classroom.

Instructors reported designing lessons that are relevant to the learners' needs and backgrounds through integrating Islamic Algerian values using texts and flashcards of local traditional food and clothes, celebrations, and daily life to preserve cultural identity and social norms while remaining open to the intercultural world. A unique perspective indicated the use of

‘‘trending social media’’ topics (e.g., Japan, sushi, anime) to attract the attention of the new generation. The integration of real-life settings, cultural comparisons and discussions to develop communicative competence and move beyond mere the static content of the textbook, which relies on mechanical drills connected with the audiolingual method.

Few interviewees suggested incorporating authentic materials that reflect the learners’ use of English for communicative purposes; utilizing short burst drilling of natural-speed recordings through videos and songs to help learners get used to the real patterns and the instinctive rhythm of the language. Conversely, most instructors had a divergent perspective regarding the use of natural language, as it can be challenging for young learners to understand its patterns. They suggested using teachers’ own recordings using a simplified and slowed speech to avoid confusion and misunderstanding. Moreover, employing interactional tasks (e.g., role-plays, group and pair work, and dialogues) to build self-confidence and learning autonomy. Notably, a unique perspective showed that it is necessary to support learners with instructional scaffolding to guide them while learning (e.g., providing sentence structure, corrective feedback, and classroom language functions). Eventually, the selection of these materials is an essential stage to ensure the use of authentic language for various communicative purposes and functions alongside motivating learners to develop their linguistic skills toward real-life communication progression.

A common trend among instructors showed that instructors strongly value flexibility and adaptation in their pedagogical practices. Participants consistently rejected the traditional “one-size-fits-all” teaching model and instead emphasized the importance of adapting instruction to learners’ diverse learning styles, linguistic levels, and social backgrounds. Teachers reported switching between auditory, visual, and kinesthetic activities depending on learners’ preferences and classroom needs. The use of role-plays, TPR activities, storytelling, games, songs, oral

production tasks, drawings, and portfolio activities were considered essential for maintaining learner's engagement and addressing multiple intelligences (MI).

To sum up, the analysis of instructors' perspectives revealed a clear gap between the intended design of the PTT and its actual classroom implementation. Although the new textbook is generally considered suitable for learners' level and aligned with current teaching standards, most teachers reported limited or selective use of it. This situation is mainly due to several factors highlighted in the analysis, including certain mismatches between textbook's content and learners' real-life context, the absence of some explicit instructional support such as clear grammar explanations and phonological guidance, and practical classroom constraints such as overcrowding, limited time, and diverse learner needs. In addition, the discrepancy between policy makers and textbook designers contributed profoundly to this pedagogical inconsistency, creating a gap between what is planned and what is actually practiced.

As a result, teachers tended to rely heavily on supplementary materials such as visuals, games, authentic resources, and digital tools to adopt instruction to learners' interests and learning styles. While these materials are highly effective in increasing motivation, engagement, and comprehension, they are not sufficient on their own to fully structure the teaching process. The textbook therefore remains an important pedagogical resource that provides sequence, guidance, and curricular direction, even when it is not systematically followed in practice.

From a pedagogical perspective, this situation directly affects learners' learning experience. On the one hand, the use of varied and interactive materials enhances participation and makes learning more meaningful and contextualized. On the other hand, irregular reliance on the textbook may result in inconsistencies in content coverage and an imbalance in skill

development across different classrooms. Consequently, a stronger alignment between textbook design, policy requirements, and classroom realities is essential to ensure more coherent, consistent, and effective learning outcomes.

Section Two: Discussion of Findings, Recommendations, and limitations

2.2.1 Discussion of Findings

Following up the analysis of the 1MS TT and PTT along with the teachers' interview. The primary aim of this study was to investigate the weaknesses and strengths of the 1MS TT and the PTT, while simultaneously exploring the practical experiences of 1MS teachers.

The findings of the study reveal that there is a noticeable implementation gap between the PTT as a primary theoretical resource and its actual application within EFL classrooms. Based on the document analysis, it is evident that the TT and the PTT have significant differences, particularly in the layout, organization, and the cultural elements. To begin with, the TT layout seems generic, specialized with basic visual stimuli, while the new one presents vivid, and colourful semiotics. Furthermore, the organization of the TT follows a linear progression with clear sequencing, whereas the PTT appears excessively stimulating and restricts the flow of its

organization. The cultural elements are implemented at a surface-level within the TT, serving merely as a secondary topic, whereas the PTT integrates cultural symbols, yet they do not reflect authentic communication.

Regarding the distinction of the two textbooks in terms of skill focus, task design, and learning objectives, the findings of the analysis indicate that the TT relies heavily on writing and reading skills, specifically through the use of literacy-based tasks, while the PTT focuses mainly on listening and speaking by implementing communicative tasks. Furthermore, the TT employs receptive and analytical tasks, while the PTT incorporates oral-aural productive tasks. Based on a thorough examination of the textbooks' mapping, the pedagogical learning objectives of the two textbooks are crucially different, as the TT aims at developing learners' linguistic competencies including grammar, vocabulary, and phonology. In contrast, the PTT aims at enhancing communicative competence in order to use the language in real-life situations.

The findings also highlight that the content of the new textbook appears pedagogically suitable for 1MS learners, as it follows a CBA, which allows learners to apply the language for functional performance in authentic contexts, yet its methodology aligns excessively with CBA, which prioritizes using language for communicative purposes through social interactions. Despite this, the new textbook over-relies on the ALM, as it focuses primarily on repetition drills through listening, which emphasizes habit formation rather than enhancing communicative skills.

More importantly, the findings highlight that the visuals and themes of the new textbook are appealing for a middle school learner and foster their engagement and motivate them to learn. Conversely, the lacks of the textbook imply a discrepancy of the methodology used to achieve real-life communication, which is indicated through the over-reliance on ALM. This pedagogical

divergence ensures the teachers' insights regarding bypassing the textbook as a pedagogical resource for teaching 1MS learners. To ensure clear, simple, and active learning, the instructors use alternative resources and materials (e.g., worksheets, flashcards, games, portfolio activities, and gamification). Thus, the results explore crucial challenges when adopting these materials, such as time constraints, lack of tools, and large classes size. While the textbook's visual content succeeded to pique the learners' interests and meet their needs, the methodology fails to transition to communicative competence.

This pedagogical mismatch highlights the systematic issue indicated by Tomlinson (2011), who noted that the lack of attention to a systematic evaluation of textbooks before full scale adoption leads to pedagogical deficiencies. In the current study, the divergence between the proficiency textbook's methodology and its actual application within the classroom indicates a failure to bridge the gap toward the CBA. Ultimately, the teachers' reliance on alternative resources and materials becomes a necessary strategy to fill the gap created by the textbook's implementation deficiencies.

2.2.2 Recommendations for Teachers and Policy Makers

Based on the findings of the present study, several pedagogical and institutional recommendations can be proposed.

For Teachers

- Teachers are encouraged to adopt a balanced teaching approach that integrates both communicative activities and explicit grammar instruction, based on learners' needs and proficiency levels.

- Instructors should combine inductive and deductive teaching strategies to ensure clearer understanding of language forms.
- Teachers are advised to use supplementary materials (e.g., flashcards, videos, games, role-plays, worksheets, gamification) to support and reinforce textbook's content, rather than replacing it.
- Greater emphasis should be placed on integrating the four language skills equally, with particular reinforcement of reading and writing skills.
- Instructors should provide more opportunities for authentic communication through pair work, group discussions, storytelling, project-based learning, and problem-solving tasks.
- Teachers are encouraged to adapt textbook activities to classroom realities to make them more meaningful and accessible for learners.

For Policy Makers and Curriculum Designers

- Policy makers should simplify and better sequence textbook tasks to ensure they are manageable within limited classroom time and large class contexts.
- It is essential for curriculum designers to reconsider the density and overload of activities in the PTT to improve their practicality under real teaching conditions.
- It is recommended that the textbook provides clearer grammatical explanations and stronger phonological support for beginner learners who may struggle with implicit instruction.
- Educational authorities should maintain a balance between communicative learning and explicit instruction to support both accuracy and fluency.

- It is highly recommended that policy makers provide continuous professional development programs for teachers focusing on competency-based teaching, classroom management, task adaptation, and use of digital tools.
- Stronger coordination should be established between curriculum designers, inspectors, and teachers to reduce the gap between planned curriculum and classroom implementation.

2.2.3 Limitations of the Study

Several limitations were encountered during the accomplishment of this study. First, difficulties were encountered during the interview process, particularly in finding teachers who have experienced teaching with both the TT and the PTT. Consequently, the sample of the participants remained relatively limited and may not fully represent all Algerian EFL teachers' perspectives. Second, time constraints and practical difficulties related to accessibility and participant availability restricted the possibility of conducting a broader field investigation and expanding the sample size. Although the study adopted recognized evaluation frameworks, specifically Cunningsworth's (1995) and Tomlinson's (2011) models, the textbook evaluation methodology involves a degree of researcher subjectivity which is an essential part of the study, as it is powerfully grounded in a fundamental analysis aligned with the pedagogical standards of Algerian middle school settings.

Therefore, some findings may reflect the researcher's own understanding and evaluation of the materials and classroom practices. Accordingly, future research is recommended to include larger samples, classroom observations, learners' perspectives, and quantitative methods in order

to provide a broader and more objective evaluation of English language textbooks within the Algerian EFL context.

Conclusion

This chapter is concerned with the practical part of the study which includes a comparative evaluation of the traditional and proficiency 1MS English textbooks through the use of Cunningsworth's (1995) and Tomlinson's (2011) evaluation models, in addition to the analysis of teachers' perspectives regarding textbook implementation in Algerian EFL classrooms. Upon the analysis, the results obtained revealed significant differences between the two textbooks in terms of content organization, skill integration, methodological orientation, and cultural representation, as well as a noticeable gap between the intended curriculum and its classroom implementation. However, despite its strengths, the PTT faces practical implementation challenges, particularly related to time constraints, large classes, and the need for teachers' adaptation.

General Conclusion

As stated at the outset of this research, the central aim of this study was to critically evaluate the TT and the PTT of 1MS level. Drawing on the findings of the document analysis, it explores that the PTT does not align with the pedagogical objectives completely, as it is insufficient and requires adopting for other resources. This lack ensures the pedagogical discrepancy between the new textbook as a theoretical framework and its actual implementation within the classroom. These findings support Tomlinson's (2011) perspective regarding the lack of attention to the systematic evaluation of textbooks before pedagogical adoption and implementation in EFL classrooms. Consequently, the results of the interview revealed a crucial adoption of alternative materials to align with the learners' actual abilities and interests.

In the light of these findings, the study proposed several pedagogical and institutional recommendations, including the integration of balanced instructional approaches combining communicative and explicit teaching, the enhancement of grammatical and phonological support within the textbook along with the reinforcement of teachers' professional development programs, and the strengthening of coordination between curriculum designers, inspectors, and practitioners to ensure greater curricular coherence.

Drawing the study to close, although the PTT represents a pedagogical shift towards a CBA and CLT, its effectiveness remains dependent on classroom realities, teacher's mediation, and the strategic use of supplementary materials to bridge the gap between theory and practice.

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THE APPENDICES

Appendix A

Grids of Evaluation Via Cunningsworth's (1995) and Tomlinson's (2011) Models

Table 01: ***Traditional vs. Proficiency -Tailored Alternative Textbooks Via Cunningsworth's Model***

Category	Checklist	Evaluation Questions	TraditionalTextbook (1-5 sequences)	ProficiencyTextbook (1-3 sequences)
Language Content	Grammar	How well do the textbooks employ grammar through real life Algerian situations?	Moderately effective	Highly effective
	Vocabulary	To what degree are the chosen vocabulary words in the textbooks integrated into the Algerian learner's daily lives and repeated across the sequences?	Partially evident	Fully evident
	Phonology	How cohesively is phonology integrated in the textbooks and appropriate to the overall Algerian curriculum?	Moderately effective	Highly effective
Langu	Skill	How effectively do the textbooks	Minimally effective	Highly effective

age Skills	**Integration and equilibrium**	**balance the integration of the four skills (listening, speaking, reading, and writing) using authentic materials to perform real world communication within the local context?**		
Methodology	**Learning approach and learners' roles**	**How well do the textbooks vary learning styles to encourage the learners to be active discoverers rather than passive recipients?**	**Moderately effective**	**Highly effective**
Topics	**Cultural appropriateness and variety**	**To what extent do the topics presented in the textbooks appropriately reflect on the Algerian cultural identity while remaining varied?**	**Partially evident**	**Fully evident**

Table 02: ***Traditional vs. Proficiency-Tailored Alternative Textbooks Via Tomlinson's Model***

Principle	Evaluation Questions	TraditionalTextbook (1-5 sequences)	ProficiencyTextbook (1-3 sequences)
Impact	**To what degree do the textbooks employ a variety of tasks and learning methods to cater to the learner's interests and engagement?**	**Partially evident**	**Partially evident**
Relevance	**How effectively do the textbooks content align with the learner's needs and the underground local culture?**	**Moderately effective**	**Highly effective**
Authenticity	**To what extent do the textbooks prioritize using language for communicative purposes?**	**Partially evident**	**Fully evident**
Flexibility	**How effectively do the textbooks develop their materials and tasks to meet different learner's backgrounds and learning styles?**	**Moderately effective**	**Highly effective**

Appendix B

Teachers' Interview Questions and Protocol

Research Title: ***A Comparative Study of The Traditional and a Proficiency-Alternative Textbook of 1MS: The Case Study of EFL Textbook***

The following questions were addressed to 15 teachers with first-hand experience s in the in-teaching English at 1MS level. These teachers have taught using the traditional textbook and currently do not use the proficiency-tailored textbook, due to a pedagogical discrepancy between the intended and the implemented curriculum. The questions bridge the gap between what the teachers utilize within the classroom vs. the intended curriculum, emphasizing how and why they implement these materials to foster the Competency Based Approach (CBA) for 1MS learners.

Part One: General Information and Background

1. How long have you been teaching English in 1MS level?
2. How often do you use the new textbook of 1MS in your EFL classroom? and why?

Part Two: Textbook Evaluation and Comparison

1. At first glance, how does the visual layout and organization of the current textbook look in comparison to the previous one?
2. Does the current textbook seem to better integrate cultural components or real-life situations compared to the previous version?
3. Do you think the language level in the current textbook is appropriate to the curriculum goals and the students' actual abilities?

4. What is one feature of the old textbook that you perceive is missing from the current one, which you believe is essential for teaching English at this level?

Part Three: Instructional Materials and Resources

1. **Language Content**

1.1. Grammar

•What specific materials do you use to explain grammar lessons, and how do you integrate those materials into real-life daily situations for your learners? Why do you choose this approach?

1.2. Vocabulary

•When introducing new vocabulary to your first-year middle school learners, what tools do you employ to repeat and integrate these words into your learners' daily lives? Why do you prefer using these over the textbook?

1.3. Phonology

•From your personal expertise, what materials do you usually use to teach pronunciation, and how do you apply them to provide enough 'listen and repeat' practice rather than just memorizing rules or theory? Why do you employ this method?

2. **Language Skills**

•What authentic materials do you use to integrate the four skills of language, and how do you apply them to simulate real-world situations for your learners? Why do you prioritize these materials?

3. **Methodology**

•What specific materials do you use to encourage learners to discover and seek knowledge on their own, and how do you apply them to ensure a discovery-based learning approach? Why do you choose these materials over a teacher-led approach?

4. **Topics**

•What materials do you use to present topics related to the Algerian culture while remaining open to other cultures? How do you integrate both cultures in your lessons, and why do you choose to balance between them?

5. **Impact**

•What materials do you use to vary your tasks and learning methods effectively to enhance learners' engagement, and how do you apply them to meet their interests? Why do you choose these over the textbook tasks?

6. **Relevance**

•What tools do you use to make lessons relevant to your learners' needs and the local culture? How do you apply them to give learners an active role in real-life communication, and why do you use this way?

7. **Authenticity**

•What tools do you use to prioritize using language for communicative purposes, and how do you apply them to expose learners to authentic language? Why is this necessary?

8. Flexibility

•What materials do you use to adapt for different learning styles, and how do you apply them to meet new learners' backgrounds? Why does this flexibility matter in your opinion?

Appendix C

Figures from the Analysed Textbooks

Figure 1: ***Cover of the First-Generation of 1MS English English Textbook***



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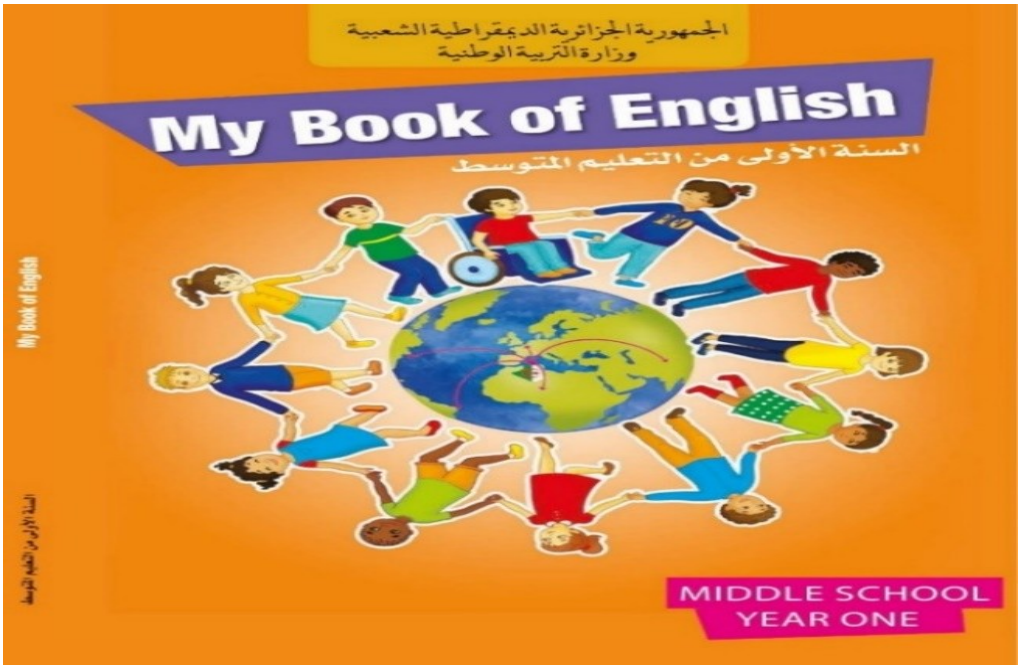
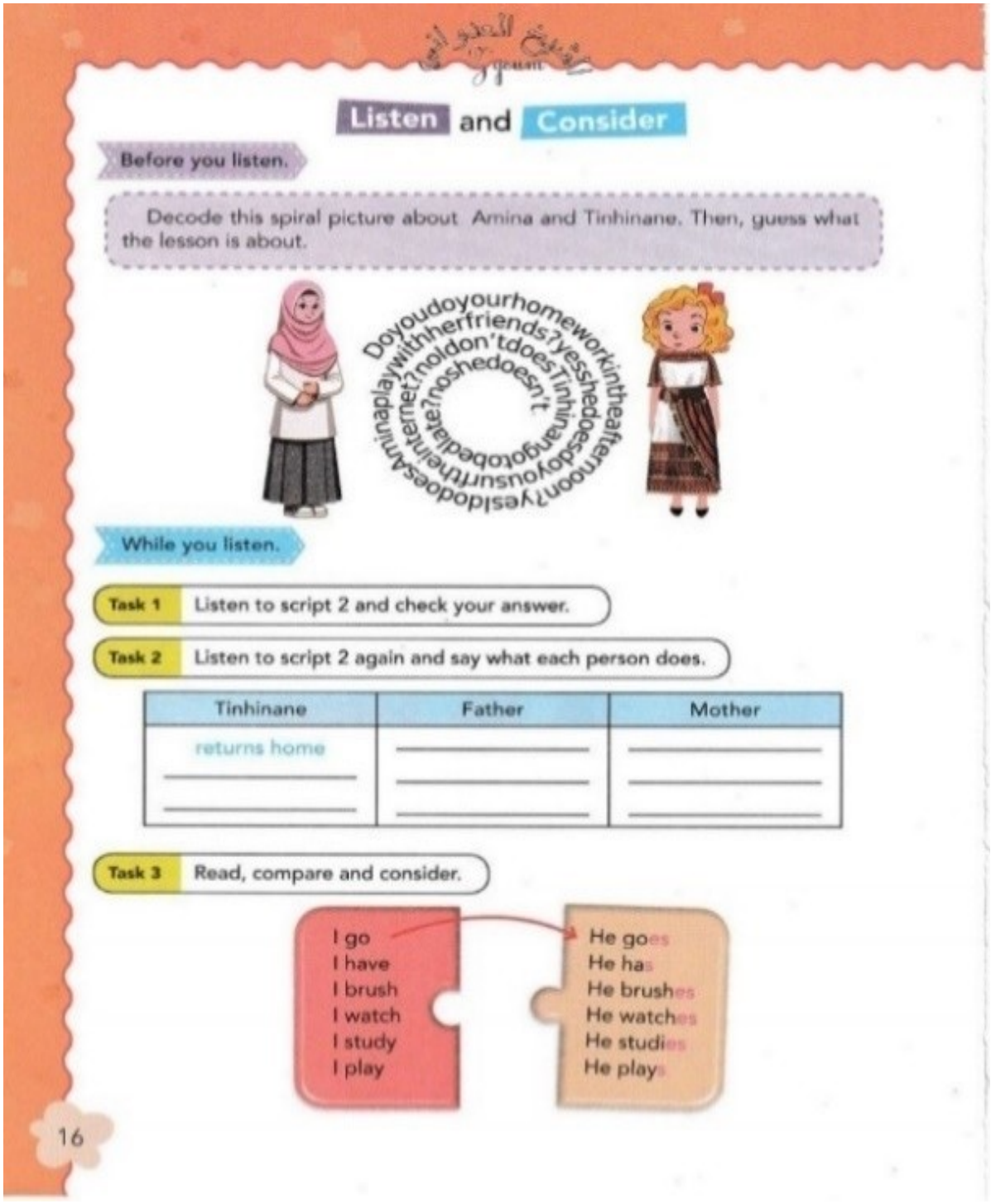
Figure 2*: Cover of the Second-Generation of 1MS English English Textbook*



Note. From *My book of English*, by National Ministry of Education, 2016

Figure 3: ***Daily Routine (Proficiency Textbook),*** **p.16**



Listen and Consider

Before you listen.

Decode this spiral picture about Amina and Tinhinane. Then, guess what the lesson is about.

Doyoudoyourhomeworkintheafternoon?yesshedoesAminaplaywithherfriends?noIdon'tdoesTinhinanegotobedlate?noshedoesn't

While you listen.

Task 1 Listen to script 2 and check your answer.

Task 2 Listen to script 2 again and say what each person does.

Tinhinane	Father	Mother
returns home		

Task 3 Read, compare and consider.

I go	He goes
I have	He has
I brush	He brushes
I watch	He watches
I study	He studies
I play	He plays

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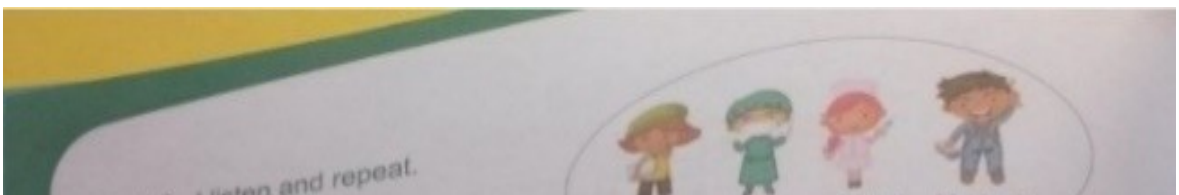
Note. From *My book of English,* by National Ministry of Education, 2025

Figure 4*: Vocabulary Related to Professions (Traditional Textbook)*, p.50



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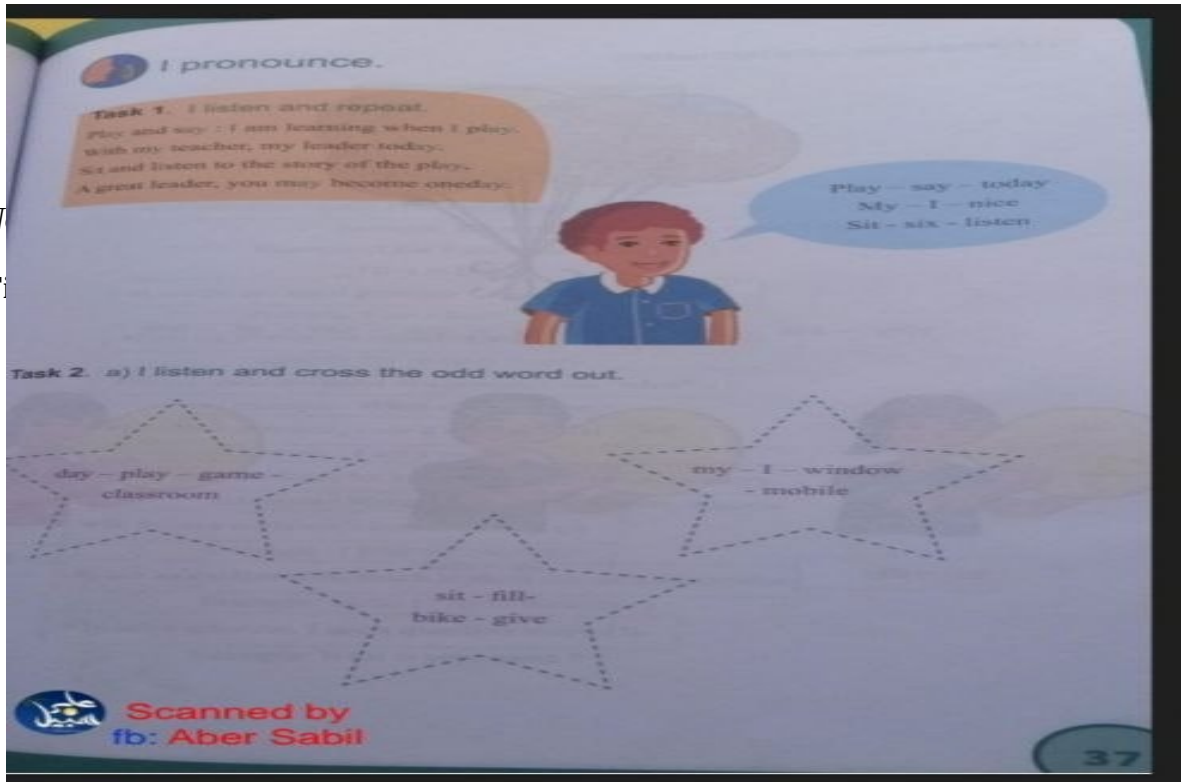
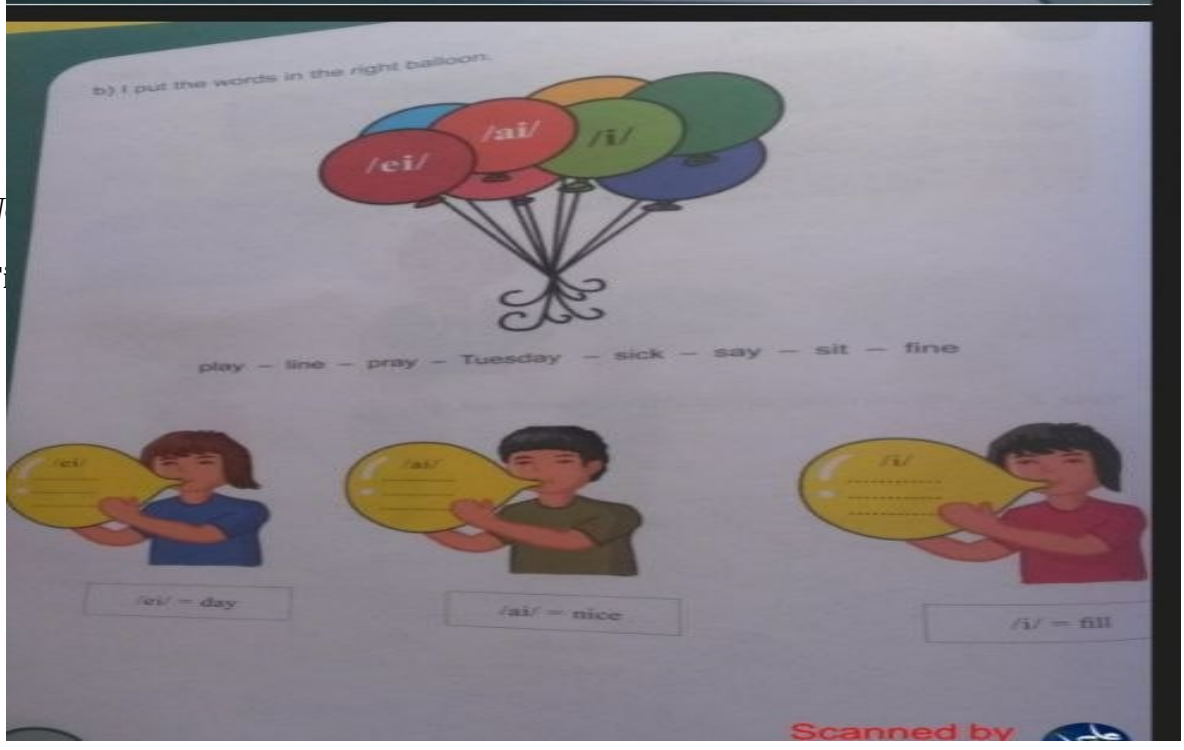

I pronounce.
Task 1. I listen and repeat.
Play and say : I am learning when I play.
With my teacher, my leader today.
Sit and listen to the story of the play.
A great leader, you may become oneday.
Play – say – today
My – I – nice
Sit – six – listen
Task 2. a) I listen and cross the odd word out.
day – play – game – classroom
my – I – window – mobile
sit – fill- bike – give
Scanned by
fb: Aber Sabil
37

N

F


b) I put the words in the right balloon.
/ei/
/ai/
/i/
play – line – pray – Tuesday – sick – say – sit – fine
/ei/ = day
/ai/ = nice
/i/ = fill
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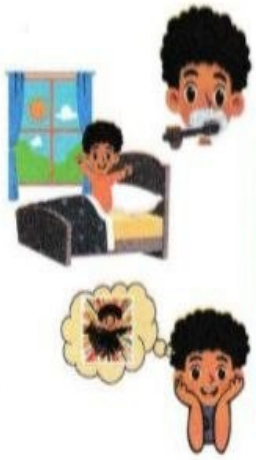
Now, try to read.

Mouad's Habits



Mouad wakes up and gets dressed,
brushes his teeth,
runs to the bus,
and plays with his friends.
In the evening,
he cooks and cleans,
then dreams of funny scenes.



Task Listen, then in each list say the word with a different sound.

practises	helps	plays
changes	travels	studies
cooks	makes	goes
boxes	puts	takes
watches	looks	runs
washes	hunts	moves

Not

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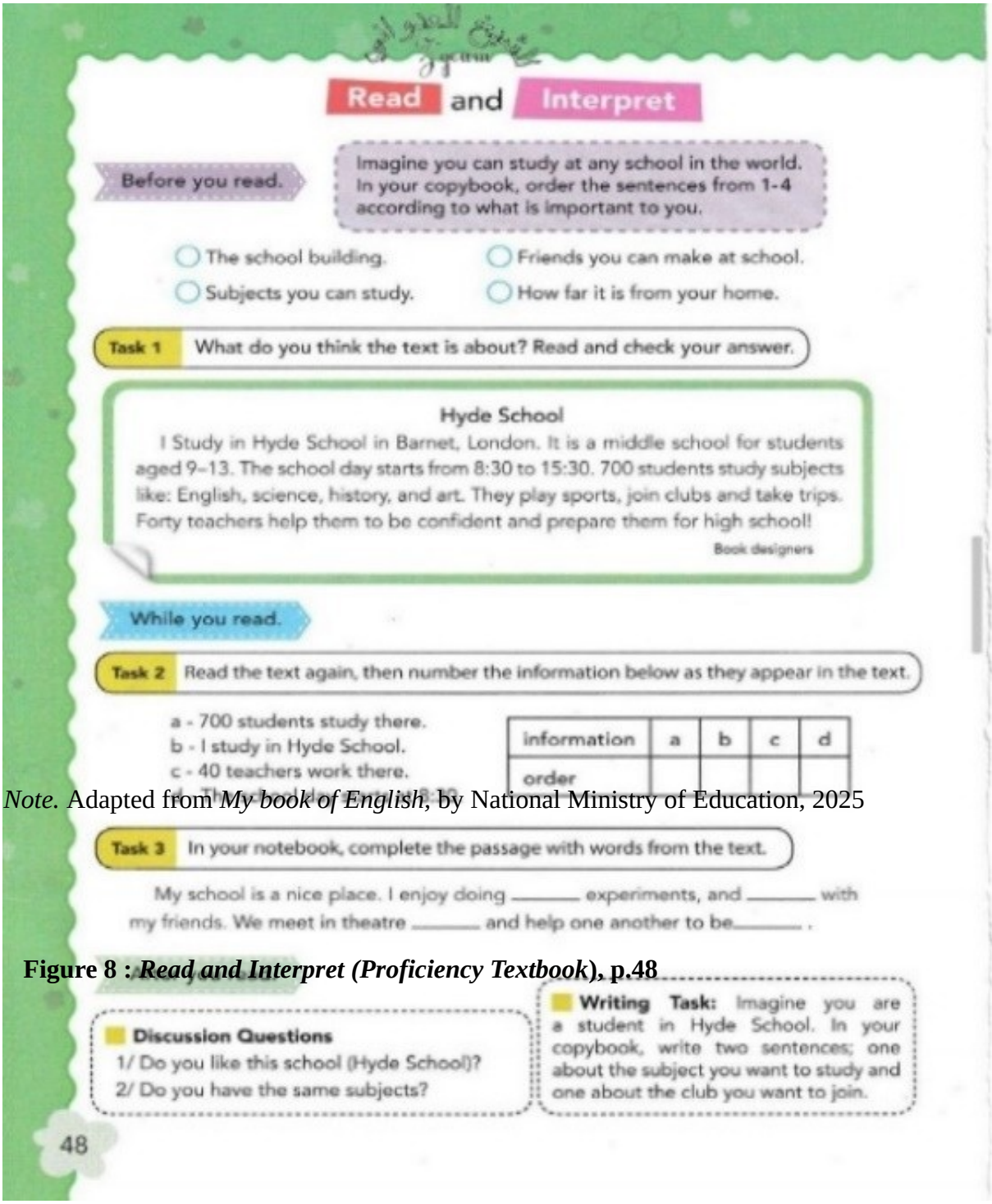


Read and Interpret

Before you read.

Imagine you can study at any school in the world. In your copybook, order the sentences from 1-4 according to what is important to you.

- ◯ The school building.
- ◯ Friends you can make at school.
- ◯ Subjects you can study.
- ◯ How far it is from your home.

Task 1 What do you think the text is about? Read and check your answer.

Hyde School

I Study in Hyde School in Barnet, London. It is a middle school for students aged 9–13. The school day starts from 8:30 to 15:30. 700 students study subjects like: English, science, history, and art. They play sports, join clubs and take trips. Forty teachers help them to be confident and prepare them for high school!

Book designers

While you read.

Task 2 Read the text again, then number the information below as they appear in the text.

a - 700 students study there.
b - I study in Hyde School.
c - 40 teachers work there.

information	a	b	c	d
order				

Task 3 In your notebook, complete the passage with words from the text.

My school is a nice place. I enjoy doing _____ experiments, and _____ with my friends. We meet in theatre _____ and help one another to be_____ .

Discussion Questions

1/ Do you like this school (Hyde School)?
2/ Do you have the same subjects?

Writing Task: Imagine you are a student in Hyde School. In your copybook, write two sentences; one about the subject you want to study and one about the club you want to join.

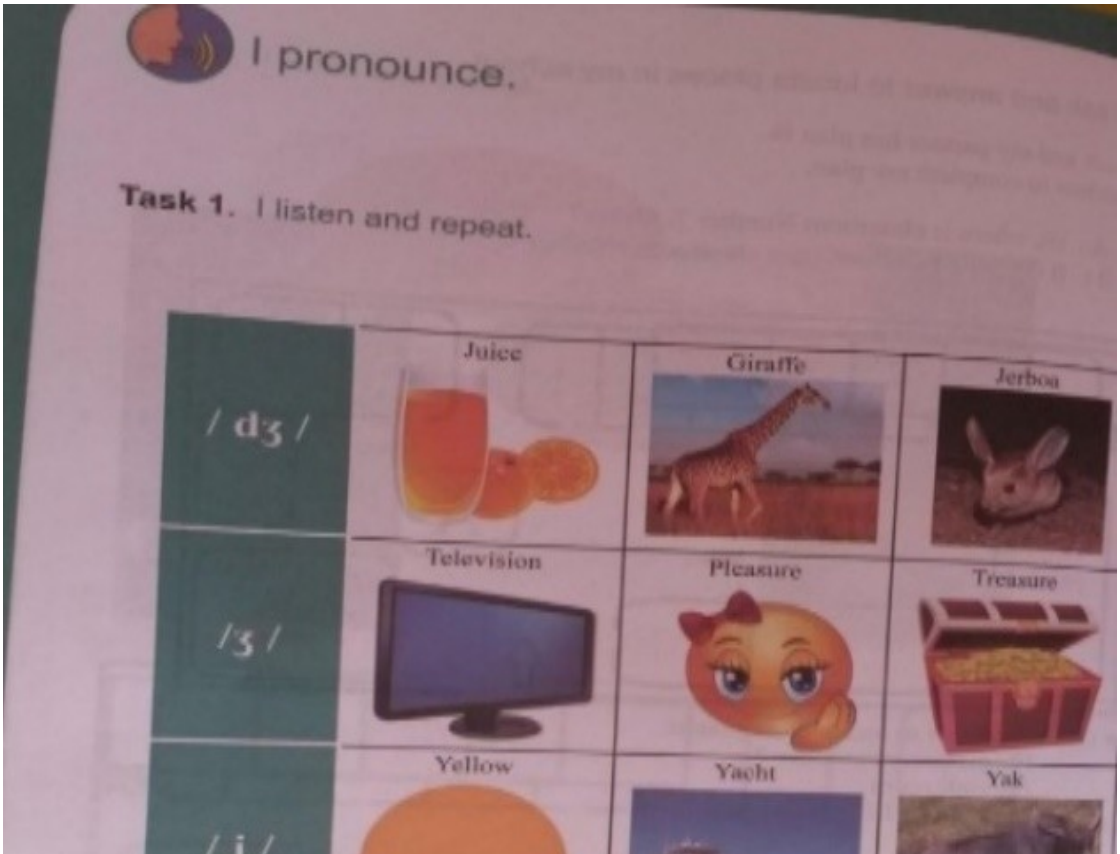
48

Note. Adapted from *My book of English,* by National Ministry of Education, 2025

Figure 8 : ***Read and Interpret (Proficiency Textbook*****), p.48**

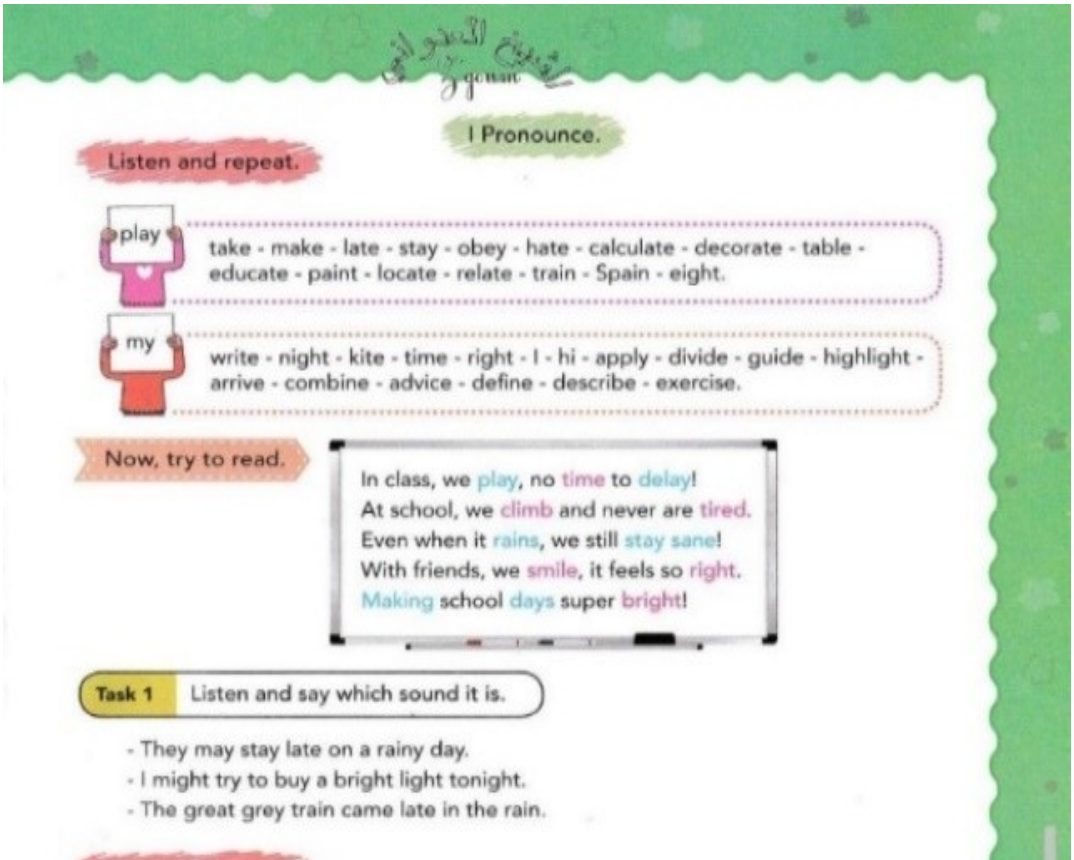
Note. From *My book of English,* by National Ministry of Education, 2025

Figure 9: ***I Pronounce (Traditional Textbook),*** **p.110**



Note. From *My Book of English*, by National Ministry of Education, 2016

Figure 10 :*Speaking Activities (Proficiency Textbook),* p. 47



I Pronounce.

Listen and repeat.

play

take - make - late - stay - obey - hate - calculate - decorate - table - educate - paint - locate - relate - train - Spain - eight.

my

write - night - kite - time - right - I - hi - apply - divide - guide - highlight - arrive - combine - advice - define - describe - exercise.

Now, try to read.

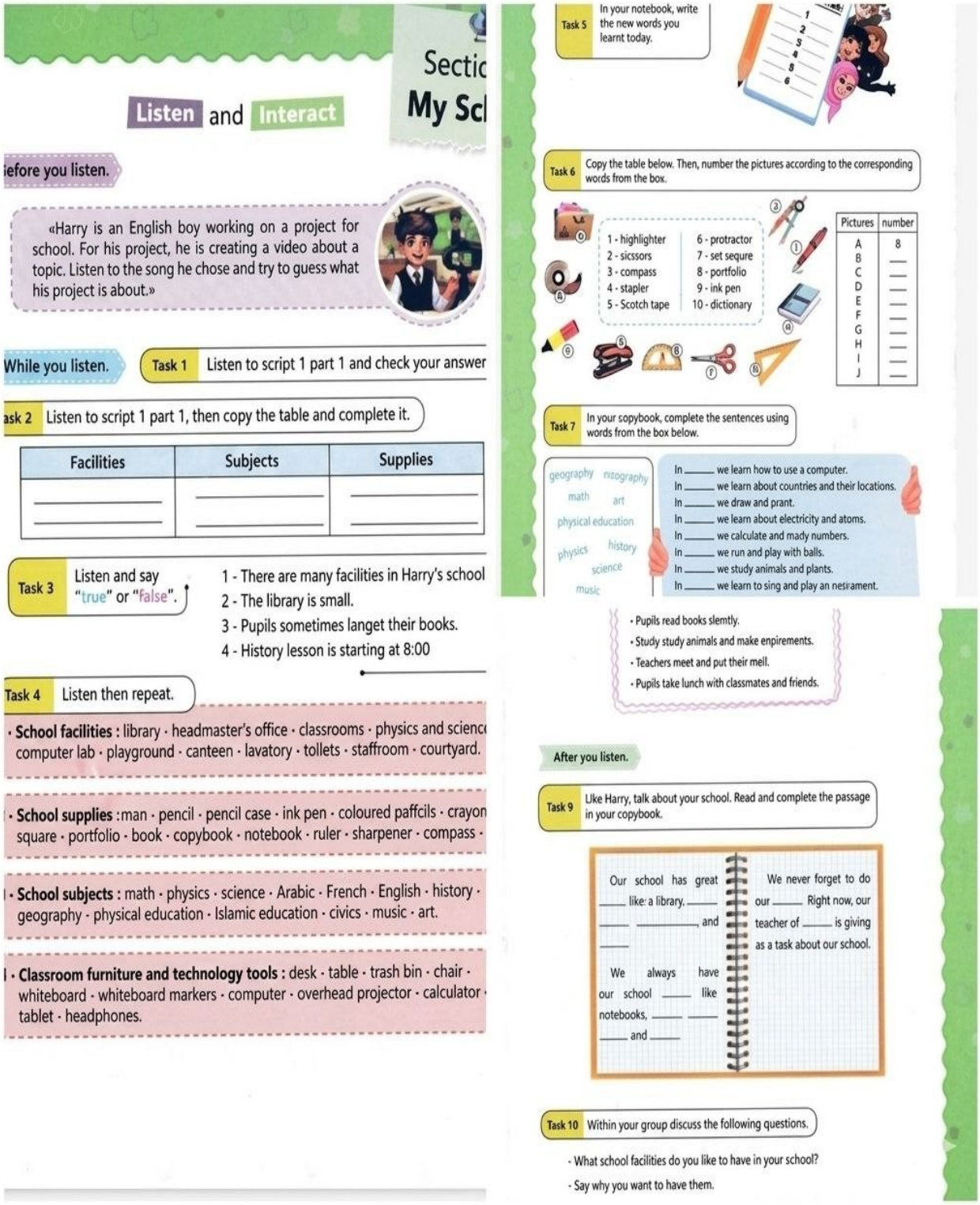
In class, we play, no time to delay!
At school, we climb and never are tired.
Even when it rains, we still stay sane!
With friends, we smile, it feels so right.
Making school days super bright!

Task 1 Listen and say which sound it is.

- They may stay late on a rainy day.
- I might try to buy a bright light tonight.
- The great grey train came late in the rain.

Note. From *My book of English,* by National Ministry of Education, 2025

Figure 11: ***Listen and Interact Stages (Proficiency Textbook),*** **pp.41-43**



Note. Adapted from *My Book of English*, by National Ministry of Education, 2025

Figure 12: *Foreign Flags (Traditional Textbook),* p. 63



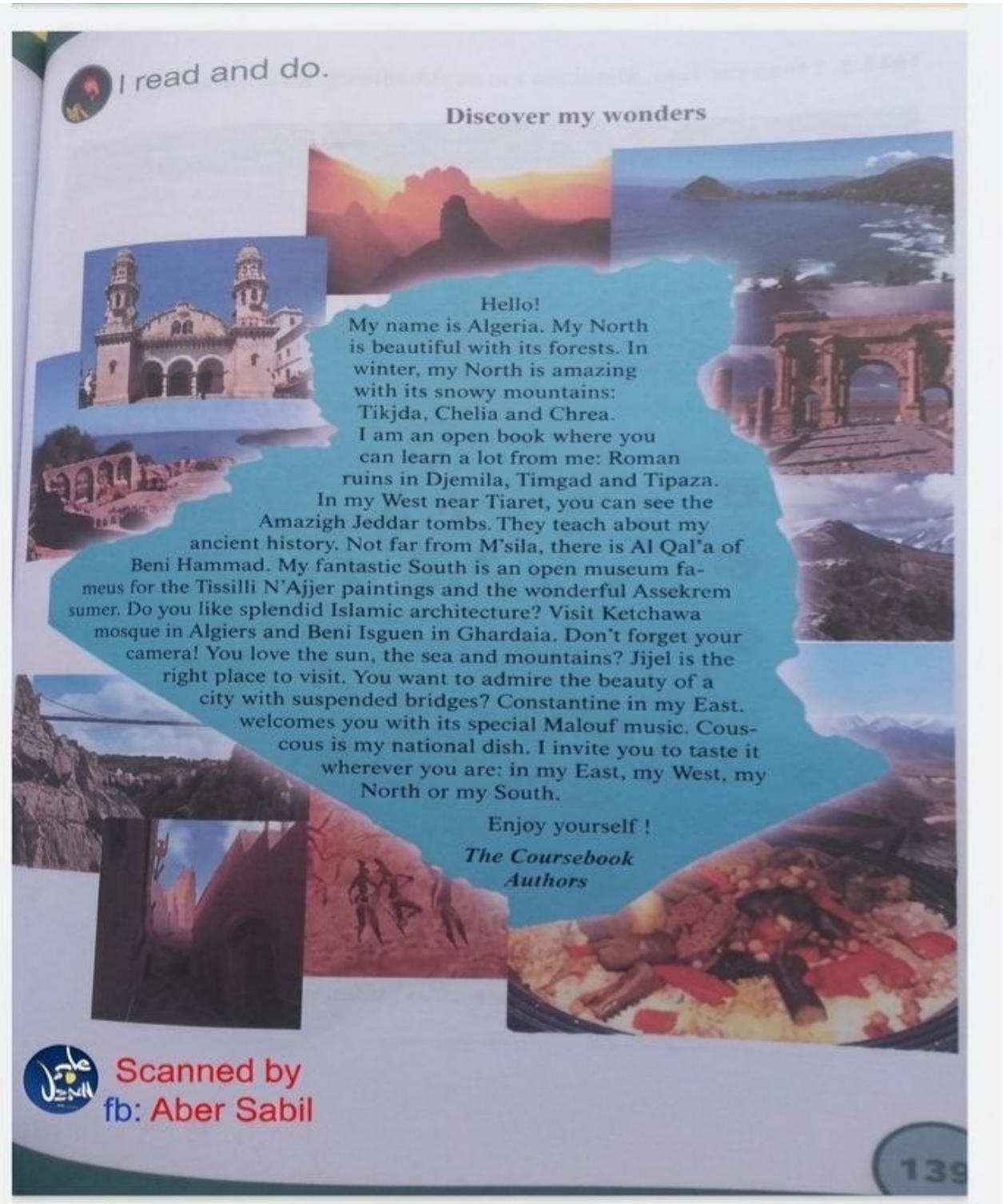
Note. From *My Book of English*, by National Ministry of Education, 2016

Figure 13: *Yennayer Celebation Day* (*Proficiency Textbook*), p.36



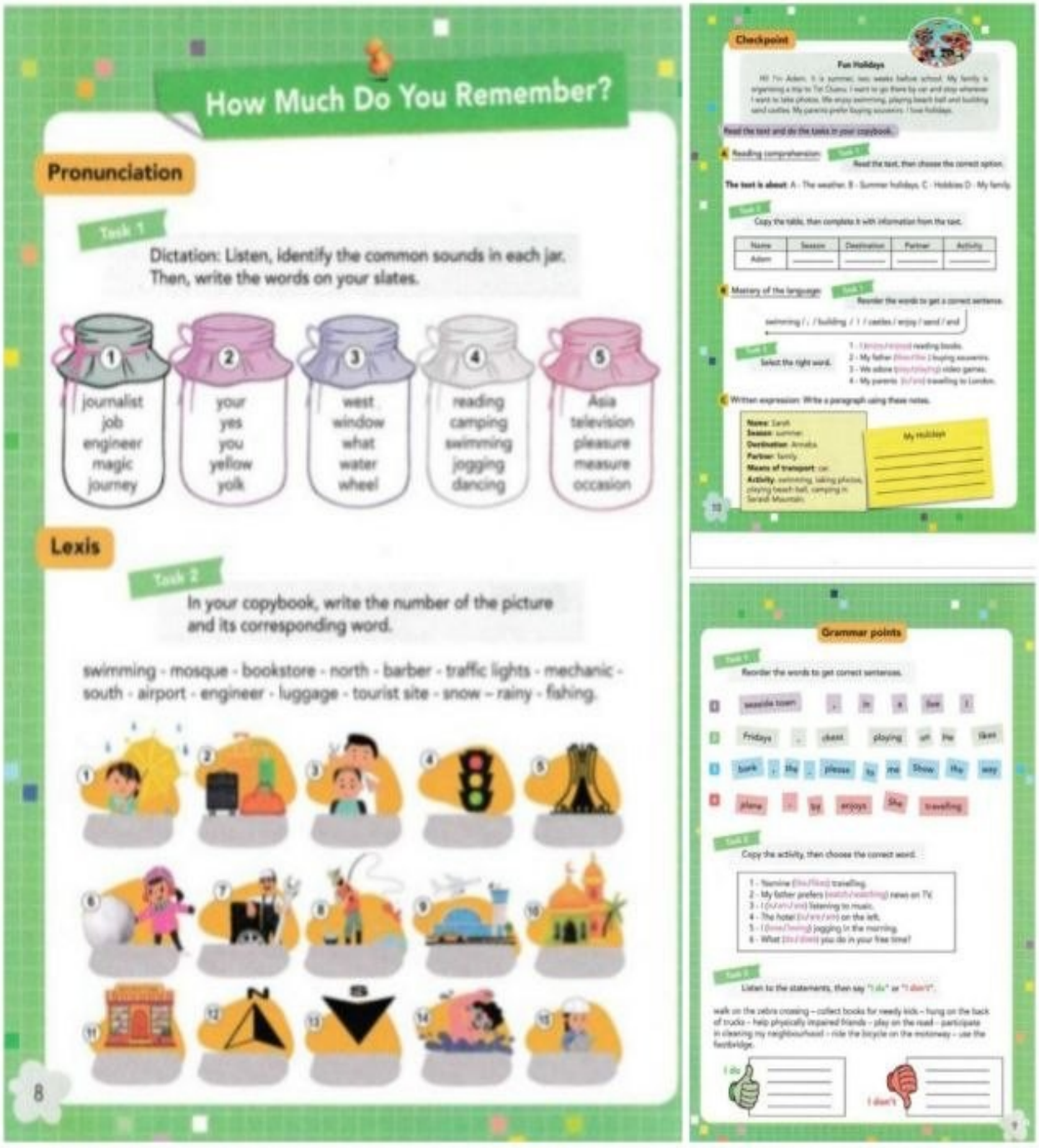
Note. from *My Book of English*, by National Ministry of Education, 2025

Figure 14 : : *National Identity (Traditional Textbook*), p.139



Note. From *My Book of English*, by National Ministry of Education, 2016

Figure 15: ***How Much Do You Remember? (Proficiency Textbook),*** **pp.8-10**



Note. Adapted from *My Book of English,* by National Ministry of Education, 2025

Figure 16: *I Read and Do* (*Traditional Textbook),* p.59



Note. From *My Book of English*, by National Ministry of Education, 2016

الملخص

شهد إدراج اللغة الإنجليزية في المناهج الدراسية للمرحلة الابتدائية في الجزائر تحولاً واسعاً في الأهداف التعليمية، مما أدى إلى ضرورة توفير كتاب مدرسي جديد لتعليم الإنجليزية كلغة أجنبية لطلبة المرحلة المتوسطة يلبي احتياجات واهتمامات المتعلمين المختلفة. ومن هذا المنطلق، تدرس هذه الدراسة مدى ملاءمة الكتاب المدرسي الجديد للسنة الأولى متوسط المصمم وفقاً لمستويات الكفاءة لطلبة المرحلة المتوسطة في الجزائر. تقارن هذه الدراسة بين الكتاب المدرسي التقليدي والكتاب الجديد، مع التركيز على فحص ملاءمتهما البيداغوجية، والتركيز على المهارات، وتصميم المهام، والأهداف التعليمية.

اعتمدت الدراسة منهجية نوعية تضمنت تحليل وثائق كتب اللغة الإنجليزية للسنة الأولى متوسط، مستعينة بإطارات عمل أكاديمية بارزة لكل من "كانينغزورث" (1995) و"توملينسون" (2011)، إلى جانب إجراء مقابلة شبه منظمة مع 15 معلماً خبيراً في المرحلة المتوسطة لاستكشاف رؤى متعمقة حول التباين في الكتاب الجديد وتطبيقه في الفصول الدراسية.

أشارت نتائج الدراسة إلى أن كتاب السنة الأولى متوسط لا يُطبق بشكل كامل داخل فصول اللغة الإنجليزية؛ حيث يعتمد المعلمون بدلاً من ذلك على مواد ومصادر بديلة، تستهدف تحديداً أنماط التعلم السمعية والبصرية والحركية لسد الفجوة ومعالجة القيود البيداغوجية للكتاب، بما في ذلك الافتقار إلى أساليب التعلم الاستنتاجية والصريحة، وحصر المهام التواصلية في الطريقة السمعية اللغوية التقليدية. ومع ذلك، يواجه المعلمون تحديات عدة عند تطبيق هذه الموارد، منها ضيق الوقت، وأحجام الفصول الكبيرة، ومحدودية الوصول إلى المواد الإضافية.

تقدم نتائج الدراسة توصيات مهمة لمصممي المناهج لتحسين محتوى الكتاب الجديد، بدءاً من التصميم والتنظيم وصولاً إلى الأساليب الهيكلية وتوازن المهارات. كما يُنصح المعلمون بالجمع بين استراتيجيات التعلم الاستنتاجية والاستقرائية، مع إعطاء الأولوية لإطار عمل صريح لتلبية أنماط التعلم المختلفة.

علاوة على ذلك، هناك نقص ملحوظ في المعلمين ذوي الخبرة في مستوى السنة الأولى متوسط، مما يحد من قدرة نتائج الدراسة على الوصول إلى مستوى أعمق من الرؤى التحليلية.

الكلمات المفتاحية: الكتاب المدرسي المصمم وفق الكفاءة اللغوية، تقييم الكتب المدرسية، الكتاب المدرسي التقليدي، التعليم التواصلي للذات، متعلمو اللغة الإنجليزية كلغة أجنبية في الطور المتوسط.

Résumé

L'intégration de l'anglais dans le programme du primaire en Algérie a connu un changement majeur dans les objectifs éducatifs, rendant nécessaire la création d'un nouveau manuel d'anglais langue étrangère (ALE) pour les apprenants du cycle moyen (CM), répondant à leurs besoins et intérêts divers. Par conséquent, cette étude examine la pertinence du nouveau manuel d'anglais de 1ère année moyenne (1AM), conçu selon les niveaux de compétence, pour les apprenants algériens. Cette recherche compare le manuel traditionnel avec le nouveau, en se concentrant sur leur adéquation pédagogique, l'accent mis sur les compétences, la conception des tâches et les objectifs d'apprentissage.

Une méthodologie qualitative a été adoptée, impliquant une analyse documentaire des manuels de 1ère année moyenne, en s'appuyant sur les cadres théoriques de référence de Cunningsworth (1995) et Tomlinson (2011), ainsi que des entretiens semi-directifs avec 15 enseignants expérimentés du cycle moyen pour explorer en profondeur les écarts entre le nouveau manuel et son application en classe.

Les résultats de l'étude indiquent que le manuel de 1AM n'est pas pleinement mis en œuvre dans les classes d'anglais ; les enseignants s'appuient plutôt sur des supports et ressources alternatifs, ciblant spécifiquement les préférences d'apprentissage auditives, visuelles et kinesthésiques pour combler les lacunes et pallier les limites pédagogiques du manuel, notamment l'absence d'approches d'apprentissage déductives et explicites, et le confinement des tâches communicatives à la méthode audio-orale traditionnelle. Toutefois, les enseignants font face à plusieurs défis lors de la mise en œuvre de ces ressources, tels que les contraintes de temps, la taille importante des classes et l'accès limité à du matériel supplémentaire.

Les conclusions de l'étude proposent des recommandations significatives aux concepteurs de

programmes pour affiner le contenu du manuel, de sa mise en page et organisation aux approches structurelles et à l'équilibre des compétences. Il est également recommandé aux enseignants de combiner des stratégies d'apprentissage déductives et inductives, en privilégiant un cadre explicite pour répondre aux différents styles d'apprentissage.
Par ailleurs, le manque notable d'enseignants expérimentés au niveau de la 1ère année moyenne limite la portée des conclusions de cette étude et la profondeur des perspectives obtenues.

Mots-clés : manuel conçu selon la compétence linguistique, évaluation des manuels scolaires, manuel traditionnel, enseignement communicatif des langues (CLT), apprenants d’anglais langue étrangère du cycle moyen.