

A Comparative Evaluation of the Algerian and the French EFL Textbooks ('GETTING THROUGH' and 'FIREWORKS 2De') Using Bloom's Digital Taxonomy

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Abstract:

The purpose of this study is to conduct a comparative evaluation of two secondary school EFL textbooks using Bloom's digital taxonomy. The first book, 'GETTING THROUGH', is used in Algeria while the second book, 'FIREWORKS 2De', is used in most secondary schools in France. The evaluation process was based on a checklist comprising the six hierarchical cognitive operations of Bloom's digital taxonomy. The findings revealed that the Algerian textbook, 'GETTING THROUGH', engages more the lower-order thinking skills of remembering and understanding while it fails at developing the rest of the skills in the hierarchy. 'FIREWORKS 2De', on the other hand, sufficiently activates both the lower-order and the higher-order thinking skills. Therefore, the researcher urges Algerian textbook designers to consider learners' cognitive development when writing EFL course books and recommends that they benefit from the experiences of syllabus designers in other countries.

Key words: Bloom's digital taxonomy, cognitive skills, EFL learning, EFL textbook, textbook evaluation.

1. Introduction

The quality of education can be measured with regard to various criteria and assuring a proper development of students' creative thinking is definitely one of them. In modern systems, nurturing students' cognition comes on top of the list of educational objectives. One of the main tools that facilitate the achievement of such objective is Bloom's taxonomy and its updated versions. Bloom's taxonomy, Bloom's revised taxonomy, and Bloom's digital taxonomy have been widely accepted in the field of education and many curricular programs have been designed in accordance with the principles they advocate. What raised the researcher's interest in the topic of this study was the persistent question of whether the Algerian education system in general, and the EFL programs in particular, give enough importance to this aspect of learning, that is the cultivation of learners' creative thinking. Actually, according to the number of informal discussions held with colleagues and friends (especially teachers at primary, middle, and

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secondary school levels) it was noticed that the general opinion held is that pupils' higher-order thinking skills are not sufficiently catered for in Algerian EFL programs. So, the researcher decided to conduct an objective analysis of one of the main constructs of the EFL curriculum in Algeria, the textbook, in order to determine the extent to which it helps in engaging learners' different cognitive skills. To gain a better perspective on the issue and also to benefit from the experiences of educators in other countries, a comparative evaluation of two secondary school EFL textbooks used in Algeria and France was carried out.

2. Literature Review

2.1. Bloom's Digital Taxonomy

In 1956, a group of scientists, led by the American educational psychologist Benjamin Bloom, published a book in which they put forward one of the earliest models for categorizing educational objectives. The model classified learning into three domains of behavior:

A. Cognitive domain which comprises mental and intellectual capacities.

B. Affective domain which encompasses feelings, emotions, attitudes, and behavior.

C. Psychomotor domain which represents manual and physical skills (Bloom et al., 1956).

However, due to its applicability, it was the cognitive taxonomy that received much attention in the field of education. The taxonomy classified educational goals in terms of six hierarchical cognitive operations, namely: knowledge, comprehension, application, analysis, synthesis, and evaluation (Bloom et al., 1956). The cognitive categories are ordered in degree of difficulty and each level has its own respective list of action verbs that help demonstrate and control students' developmental progress.

In the 1990s, a group of former students of Bloom saw that it was necessary to revise the original taxonomy and an updated version was then published by Anderson and Krathwohl (2001). The revised taxonomy was the result of three significant changes made to the original taxonomy. First, three cognitive operations were assigned new different names (*'remember'*, *'understand'*, and *'create'* instead of *'knowledge'*, *'comprehension'*, and *'synthesis'*). Second, the orders of two thinking levels were rearranged (*'create'* became the highest cognitive skill and *'evaluate'* was moved right below it). Third, the labels of the cognitive skills were transformed from nouns to verbs (Amin & Mirza, 2020). The six cognitive skills as proposed by the revised taxonomy can be listed, from low to high, as follows:

1) Remember: This level engages the processes of retention and retrieval of relevant material (Anderson & Krathwohl, 2001).

2) Understand: This cognitive skill is highly focused on in educational programs. According to Anderson and Krathwohl (2001), “arguably the largest category of transfer-based educational objectives emphasized in schools and colleges is ‘*Understand*’” (p. 70). This skill triggered when students are involved in the process of constructing meaning out of materials they are presented with.

3) Apply: It entails using ideas, abstractions, and information in situations new to the learner. ‘*Applying*’ is a very important skill teachers need to develop in their students if they want to make sure their students will effectively move beyond classroom walls what they learn in school. Bloom (1956) explains:

The fact that most of what we learn is intended for application to problem situations in real life is indicative of the importance of application objectives in the general curriculum. The effectiveness of a large part of the school program is therefore dependent upon how well the students carry over into situations applications which the students never faced in the learning process. Those of you familiar with educational psychology will quickly recognize this as the age-old problem of transfer of training. Research studies have shown that comprehending an abstraction does not certify that the individual will be able to apply it correctly. Students apparently also need practice in restructuring and classifying situations so that the correct abstraction applies (p. 122).

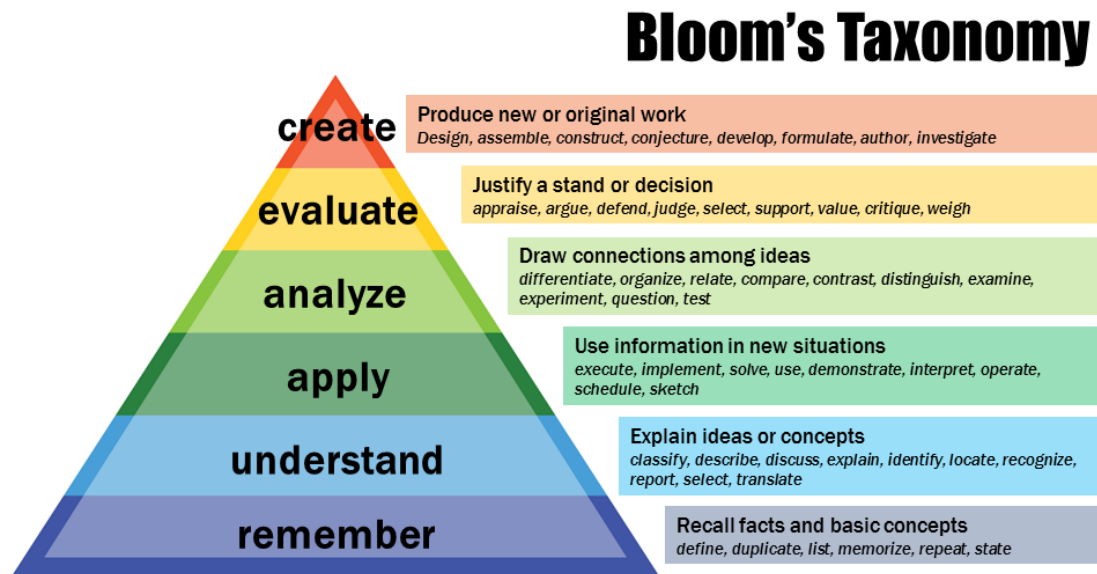
4) Analyze: This process, as stated by Anderson and Krathwohl (2001), “involves breaking material into its constituent parts and determining how the parts are related to one another and to an overall structure” (p. 79).

5) Evaluate: ‘*Evaluate*’ according to Anderson and Krathwohl (2001), is an operation that involves the use of a specific set of criteria and standards to hypothesize, test, and make judgments.

6) Create: This level incorporates any type of innovative thinking. It implies the creation of new products. In Anderson and Krathwohl’s (2001) words: “Objectives classified as ‘*Create*’ have students make a new product by mentally reorganizing some elements or parts into a pattern or structure not clearly present before” (p. 84).

Figure (1) illustrates how the new levels are organized in the revised taxonomy:

Fig.1. Bloom's Revised Taxonomy

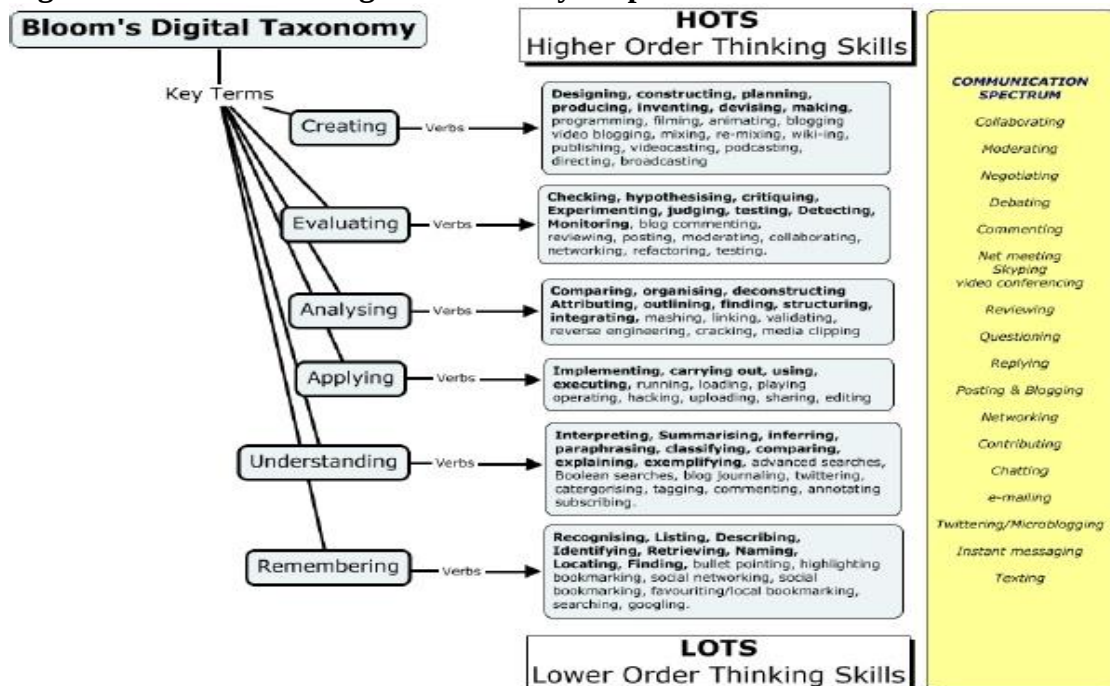


Source: Armstrong (2010)

The taxonomy new again some updating in 2009, this time at the hands of the teacher and information and communication technologies (ICTs) enthusiast Andrew Churches. Churches' (2009) contribution was mainly in terms of the addition of action verbs which go along with the novel digital tools that are being incorporated in modern education systems.

Figure (2) presents some of the main action verbs corresponding to the six thinking levels in Bloom's digital taxonomy:

Fig.2. Bloom's Revised Digital Taxonomy Map



Source: Churches (2009, p. 7)

Bloom's digital taxonomy can be used as an effective instrument for an objective evaluation of EFL textbooks especially that many textbooks now are integrating digital tools and are making use of ICTs.

2.2. EFL Textbooks Evaluation

An EFL textbook is a book that compiles materials and all forms of texts a language learning course necessitates. It entails practice on the different aspects and skills of the language: grammar, vocabulary, pronunciation, functions, reading, writing, listening and speaking (Hutchinson and Torres, 1994; Li, 2020; Tomlinson, 2011). Schissler (1990, as cited in Pingel, 2010) goes even further to claim that : “in addition to transmitting knowledge, textbooks also seek to anchor the political and social norms of a society. Textbooks convey a global understanding of history and of the rules of society as well as norms of living with other people” (p. 7). Textbooks form the basis of language curricula all over the world. Despite the technological advances the world is knowing, EFL learning and teaching programs cannot still dispense with textbooks due to the many benefits they bring to the language classroom. Richards (2014a) asserts that coursebooks are the main teaching resource extensively utilized by English teachers: “The extent of English teaching worldwide could probably not be sustained without the support of the many different kinds of textbooks and their ancillaries that are available to support English teachers. In many schools, textbooks provide the main basis for the curriculum” (p. 19). Bell and Gower (1998, as cited in Rubdy, 2014) list the following advantages for textbook use:

1. Coursebooks fulfil a wide range of practical needs, particularly in contexts where English is being taught in a non-English-speaking environment and where teachers either lack training or sufficient time to analyse each group's needs.
2. The coursebook helps provide a route map for both teachers and learners, making it possible for them to look ahead to what will be done in a lesson as well as to look back on what has been done.
3. Coursebooks provide structure and predictability, which help give participants in social interactions like lessons a safe base, a platform for negotiation and exploration.
4. By dealing with a certain amount of routine work for teachers, the coursebook frees them to attend to more important aspects of lesson planning (including materials adaptation and supplementation), and to concentrate on using their creative skills.
5. Coursebooks provide teachers, particularly those lacking in training and experience, with a sense of self-confidence and security.

6. Most coursebooks are designed and developed by experts in the field, conversant with current theoretical approaches and methodological practices. The quality of sophistication in their design, content and organization would be difficult to match with home-grown materials.

7. Coursebooks can act as agents of change, allowing innovative ideas to be introduced within their structured framework in a way that enables teachers and learners to develop in harmony with these new ideas. Indeed, Edge and Wharton (1998) see the ELT coursebook functioning as a genre of mass communication, where its authors can enter into positive dialogue with teachers and students on a number of issues of current significance to ELT professionals (pp.39-40).

Even when admitting that textbooks play a central role in language classrooms, it should be noted, however, that there exists no such thing as a perfect coursebook. Textbooks should be continuously assessed to test their effectiveness in helping students progress and achieve the desired objectives. Textbook evaluation is, therefore, an essential procedure that should accompany the processes of coursebook design and implementation as confirmed by McGrath (2002) who stresses that developers of language programs “will need little persuading that materials evaluation and design, along with, for example, syllabus design, learner assessment, and the study of classroom processes, are centrally important applied-linguistic activities” (p. 01).

As regards the type of evaluation a researcher puts a textbook through, it is generally done in relation to some specific aspect(s) the evaluator identifies in advance. The target of the evaluation process, as stated by Richards (2014a), may be the identification of the following sort of information: aims and objectives of the book, level of the book, skills addressed, topics covered, situations it is intended for, target learners, time required, components, number and length of units, and organization of units.

According to Richards (2014b), three discrete phases of textbook evaluation can be identified: pre-use evaluation, evaluation during use, and post-use evaluation. This study falls into the category “during use” since both EFL textbooks (GETTING THROUGH and FIREWORKS 2De) are still at use in Algerian and French secondary schools respectively.

3. Methods and Materials

3.1. Aims of the Study

This study aims at evaluating and comparing two secondary school EFL textbooks, ‘GETTING THROUGH’ and ‘FIREWORKS 2De’, using Bloom’s digital taxonomy. The textbooks are currently in use in Algeria and France respectively and the researcher’s choice of the French textbook in particular is justified by the latest classification of the best education systems in the world. It is important in the modern world we are living in to be open to change and learn from the experiences of others. Therefore, it was believed that the results of such comparative evaluation would benefit Algerian syllabus designers since the French educational system took the fifth ranking among best education systems according to a survey administered by U.S.News and World Report (2021).

3.2. Research Questions

The researcher attempts in this study to provide answers to the following research questions:

- 1- To what extent does the Algerian secondary school EFL textbook “GETTING THROUGH” (second year) develop learners’ cognitive skills?
- 2- To what extent does the French secondary school EFL textbook “FIREWORKS 2De” develop learners’ cognitive skills?
- 3- Which EFL textbook develops better pupils’ cognitive skills (“GETTING THROUGH” or “FIREWORKS 2De”)?

3.3. Research Instrument and Data Collection

The research instrument used in this study is a textbook evaluation tool based on Bloom’s digital taxonomy with the six hierarchical cognitive skills of ‘remembering’, ‘understanding’, ‘applying’, ‘analyzing’, ‘evaluating’, and ‘creating’. The two textbooks’ activities, exercises, and project works’ instructions were analyzed to determine the frequencies and percentages of the thinking levels engaged. After that, the results from each textbook analysis were compared. It is worth mentioning that some activities and exercises may activate more than one cognitive operation at a time.

3.4. Description of the Two Textbooks

The first textbook ‘GETTING THROUGH’ is an EFL textbook that is imposed by the Algerian ministry of education and is designed for second year secondary school pupils. It is comprised of eight units with each unit revolving around a general topic generating the needed functional language. As for the outline, all of the units follow the same pattern that can be presented as follows:

► Discovering language

- Grammar in context

- Say it loud and clear
- Working with words
- ▶ **Developing skills**
 - Listening and speaking
 - Reading and writing
- ▶ **Putting things together**
- ▶ **Where do we stand now?**
- ▶ **Exploring matters further** (Riche, Arab, Bensemmane, Ameziane & Hami, 2009a).

The second textbook to be evaluated is 'FIREWORKS 2De' which is an EFL textbook designed for second year secondary schools pupils in France (most secondary schools opt for using it). The coursebook consists of seventeen units in addition to four digital units, i.e., twenty one units in total. Each unit in 'FIREWORKS 2De' as well turns around a broad topic and all the units follow more or less the same pattern:

- ▶ **Chapter opening**
- ▶ **Activity**
- ▶ **Activity**
- ▶ **Activity**
- ▶ **Activity**
- ▶ **Activity**
- ▶ **Language in Progress**
- ▶ **Final Project**
- ▶ **Reading Corner** (Joyeux et al., 2019a)

With the textbook 'FIREWORKS 2De' comes also a workbook that contains a significant number of exercises to help foster different aspects of the learner's language (grammar, pronunciation, vocabulary . . . etc).

4. Results and Discussion

The evaluation process was initiated by counting the number of activities, exercises, and projects each textbook consists of. It was noticed by the researcher that 'GETTING THROUGH' was comprised mainly of grammar exercises, almost no communicative activities were included in the textbook despite the designers' claim that the methodology followed in the textbook was based on the principles of the competency based approach (Riche, Arab, Bensemmane, Ameziane & Hami, 2009b). Tables (1) and (2) present in numbers the comprising elements of each textbook:

Table 1. The Number of Exercises and Project Works in 'GETTING THROUGH'

	GETTING THROUGH
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	Exercises	Final projects
Unit 01	39	1
Unit 02	27	1
Unit 03	27	1
Unit 04	30	1
Unit 05	28	1
Unit 06	22	1
Unit 07	33	1
Unit 08	28	1
Total:	234	08
	242	

Table 2. The Number of Exercises and Project Works in ‘FIREWORKS 2De’

	FIREWORKS		
	Activities	Exercises	Final projects
Unit 00	06	19	00
Unit 01	07	37	01
Unit 02	06	37	01
Unit 03	07	22	01
Unit 04	07	34	01
Unit 05	08	23	01
Unit 06	06	31	01
Unit 07	07	33	01
Unit 08	07	40	01
Unit 09	07	33	01
Unit 10	06	26	01
Unit 11	07	32	01
Unit 12	07	25	01
Unit 13	07	35	01
Unit 14	07	29	01
Unit 15	07	31	01
Unit 16	08	19	01
Unit A	07	49	01
Unit B	07	50	01
Unit C	07	28	01
Unit D	05	32	01
Total:	143	665	20
		828	

It is important to note that the number of exercises in FIREWORKS is much bigger than the number of exercises in GETTING THROUGH just because pupils’ in many cases are given the freedom to choose among a various set of exercises within the same unit.

The findings from the textbooks’ evaluation revealed the following:

4.1. Results of the Evaluation of ‘GETTING THROUGH’

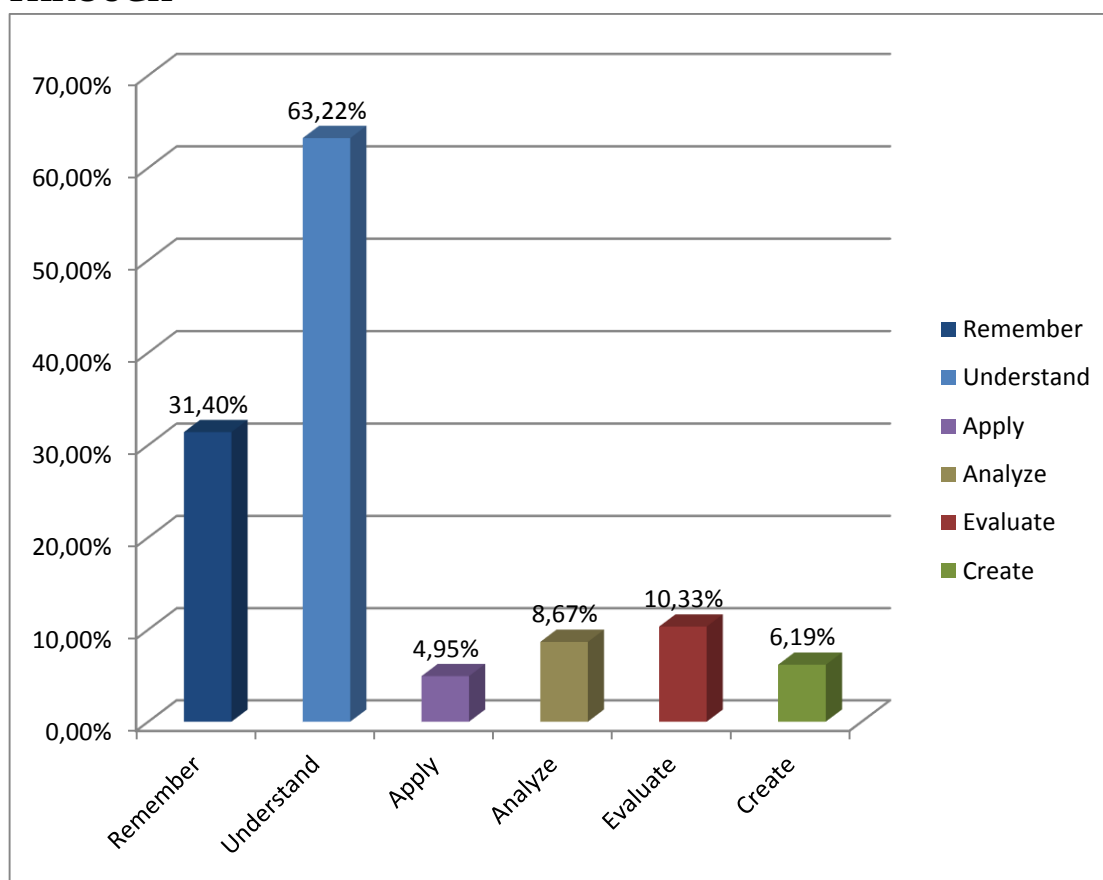
The findings from this section helped in answering the first research question. The textbook evaluation tool was used to calculate the number and percentage of occurrence of each of the six cognitive operations first in the individual units and then in the whole textbook. The results of the analysis are demonstrated in table (3).

Table 3. Results of the Analysis of ‘GETTING THROUGH’

GETTING THROUGH											
Remember		Understand		Apply		Analyze		Evaluate		Create	
Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Unit 01	17 42.5%	23 57.5%		01 2.5%		02 5%		02 5%		02 5%	
Unit 02	09 32.14%	20 71.42%		01 3.57%		03 10.71%		03 10.71%		01 3.57%	
Unit 03	13 46.42%	17 60.71%		02 7.14%		00 00%		00 00%		01 3.57%	
Unit 04	07 22.58%	22 70.96%		01 3.22%		03 9.67%		04 12.90%		02 6.45%	
Unit 05	10 34.48%	17 58.62%		02 6.89%		02 6.89%		02 6.89%		03 10.34%	
Unit 06	06 27.27%	16 72.72%		01 4.54%		02 9.09%		02 9.09%		01 4.54%	
Unit 07	06 17.64%	20 58.82%		02 5.88%		06 17.64%		09 26.47%		03 8.82%	
Unit 08	08 28.57%	18 64.28%		02 7.14%		03 10.71%		03 10.71%		02 7.14%	
Total:	76 31.40%	153 63.22%		12 04.95%		21 08.67%		25 10.33%		15 06.19%	

It was reported previously in this study that Anderson and Krathwohl (2001) made the claim that ‘*understanding*’ is the thinking level that is mostly focused on in educational programs. So, as expected, this level was the cognitive skill engaged the most in the EFL textbook ‘GETTING THROUGH’ with a percentage of 63.22 %. ‘*Remembering*’ came in the second place with a percentage of 31.40 %. ‘*Analyzing*’, ‘*evaluating*’ and ‘*creating*’ were activated in only 8.67 %, 10.33%, and 6.19 % of the textbook exercises respectively. The lowest percentage, 4.95 % was scored by the cognitive operation ‘*apply*’. Figure (3) provides a better illustration of the extent to which each thinking level was addressed in ‘GETTING THROUGH’.

Fig.3. Percentages of the Cognitive Operations Engaged in ‘GETTING THROUGH’



It can be seen clearly that the Algerian EFL coursebook ‘GETTING THROUGH’ caters more for the lower-order thinking skills: ‘*remember*’ and ‘*understand*’. The other cognitive operations are poorly engaged. So, it can be concluded that ‘GETTING THROUGH’ cannot be considered as a reliable tool to improve learners’ thinking especially creative and higher-order thinking skills.

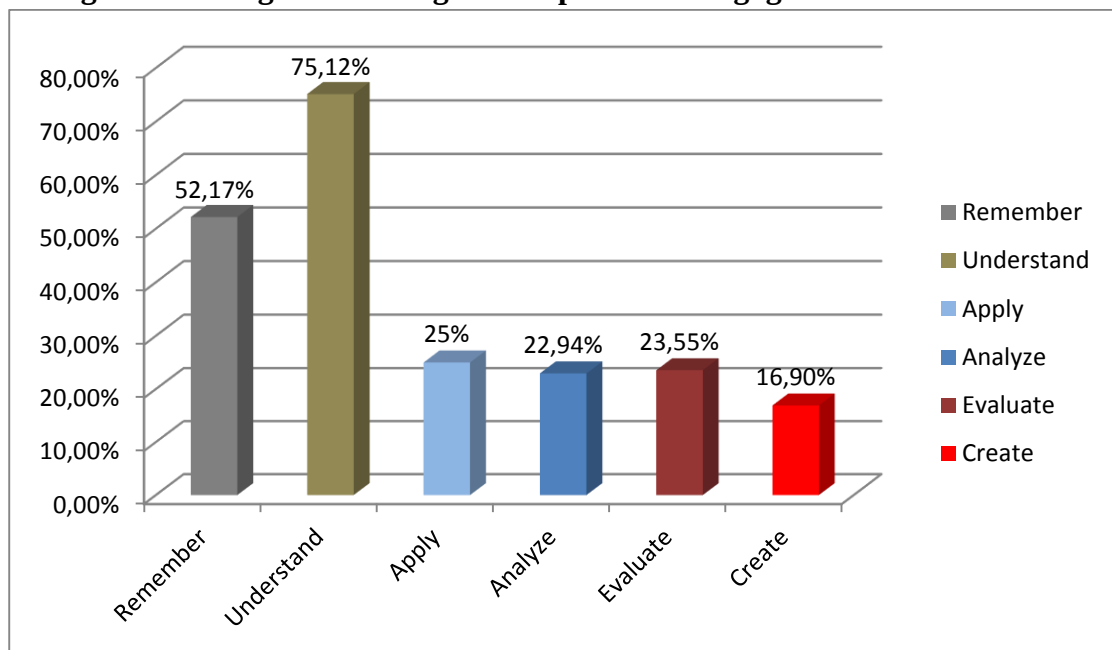
4.2. Results of the Evaluation of ‘FIREWORKS 2De’

The evaluation of ‘FIREWORKS 2De’ followed the same method of analysis the researcher applied on the first textbook, ‘GETTING THROUGH’. Initially, the researcher computed frequencies and percentages of activities and exercises developing the six cognitive skills at the level of individual units, then at the level of the textbook as a whole.

Table 4. Results of the Analysis of 'FIREWORKS 2De'

FIREWORKS												
	Remember		Understand		Apply		Analyze		Evaluate		Create	
	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency
Unit 00	18	72%	14	56%	06	24%	06	24%	06	24%	04	16%
Unit 01	19	42.22%	37	82.22%	11	24.44%	10	22.22%	10	22.22%	07	15.55%
Unit 02	12	27.27%	38	86.36%	12	27.27%	10	22.72%	10	22.72%	08	18.18%
Unit 03	17	56.66%	24	80%	10	33.33%	09	30%	09	30%	06	20%
Unit 04	19	45.23%	34	80.95%	12	28.57%	11	26.19%	11	26.19%	09	21.42%
Unit 05	18	56.25%	26	81.25%	11	34.37%	09	28.12%	09	28.12%	08	25%
Unit 06	19	50%	28	73.68%	11	28.94%	10	26.31%	10	26.31%	07	18.42%
Unit 07	20	48.78%	33	80.48%	09	21.95%	08	19.51%	08	19.51%	06	14.63%
Unit 08	22	45.83%	40	83.33%	11	22.91%	11	22.91%	12	25%	08	16.66%
Unit 09	15	37.50%	36	87.80%	10	24.39%	08	19.51%	08	19.51%	06	14.63%
Unit 10	12	36.36%	28	84.84%	09	27.27%	10	30.30%	10	30.30%	05	15.15%
Unit 11	26	65%	22	55%	09	22.50%	09	22.50%	09	22.50%	06	15%
Unit 12	17	51.51%	25	75.75%	08	24.24%	08	24.24%	08	24.24%	08	24.24%
Unit 13	21	48.83%	35	81.39%	08	18.60%	10	23.25%	10	23.25%	08	18.60%
Unit 14	12	32.43%	33	89.18%	10	27.02%	10	27.02%	10	27.02%	06	16.21%
Unit 15	20	51.28%	29	74.35%	08	20.51%	10	25.64%	10	25.64%	06	15.38%
Unit 16	17	60.71%	22	78.57%	10	35.71%	09	32.14%	11	39.28%	06	21.42%
Unit A	38	66.66%	31	54.38%	09	15.78%	07	12.28%	09	15.78%	08	14.03%
Unit B	42	72.41%	34	58.62%	09	15.51%	07	12.06%	08	13.79%	06	10.34%
Unit C	24	66.66%	28	77.77%	12	33.33%	08	22.22%	08	22.22%	06	16.66%
Unit D	24	63.15%	25	65.78%	12	31.57%	10	26.31%	09	23.68%	06	15.78%
Total:	432	52.17%	622	75.12%	207	25%	190	22.94%	195	23.55%	140	16.90%

The results from this section aided in answering the second research question. Figure (4) demonstrates how each thinking level was catered for in the textbook 'FIREWORKS 2De'.

Fig.4. Percentages of the Cognitive Operations Engaged in FIREWORKS 2De

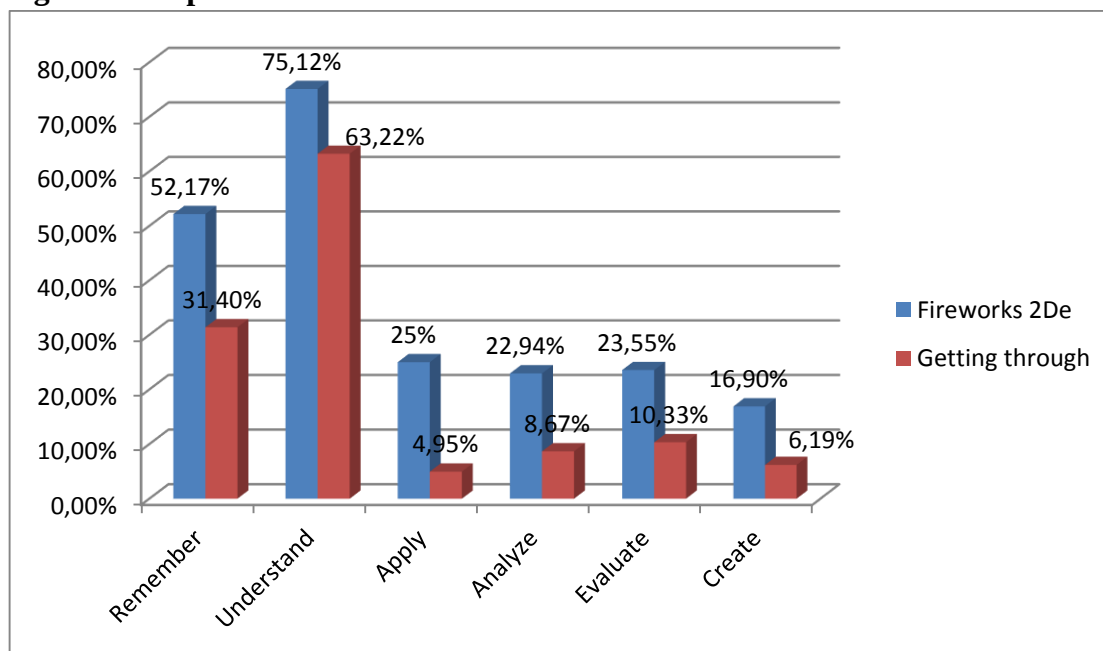
‘*Understanding*’ was again the thinking level activated the most with a percentage of 75.12 %. The cognitive operation ‘*remember*’ was engaged in 52.17 % of the textbook’s activities and exercises. The cognitive skills ‘*apply*’, ‘*analyze*’, and ‘*evaluate*’ were engaged to very acceptable degrees with the percentages 25 %, 22.94 %, and 23.55 % respectively. ‘*Create*’ was addressed in 16.90 % of the coursebook’s activities which is a fairly adequate amount.

Although the percentages scored by the cognitive skills ‘*remember*’ and ‘*understand*’ were the highest, the other skills were still adequately catered for. It can be contended, therefore, that the EFL textbook ‘FIREWORKS 2De’ can be depended on in helping pupils develop higher-order skills while learning the English language.

4.3. Comparison of the Results of the Two Evaluations

To have a better reading of the data, figure (5) presents the results of the comparative evaluation of the two EFL textbooks, ‘GETTING THROUGH’ and ‘FIREWORKS 2De’.

Fig.5. A Comparison of the Results of the Evaluation of the Two Textbooks



This section’s data answer the third research question. It is clear as illustrated in figure (5) that ‘FIREWORKS 2De’ surpasses ‘GETTING THROUGH’ at all levels. The level ‘*remember*’ was engaged in 52.17 % of ‘FIREWORKS’ activities compared to 31.40 % in ‘GETTING THROUGH’. 75.12 % of the French textbook activities develop ‘*understanding*’ while 63.22 % of the Algerian textbook exercises address the same thinking level. The difference between the two textbooks is more apparent when the other, higher-order thinking skills are considered. ‘*Analyze*’ and ‘*evaluate*’ scored only 8.67 % and 10.33 % respectively in ‘GETTING THROUGH’ while they

scored more than double those figures in ‘FIREWORKS 2De’ (22.94 % and 23.55 % in the order given).

The cognitive skills with the lowest percentages in ‘GETTING THROUGH’ were ‘*apply*’ (4.95 %) and ‘*create*’ (6.19 %). This is highly insufficient especially when compared to the results of the evaluation of the French textbook where ‘*apply*’ scored 25 % and ‘*create*’ came at a percentage of 16.90 %. The nature and type of exercises comprising ‘GETTING THROUGH’ are, according to the researcher’s interpretation, the main reason why the extent to which these two cognitive skills (‘*apply*’ and ‘*create*’) were engaged was significantly low. After comparing the type of activities and exercises comprising the Algerian and the French textbooks, it was noticed, at the level of the Algerian textbook ‘GETTING THROUGH’, that there is a considerable lack of authentic, communicative, and interactive activities. The Algerian coursebook is comprised mostly of exercises that merely require recalling grammar rules. Pupils are rarely provided with opportunities to ‘*apply*’ and use the language in authentic, purposeful classroom activities. It was also noticed that most of the activities in ‘GETTING THROUGH’ are guided or at best semi-guided exercises. Even when the activity is a pair or group work, it is often a guided exercise where there is no room for improvisation or creativity.

5. Conclusion

Strengthening learners’ minds is an important educational objective syllabus designer should endeavor to ensure through the materials and programs they provide teachers with. This study was an attempt to evaluate one of the important constructs of the curriculum, which is the EFL textbook. In order to measure EFL textbooks’ contribution in developing learners’ cognitive skills, the researcher carried out a comparative evaluation of two EFL textbooks used with second year pupils in Algeria and France. The evaluation of the two textbooks (‘GETTING THROUGH’ and ‘FIREWORKS 2De’) was based on Bloom’s digital taxonomy.

The results showed that the Algerian EFL textbook, ‘GETTING THROUGH’, cannot be effective in improving pupils’ cognitive processing. It was also found that the French textbook (‘FIREWORKS 2De’) outperformed its Algerian counterpart (‘GETTING THROUGH’) in terms of developing learners’ cognitive abilities especially higher-order thinking skills. In conclusion, the researcher suggests that some important changes need to be made to the way coursebooks are designed. Development of learners’ creative thinking and higher-order cognitive abilities should be a primary target of Algerian syllabus designers. The researcher also suggests

that Algerian textbook designers should be brought into contact with syllabus designers from other countries, especially the ones with the best education systems, to benefit as much as possible from their expertise in the field.

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