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*Evaluation of The Algerian English Textbook:
Case of Third-Year Primary Schools in Tlemcen*

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of the requirements for the degree of Master in Didactics.

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Dedication

To my parents, my brother, my sister and my friends I would not have achieved this work without their continual support and love.

To my partner and dear friend “Mehdi” whom I appreciated working with.

BELABID Aymen

To my parents, my grandmother, and my uncle, your unwavering support and love were the foundation of my achievements. To my sister, Wafaa, whose steadfast support and encouragement were instrumental in the completion of this dissertation. To my partner and dear friend Aymen, working with you was a fulfilling and enriching experience.

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Abstract

Teaching English as a foreign language required identifying and addressing the specific needs and challenges faced by learners. This study examined the extent to which the third-year primary school English textbook met the needs of Algerian pupils and identified the main challenges teachers face in using this textbook. A mixed-methods approach was adopted, involving a case study of third-year primary school English teachers in Algeria, using teacher questionnaires and an interview with an educational inspector to gather comprehensive data. Qualitative and quantitative analyses of the data revealed that while the textbook partially addressed the educational needs of pupils, it fell short in accommodating diverse learner profiles and promoting interactive learning. Teachers highlighted significant challenges, including insufficient training, limited resources, and classroom management difficulties. Based on these findings, the study underscored the need for targeted teacher training programs and improved instructional materials to enhance the effectiveness of English language education in Algerian primary schools. To conclude, addressing these challenges was crucial for optimizing the teaching and learning process and better preparing pupils for future academic success.

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Key to Acronyms

PS: Primary School

CBA: Competency-Based Approach

CLT: Communicative Language Teaching

EFL: English As A Foreign Language

ELL: English Language Learning

ELT: English Language Teaching

General introduction

The role of English as a global lingua franca has grown significantly due to globalization and technological advancements. In Algeria, English holds the position of the second foreign language and has become increasingly essential in the educational system. The demand for English proficiency is particularly crucial as it opens up international academic and professional opportunities. As a result, there has been a concerted effort to enhance English language education at various levels of schooling.

Despite these efforts, the implementation of English language teaching in Algerian schools faces several challenges. At the primary school level, specifically in the 3rd year, there is a critical need to evaluate the effectiveness of teaching materials and methodologies. Teachers often encounter obstacles that hinder the teaching process, which impacts students' learning outcomes. Therefore, it is vital to investigate these challenges to improve the quality of English education in Algeria.

This study is crucial as it provides a comprehensive evaluation of the 3rd year primary school English textbook, which is central to the English language curriculum in Algerian primary schools. Understanding the effectiveness and shortcomings of this textbook will help in identifying the gaps in the current educational approach and provide insights into necessary improvements. The significance of this study lies in its potential to enhance English language teaching, thereby better preparing students for future academic and professional endeavours.

The primary purpose of this study is to assess the extent to which the 3rd year primary school English textbook meets the needs of Algerian pupils and to identify the main challenges faced by teachers in using this textbook. By addressing these objectives, the study aims to contribute to the ongoing efforts to improve English language education in Algeria. To achieve the study's objectives, the following research questions are posed:

1/ To what extent does the 3rd year primary school English textbook answer the needs of Algerian pupils?

2/ What are the main challenges facing teachers when using this textbook?

Based on these questions, the following hypotheses are formulated:

H1: The newly implemented English textbook for Algerian third-year primary school pupils may present challenges in reading comprehension, vocabulary development, and grammar, potentially impacting its effectiveness in meeting the educational needs of these pupils.

H2: Teachers may face significant challenges with the new textbook, including misalignment with the official guide, impractical vocabulary, and lack of support for diverse teaching methods.

To address these questions, the case study design was opted for using a mixed-methods approach. Teachers' viewpoints were gathered through questionnaires distributed to 20 primary school English teachers from various schools in Tlemcen. Furthermore, an interview with an inspector was conducted to gain a deeper understanding of the practical challenges associated with using the textbook. The schools in Tlemcen were specifically chosen due to their diverse demographic and educational settings, providing a representative sample for the study. This approach enabled a comprehensive evaluation of the 3rd year primary school English textbook, highlighting the real-world issues faced by teachers in Tlemcen and offering insights into potential improvements.

This dissertation is structured into two interconnected chapters. The first chapter reviews the literature on English language teaching materials and provides a theoretical background for the study. It defines key concepts, discusses the importance of teaching materials in education, and explores their implementation in the context of the Algerian educational system and the competency based approach.

The second chapter focuses on the evaluation of the 3rd year primary school English textbook. It describes the research design and methodology, including data collection procedures and instruments. This chapter then presents the analysis of the data, addressing the research questions and testing the hypotheses. The study concludes with recommendations to improve the teaching materials and create a more effective learning environment.

CHAPTER ONE:

Teaching English in Primary Schools and Textbook Evaluation

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1.1 Introduction

The integration of English as a medium of instruction in Algerian primary schools represents a major advancement in the country's educational planning. Recognizing global demands, Algeria aims to surpass other nations, resulting in the inclusion of English instruction at the elementary level.

This chapter explores the historical background, present pedagogical practices, and teaching strategies used in ELL in prominent primary schools in Algeria. It investigates the necessity for early language instruction, the methods used to facilitate learning, and the challenges encountered during the implementation of these programs.

The objective is to understand these aspects to provide a comprehensive view of the progress of ELL at the primary level in Algeria and its broader implications for the nation's educational system.

1.2 English Language Teaching in Algerian Education

Algeria's approach to ELT is rooted in educational reforms designed to prepare pupils for a globalized world. Traditionally, English was taught at the secondary level, but recent reforms have introduced it into primary education. This shift is motivated by the need to equip pupils with essential communication skills and cross-cultural competencies from an early age (AP News, 2023).

Pedagogical strategies in Algerian primary schools focus on interactive and experiential learning. Approaches such as CLT and task-based learning are integral, emphasizing real-life communication and practical language use. The curriculum includes play-based activities, role-playing, and multimedia resources to make learning engaging and effective.

Early language acquisition is a crucial part of Algeria's educational strategy. Research substantiates the cognitive and linguistic advantages of early exposure to a second language, leading to the implementation of English instruction starting in the third year of primary school. The purpose of this early start is to utilize children's natural language acquisition abilities, which will provide the groundwork for their future competency and academic success.

Despite these efforts, the implementation of ELT in Algerian primary schools encounters substantial obstacles. These include a shortage of qualified English teachers, inadequate

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teaching materials, and large class sizes that hinder effective instruction. Additionally, there is often a gap between the prescribed curriculum and actual classroom practices, compounded by limited opportunities for pupils to practice English outside the classroom (Samah Benzerroug, 2019). In response to these issues, the Algerian government has implemented professional development programs and workshops aimed at improving teachers' pedagogical skills. Partnerships with global organizations have also been formed to share best practices and resources. Community engagement, such as English language clubs and extracurricular activities, plays a crucial role in providing additional practice opportunities for pupils

Integrating technology in ELT is seen as a promising avenue to enhance learning outcomes. Interactive whiteboards, educational software, and online resources provide pupils with additional exposure to the English language and create interactive learning experiences (Dallel Sarnou, 2020).

1. 3 Learning the English Language at an Early Age

Early acquisition of the English language is a key component of educational reform efforts in Algeria, demonstrating the country's commitment to promoting multilingualism and preparing pupils for participation in the international community (Ahmed, 2019). The inclusion of English language learning in the primary school curriculum acknowledges English as a vital tool for communication, innovation, and cultural exchange in today's globalized society. Early English instruction builds on children's natural language acquisition abilities and establishes a foundation for future language success (Toumi, 2017).

English language programs in Algerian primary schools are guided by age-appropriate pedagogical approaches that promote interactive and experiential learning. Young learners are exposed to English-language input in a supportive and engaging environment that encourages language acquisition. This is achieved through a mix of play-based activities, songs, stories, and games (Ahmed, 2019). Using multimedia resources, such as movies, songs, and digital games, increases pupils' exposure to authentic English language input and provides opportunities for meaningful language practice and reinforcement.

Additionally, early acquisition of the English language acts as a catalyst for enhancing intercultural competency and fosters global citizenship among primary school pupils (Saadi, 2021). Through English, educators aim to cultivate pupils' appreciation for cultural diversity, empathy, and respect for others by exposing them to various cultures, traditions, and viewpoints. By engaging in cross-cultural communication activities, collaborative projects,

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and virtual exchanges with children from different countries, primary school pupils develop the skills and attitudes necessary for success in an interconnected and interdependent society.

However, the effective implementation of English language learning programs in Algerian primary schools faces challenges. Limited resources, such as a shortage of qualified English language teachers, insufficient educational materials, and inadequate infrastructure, pose significant obstacles to the successful delivery of English language education (Toumi, 2017). Additionally, careful planning, coordination, and collaboration among stakeholders at the local, regional, and national levels are essential to aligning English language learning programs with the broader objectives of the national curriculum and educational policies.

1.4 Objectives of EFL Learning in Algerian Primary Schools

The broader objective of promoting global citizenship is combined with Algeria's educational aspirations in the context of EFL instruction in elementary schools. The main objective is to provide students the tools they need to communicate successfully in a world where communication is becoming more and more integrated. The Algerian education system works to ensure that students can participate actively and confidently on the world arena as English becomes more and more prevalent in academic subjects, international debate, and international trade. This aim supports the overarching national purpose of preparing students to thrive in the 21st-century workplace, where fluency in English is a critical component of success, and to make significant contributions to the socioeconomic growth of the nation (Almulla, 2022).

The curriculum places a strong emphasis on an integrated approach to teaching languages, which incorporates the four core language abilities of speaking, writing, listening, and reading. This method guarantees that students develop a broad range of abilities, enabling them to understand and produce language in a variety of settings. The purpose of this system is to enhance language proficiency while promoting critical thinking and problem-solving abilities, which are essential in everyday life. Students can absorb and use their information outside of the classroom to improve their communication competence through meaningful and practical language interaction (Smith & Johnson, 2023).

The shift to the Competency-Based Approach (CBA) is a reflection of how the Algerian educational system has responded to contemporary pedagogical research and worldwide trends in education. The CBA concentrates on building core competences such as production, interaction, and interpretation through task-based learning and real-world applications. This

method aims to improve learning by relating what is taught in the classroom to real-world situations. For instance, students engage in interactive exercises that require them to use English in real-world situations. By completing these exercises, they improve their capacity to communicate in a variety of contexts and their practical language abilities (Jones et al., 2022).

1. 6 English Language Teaching and the Competency-Based Approach

Competency-based education has been increasingly popular worldwide in recent years, providing a revolutionary method of teaching and learning languages. This change has significant implications for teaching English as a foreign language in Algerian primary schools. According to the Council of Europe (2001), the Competency-based Approach prioritizes developing practical skills and competencies over rote memorization of grammar rules and vocabulary lists. Its emphasis on communicative competence and practical language use aligns with the objectives of contemporary language education (Savignon, 2002). Implementing a Competency-based Approach in Algeria, where English instruction starts as early as the third year of primary school, is timely and crucial to promoting meaningful language acquisition from a young age.

The Competency-based Approach perceives language learning as a dynamic process that encompasses more than just linguistic proficiency. It includes a variety of abilities, such as discourse, strategic, and sociocultural competence (Richards & Rodgers, 2001). By emphasizing these broader competencies, teachers can better prepare their pupils to handle real-life communication situations (Littlewood, 2007). This strategy is particularly relevant in Algeria, where English serves as a universal language that unites people from diverse backgrounds and places. Proficiency in the English language enhances cross-cultural comprehension and provides access to opportunities beyond academic settings. Using the Competency-based Approach in Algerian primary schools calls for reconsidering English language instruction to prioritize meaningful communication and authentic language use. This involves creating educational settings that encourage participation, teamwork, and critical thinking (Ellis, 2003). Task-based activities, project-based learning, and authentic materials help pupils in developing their language comprehension and production skills in context. Additionally, incorporating technology into language education can enhance pupils' exposure to real-world language input and provide opportunities for independent study.

Nonetheless, there are obstacles in the implementation of a Competency-based Approach in Algerian primary schools. It requires a fundamental change in curriculum development, teacher preparation, and teaching approaches. The successful implementation of this strategy may be further complicated by institutional obstacles and resource limitations. Therefore, addressing these issues and optimizing the advantages of competency-based language education requires a comprehensive strategy involving cooperation between policymakers, educators, and other stakeholders.

1. 6.1 Characteristics of Competency-Based Approach

The CBA to language instruction, specifically in the context of EFL, emphasizes the developing of specific and measurable skills that enable pupils to effectively communicate in real-world settings. This technique distinguishes itself from conventional language education approaches through several significant characteristics.

First, the Competency-Based Approach places a strong emphasis on pupil outcomes and the practical application of language skills. Contrary to traditional techniques that focus on rote learning of grammatical structures and vocabulary, Competency-Based Approach aims to prepare pupils to use language in actual communicative circumstances. This involves developing listening, speaking, reading, and writing skills for use in real-world situations (Richards & Rodgers, 2014). For Algerian primary school pupils, this means being able to navigate English-speaking contexts, comprehend and generate meaningful language, and communicate across cultures.

Second, the Competency-Based Approach is learner-centered, giving priority to the needs and aspirations of pupils in the educational process. This involves analysing pupils' existing abilities and adapting teaching to enhance their current skills and knowledge (Nunan, 2004). In practice, this might result in diversified teaching, where teachers provide various learning activities and resources to accommodate pupils' varying competence levels and learning styles. Competency-Based Approach ensures that all pupils have the opportunity to learn and grow at their own pace.

Third, It encourages active and experiential learning. Activities such as role-playing, simulations, and collaborative projects enable pupils to use language meaningfully (Brown, 2007). These exercises enhance language skills, foster critical thinking, problem-solving, and collaborative abilities. Engaging in interactive and practical activities may increase the

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interest of language learning for young Algerian learners, hence improving motivation and retention rates.

Furthermore, assessments in a Competency-Based Approach are ongoing and formative. Rather than relying primarily on summative evaluations like final exams, It uses continuous evaluation methods to provide feedback throughout the learning process (Black & Wiliam, 1998). This allows educators and pupils to pinpoint areas of strength and progress, resulting in a more responsive and flexible learning environment.

Finally, the Competency-Based Approach relies heavily on the integration of technology. According to Levy (2009) Digital technologies and resources can connect pupils to real language content and engaging language learning experiences. For example, online platforms can provide practice opportunities through language games, virtual conversations with native speakers, and multimedia materials that expose pupils to various accents and cultural settings. Utilizing technology in the Algerian context can help overcome some resource constraints and improve the effectiveness of language training.

To implement the Competency-Based Approach in Algerian primary schools, it is necessary to make modifications to teaching procedures, curriculum design, and teacher training. In order to create a competency-based learning environment, teachers need to possess the necessary skills and knowledge, this includes the ability to develop and assess competencies, design suitable learning activities, and effectively utilize technology (Richards & Rodgers, 2014). Although there are limitations, implementing a Competency-based Approach can enhance language competence, increase learner engagement, and equip pupils for practical communication, thus making it a viable path for English language teaching in Algeria.

1.6.2 Advantages of the Competency-Based Approach

The Competency-based Approach transforms the educational paradigm from rote memorization and passive reception of knowledge to an interactive, pupil-centered learning experience. It promotes communicative competence by equipping learners with the essential linguistic tools for effective oral and written communication. This competency enables pupils navigate the intricacies of modern society and engage meaningfully in both local and global contexts.

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It also focuses on the development of critical thinking, tolerance, and openness to diverse perspectives. By promoting these skills, pupils are prepared to address the challenges of today and tomorrow. They demonstrate resilience and adaptability in various situations. This approach nurtures well-rounded individuals who are proficient in English and demonstrate qualities of good citizenship, such as respect for others and a strong sense of national and universal values. Integrating these values into the curriculum helps pupils develop a balanced worldview that maintains their cultural identity while being open to international influences (Benchabana, 2023).

The emphasis on learner autonomy and self-assessment motivates pupils to take ownership of their education and by immersing them in their own learning processes, Competency-based Approach enhances responsibility and independence. This approach also increases pupil motivation and engagement, as learners are more likely to be interested in subjects that take into account their personal interests and preferences. Teachers play a facilitative role, enabling pupils to construct knowledge through meaningful interactions and real-world applications.

Competency-based Approach supports cross-curricular competencies, allowing pupils to apply their English language skills in various academic and social contexts (Kouti, 2021). This holistic approach assures that learning is not limited to the language classroom but rather integrated into broader educational experiences. The new English textbook for third-year primary pupils reflects this philosophy, providing resources and activities designed to develop intellectual, methodological, and personal competencies. Competency-based Approach prepares pupils to become skilled communicators and informed, responsible citizens capable of thriving in an interconnected world by providing a comprehensive framework for learning.

1.6.3 CBA in Algerian Primary Schools

The Competency-based approach in Algerian primary schools symbolizes a transformative shift in the educational landscape in the teaching of English, which began in the third year of primary education instead of being introduced in middle school. This shift aligns with the wider educational reforms that Algeria has implemented since 2003, focusing on promoting holistic development in pupils. According to the Ministry of National Education (2022), the English curriculum in primary schools is founded on three core principles: enhancing communication competence, involving the learner in the educational

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process, and promoting interactive learning environments both within and beyond the classroom. This pedagogical framework strives to prepare learners for effective oral and written communication, facilitating a more engaging and autonomous learning experience.

Early English introduction is meant to serve goals including national identity promotion, respect of national values, development of critical thinking and openness to the world. The new curriculum helps pupils value their heritage while equipping them with the linguistic tools required for global communication. This dual focus seeks to harmonize traditional values with the demands of modernity, promoting a sense of national pride alongside international awareness.

The key advantage of integrating the Competency-based Approach into the Algerian primary education system is in its emphasis on learner autonomy and interaction. The approach requires teachers to facilitate rather than direct learning, creating a classroom environment where pupils actively participate in their educational journey. This method enhances language acquisition and nurtures essential life skills including critical thinking, problem-solving, and effective communication (Benchabana, 2023, p.10). Competency-based Approach also encourages the use of diverse resources and contexts, allowing pupils to connect classroom learning with real-world applications.

The third-year primary English textbook, designed to support the Competency-based Approach framework, incorporates a variety of components aimed at developing communicative, intellectual, methodological, and personal competencies. For example, the curriculum emphasizes the ability to interact orally, comprehend and decode written messages, and write simple sentences. It also promotes values like national identity, respect for others, and openness to different cultures. The textbook acts as a practical guide for teachers, helping them implement the syllabus effectively and assess pupil performance holistically (Benchabana, 2023, p.11).

1.7 English Language Teaching and the Textbook

The use of textbooks in English Language Teaching plays a pivotal role in shaping learners' educational experiences and outcomes. In the context of Algerian primary schools, where English is being introduced in the third year, selecting and implementing an appropriate textbook is crucial. Textbooks serve as a primary resource for teachers and pupils, providing structured content, consistent pedagogical approaches, and a reliable reference point throughout the learning process (Richards, 2001).

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In primary education, textbooks are particularly important as they provide young learners with a foundation in the language. They are made to introduce basic linguistic skills—such as vocabulary, grammar, and pronunciation—through engaging and age-appropriate activities. Tomlinson (2011) posits that, well-designed textbooks can stimulate interest and motivation among pupils, which is crucial for fostering a positive attitude towards language learning at an early age. Particularly pertinent in the Algerian context, where the introduction of English aims to equip pupils with a global language competency that can enhance their future academic and professional prospects.

Moreover, textbooks in English Language Teaching are not just about language instruction; they also reflect the cultural and social contexts in which the language is employed. For Algerian primary schools, textbooks must be culturally sensitive and inclusive, incorporating elements that are relevant to the pupils' backgrounds while exposing them to diverse perspectives (Cortazzi & Jin, 1999). This dual focus can help pupils develop a broader understanding of the world and the role of English as a universal language.

Implementing English-language textbooks in Algerian primary schools also brings both challenges and opportunities. One significant challenge is to ensure that teachers have sufficient training to effectively utilize these textbooks. As noted by Harmer (2007), the success of a textbook is significantly contingent upon the teacher's ability to adapt and supplement it according to the learners' needs. Thus, professional development for teachers is essential to maximizing the benefits of textbook-based instruction.

Ultimately, textbooks are indispensable tools for effectively teaching English in Algerian primary schools. They offer structured learning, cultural exposure, and pedagogical support, all essential for successfully implementing English language teaching in this new educational phase. With careful selection, cultural consideration, and teacher training, textbooks can significantly enhance Algerian pupils' learning experience and outcomes.

1.7.1 Definition of Textbook

A textbook is a fundamental resource in education, especially in language teaching, where it serves as the cornerstone of curriculum design and classroom instruction. It is broadly defined as a published book created specifically to aid learners in improving their linguistic and communicative skills. The structure and content of a textbook provide a framework for lesson planning and implementation, directing both teachers and pupils through the learning process (Hutchinson & Torres, 1994). In the context of EFL teaching, textbooks support

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teachers who are inexperienced or lack confidence in their teaching abilities and offer a consistent and structured approach to language learning.

Despite the recognized benefits, the use of textbooks in English as a foreign language education is not without controversy. Some researchers contend that textbooks can occasionally constrain the teaching and learning process by promoting an inclusive approach that may not cater to the diverse needs of all learners. However, proponents believe that textbooks offer essential motivation and stimulation for language learning, offering a sense of security and support to both teachers and pupils.

1.7.2 The Primary School Textbook

The primary school textbook plays a crucial role in English Language Teaching in the Algerian context. As Algeria has recently introduced English language education in the third year of primary school, it is essential to evaluate the effectiveness of the English textbook used at this level.

The content of the primary school English textbook is a key aspect to take into account. It should be consistent with the educational objectives and competencies outlined in the national curriculum. The textbook should present age-appropriate vocabulary, grammar structures, and language skills that cater to the requirements and abilities of young learners. Additionally, it should provide engaging and culturally relevant texts to motivate pupils and improve their language acquisition.

Furthermore, the approach employed in the primary school English textbook is critical for effective learning. The textbook should have a communicative and interactive approach, focusing on developing pupils' speaking, listening, reading, and writing skills. It should include exercises that promote meaningful communication and support language use in real-life contexts. By providing opportunities for pupils to practice their language skills, the textbook can reinforce their language proficiency and fluency.

Ensuring the suitability of the primary school English textbook is crucial in generating a positive learning environment. The textbook should reflect the interests, experiences, and cultural backgrounds of Algerian pupils. It ought to be inclusive, promote diversity and avoid stereotypes. Additionally, the textbook should consider the cognitive and emotional growth of young learners, presenting content in a clear and accessible manner. Illustrations, examples, and interactive elements can enhance pupil engagement and understanding.

1.8 Textbook Evaluation Checklist of Mukundan, Jayakaran, et al 2011

Developing an effective English-language textbook evaluation checklist is critical for educators, curriculum designers, and material developers. Mukundan, Jayakaran, and Nimehchisalem have made major contributions to this field by creating a tentative checklist that considers essential evaluative criteria. This instrument allows for a more sophisticated evaluation of language teaching materials, particularly textbooks. Let's delve into the key aspects of this checklist.

While developing the checklist, the developers carefully considered matters of validity, reliability, and practicality. Their objective was to create an instrument that could be widely used by practitioners in English Language Teaching. Here are the essential components of the evaluation checklist:

1.8.1 Suitability to Learners

The textbook should be tailored to correspond with the learners' age, cognitive development, and language proficiency level. It should cater to diverse learning styles and abilities, ensuring inclusivity. This entails considering the different ways pupils learn and ensuring the material is accessible to all. The textbook should be designed in such a way that all pupils, regardless of their learning preferences or abilities, can engage with the content effectively (Mukundan et al., 2011). This involves considering the learners' cultural backgrounds, interests, and motivations, as well as their cognitive and linguistic abilities (Tomlinson, 2012).

1.8.2 Physical and Utilitarian Attributes

The physical quality of the textbook matters. It should be durable, visually appealing, and user-friendly. The layout, font size, illustrations, and overall organization are all important factors to consider. These factors contribute to the usability and attractiveness of the textbook, which makes it easier for pupils to engage with the material. The textbook's physical attributes should support its educational purpose and enhance the learning experience (Mukundan et al., 2011).

Research suggests that the physical traits of a textbook can significantly impact the education process. Well-created and optically appealing textbooks can increase the attention and overall vindication accompanying the knowledge materials (Comeaux & McKenna-Byington, 2003; Mayer, 2001).

1.8.3 General Considerations

The textbook should foster cultural awareness, global perspectives, and ethical values. It needs to be adaptable to different teaching contexts and methods. This flexibility guarantees that the textbook can be used successfully in a variety of educational settings and can support various instructional strategies.

Furthermore, Mukundan et al. (2011) emphasize the importance of coherence, cohesion, and progression in the organization and sequencing of textbook content to facilitate learners' understanding and retention of information. By considering these general factors in textbook evaluation, educators can make informed decisions about the suitability and efficacy of educational materials for their teaching contexts, ultimately enhancing pupils' learning outcomes and academic achievement.

1.8.4 Listening

Assessing the quality of listening materials is of utmost importance, which involves considering their authenticity, relevance, and variety. Rost (2014) defines listening comprehension as the process of receiving, interpreting, and understanding spoken language, which is essential for effective communication in real-life situations.

Textbook materials for listening activities often consist of a diverse range of audio recordings, including dialogues, monologues, interviews, and speeches, accompanied by comprehension tasks and exercises designed to enhance learners' listening skills. These activities aim to expose pupils to authentic spoken language and natural speech patterns, helping them improve their ability to understand spoken English in different contexts and accents. Additionally, listening tasks in textbooks may incorporate visual aids, such as pictures, illustrations, or videos, to provide context and support comprehension (Mukundan et al., 2011).

1.8.5 Speaking

Speaking activities are integral components of English language instruction, aiming to develop learners' oral communication skills and fluency. As noted by Nunan (2003), speaking is a fundamental language skill that enables individuals to express their thoughts, ideas, and opinions effectively in verbal interactions.

Activities for speaking often include a range of communicative tasks and exercises designed to promote interactive and meaningful dialogue among pupils. These activities may involve role-plays, discussions, debates, presentations, and storytelling, allowing learners to practice speaking in different contexts and scenarios. Additionally, speaking tasks are often scaffolded to support learners' progression from basic to more complex language functions, such as describing, narrating, expressing opinions, and giving presentations.

Moreover, speaking activities may incorporate opportunities for peer interaction and feedback, encouraging collaborative learning and peer-to-peer communication. By engaging in speaking tasks, pupils can develop their speaking confidence, pronunciation, vocabulary, and grammatical accuracy, ultimately enhancing their overall communicative competence in English.

1.8.6 Pronunciation

The textbook should contain pronunciation practice, phonetic symbols, and clear models. It must address common pronunciation challenges, helping pupils improve their spoken English. This focus on pronunciation is essential for developing pupils' ability to communicate clearly and effectively (Mukundan et al., 2011), and by practicing pronunciation through drills, repetition, imitation, and corrective feedback, learners can improve their articulatory skills and develop a more native-like accent.

Moreover, incorporating authentic listening materials and multimedia resources can provide learners with exposure to natural speech patterns and models for accurate pronunciation. Overall, pronunciation instruction plays a vital role in enhancing learners' oral communication skills and confidence in using English effectively in real-life situations (Celce-Murcia & Olshtain, 2000).

1.8.7 Reading

Reading is one of the primary language components, along with listening, speaking, and writing. According to Grabe and Stoller (2011), reading involves the process of constructing meaning from written texts through the integration of background knowledge, vocabulary, and language structures. Research has shown that reading is important for cognitive development, academic success, and lifelong learning. It helps to build knowledge and understanding of the world, as well as language and literacy skills.

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Moreover, reading for enjoyment has been linked to a host of advantages, including increased empathy, enhanced mental health, and better academic performance.

1.8.7.1 Writing

Writing skills are integral to English language proficiency, enabling learners to express their ideas, opinions, and experiences effectively in written form. As noted by Hedge (2005), writing involves a complex process of generating, organizing, and articulating thoughts into coherent and cohesive texts.

Teachers employ a range of writing tasks and activities to develop learners' writing skills, such as journal writing, creative writing, letter writing, and essay writing. These tasks aim to enhance learners' ability to produce well-structured and grammatically accurate texts while also fostering creativity, critical thinking, and self-expression.

1.8.7.2 Vocabulary

Vocabulary acquisition is a crucial aspect of language learning, contributing significantly to learners' ability to comprehend and produce spoken and written discourse. According to Nation (2001), vocabulary knowledge encompasses a wide range of word forms, meanings, and usage patterns, including lexical items, collocations, and idiomatic expressions.

In English language teaching, vocabulary instruction aims to expand learners' lexical repertoire and enhance their ability to understand and use words in context. As noted by Cunningsworth (1995, p. 38), good vocabulary in textbooks should add new words to the old ones; this will enable pupils to use words properly.

1.8.7.3 Grammar

According to Larsen-Freeman (2001), grammar knowledge encompasses understanding sentence structure, verb forms, tense usage, word order, and syntactic patterns. In language classrooms, grammar instruction aims to develop learners' ability to communicate accurately and effectively by providing them with the necessary tools to construct grammatically correct sentences and express their ideas clearly.

1.8.7.4 Exercises

Exercises play a vital role in providing learners with opportunities to practice and reinforce their understanding of grammatical concepts and language skills. These exercises are carefully designed to target specific language areas, such as vocabulary expansion,

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grammar rules, pronunciation practice, and language fluency. Moreover, incorporating diverse and engaging exercises in language lessons fosters active participation, motivation, and skill development among learners (Mukundan et al., 2011).

1.9 Conclusion

The introduction of English language instruction in Algerian primary schools marks a significant transformation in the nation's educational policies. This shift acknowledges the importance of English language use worldwide and aims to equip pupils with vital skills necessary for their future success. Algeria's language policies are progressively improving, with a noticeable effort to align with universal educational standards through modern practices and methods.

Despite enthusiasm and strategic goals, challenges such as teacher training requirements, resource constraints, and varying levels of pupil participation persist. Tackling these issues is crucial for the program's long-term success. The insights presented in this chapter serve as a basis for assessing the effectiveness of the third-year primary school English textbook and offer a perspective on its contribution towards meeting Algeria's educational targets.

CHAPTER TWO:

Data Analysis and Results

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2.1 Introduction

Teaching English as a foreign language (EFL) became a vital component of education globally, as the English language gained international recognition. English was increasingly taught as a foreign language in Algerian primary schools, owing to its international reputation.

This chapter shed light on the practical part of this study. It consisted of two main sections. The first one concerned the contextual analysis and the description of the textbook. Then, the second section of this chapter was devoted to the research methodology and design, focusing on data collection procedures and instruments. This was followed by data analysis, discussion of results, and the implications of this study.

2.2 Contextual analysis

The contextual analysis of this research highlighted the significant factors influencing the effectiveness of the English teaching textbook for third-year primary school pupils in Algeria. The educational context, curriculum, and instructional methods were essential elements that influenced the learning atmosphere. The issues discovered highlighted the necessity for enhancements in textbook content, alignment with curricular standards, and improved teaching strategies.

These improvements were crucial in order to provide better support for both teachers and learners in attaining the intended educational outcomes. By addressing these aspects, the research aimed to provide a deeper understanding of the contextual factors that impacted English language education in Algerian primary schools and to inform recommendations for future enhancements.

2.2.1 School description

Twelve primary institutions in the city of Tlemcen, Algeria, were utilized for the research. These educational institutions served a heterogeneous student body representing various socioeconomic backgrounds. The institutions, when considered collectively, educated around 200 pupils each. The primary comprised instructors who had received specialized training in a range of pedagogical methodologies.

While every educational institution possessed fundamental infrastructure, such as classrooms and libraries, the availability of digital resources was restricted. Difficulties

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concerning the accessibility and upkeep of instructional resources and physical infrastructure were present, which affected the learning environment as a whole.

2.2.2 Curriculum description

English became a compulsory subject beginning in the third year of the primary education curriculum in Algeria. In addition to reading, writing, speaking, and listening, the curriculum was structured to equip students with fundamental English language abilities. With the objective of fostering students' communicative competence, educational policies prioritized the Competency-Based Approach.

To track the development and proficiency of students, assessment methods comprised both formative and summative evaluations. Curriculum revisions that took place in 2022 were an effort to enhance English language education and conform to international standards.

2.2.3 Teaching Approach

Interactive and student-centered approaches were among the many educational methodologies utilized by educators. Instructional practices were centered on the Competency-Based Approach, which emphasized the development of language competencies in students via contextualized and applied activities.

Although limited resources and teacher preparation presented obstacles, Competency-Based Approach implementation faced obstacles. To increase student engagement and comprehension, language instruction practices incorporated the use of supplementary materials, audiovisual aids, and textbooks..

2.3 Description of the textbook

The Book Entitled "My Book of English" The book entitled "My Book of English" was written following an approach that progressed through tasks included in each sequence. This book assisted pupils in developing the aforementioned English language proficiency. This approach helped the learner in his/her daily learning activities and situations as he/she developed effective English language skills and knowledge. It was supplemented with audio lessons that especially enhanced the learner's ability to listen and speak in English. It was based on 6 sequences

<i>Sequence Name</i>	<i>The purpose of the sequence</i>
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CHAPTER TWO: Data Analysis and Results

1- 'Me, my family and my friends'	- It focuses on the family member, greetings between friends and also the numbers from 1 to 10.
2- 'My school'	- It centered on the understanding of the school items, The colours and days of the week.
3- 'My home'	- It directs attention to house parts (Livingroom, kitchen, garage,...) and the directions like next to, opposite to....
4- 'My Playtime '	- It describes the toys and has a fun activities to engage the pupils in their level of speaking.
5- 'My Pets '	- It focuses with the domestic or companion animals.
6- 'My fancy birthday'	- It sheds light on birthday party essentials. Also, It dealt with the basic body parts.

Overall, the English textbook used in the Algerian third grade played an important role in influencing children's intellectual growth, cultivating critical thinking abilities, and setting the framework for future academic success.

2.3.1 Layout and design

The English textbook used in the Algerian third primary schools was designed to align with the national curriculum, which aimed to provide a well-rounded education while instilling cultural values and national identity. The cover typically featured colors representing the Algerian flag: green, white, and red. Along with the grade level, some greetings, and the textbook title were also included. Additionally, a range of visual components, including pictures (like animals, rooms, toys), diagrams, and drawings (family, shapes, kids) were used in the textbook to promote understanding and involvement. The textbook contained a variety of activities and exercises aimed at strengthening language abilities such as reading, writing, listening, and speaking. These activities included fill-in-the-blank exercises, matching games, role-playing scenarios, and comprehension questions.

2.3.2 Aims and approaches

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The textbook's goal was to help students build communicative competence by emphasizing practical language skills including speaking, listening, reading, and writing. Activities were intended to promote English engagement in the classroom and in real-world situations. It also combined multimedia supplies, interactive exercises, and group activities to make English learning more interesting and participatory for younger pupils. This strategy promoted student motivation and engagement in the language learning process.

2.4 Research design

Research design referred to the structure used to address research questions. This section outlined the researcher's process, from developing hypotheses to analyzing data and determining implications. This study was concerned with the evaluation of the third-year primary school English textbook and the main challenges faced by teachers when using this textbook. It also intended to assess how helpful teachers found this textbook for their teaching and whether learners found it beneficial.

2.4.1 Type of research

The selection of a method for scientific research was primarily related to the kind of topic it dealt with and the data needed for the research. The main objective of this work was to investigate and evaluate the textbook for third-year primary school. It was the reason why the researchers opted for exploratory research. This type of research gave a deeper comprehension of the identified problems. This method did not yield definitive results, so the researchers began with a general idea of the research and used this method to set apart the issues that might be the center of further research.

According to Ajit Singh (2021), exploratory research was a type of study that aimed to provide answers to a specific issue or investigate a particular phenomenon. Due to the inherent characteristics of the entity under investigation, the researcher was unable to manipulate a variable, conduct the study in a controlled environment, or fully ascertain all the influences on the entity. Consequently, a more exploratory approach to the topic was more advantageous.

According to Adi Bhat (2018), exploratory research offered four distinct benefits or advantages: The researcher possessed significant adaptability and could readily accommodate changes as the research progressed. Additionally, this approach typically incurred minimal expenses and served as a fundamental building block for subsequent research endeavors. It

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allowed the researcher to determine early on whether the topic was worth the investment of time and resources, as well as whether it was worth pursuing. Additionally, it could aid other researchers in identifying potential causes for the problem, which could then be further examined to determine the most probable cause.

This method allowed combining the qualitative and quantitative approaches to analyze data for a better understanding and more reliable results. Two research instruments were used to confirm the research hypotheses: the “teachers’ questionnaire” and the “general inspector’s interview.” Then, the sample population of this study consisted of third-year primary school (PS) teachers and one general English inspector of English, as displayed below.

2.4.2 Sample population

The subjects of this study were 23 third-year PS teachers working in twelve schools situated in the city of Tlemcen. The details of their teaching experience, their beginning of teaching in primary school, as well as their previous English teaching locations, were summarized below:

Teachers’ experience

More than half of the teachers (61.11%) had less than five years of experience. Conversely, 11.11% of educators had more than 15 years of teaching experience, while 27.78% of educators had 5–10 years. These results demonstrated that the sample's subject instructors had a range of experiences, with many of them being relatively new to the field.

Table 2.1: Teaching experience

Teaching experience	AF	RF
Less than 5 years	11	61.11%
Between 5 to 10 years	5	27.78%
More than 15 years	2	11.11%

Beginning of teaching in a primary school

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69.6% of the sample started their English teaching journey last year. In contrast, 30.4% of participants indicated that they started their English teaching responsibilities this year. This distribution provided insight into the recent influx of new English language educators into the primary school system, suggesting possible changes in staffing dynamics and instructional methods.

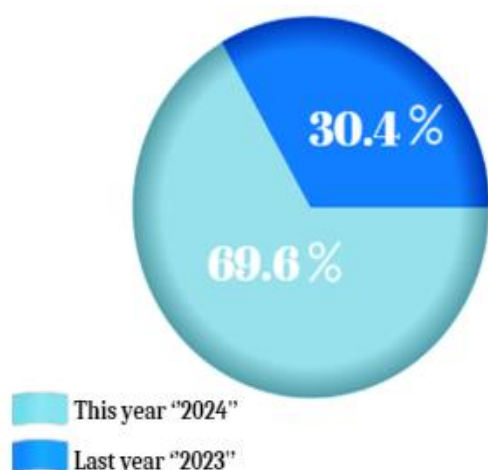


Figure 2.1: Primary school teaching debut

Previous English teaching experience

Approximately 46.15% of teachers had taught in primary schools in the past, with an experience ranging from two months to eight years, reflecting a significant level of familiarity with the primary education environment. Moreover, a moderate amount of experience in alternative learning environments was indicated by the fact that 23.08% of teachers had worked as private school teachers, usually for two to five years. Furthermore, 15.38% of teachers had varied lengths of experience teaching at the university level, indicating exposure to higher education contexts. In addition, 7.69% of educators had experience teaching English abroad, usually for a period of five years, indicating international teaching experience. Last but not least, 7.69% of educators had worked in high school settings previously, usually for two years. Overall, this wide range of teaching backgrounds emphasized the rich experiences and varied skill sets that educators brought to the evaluation process.

Table 2.2: Previous English teaching locations

	AF	RF
Middle school	6	46.15%
Private school	3	23.08%
University	2	15.38%
Foreign country	1	7.69%
High school	1	7.69%

2.4.3 Research instruments

The goal of this study was to evaluate the reliability, usefulness, and applicability of the recently introduced English language textbook utilized in Algeria's third-year PS curriculum. The objective was to know how well this textbook fulfilled pupils' needs and interests, as well as how the redesigned curriculum would affect them. This research involved two instruments of data collection: questionnaires and interviews.

The major goal of the questionnaire was to gather input from teachers on the most common issues they faced when using textbooks. Additionally, the questionnaire aimed to understand teachers' perspectives on the relationship between textbooks and their students' needs.

In contrast, the interview with a general inspector aimed to elicit information on the curriculum change process and how English language teachers and inspectors in Algerian schools were adapting to it. The purpose of this interview was to acquire a better understanding of the dynamics surrounding the evaluation and implementation of English language textbooks in Algerian educational contexts.

2.4.3.1 Teacher questionnaire

In order to collect data, the questionnaire was distributed to English instructors in the third year of their primary school classes in twenty-three primary schools located within the Wilaya of Tlemcen.

The questionnaire was designed with several sections, each aimed at gathering specific information relevant to the study.

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1. This section collected basic information about the teachers, such as their years of experience, educational background, and training in English language teaching. The purpose was to understand the profile of the respondents and their teaching context.

2. This section focused on how teachers used the prescribed English textbook in their classrooms. It included questions about the frequency of textbook use, the integration of textbook activities into lessons, and any supplementary materials used. The aim was to assess how well the textbook fit into daily teaching practice.

3. Teachers were asked to identify the main challenges they faced when using the textbook. This included questions on the adequacy of the textbook content, the appropriateness of the activities, and any difficulties in aligning the textbook with the curriculum. The goal was to pinpoint specific areas where teachers encountered problems.

4. This section sought teachers' opinions on the overall effectiveness of the textbook in meeting educational goals. Questions addressed how well the textbook supported language acquisition, engaged students, and facilitated learning. The objective was to gather subjective assessments of the textbook's impact on teaching and learning.

5. Recommendations: The final section invited teachers to provide recommendations for improving the textbook. This could include suggestions for additional content, modifications to existing activities, or other resources that would support their teaching. The purpose was to gather constructive feedback for future textbook revisions.

After collecting the data, it was convenient to treat them in tables, pie charts, and graphs for a better illustration, and it was also convenient to analyze the questions according to their appearance and order in the questionnaire. The results that were gathered were analyzed qualitatively as well as quantitatively.

2.4.3.2 The general inspector's interview

A structured interview was performed with the General Inspector via Gmail to gather insights on the efficacy of the English textbook used in third-year PS in Tlemcen. The perspective of the general inspector held great importance in this research due to her vast expertise and extensive visits to English as Foreign Language classrooms. These visits had granted her a deeper comprehension of the teaching and learning situations. The purpose of the interview was to investigate three main areas: the need for supplementary materials to enhance the textbook, challenges faced when using the textbook, and suggestions for enhancing its efficacy.

The interview comprised three primary inquiries, each tailored to extract particular facts. The initial inquiry was to ascertain any further resources or assistance that could augment the

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efficacy of the English textbook in its instructional capacity. The second inquiry aimed to reveal the difficulties encountered by educators when utilizing the textbook in primary school settings. Finally, the last question sought proposals for revisions or enhancements to increase the overall usefulness of the textbook in teaching the English language.

Through this structured interview approach, significant insights were obtained, offering useful feedback for guiding future modifications and improvements to English language teaching in third-year primary schools in Tlemcen.

2.4.4 Data analysis method

After collecting data from the previously mentioned research instruments, namely the teachers' questionnaire and the general inspector's interview, a mixed-method approach was employed to analyze the data. This approach integrates both quantitative and qualitative procedures to capitalize on the strengths of each method.

Quantitative methods involve the collection and analysis of numerical data to identify patterns, correlations, and generalizations across the sample population. The data obtained from the structured questions in the teachers' questionnaire were analyzed using statistical software. Descriptive statistics, including frequencies, percentages, means, and standard deviations, were calculated.

On the other hand, qualitative methods involve collecting non-numerical data such as interviews, observations, and open-ended survey responses to gain deeper insights into participants' experiences, attitudes, and perspectives. Qualitative data were gathered from the open-ended questions in the teachers' questionnaire and the general inspector's interview. These data were analyzed using thematic analysis, which involves data familiarization, coding, theme development, and interpretation.

The purpose of employing a mixed-method approach in this study is to enhance validity by cross-verifying findings, provide a comprehensive analysis by combining breadth and depth, and address different research questions by examining both "what" is happening (quantitative) and "why" or "how" it is happening (qualitative).

By integrating the findings from both quantitative and qualitative analyses, the study provides a nuanced understanding of the teachers' perspectives on the textbook and the challenges they encounter, ensuring that the conclusions drawn are well-supported by both numerical data and detailed contextual insights.

2.5 Results

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This section presents the findings derived from the teachers' questionnaire and the general inspector's interview, focusing on evaluating the 3rd-year PS English textbook and identifying the challenges faced by teachers. The analysis employs both quantitative and qualitative methods to ensure a comprehensive understanding of the data. Quantitative data provide an overview of trends and patterns among teachers' responses, while qualitative data offer deeper insights into their experiences and perspectives. The integration of these data sources aims to reveal both the effectiveness of the textbook and the practical issues encountered in its implementation, offering a holistic view of the current state of English language teaching in the 3rd-year schools.

Textbook evaluation criteria

Part one: General attributes

1) Suitability to learners

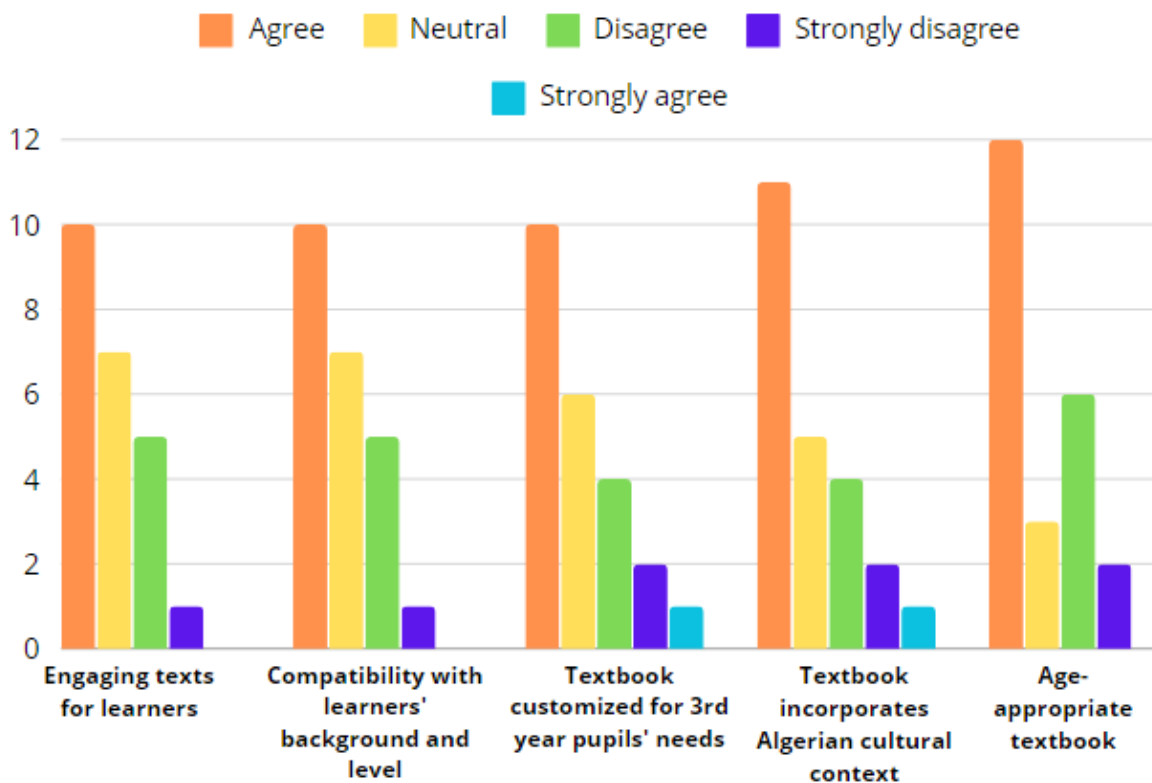


Figure 3.1: Suitability to learners

Participants' opinions varied regarding different aspects of the textbook's suitability for third-year primary school pupils. Although there was general agreement about the engagement level of the texts and their compatibility with learners' backgrounds and levels, there were differing viewpoints on whether the textbook sufficiently addressed the needs of these pupils. Specifically, 43% of respondents agreed that the texts were engaging, 26% were neutral, 17% disagreed, and 13% strongly disagreed. Regarding the textbook's compatibility

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with learners' backgrounds and levels, 43% agreed, 22% were neutral, 17% disagreed, and 17% strongly disagreed.

2) Physical and utilitarian attributes

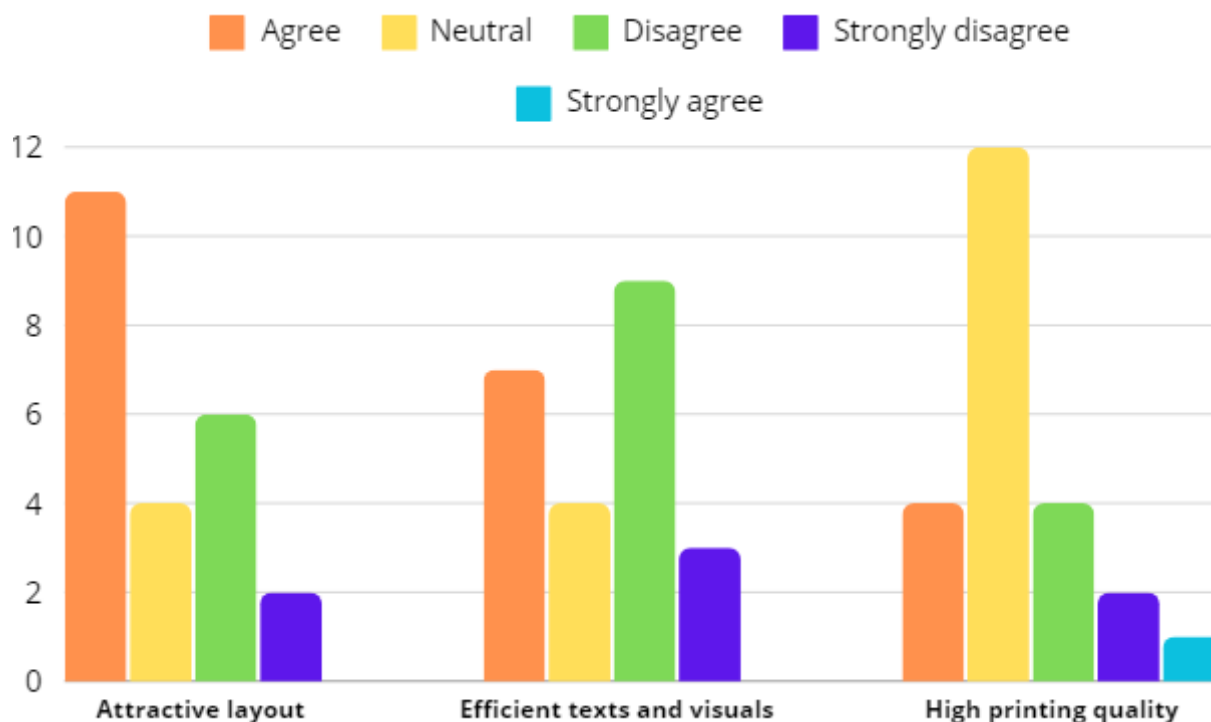


Figure 3.2: Physical and utilitarian attributes

Participants' perceptions of the textbook's physical characteristics were diverse. While the majority of participants found the textbook's layout visually appealing, a substantial portion expressed disagreement or indifference. For instance, 48% of respondents agreed that the textbook had an attractive layout, 17% were neutral, 26% objected, and 9% strongly disagreed. In contrast, regarding the efficiency of texts and visuals, 30% agreed, 52% were neutral, 17% disagreed, and 9% strongly disagreed.

3) Supplementary materials

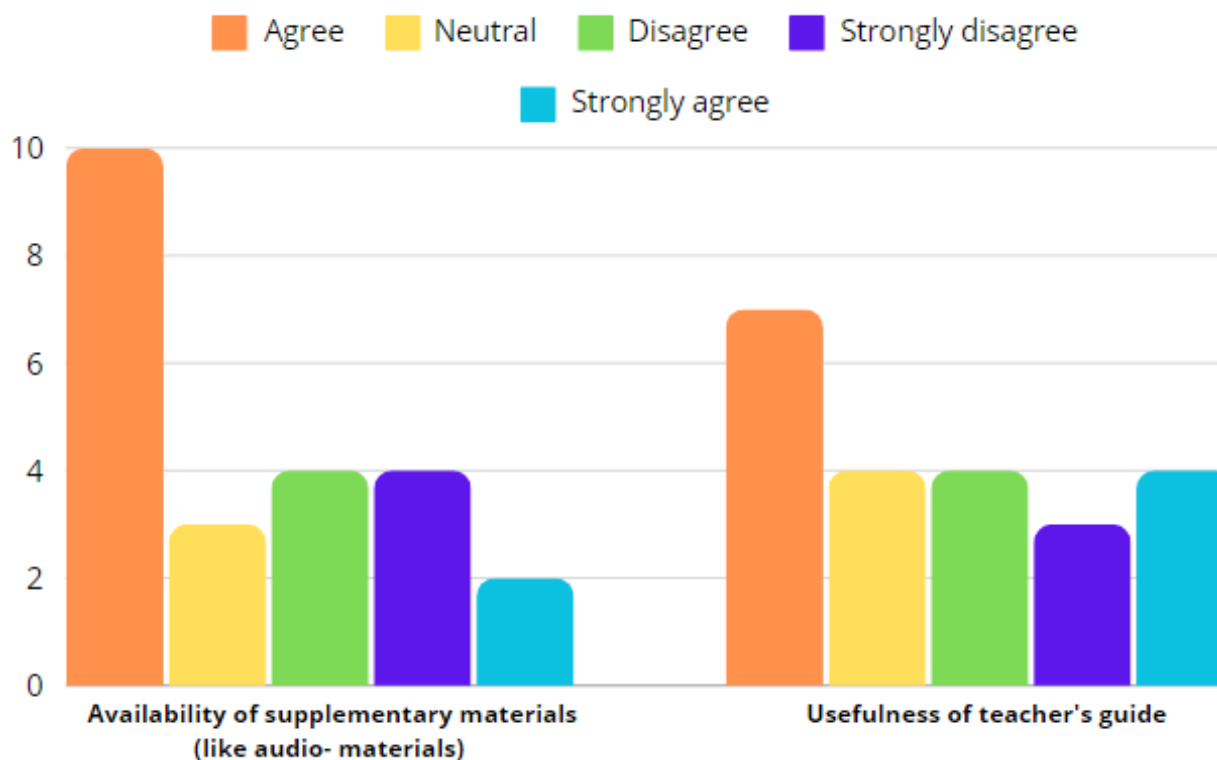


Figure 3.3: Supplementary materials

Regarding the effectiveness of the supplemental materials in the textbook, particularly the teacher's guide, participants had varying perspectives. While most recognized the presence of supplementary materials, opinions on the usefulness of the teacher's guide varied significantly. Specifically, 43% of respondents agreed that supplementary materials were available, 13% were neutral, 17% disagreed, and 17% strongly disagreed. Similarly, 30% agreed, 13% were neutral, 17% disagreed, and 26% strongly disagreed regarding the usefulness of the teacher's guide.

1) General

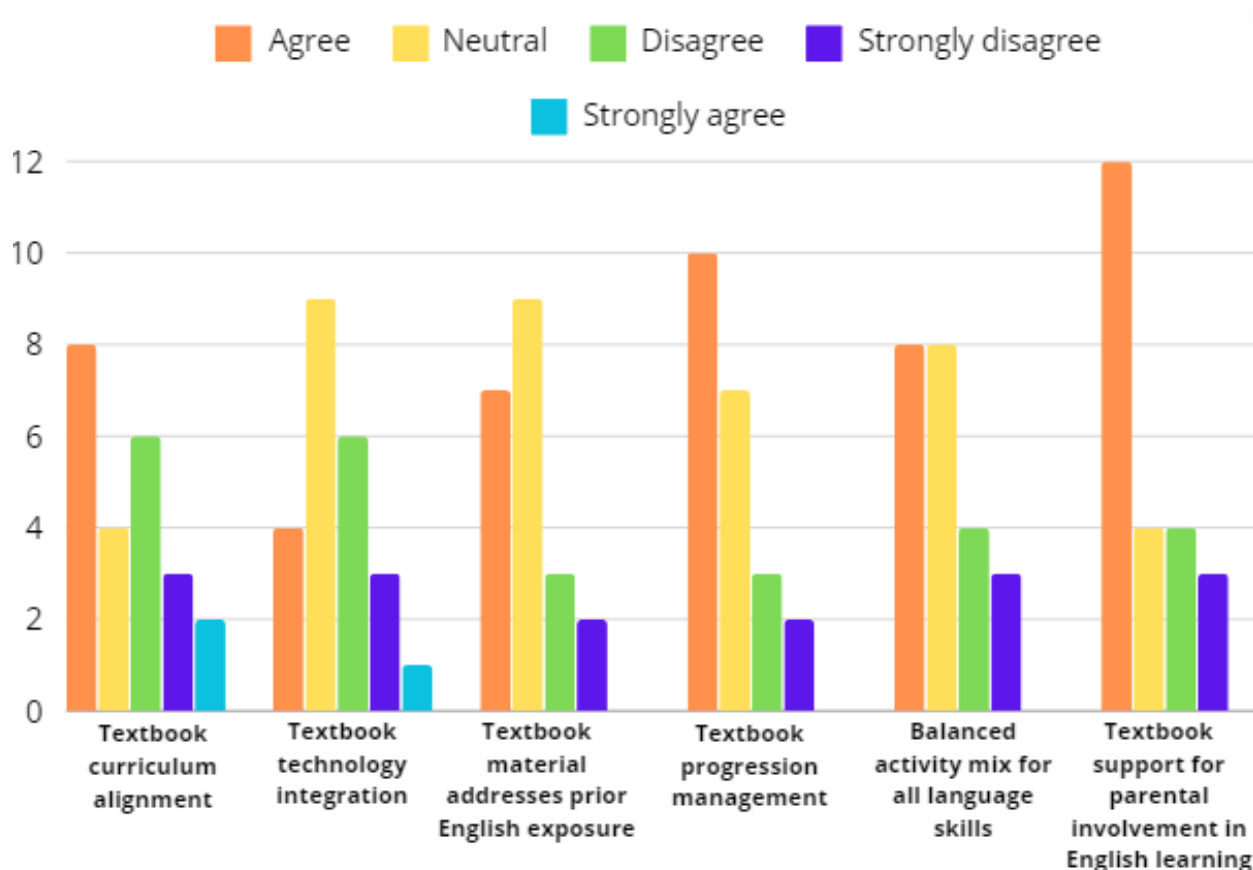


Figure 4.1: General

Participants showed the most agreement on the textbook's effectiveness in managing the progression of difficulty in language learning. For "Textbook progression management," 43.5% of participants agreed, 30.4% were neutral, 13.0% disagreed, and 8.7% strongly disagreed. Conversely, the integration of technological elements into the textbook was the topic with the most disagreement: 17.4% agreed, 39.1% were neutral, 26.1% disagreed, 13.0% strongly disagreed, and 4.3% strongly agreed. Opinions also varied on the textbook's alignment with curriculum objectives, with 34.8% agreeing, 17.4% neutral, 26.1% disagreeing, 13.0% strongly disagreeing, and 8.7% strongly agreeing. On addressing pupils' lack of prior exposure to English, 30.4% agreed, 39.1% were neutral, 13.0% disagreed, and 8.7% strongly disagreed. Regarding equitable distribution of activities for all language skills, 34.8% agreed, 34.8% were neutral, 17.4% disapproved, and 13.0% strongly objected. For parental assistance facilitation, 52.2% agreed, 17.4% were neutral, 17.4% disapproved, and 13.0% strongly disagreed, indicating recognition of parental involvement's importance.

2) Listening

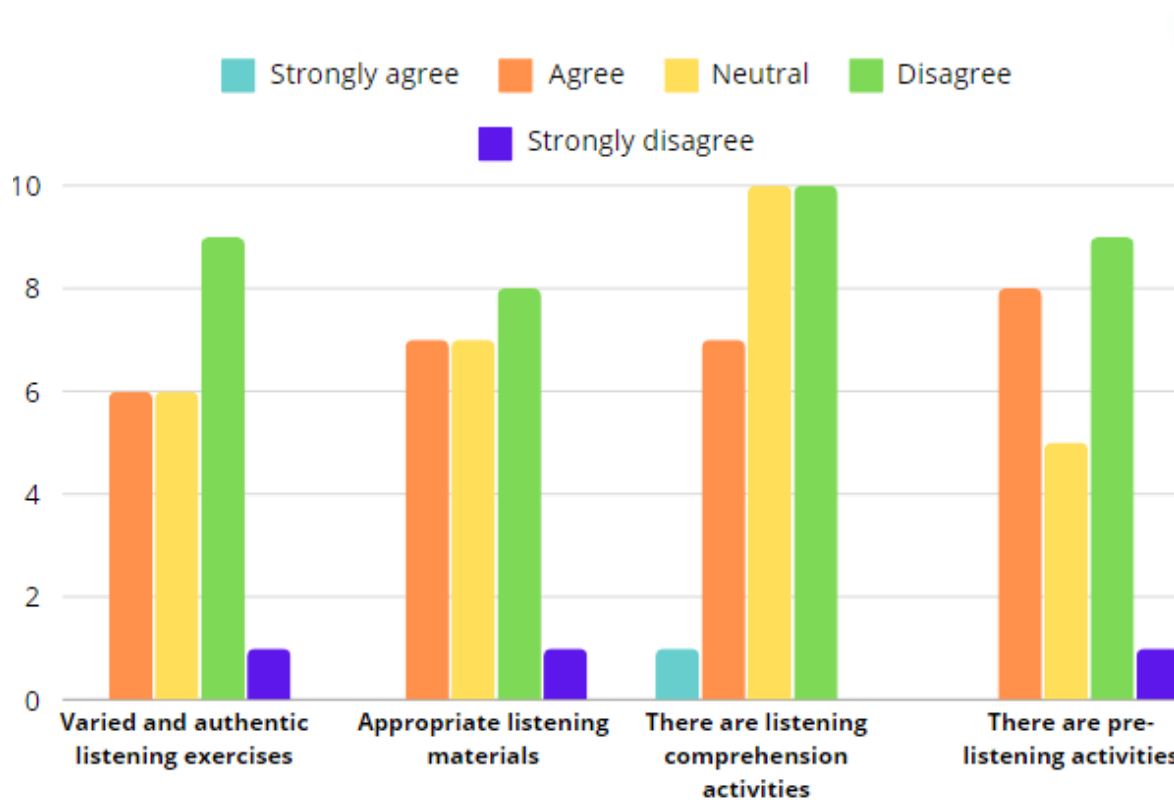


Figure 4.2: Listening

Participants' responses regarding the listening materials were mixed. For the authenticity and diversity of listening exercises, 26.1% agreed, 26.1% were neutral, 39.1% disagreed, and 4.3% strongly disagreed. Concerning the appropriateness of accents, speech rates, and contexts, 30.4% agreed, 30.4% were neutral, 34.8% disapproved, and 4.3% strongly disagreed. Opinions on pre-listening activities were distributed as follows: 34.8% agreed, 21.7% were neutral, 39.1% disagreed, and 4.3% strongly disagreed. For listening comprehension activities, 30.4% agreed, 43.5% were neutral, 21.7% disagreed, and 4.3% strongly disagreed. These results highlight specific areas for improvement in the listening materials.

3) Speaking

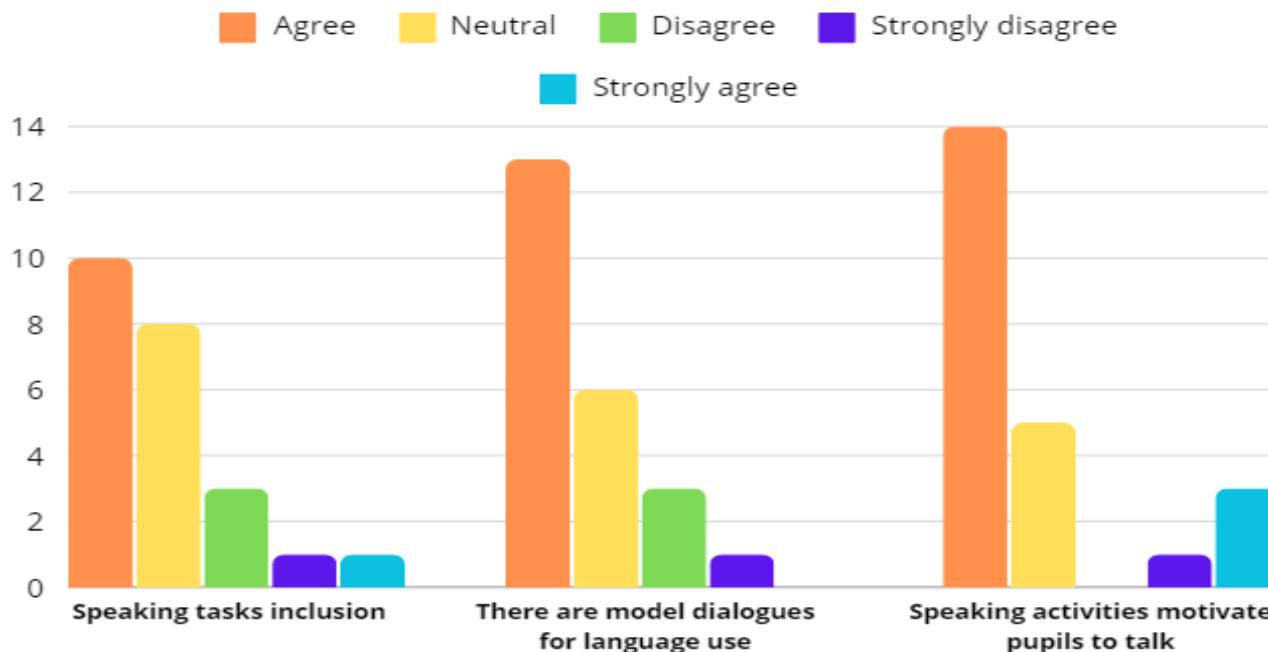


Figure 4.3: Speaking

The majority of participants agreed that the textbook includes speaking assignments. Specifically, 43.5% agreed, 34.8% were neutral, 13% objected, 4.3% strongly disagreed, and 4.3% strongly agreed. For the availability of model dialogues, 56.5% agreed, 26.1% were neutral, 13% disapproved, and 4.3% strongly disagreed. Participants viewed speaking activities as motivational for pupils: 60.9% agreed, 21.7% were neutral, 4.3% strongly disagreed, and 13% highly agreed. These findings indicate the perceived efficacy of the speaking components.

4) Pronunciation

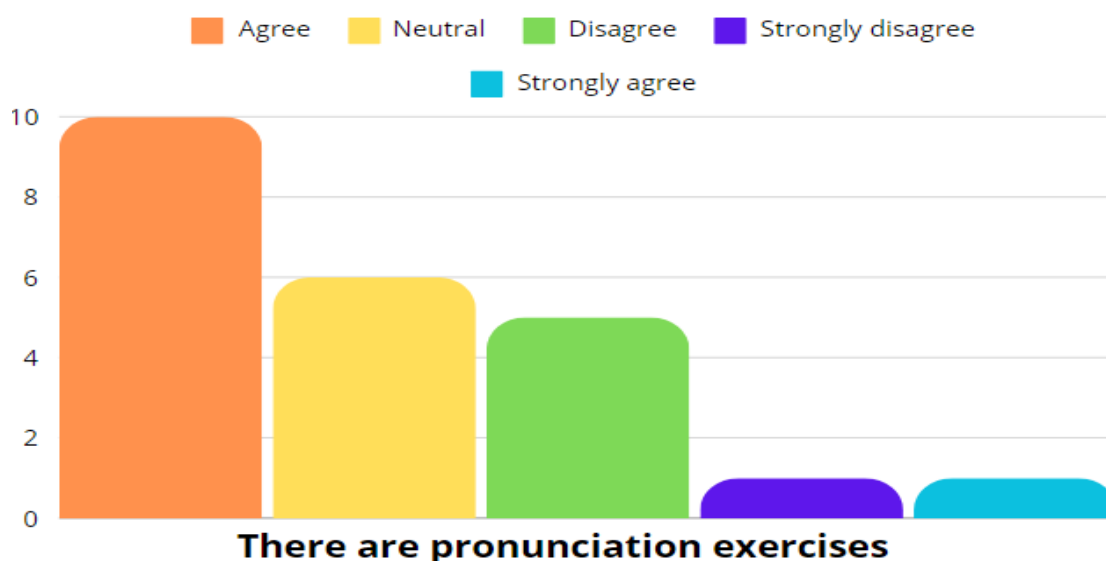


Figure 4.4: Pronunciation

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Participants had different opinions on the presence of pronunciation exercises. Specifically, 43% agreed, 26% were neutral, 22% disagreed, 4% strongly agreed, and 4% strongly disagreed. This shows varying views on the textbook's pronunciation instruction effectiveness.

5) Reading

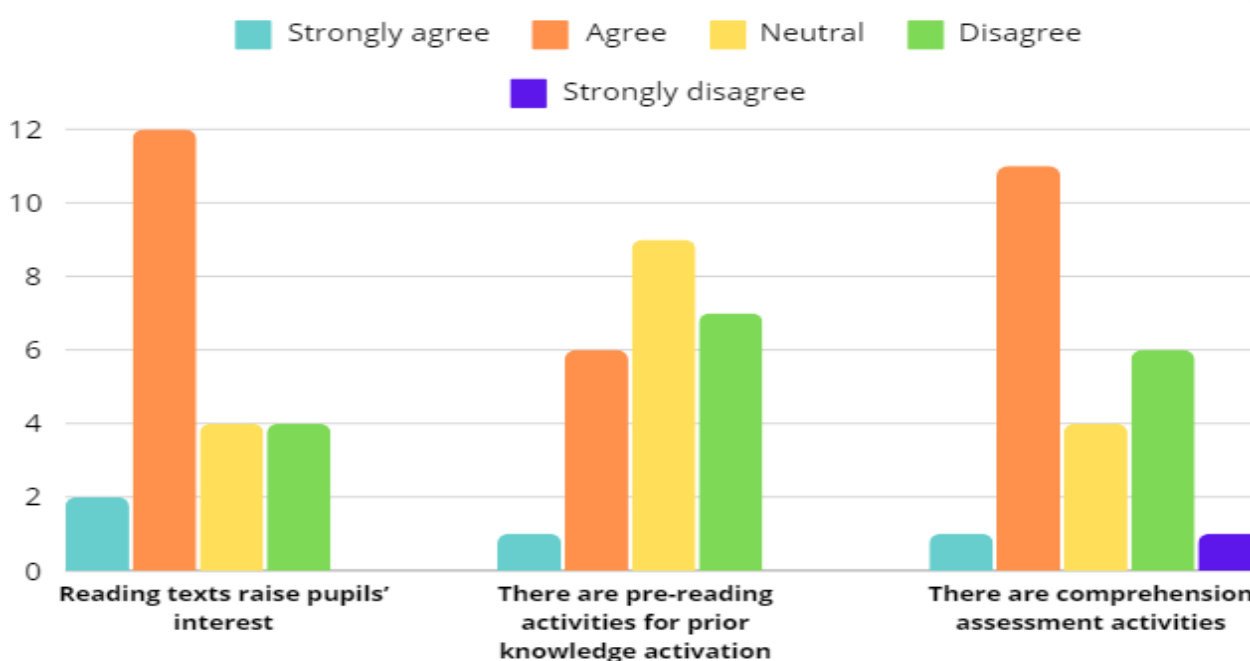


Figure 4.5: Reading

In the "Reading" section, 52.2% agreed that reading texts raise interest among pupils, 17.4% were neutral, 17.4% disagreed, and 8.7% strongly agreed. For pre-reading activities, 26.1% agreed, 39.1% were neutral, 30.4% disagreed, and 4.3% strongly agreed. On comprehension assessment activities, 47.8% agreed, 17.4% were neutral, 26.1% disagreed,

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4.3% strongly disagreed, and 4.3% strongly agreed. These results highlight both strong points and areas for improvement.

6) Writing

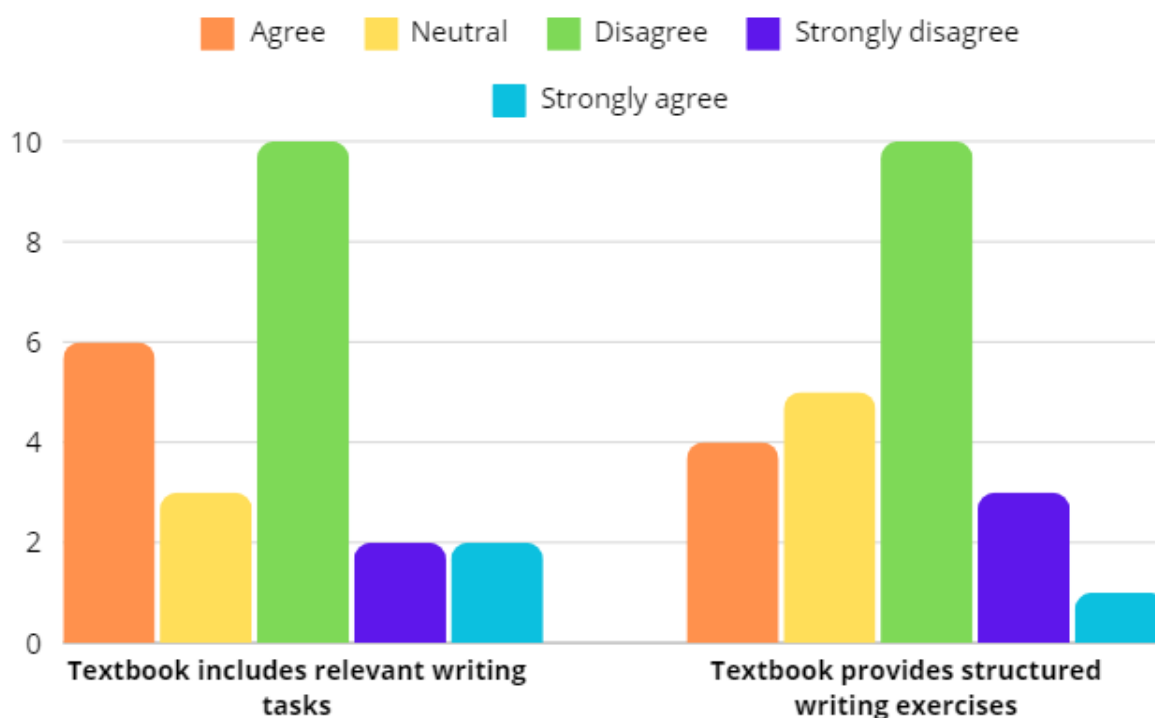


Figure 4.6: Writing

In the "Writing" section, participants had varied views on writing tasks and textbook exercises. For relevant writing tasks, 26.1% agreed, 13% were neutral, 43.5% disapproved, 8.7% strongly disagreed, and 8.7% strongly agreed. For structured writing activities, 17.4% agreed, 21.7% were neutral, 43.5% disagreed, 13% strongly disagreed, and 4.3% strongly agreed. These findings identify potential areas for development in writing materials.

7) Vocabulary

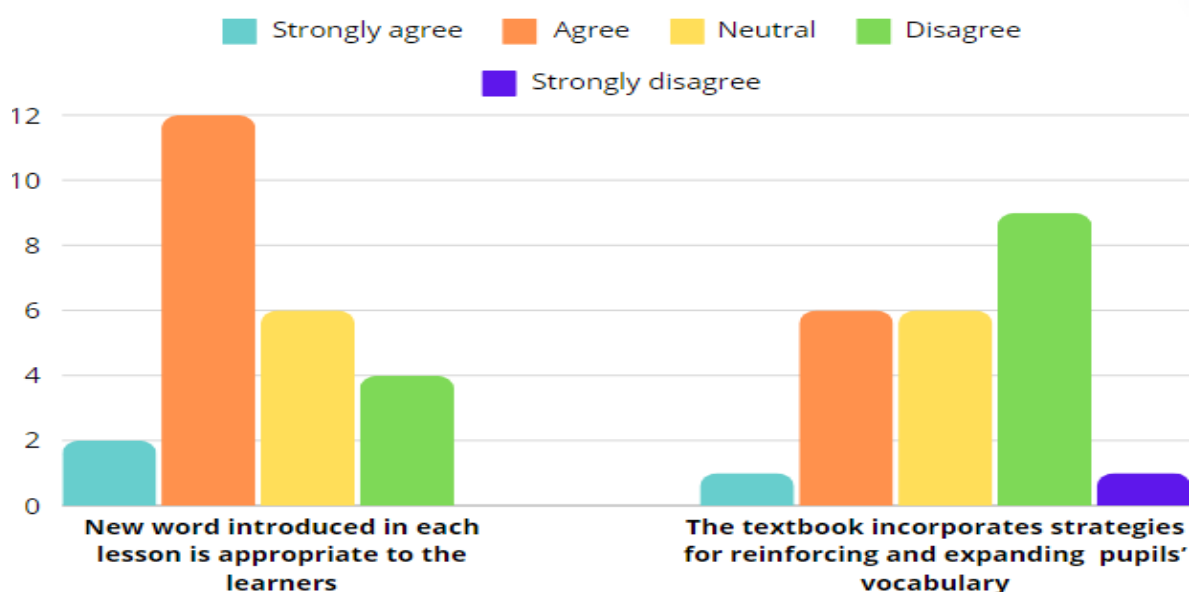


Figure 4.7: Vocabulary

Participants' opinions differed on the textbook's introduction of new words and vocabulary reinforcement techniques. Specifically, 52.2% agreed that the quantity of new words is suitable, 26.1% were neutral, 17.4% disagreed, and 8.7% strongly agreed. For vocabulary reinforcement strategies, 26.1% agreed, 26.1% were neutral, 39.1% disagreed, 4.3% strongly disagreed, and 4.3% strongly agreed. These findings suggest strategies for improvement in vocabulary tasks.

8) Grammar

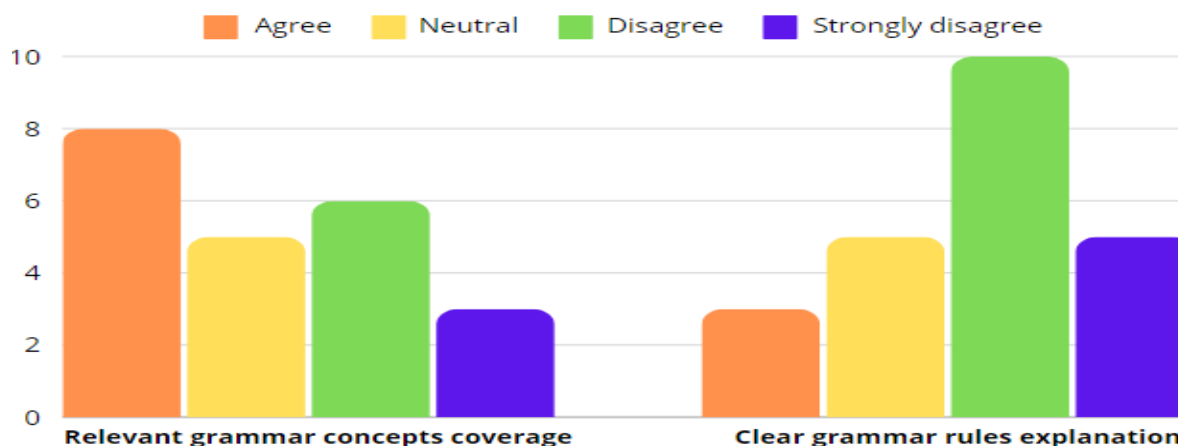


Figure 4.7.1: Grammar

Examining the "Grammar" section reveals that participants hold different opinions about how adequate the textbook's grammar training is. For example, among those who took the survey, 34.8% felt that the material is sufficient for the course, 21.7% were unsure, 26.1% were opposed, and 13.0% were adamantly opposed. 13% of respondents, 21.7% were neutral, 43.5% disagreed, and 21.7% strongly disagreed. These findings highlight the particular areas where the grammar instruction in the textbook may need improvement to better meet the needs of learners.

9) Exercises

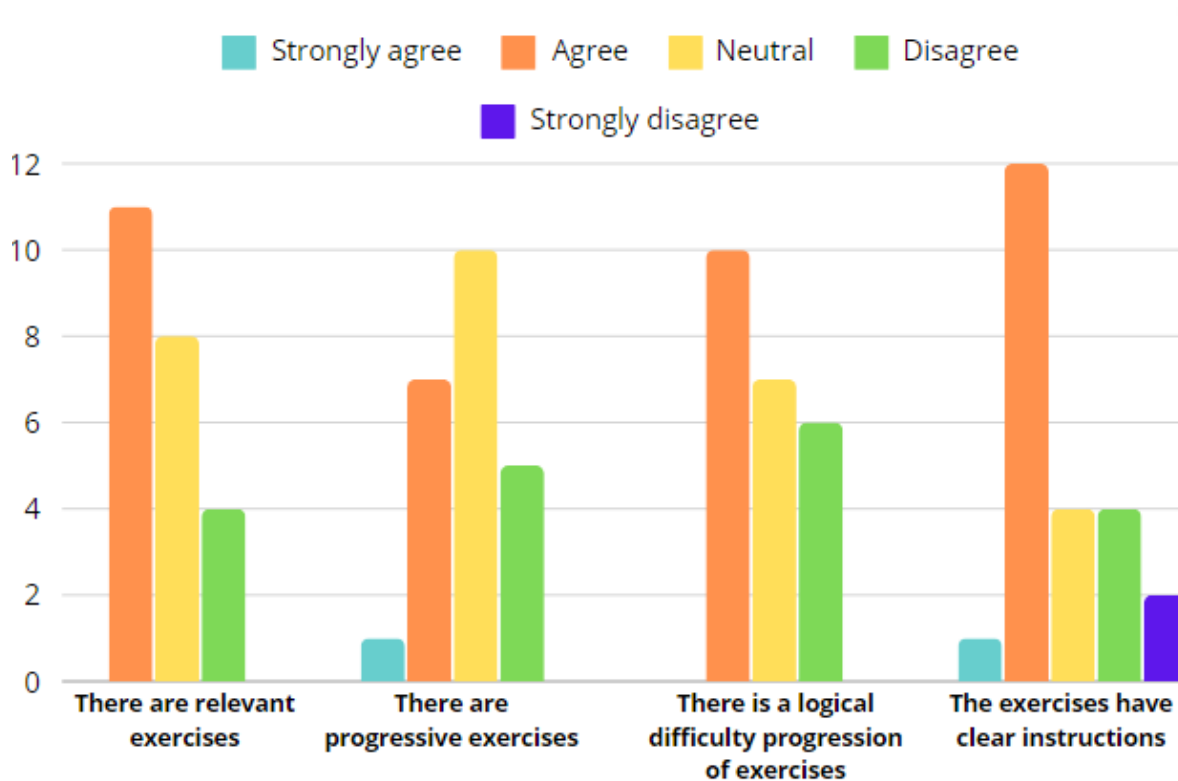


Figure 4.7.2: Exercises

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The feedback received for the "Exercises" section demonstrates a wide range of perspectives on various aspects of the exercises featured in the textbook. While the majority of participants acknowledged the relevance of the exercises and had explicit instructions, there were varying opinions regarding the progression of difficulty and complexity. Regarding the relevance of the exercises, 47.8% of the participants expressed agreement, 34.8% were neutral, and 17.4% expressed disagreement. The distribution of opinions regarding the progression of the exercises was as follows: 30.4% agreed, 43.5% were neutral, 21.7% disagreed, and 4.3% strongly agreed. Regarding the logical difficulty progression of the exercises, 43.5% of participants agreed, 30.4% remained neutral, and 26.1% strongly disagreed. In terms of instruction clarity, 52.2% of respondents agreed, 17.4% were neutral, 17.4% disagreed, 4.3% strongly agreed, and 8.7% strongly disagreed. The findings suggest that participants have a positive perception of certain aspects of the exercises, including their relevance and the clarity of instructions. Nevertheless, there are certain areas that could be improved, particularly in ensuring a logical progression of difficult

1) Additional resources or support to complement the textbook

Table 2.1: Additional resources or support to complement the textbook

Responses
They should rely and focus on the needs of learners.
More activities are needed, including worksheets and dependent activity books.
Ensure a connection between the didactic guide and the book.
Include songs, videos, flashcards, realia, and visual aids.
The use of outside books, such as the Cambridge series for vocabulary and Oxford series for reading, is beneficial.
The use of outside books, such as the Cambridge series for vocabulary and Oxford series for reading, is beneficial.

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Provide more attractive pictures and helpful activities.

Videos and audios (CD for scripts) should be provided.

Additional reading tasks and interactive methods are suggested.

Complementary resources such as scripts, stories, and data shows are needed.

Cambridge series for vocabulary and Oxford series for reading are recommended.

The book should follow the didactic guide.

Based on the responses to the question regarding additional resources or support, it is evident that teachers hold diverse perspectives on what would enhance the textbook for teaching English. Suggestions include a variety of options such as incorporating multimedia materials like songs and movies, as well as offering ready-made worksheets and exercises that align with the curriculum. Educators also emphasize the importance of engaging and stimulating materials, such as flashcards, visuals, and interactive games. Moreover, there is a need for a more accurate correlation between the textbook and the didactic guide to ensure comprehensive support in efficiently teaching English. These findings highlight the necessity of having adaptable and diverse educational materials that can meet the varied needs and preferences of educators and learners.

2) Difficulties faced when using textbook

Table 2.2: Difficulties faced when using the textbook

Responses
Not enough information regarding the guide.
Questions and instructions are often unclear.
The textbook is not used frequently; teachers rely on guides and other activities.
Needs big and large flashcards to help pupils concentrate.

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Content is insufficient to meet the curriculum objectives

Tasks in the textbook are boring and impractical for revision.

Lack of audio activities.

Pupils are not attracted by the pictures.

There is no connection between the textbook and the guide.

Limited teaching hours lead to wasted time.

By analyzing the responses provided, we can identify several common themes related to the difficulties encountered when using the textbook to teach English to primary school pupils. Many educators have expressed that they rarely use the textbook due to multiple obstacles, including ambiguous instructions, impracticality, and a lack of pupil engagement. Certain educators have shown a preference for alternative instructional methods, such as utilizing their own techniques or relying on additional resources like flashcards. Moreover, there were concerns raised about the appropriateness of the textbook in meeting curriculum objectives, as well as issues pertaining to loudness and disruptions in the classroom setting. These responses highlight the importance of addressing these challenges to enhance the effectiveness of using the textbook for English language instruction.

3) Recommendations for enhancing textbook effectiveness

Table 2.3: Recommendations for enhancing textbook effectiveness

Recommendations

Increase time allocated to English and provide more interesting activities.

Incorporate a list of songs for each session to enhance vocabulary, grammar, and pronunciation skills. Songs selected should align with the curriculum topics, making learning enjoyable and engaging. This approach can also improve listening comprehension and cultural appreciation.

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Include engaging short stories and games to maintain pupil interest.

Ensure clear instructions and relevant activities, and separate exercises from lessons for better clarity.

Develop a basic English book with videos and ensure good pronunciation and appropriate accents.

Create separate books for lessons and activities, including comprehensive activity books.

Update pictures, include homework tasks, and align the textbook with the Didactic Guide.

Use and teach authentic language, making the textbook accessible for independent learning.

Improve the clarity and variety of activities, simplify the textbook, and address the need for listening scripts.

The participants have offered valuable insights on recommendations to enhance the efficacy of the English textbook for teaching at the primary school level, based on their responses to the question. There is an agreement on the importance of including engaging and interactive activities to stimulate learners, such as integrating captivating short stories, games, and songs. The textbook should prioritize the provision of clear instructions and relevant activities that are in line with the curriculum. This suggests a desire for enhanced guidance and coherence within the textbook. Moreover, the need for improved organization and usability is highlighted by the recommendations to segregate exercises from lessons, provide activity books, and rearrange the textbook in accordance with the didactic guide. The importance of authenticity and learner autonomy is underscored by additional suggestions, including refreshing visuals, enhancing guidance on pronunciation, and ensuring that the textbook is suitable for self-directed learning. Together, these recommendations offer valuable direction for enhancing the effectiveness of the textbook and meeting the diverse needs of primary school pupils.

2.5.1 The general inspector's interview analysis

The interview with the General Inspector provides valuable insights into the challenges and opportunities associated with using English language textbooks in primary school settings. Through a series of targeted questions, the interview revealed essential information on the

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additional resources and support needed to supplement the textbook, the challenges teachers face in using it, and recommendations for improving its efficacy. The General Inspector's remarks emphasize the significance of ensuring educational materials align with official curriculum standards, promoting interactive learning environments, and catering to the varied needs and interests of learners. These recommendations outline a clear plan for improving the textbook to better meet the educational requirements of both pupils and educators.

Question one: Additional Resources and Support Needed

The General Inspector highlighted the importance of aligning the textbook with the official curriculum and underscored the need for it to be both reliable and realistic. By 'reliable,' she referred to content that is accurate, trustworthy, and in line with educational norms. Regarding 'realistic,' she suggested that materials should accurately represent authentic language use and real-life situations, enhancing their relevance and practicality for educators and pupils, ultimately improving daily practice.

Question two: Challenges in Using the Textbook

The General Inspector identified several concerns, including a lack of alignment with the official didactic guide, non-thematic and impractical vocabulary, and a limited number of meaningful activities that offer engaging and useful exercises. She emphasized the necessity of tailoring activities in the textbook to the learners' needs and interests. This highlights the importance of aligning the content with the pupils' preferences and proficiency levels to facilitate effective language development, as failing to do so can impede the development of communicative skills.

Question three: Recommendations for Improvement

The General Inspector recommended that the textbook content should promote active learning, adhere to local standards by aligning with specific educational requirements and cultural contexts, and cater to the diverse interests and abilities of learners. She also stressed the importance of ensuring the content is accurate and up-to-date, incorporating authentic and current visual representations of English-speaking cultures, and offering effective strategies for learners to excel in listening, speaking, reading, and writing. Additionally, she highlighted the significance of including assessment tools, such as quizzes and tests, to accurately evaluate pupils' progress, and establishing clear teaching objectives at the start of each lesson or unit to guide both teachers and pupils throughout the learning process.

2.6 Discussion of the main results

English has recently been introduced into the Algerian educational system as a subject for third-year primary school students, resulting in the creation of a new textbook. Given this new context, it is imperative to assess the extent to which the textbook effectively assists both teachers and pupils. This study aims to evaluate the English textbook used in third-year primary schools by distributing a questionnaire to instructors and conducting an interview with the General Inspector of English. The initial hypothesis posits that the new English textbook may pose challenges in reading comprehension, vocabulary improvement, and grammar, potentially hindering its efficacy in meeting the educational needs of Algerian third-year primary school pupils. Findings from the questionnaire responses of 20 English teachers in Tlemcen primary schools, along with insights from the General Inspector's interview, shed light on these challenges.

Teachers identified multiple deficiencies in the textbook's approach to reading comprehension. Many indicated that the reading materials were not captivating or aligned with pupils' interests. Moreover, the complexity of the texts and corresponding comprehension exercises often did not match pupils' proficiency levels, hindering the development of their comprehension skills.

Regarding vocabulary development, teachers had issues with the lack of thematic organization and practical relevance of the vocabulary provided in the textbook. They observed that vocabulary exercises were not successful in reinforcing the learning of new words in meaningful contexts, making it difficult for pupils to remember and use the vocabulary in their language practice.

Educators also identified grammar as an area of concern. They noted that grammar instruction in the textbook was often too abstract or disconnected from pupils' everyday language encounters. This lack of contextualization and practical application impeded pupils' ability to grasp and internalize grammatical concepts proficiently.

The second hypothesis suggests that teachers may face significant challenges with the new textbook, such as misalignment with the official guide, impractical vocabulary, and insufficient support for diverse teaching methods. The findings confirm these challenges, emphasizing the need for improvements in many aspects of the textbook.

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A notable problem was the lack of alignment between the official guide and the textbook. Teachers noted discrepancies between the content and objectives stated in the textbook and those in the official curricular guidelines. This misalignment posed challenges in both lesson planning and delivery, as teachers had to incorporate supplementary resources to meet curriculum requirements.

Additionally, teachers voiced issues with the impracticality of the vocabulary presented in the textbook. They observed that vocabulary exercises often lacked relevance to pupils' daily lives and did not adequately address their interests or needs. Consequently, pupils faced obstacles in engaging with and internalizing the vocabulary, limiting their language acquisition progress.

Furthermore, the lack of support for various instructional methods was recognized as an obstacle to effective teaching. Teachers noticed that the textbook materials were insufficient for catering to multiple learning styles and lacked sufficient guidance for implementing diverse instructional strategies. This limitation hindered teachers' ability to develop engaging and interactive lessons that accommodated the varied needs of their students.

Overall, the findings underscore the necessity of making comprehensive revisions to the third-year primary school English textbook. These changes should specifically address the challenges observed in reading comprehension, vocabulary development, and grammar. To enhance English language learning and teaching in Algerian primary schools, the textbook should be tailored to students' needs and interests, providing comprehensive support to teachers in terms of lesson planning and delivery.

To summarize, the evaluation of the English textbook used in third-year primary schools in Algeria has uncovered notable challenges in reading comprehension, vocabulary development, and grammar. The findings emphasize the need for extensive adjustments to the textbook to more effectively address the educational needs of pupils and support teachers in delivering efficient instruction. By tackling issues such as disengaging reading materials, impractical vocabulary exercises, and abstract grammar instruction, the redesigned textbook can enhance the learning environment for English language acquisition. Ensuring that the textbook content aligns with official curriculum guidelines and offers support for various teaching methods will improve its efficacy in promoting English language acquisition in Algerian primary schools. Ultimately, these enhancements are crucial for ensuring that pupils

receive high-quality English language instruction that equips them for future academic and professional pursuits.

2.7 Recommendations

Based on the above findings, this section offers recommendations and suggestions aimed at enhancing the effectiveness of the English textbook for third-year primary school pupils in Algeria. These recommendations are intended to make the textbook more productive and suitable for use by teachers, as well as more comprehensible and engaging for learners.

2.7.1 Challenges and opportunities of implementing English language teaching in the Algerian primary school curriculum

The implementation of English language teaching in Algerian primary schools presents a multifaceted set of challenges and opportunities at different levels of the education system. This section explores the significant implications for institutions, teachers, and learners as they adapt to the incorporation of English into the primary school curriculum. The shift necessitates significant adjustments and investments, but it also offers promising prospects to improve the quality of education and to conform to global standards. By examining the specific challenges and opportunities faced by each group, a thorough comprehension of the impact of this educational reform can be gained, along with strategies for successful integration.

2.7.1.1 For institutions/schools

The introduction of English in primary schools necessitates significant institutional adjustments. Schools must ensure they have the necessary infrastructure, such as adequate classrooms, learning materials, and technology, to support English language instruction. This shift requires substantial investment in resources and training to equip schools with appropriate English textbooks, audio-visual aids, and other educational tools. Institutions need to adapt their administrative frameworks to effectively integrate English language teaching into their existing curricula. This integration presents logistical issues, such as scheduling, resource allocation, and maintaining consistency across different schools and regions. However, it allows schools to modernize and improve their educational offerings, matching with global educational standards and better prepare pupils for a globalized world.

2.7.1.2 For teachers

Teachers play a crucial role in the successful implementation of English language teaching. The main challenge is the need for professional development and training. Several teachers may have insufficient expertise and pedagogical skills necessary to teach English

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effectively. This requires extensive training programs and continuous professional support (Benabi, 2023, p. Teachers must also adjust to new teaching methodologies that focus on communicative competence and learner-centered approaches. This transition can provide difficulties for those accustomed to traditional methods of rote learning and teacher-centered instruction. On the other hand, this shift provides teachers with opportunities for professional growth and development. By enhancing their English language skills and adopting innovative teaching practices, teachers can improve their overall teaching effectiveness and contribute to a more dynamic and engaging learning environment.

2.7.1.3 For learners

Pupils may initially struggle with the new language if they lack exposure to English outside the classroom. This situation can be increased by limited access to English-speaking environments and resources at home. However, early English education has the potential to significantly enhance language acquisition and proficiency. Young learners are more adaptable to new languages, and early exposure can lead to better pronunciation, fluency, and overall language skills (Kitao, 1996). Learning English also opens up new avenues for academic and professional opportunities in the future, as English proficiency is valued in higher education and the global job market.

2.7.2 Enhance Reading Comprehension Activities

To enhance reading comprehension, it is necessary to incorporate a range of engaging and interactive exercises into the textbook. Integrating pre-reading exercises helps stimulate students' existing knowledge, establishing a basis for comprehending new texts. Post-reading assignments are equally crucial since they strengthen learning and ensure comprehension. Integrating a variety of reading materials, including narratives, informative texts, and dialogues, will effectively sustain pupils' engagement and foster a wide range of reading skills. In addition, comprehension questions that challenge pupils to think critically about the text should accompany each reading passage. Utilizing interactive reading strategies, such as guided and shared reading, can enhance the engagement level of reading sessions and promote a more profound comprehension of the material (Harmer, 2007; Nunan, 2004).

2.7.3 Improve Vocabulary Development Strategies

Efficient vocabulary enhancement can be accomplished by presenting new words in context, like stories or dialogues, rather than in isolation. This approach facilitates pupils' comprehension of the meanings and application of new vocabulary. Enhancing retention can be achieved by reinforcing vocabulary using a range of exercises such as matching activities, fill-in-the-blank phrases, and word maps. Promoting the active utilization of newly acquired

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vocabulary in both oral and written exercises enhances the memory and practical implementation of the words. Visual aids, such as flashcards, pictures, and multimedia resources, can offer supplementary assistance, making the learning process more engaging and effective (Tomlinson, 2011; Richards & Rodgers, 2001).

2.7.4 Strengthen Grammar Instruction

Grammar instruction should be included into reading and writing tasks, illustrating how grammar operates in real language use. Implementing a progressive difficulty level in exercises aids pupils in developing their comprehension of grammatical concepts step-by-step. Engaging grammar learning is enhanced through interactive activities, such as games, role-plays, and tasks. Pupils efficiently grasp concepts through clear explanations and numerous examples that illustrate how rules are applied. This approach not only improves grammatical knowledge but also makes it easier for its practical application in ordinary language use (Ellis, 2003; Harmer, 2007).

2.7.5 Alignment with the Official Curriculum

It is crucial to ensure that the content of the textbook closely corresponds to the official curriculum in order to maintain uniformity in teaching materials. Engaging in collaboration with curriculum developers to revise the textbook will facilitate the integration of lessons, vocabulary, and activities in order to align with educational standards. This alignment will establish a clear and coherent instructional path for educators, thereby minimizing ambiguity and inconsistency in lesson planning. An appropriately arranged textbook assists teachers in delivering structured lessons and improves the overall instructional coherence (Ball & Cohen, 1996; Shulman, 1986)

2.8 Conclusion

This chapter was dedicated to evaluating and depicting the textbook, highlighting the main findings of the entire study in both qualitative and quantitative terms. The data was gathered via two primary research instruments: an interview with the general inspector and a questionnaire administered to instructors. The responses to the instructors' questionnaire regarding the instructional materials provided by the Algerian Ministry of Education shed light on fundamental challenges encountered by educators. A review of the responses unveiled a prevalent sentiment of discontentment regarding the substance of both the syllabus and the textbook. Opinions on the teachers' guide varied, but many found it supportive despite some shortcomings.

The general inspector's interview clarified key points discussed in the research and raised additional concerns from teachers. The findings from the interview analysis supported

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the viewpoints of the educators regarding the general substance of the materials, specifically the textbook and syllabus, which revealed a negative attitude. The inspector emphasized redesigning these materials to increase pupils' engagement in the learning process.

In general, the results obtained from both instruments affirmed the hypotheses that there is little relationship between learners' needs and real-life context, and that teachers face many difficulties when dealing with the intended materials. A set of recommendations has been assembled to address these issues, aiming to provide improved teaching and learning materials equipped with essential benchmarks to help teachers conduct their classes smoothly and achieve defined academic goals.

The study, in short, emphasizes the need to improve the third-year primary school English textbook to better facilitate efficient teaching and learning, comply with academic standards, and meet the various demands of teachers and pupils.

General conclusion

In the era of globalization, the significance of English as a worldwide language greatly escalated. Consequently, it became crucial to introduce English to pupils at an early stage in order to provide them with the necessary skills for efficient international communication. This dissertation sought to evaluate the implementation and efficacy of the English textbook used in third-year primary schools in Algeria. The focus was on examining the challenges encountered by teachers and evaluating the extent to which the textbook catered to the requirements of Algerian pupils.

The study consisted of two main chapters: the first chapter presented a comprehensive theoretical background on the instruction of English in primary schools, discussing the significance of teaching materials, instructional strategies, and the distinctive needs of young learners. It examined the fundamentals of language acquisition and emphasized the importance of developing foundational skills in reading, vocabulary, and grammar. The chapter additionally addressed the significance of using culturally relevant materials and pedagogical approaches that promote active learning and engagement among pupils.

The second chapter centered on evaluating the textbook using a mixed-methods approach. Teacher questionnaires and an interview with the General Inspector of English were utilized to gather the data. The analysis incorporated quantitative data regarding teacher perceptions of the textbook's efficacy, as well as qualitative insights into the challenges encountered during its deployment. This chapter conducted an in-depth examination of the textbook's alignment to educational standards, its impact on student learning results, and the practical difficulties faced by educators.

The results of this study confirmed the research hypotheses. It was determined that the current English textbook did not adequately fulfill the needs of Algerian pupils, specifically in the areas of reading comprehension, vocabulary development, and grammar. Teachers noted that the content and structure of the textbook frequently did not effectively interest pupils or sufficiently address their learning levels. Specific challenges encompassed the textbook's lack of thematic and practical vocabulary, inadequate grammar exercises, and reading materials that did not support the development of comprehension skills. Furthermore, the study emphasized notable concerns such as inadequate teacher training, lack of resources, and challenges in managing the classroom, all of which further hindered the textbook's successful utilization. The findings emphasized the necessity for a more practical approach

towards teacher training, improved teaching materials tailored to enhance reading, vocabulary, and grammatical skills, and improved classroom conditions to facilitate effective English language learning.

The concerns revealed in this study were indicative of systemic issues in educational systems worldwide. To tackle these challenges, it was necessary to implement extensive reforms. This included enhancing teacher preparation programs to better equip educators with the necessary skills to address the needs of diverse learners. Additionally, integrating technology into classrooms would provide interactive and engaging learning experiences. Furthermore, adopting innovative teaching methods that emphasized active participation and practical application of language skills. The reforms should prioritize the establishment of a conducive atmosphere for instructors and pupils, fostering ongoing professional development, and assuring access to top-notch educational resources.

Nevertheless, this research encountered numerous limitations. These obstacles encompassed bureaucratic hurdles that caused a delay in the collecting of data, timing issues that affected the availability of participants, and the study's limited scope, which focused on a particular region and a small sample size. These constraints may have affected the generalizability of the findings. In order to overcome these limitations, future studies should focus on broadening the scope of the research to encompass a larger and more varied sample, as well as ensuring more streamlined data collection processes.

Future research should prioritize a comprehensive assessment of teacher training programs to pinpoint precise areas for improvement and to develop specialized training modules that tackle the distinctive challenges of teaching English in primary schools. Conducting comparative studies on different teaching methods could offer valuable insights into the most efficient instructional strategies for young learners. Furthermore, exploring the potential of technology to enhance English language instruction in Algerian primary schools could result in innovative solutions that boost the interactivity and accessibility of learning. Additional research could also investigate the long-term impact of improved teaching materials and methods on the performance of pupils, thereby aiding the continuous endeavors to improve English language education in Algeria.

To summarize, the implementation of English language teaching in Algerian primary schools showed great potential in equipping pupils for a globalized society. Yet, the success of this initiative hinged upon the quality of teaching materials, teacher training, the accessibility of resources, and support of the community. Tackling the recognized challenges could result in a more effective English language education, consequently benefiting pupils' future academic and professional prospects.

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Appendices

APPENDIX A: the teachers' questionnaire

This questionnaire aims to gather information on various aspects of the textbook, including its content, teaching methods, and suitability for the 3rd-year primary school pupils.

Please take a few minutes to share your experiences and opinions by answering the following questionnaire.

Section one: Informants' profile

1) Teachers' experience

- For how many years have you been teaching English?

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2) Beginning of Primary school teaching

- When did you start teaching English in the primary school?

This year

Last year

3) Previous English teaching locations

- If you taught English elsewhere, please mention where

.....

- For how long?

.....

Section two: Textbook evaluation criteria

Part one: General attributes

1) Suitability to learners

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
The texts in the textbook are likely to interest the learners					
It is compatible to learners' background knowledge and level					
The textbook caters for the- specific needs and abilities of 3rd-year					

primary school pupils					
The textbook considers the cultural background of Algerian pupils The textbook suits the age of 3rd-year primary school pupils					

2) Physical and utilitarian attributes

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
The layout of the textbook is attractive					
There is an efficient use of texts and visuals in the textbook					
The printing quality of the textbook is high					

3) Supplementary materials

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
The textbook comes with supplementary materials (like audio-materials)					
There is a helpful teacher's guide					

Part two: Learning/teaching content

1) General

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
The textbook aligns with the learning objectives of the curriculum					
The textbook incorporates technology					
The material effectively accounts for the students' lack of prior exposure to English					
The textbook effectively					

manages the progression of difficulty in language learning					
The textbook offers a balanced mix of activities for all language skills					
The textbook facilitates parental help in English learning at home					

2) Listening

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Listening exercises in the textbook are varied and - authentic					
Listening materials are appropriate in terms of accents, speech rates, and contexts					
There are listening comprehension activities following the materials, allowing pupils to demonstrate understanding					
There are Pre-listening activities help students activate relevant background knowledge					

3) Speaking

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
The textbook includes speaking tasks					
There are model dialogues or conversations to provide examples of appropriate language use					
Speaking activities motivate pupils to talk					

4) Pronunciation

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
There are specific exercises or activities focused on pronunciation in the textbook					

5) Reading

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Reading texts raise pupils' interest					
There are pre-reading activities that activate prior knowledge and set a purpose for reading					
There are comprehension questions and activities that assess understanding					

6) Writing

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
The textbook includes relevant writing tasks for primary school pupils					
The textbook provides structured and progressive writing exercises					

7) Vocabulary

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
The number of new words introduced in each lesson is appropriate to the learners					
The textbook incorporates strategies for reinforcing and expanding pupils' vocabulary					

8) Grammar

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
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The textbook covers relevant grammar concepts for 3rd-year primary school English					
Grammar rules are clearly explained and practiced in the textbook					

9) Exercises

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
The exercises provided in the textbook are relevant					
The exercises in the textbook progressively build on each other to reinforce learning					
There is a logical progression in difficulty and complexity of exercises throughout the textbook					
The exercises have clear instructions					

Section three: Teachers' recommendations

1) What additional resources or support would you find beneficial to complement the textbook in teaching English?

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2) What difficulties or obstacles do you face when using the textbook to teach English to primary school pupils?

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3) What improvements or modifications would you recommend to enhance the effectiveness of the textbook for teaching English at the primary school?

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APPENDIX B: the General Inspector's interview

1) What additional resources or support would you find beneficial to complement the textbook in teaching English?

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2) What difficulties or obstacles do you face when using the textbook to teach English to primary school pupils?

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3) What improvements or modifications would you recommend to enhance the effectiveness of the textbook for teaching English at the primary school?

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APPENDIX C: examples from 3rd year PS syllabus

SYLLABUS OF ENGLISH FOR PRIMARY SCHOOL YEAR 3		برنامج اللغة الإنجليزية للسنة الثالثة الابتدائية			
			<ul style="list-style-type: none"> ▪ Adjectives ▪ Lexis related to parties <p>Grammar Oral formulaic expressions and chunks related to the learners' interests, immediate environment and needs.</p> <ul style="list-style-type: none"> ▪ The imperative (classroom commands) ▪ Contracted forms of to be and to have: ('m=am, 's=is/has, 're=are, 've=have) ▪ Present simple (To be / to have / to live / to love...) ▪ Statements ▪ Questions: *Wh-questions (how, what, where, when) *yes/no questions ▪ Prepositions: *time: in, on *location: in, next to / opposite ▪ Articles (a, an) Pronouns 	<p>understanding.</p> <p>Personal and Social -Respond to oral messages.</p>	
Oral production	<i>Interact orally in communicative situations related to the learner's daily concern and interests using simple words and expressions.</i>	The learner can:	<ol style="list-style-type: none"> 1. identify simple words and expressions to interact orally. 2. use simple words and expressions to interact orally. 3. respect the interlocutor. 	<p>Intellectual -Discover the importance of words and chunks used in oral interaction.</p> <p>Methodological -Exploit the linguistic repertoire and paralinguistic features to interact orally.</p> <p>Communicative</p>	

APPENDIX D: examples from the textbook

MY FIRST ENGLISH CLASS

1. Listen, look and say.

→ → →

→ → →

→ → →

2. Listen, look and tick the right box in your copybook.

1 → → → →

2 → → → →

3 → → → →

3. Listen, look and say the small letters of the alphabet.
4. Listen, look and say the capital letters of the alphabet.
5. Listen, say and show the small letters of the alphabet.

Small letters:



6. Listen, say and show the capital letters of the alphabet.

Capital letters:



7. Read and circle on your copybook the small and capital letters with the same shape.



8. Listen, look and sound the letters of the English alphabet.

1

ME, MY FAMILY AND MY FRIENDS

1. Listen and show.



2. Listen and repeat.

8

Summary

Teaching English as a foreign language requires addressing learners' specific needs and challenges. This study examined the third-year primary school English textbook's efficacy for Algerian pupils and the main challenges faced by teachers. Using a mixed-methods approach, including teacher questionnaires and an interview with an educational inspector, the study revealed that the textbook partially met pupils' educational needs but lacked in accommodating diverse learners and promoting interactive learning. Teachers reported challenges such as insufficient training, limited resources, and classroom management difficulties. The study emphasized the need for targeted teacher training and improved materials to enhance English education in Algerian primary schools.

Key words: teaching English, learner needs, textbook, teacher training, educational resources, classroom management, interactive education.

Résumé

Enseigner l'anglais comme langue étrangère nécessite de répondre aux besoins et aux défis spécifiques des apprenants. Cette étude a examiné l'efficacité du manuel d'anglais de troisième année du primaire pour les élèves algériens et les principaux défis auxquels sont confrontés les enseignants. En utilisant une approche mixte, comprenant des questionnaires aux enseignants et une interview avec un inspecteur éducatif, l'étude a révélé que le manuel répondait partiellement aux besoins éducatifs des élèves mais manquait d'accommodations pour les apprenants divers et la promotion de l'apprentissage interactif. Les enseignants ont signalé des défis tels que la formation insuffisante, des ressources limitées et des difficultés de gestion de classe. L'étude a souligné la nécessité de programmes de formation ciblée pour les enseignants et d'amélioration des matériaux pédagogiques pour améliorer l'enseignement de l'anglais dans les écoles primaires algériennes.

Mots clés: enseignement de l'anglais, besoins des apprenants, manuel scolaire, formation des enseignants, ressources éducatives, gestion de classe, éducation interactive.

ملخص

يتطلب تعليم اللغة الإنجليزية كلغة أجنبية معالجة الاحتياجات والتحديات الخاصة بالمتعلمين. درست هذه الدراسة مدى فعالية كتاب اللغة الإنجليزية للصف الثالث الابتدائي لتلبية احتياجات التلاميذ الجزائريين والتحديات الرئيسية التي يواجهها المعلمون. تم تبني منهجية مختلطة، تضمنت استبيانات للمعلمين ومقابلة مع مفتش تربوي، وكشفت الدراسة أن الكتاب يلبي

جزئياً الاحتياجات التعليمية للتلاميذ لكنه يفتقر إلى استيعاب المتعلمين المتنوعين وتعزيز التعلم التفاعلي. أشار المعلمون إلى تحديات مثل التدريب غير الكافي، والموارد المحدودة، وصعوبات إدارة الفصول. أكدت الدراسة على ضرورة وجود برامج تدريب مستهدفة للمعلمين وتحسين المواد التعليمية لتعزيز تعليم اللغة الإنجليزية في المدارس الابتدائية الجزائرية

الكلمات المفتاحية: تعليم الإنجليزية، احتياجات المتعلمين، الكتاب المدرسي، تدريب المعلمين، الموارد التعليمية، إدارة الفصول، التعليم التفاعلي.