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Nour El Imane YAHIA

Textbook Analysis "My Book of English" The Case of Fourth Year at the Primary School of Biskra District

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Board of Examiners

Prof.Ahmed Chaouki HOADJLI	Examiner	MKU_Biskra
Mrs.Nadjet MOUSSAOUI	Supervisor	MKU_Biskra
Dr.Manel TRIKI	Chair	MKU_Biskra

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Dedication

I dedicate this work to:

To my dear parents, who planted the seed of knowledge in my mind and nutured it.This dissertation is dedicated to you, for your unwavering support, endless encouragement, and boundless love. Your belief in me has been my greatest strength and inspiration throughout this journey. This accomplishment is as much yours as it is mine.

To my beloved siblings, Oussama, Ramzi, Sara, Belkis, Hadile, and to my dear little nephew, the piece of sugar Raid

To someone whose guidance, support, and encouragement have been invaluable. I am deeply grateful for all you have done. Thank you for believing in me and for being a constant source of inspiration and strength.

This work is dedicated to the beloved people who supported me unconditionally and sacrificed a lot to help me throughout the dissertation writing.

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Abstract

This dissertation examines the quality and effectiveness of the English language textbook[1] "My Book of English" used by fourth-year primary school students in the Biskra district. The study aims to evaluate the textbook's content[2], structure, and pedagogical approach, as well as its alignment with curriculum objectives and its impact on students' language learning outcomes. A qualitative research design was employed, incorporating questionnaires administered to primary school English teachers and a checklist grid completed by the educational inspector. The population included 153 primary school English teachers and 3 educational inspectors from the Biskra region. The sample comprised 20 of English teachers and 1 inspector. The questionnaire sought to capture teachers' experiences towards the textbook, focusing on aspects like content relevance, instructional effectiveness, engagement, and overall satisfaction. The checklist grid provided a systematic evaluation[3] of the textbook's content, language proficiency levels, pedagogical approaches. The findings revealed that while the textbook's language and activities were generally considered suitable and engaging, there were significant areas needing improvement. Teachers and inspectors highlighted the need for better visual elements, increased cultural diversity, and more opportunities for critical thinking and interactive content. Despite these shortcomings, the textbook was considered moderately effective in meeting educational goals and supporting students' language acquisition. The study concludes with recommendations for enhancing the textbook, including incorporating more diverse cultural content, improving vocabulary presentation, and adopting instructional strategies[4] that align with Krashen's input hypothesis to better support both teachers and students.

Key Words: Textbook, textbook content, evaluation, instructional strategies.

List of Acronyms

EFL: English as a Foreign Language

DA: Dialectal Arabic

MSA: Modern Standard Arabic

CBA: Competency Based Approach

ESL: English as a Second Language

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General Introduction

Introduction

It is known that learning English at an early age is highly beneficial for students as it allows for effective language acquisition and skill development; it helps them understand how the language works, the words it uses, and how to say them correctly. In relation to that, last year Algeria expanded its program to include English language teaching in primary schools. In a move that reflects an increasing linguistic transformation in the country that was part of the French colonies, adopting it as a foreign language in addition to French is considered a successful step in the educational field. Overall, integrating English into the curriculum at a young age provides students with valuable linguistic abilities and puts them on a path towards successful communication.

Furthermore, because education plays a fundamental role in shaping students' language skills and cognitive development, examining the content, structure, and effectiveness of English textbooks is essential for ensuring high-quality education. The fourth year of primary school marks an important stage in students' language learning journey where they start to understand more complex language concepts and improve their communication abilities. Therefore, analyzing and evaluating the English textbook used at this level is of utmost importance to identify its strengths, weaknesses, and overall influence on students' language proficiency and learning outcomes.

In more detail, this research is built on three major chapters. The first chapter, "English Language Education in Primary Schools in Algeria," explores the historical background and the current state of English language education in Algerian primary schools, emphasizing the shift to a competency-based approach and its implications. The second chapter, "Textbook Analysis," examines the significance of textbooks in EFL education, comparing traditional and modern textbooks, and discussing their advantages and

disadvantages.The chapter highlights the advantages and disadvantages of using textbooks and emphasize the importance of evaluating them to ensure they support effective English language education. The third chapter, "Field Work and Data Analysis," details the qualitative research design, including the methods of data collection through checklist and questionnaires, the study population and sample, and the tools and procedures for data analysis. This chapter also presents the findings, hypothesis testing, and a comprehensive evaluation of the textbook. Each chapter builds on the previous one to provide a thorough understanding of the effectiveness of the English textbook used in fourth-grade primary schools in the Biskra district.

1. Background of the Study

The analysis of "My Book of English" for fourth-year primary school students holds importance due to its capacity impact on the quality of English language education in the region. Analyzing the effectiveness of this textbook is essential for revealing areas that may benefit from enhancement, confirming its consistency with the cultural and educational requirements of the students, and elevating the overall results of language learning.

Since Algeria adopted English in Algerian primary schools last year (2022), this change is still considered new for teachers and students teaching a foreign language in schools. Many researchers also touched upon examining the importance of adopting English in primary schools, as well as the need to test the effectiveness of the textbook and the attitudes of English language teachers towards the evaluation criteria of the English language book, and also shed light in depth on the curriculum for teaching this language. The first researcher whose research revolves around the evaluation of the English language textbook for the third year of primary school in the Tougourt district, Abdel Hakim (2023), dealt with the study of the criteria for evaluating the textbook and how important it is because it

reveals the shortcomings to teachers and officials. Which made him conclude how effective the textbook is and that it will also improve the educational yield of the English language subject at the primary education stage. He added that the obtained results cannot be generalized to everyone.

Another study in the Tiaret region, Zegai & Djaider (2023), also touched upon the fact the fact that the content of the book does not correspond to the methodology of approaching competencies. The results showed that some parts of the textbook did not meet the language needs of learners; however, the majority of teachers stressed that regardless of the existing shortcomings, it is still considered a reliable tool that needs to be improved and its use revised.

2. Statement of the Problem

Textbooks serve as essential tools in the educational process, supporting both students and teachers in the acquisition and dissemination of knowledge. "My Book of English" is considered a fundamental resource for teaching the English language to fourth-year primary students. The use of English textbooks has a remarkable distinction for both teachers and learners. It does not only become a guide for the teachers when delivering the materials but also presents necessary input through various explanations and activities. It is a truth that when they like their textbook, they will engage actively in the classroom. Harmer (2008) states that the most important aspect of textbook use is for teachers to try to engage learners with the content they are going to be dealing with. The problem statement revolves around analyzingt focuses on addressing deficiencies and proposing solutions to enhance the teaching and acquisition of the English language. the effectiveness of the textbook used by fourth-year primary pupils in the Biskra district. It focuses on addressing

deficiencies and proposing solutions to enhance the teaching and acquisition of the English language.

3. Significance of the Study

Analyzing English textbooks for fourth-grade students is important because it helps enhance English classes. By examining the textbooks, we can recognize what is effective and what requires improvement. This helps teachers improve how they teach English and makes learning more effective. It also helps us understand if the current books are working correctly or need changes. Additionally, the study's findings can influence how schools teach English and make sure students enhance their learning. In the end, this helps students become more proficient at English and more adept at communicating with others in a global world.

4. Aim of the Study

The analysis of English textbooks is certainly aimed at improving the quality of education, improving the learning experience of students, guiding educational methods, developing curricula, and promoting the development of teachers. It also includes several other important points:

- Quality assurance of education: the analysis and evaluation of the English textbook is aimed at ensuring the quality and effectiveness of education. By analyzing the content of the book and the teaching methods used in it, it can be ensured that the book meets educational standards and contributes to the achievement of learning goals.

- Instructional methods guidance: textbook analysis provides guidance on optimal instructional methods. The results of the analysis can be used to determine the best

ways to teach the material and develop educational strategies adapted to the needs of the learner.

- Curriculum development: textbook analysis helps guide curriculum development. The results of the analysis can be used to improve the current curriculum, develop the content of the school cap for the English language, and ensure its compatibility with the needs of the learner.

5. Research Questions

The following questions are the main ones that this study aims to answer:

1.What are the perceptions and experiences of teachers and educational inspectors regarding the content, structure, and pedagogical approach of the English textbook?

2. To what extent is "MY BOOK OF ENGLISH" an effective language learning resource for fourth-year primary school students in the Biskra district?

3. To what extent does the book provide opportunities to develop listening, speaking, reading, and writing skills in a balanced way?

6. Hypothesis

Based on the previously mentioned question, it is hypothesized that:

Teachers are satisfied with the English textbook for fourth-year primary school in terms of its content and structure.

7. Methodology

This study investigated the quality and effectiveness of the English textbook for fourth-year students in the Biskra region. It employed qualitative data collection and analysis techniques. A questionnaire was developed for English language teachers in the fourth year

of primary school, which included items related to their perceptions, experiences, and attitudes towards "My Book of English." The questions covered areas such as content relevance, instructional effectiveness, engagement, and overall satisfaction. Additionally, a checklist grid was conducted for the educational inspector of the English language to evaluate the English textbook used in fourth-year primary schools. The checklist grid served as a structured tool for systematically evaluating various aspects of the textbook. This research was conducted during the academic year 2023-2024 to obtain a combination of different points of view, opinions, and personal experiences related to the quality of the textbook. The study was examined within the framework of primary schools in the Biskra region.

8. Population and Sampling

Population: The study includes 153 primary school English teachers and 3 educational inspectors from the Biskra region. These individuals are essential for evaluating and teaching the English language in Algerian primary schools.

Sample: A sample of 20 English teachers and 1 inspector was selected. Three teachers received the questionnaire in person, and 17 received it online, aiming to gather diverse perspectives on the fourth-year English textbook.

Chapter One

CHAPTER ONE: English Language Education in Primary Schools in Algeria

Chapter One:English Language Education in Primary Schools in Algeria

Introduction

English language education in primary schools in Algeria is a topic of growing importance and interest. This chapter aims to explore various aspects of teaching English as a foreign language (EFL) in the Algerian context. In the first chapter, we will delve into the historical background of language education in Algeria, particularly focusing on the introduction of English into the educational system. We will also explore the shift towards a competency-based approach, discussing its history, implementation, and characteristics. Furthermore, we will examine the roles of teachers and students in this approach, along with the benefits of early English language learning and the objectives set for English instruction in primary schools. Additionally, we will address the challenges faced in teaching English as a foreign language and the strategies employed to overcome them.

1.1. Exploring the Linguistic Historical Background of Algeria

In exploring the historical linguistic background of Algeria, it is important to consider the development of language policies and the cultural significance associated with different languages within the country. As cited in Sahraoui (2020), Algeria's linguistic landscape is complex due to its history of invasions, making it an interesting subject for sociolinguistic research. The country features a unique mix of diglossia, bilingualism, and multilingualism, primarily involving Arabic, French, and Tamazight. Arabic exists in two forms: dialectal Arabic (DA), used for everyday conversation, and modern standard Arabic (MSA), the official language for education. French, the second official language, is widespread in education, administration, industry, and social life. Despite efforts to promote Arabic, Tamazight continues to be spoken, though it is less common (Mouhadjer, 2012). Historically, Tamazight was the dominant language in North Africa until various

invasions, starting with the Phoenicians around 860 BCE, followed by the Romans, Vandals, and Byzantines, who maintained Latin as the official language (Kaplan &Baldauf Jr., 2007). The most significant change occurred in the 7th century with the Arab invasion, which introduced Arabic and Islam, leading to a gradual shift from Tamazight to Arabic by the 12th century (Queffélec et al., 2002).

The history of teaching English in Algerian schools dates back to 1993, when it was added as a foreign language to the curriculum in primary schools as an alternative to French. This step came as part of attempts to promote the use of Arabic and Tamazight, based on pressure from groups that support Arabization. However, English was not very popular among students during that period, as French continued to be widely preferred(Benrabah, 2007).

1.2. The Introduction of English into the Algerian Educational System

The structure of the Algerian educational system has undergone several changes over the last fifty years. After independence, the Algerian school system was influenced by the French model: primary (5 years), middle (4 years), and secondary (3 years). It was not until the 1970s, Benrabah (2007) explains, that this structure was changed to the fundamental school model. That is, primary and middle school were combined to form nine years (6+3), while secondary school continued to have three years. As part of the 2003 educational reform, the structure has been changed once more from (6+3+3) to the (5+4+3) model (Clark, 2006; Rose, 2015) (as cited in Derrahi, 2021).

To understand how languages are taught in Algeria, it is important to look at the history of the region. Before Islam, the Berber tribes formed a community around 215 BC. The famous King Masinissa united these tribes and focused on agriculture. Later, the region

came under Roman rule, but Latin did not stick because the Romans were more interested in trade than in spreading their language. Then, in 534 AD, the Byzantines took control of the region from Europe. This history highlights the linguistic diversity in Algeria and its impact on education (Ennaji, 2005).

In the 1980s, English was seen as a third language in Algeria, according to a report by the British Council. It was important for training, technology, and some parts of education. Many British teachers were hired, but there were difficulties with money and visas. Some groups wanted English to be taught more widely, seeing it as a way to improve education and society. Both British and American organizations supported English teaching with programs like teacher training and scholarship. (Belmihoub, 2018).

1.3. English as a World Language

Among various languages, English has earned the highest popularity all over the world. Because of its great popularity and worldwide invasion, English has the preeminent claim to be the medium of international communication (Baruah 1984).

1.3.1. Importance of English in the Present Day World

The English language enables people of all walks of life to express their desires and to publish their scholarly thoughts worldwide. Baruah (1984) adds, "If a person knows English, he is sure to be understood anywhere in the world. With the tremendouss advances in modern transport and communication systems, the world is growing smaller and smaller."

According to Baugh & Cable (1978: 1), the development of the English language is deeply intertwined with historical events such as the Renaissance, the emergence of England as a

sea power, the expansion of the British Empire, and progress in trade, industry, science, and literature. Each of these factors played an important role in shaping English into the language it is today. In essence, the development of the English language reflects the political, social, and cultural journey of the English people through the centuries.

1.3.2. Multilingualism in Algeria: Implications for English Language Education

The sociolinguistic structure of Algeria, characterized by multilingualism, has been significantly influenced by historical events such as French colonization, lasting for 132 years (1830–1962). This period of colonization has had a profound impact on the social and linguistic situation in Algeria. Despite the dominance of classical Arabic as the primary official language since 1963, Algerian Arabic remains the predominant language for everyday communication. Additionally, the official recognition of Amazigh in 2016 reflects ongoing efforts to acknowledge and preserve linguistic diversity in the country. The various regional varieties of Amazigh, including Kabyle, Shawiya, and Tuareg, present challenges in terms of mutual intelligibility, exacerbated by historical obstacles to developing a unified writing system. Despite historically constituting the majority of the Algerian population in 1830, Amazigh speakers now represent a minority (Rouabah, 2022).

In Algerian society, English has gained a wide preference among users and non-users. This positive attitude towards the English language is partly due to concerted efforts to undermine the prestige of the French language, along with those who defend French-speaking interests, which are often labeled as members of the pro-French faction. This transformation has facilitated the integration of English into various aspects of Algerian life, including education (where English has been integrated into the school curriculum

since elementary school in 1993) and public places (such as airport signs and some road signs).

The main argument in favor of replacing French with English is that the latter is perceived as the language of technology and science, which is perceived as crucial for the country's progress. However, this rationale for educational decisions seems rather superficial since it ignores the complexities involved in promoting technological innovation and a scientific mindset. The mere introduction of English does not guarantee the development of these basic skills; rather, it requires comprehensive strategies and resources that go beyond language teaching alone (Miliani, n.d., pp. 21–22).

1.3.3. Motivation to Learn English in Algeria

Slimani (2016) highlights that teachers widely recognize varying levels of readiness among students when it comes to learning, a concept often referred to as "motivation"." Motivation, as described by Harmer (2001), involves an internal motivation that pushes individuals to pursue specific actions, especially if they perceive the goal as attractive and worthwhile. Bernos (1987) emphasizes that teachers who aim for success should take this definition into account when planning lessons, both for themselves and for their students. In addition, Gardner (1985), as stated by Burns (2010), defines motivation as a combination of effort, the desire to achieve the goals of language learning, and positive attitudestowards the learning process.

Experienced teachers can quickly identify students who have the natural motivation and determination to learn from the very beginning. Such students, driven by intrinsic motivation, often become valuable assets in the classroom. Conversely, some learners who show potential for acquiring a foreign language may rely on external factors, such as the

attractiveness of their teachers, for motivation. In essence, there are two distinct types of students: those who are intrinsically motivated to learn and those who rely on external stimuli provided by teachers. It is clear that maintaining a variety of activities is critical to maintaining high levels of motivation and interest among learners. Teachers and textbook writers alike recognize the importance of incorporating diversity into the learning process to keep students engaged, as repetitive activities can quickly become monotonous pupils (Slimani, 2016).

1.4. Embracing Competency-Based Apprpach: A Shift in Approach

Generally, the advantages of competency-based learning are varied. Firstly, it makes learning more applicable to everyday life, allowing students to understand how and what they learn at school relates to their everyday lives. This connection can enhance students' motivation and curiosity to learn (Alsawaier, 2018). Second, competency-based learning prepares students to be successful in their careers by developing the skills needed by industry and the job market. This can help reduce the difference between school graduates and job market needs (Arfani & Nakaya, 2019). Thirdly, this method enables students to build deeper skills by highlighting the use of knowledge in different situations. This helps them become adaptable and flexible learners throughout their lives (Gligorea et al., 2023).

1.4.1. The History of Competency Based Approach

The CBA was introduced in the 1970s in the United States to achieve some specific goals (Kouti, 2021). It spread to vocational training programs in the UK, Germany, and other places in the 1980s. Australia also adopted it for recognizing vocational professional skills in the 1990s. Some experts believe that CBA's roots come from behaviorist ideas in psychology from the 1950s. They suggest that CBA is about judging someone's skills

based on how they perform tasks. It's also said that the American military in the 1950s, possibly influenced by Taylor's work in 1947, helped develop CBA. One of the founders of industrial psychology, who elevated job analysis to a science, first developed and trialed CBA as we know it today (Chelli, 2010). It is "an educational movement that focuses on the outcomes or outputs of learning in development programs" (Richards & Rogers, 2001, p. 141). As the name implies, CBA revolves around the concept of 'competency' or 'competence'. According to the Oxford Advanced Learner's Dictionary (2005), 'competence' means "the ability to do something well" (p. 294), whereas 'competency', as a technical noun, is "a skill that you need in a particular job or for a particular task" (p. 294). In practical application, concerning teaching, the execution of this method concentrates on facilitating English language learning for students. This is achieved through meaningful engagement in practical activities that simulate real-life situations beyond the classroom environment (Kouti, 2021). The goal appears to be to help students communicate well, using their knowledge at the right times and places. Language use is crucial in this method, much like the communicative approach. Some experts believe that CBA was shaped by multiple learning approaches, not just one narrow method. For example, Harris et al. (1995, p. 36) Bowden (1993) and others have suggested that in the 1970s, several approaches influenced the design of CBA teaching. These included mastery learning (Bloom, 1974), criterion-referenced testing (Propham, 1978), minimum-competency testing (Jaegan, 1980), competence in education (Burke, 1975), and programmed learning (Skinner, 1952). These movements shared common elements, such as designing modules and assessments based on observable behaviors and emphasizing mastery (Harris et al., 1995, p. 396).

1.4.2. The Implementation of Competency-Based Approach in Algeria

Competency-based learning has become in the realm of language acquisition. Since 2003, Algeria has begun to integrate the competency-based approach (CBA) into its educational system, aiming to cultivate learners who are more adept at applying their school studies to real-life situations (Naili, 2017). This approach has become important in education to meet the needs of the new generation and to connect with the global community. Developed countries have been using this teaching method for a long time since it is beneficial for individuals in various aspects of life, like social, economic, and political. Currently, a country's success is no longer measured by its material richness or its natural resources but rather by its possession of brains and intellectuals. For the sake of this, it was necessary for Algeria to invest these energies and deal with them in the educational system by adopting a reform project and designing new curricula (Mme. Benzerroug Samah, n.d., p. 330).

1.4.3. The Charactiristics of Competency-Based Approach (CBA)

The approach to learning is an important thing that aims to guide the teaching and learning process in various educational contexts (Allen dkk., 2022). This approach reflects views on how students learn and how lecturers can manage learning to achieve certain educational goals (Alsubaie, 2022).

CBA is characterized by the following (Chelli & Khouni, n.d.):

1. **Action-Oriented**: CBA emphasizes learning through practical application and the acquisition of skills that are directly relevant to real-life situations. This aligns with the fundamental principle of CBA, which is to focus on the mastery of specific competencies rather than abstract knowledge.

2. **Problem-Solving Approach**: Placing learners in situations that require problem-solving encourages critical thinking and active learning. This is consistent with the fundamental idea of CBA, which involves assessing learners' abilities to apply their knowledge and skills to solve real-world problems.

3. **Social constructivist**: Viewing learning as a social process emphasizes the importance of collaboration and interaction with others in the learning process. This fundamental aspect of CBA acknowledges that learning occurs through social engagement and interaction with peers and mentors.

4. **Cognitive Approach**: Drawing on Bloom's taxonomy, CBA recognizes the hierarchical nature of cognitive objectives and the need for learners to progress through different levels of thinking skills. This aligns with the fundamental principle of CBA, which emphasizes the development of higher-order thinking skills and intellectual growth.

5. **Integration of Project Work**: Incorporating project-based learning into the curriculum allows learners to apply their knowledge and skills in meaningful ways and fosters deeper understanding and engagement. This fundamental aspect of CBA promotes experiential learning and reinforces the application of competencies in real-world contexts.

1.4.4. Assessment of the Competency-Based Approach in Primary School

Assessing competency-based learning at primary schools poses a challenge because many teachers still use traditional methods and may not fully understand the principles of CBA. It's crucial to train teachers urgently so they realize the aims and functioning of CBA and how to assess it properly. Simply introducing a new curriculum isn't sufficient; it needs to be accompanied by effective teaching methods that help students develop their skills.

Additionally, assessment shouldn't focus solely on memorized knowledge but rather on students' ability to apply that knowledge practically beyond the classroom. Ultimately, the goal should be to assess students' mental processes rather than just giving them grades that may not accurately reflect their true abilities (El Ouchdi, 2021).

1.4.5. The Role of Teachers in Implementing the Competency-Based Approach

In the competency-based approach (CBA), teachers play a crucial role that is far from being subordinate. Instead, they actively engage in guiding and facilitating learning. This involves utilizing their expertise in subject matter, teaching methods, decision-making, and social skills to help learners succeed. Teachers also need to reflect on what, why, and how they teach, setting clear objectives and adjusting their strategies based on how students learn. Their primary task is to support language acquisition by fostering activities like making hypotheses or testing them. Additionally, teachers act as researchers in the classroom, constantly observing, listening, and asking questions to understand how students learn and how to best assist them. This process of observation and interaction not only enhances the teacher's ability to create meaningful lessons but also reinforces a constructivist approach to teaching and learning. Ultimately, it's a reciprocal process where teaching informs observation and vice versa, creating a continuous cycle of improvement (Chelli, 2011).

1.4.6. The Role of Student in Implementing the CBA

In the competency-based approach, students are no longer dependent on their teachers; instead, the focus shifts to being learner-centered rather than teacher-centered. This means that the emphasis lies on the performance of students, who are expected to actively participate in their own learning process by conducting additional research, expanding their knowledge, and developing their skills. In competency-based learning, students are

encouraged to take responsibility for developing their skills and attaining the required competencies, even in the absence of direct teacher guidance, and then proceed to master additional skills as necessary (Griffith & Lim, 2014).

1.5. Early English Language Learning

Nowadays, it is common practice for people to communicate in English. English is a global language that holds significance in the everyday lives of individuals worldwide. It's frequently employed in education, employment, entertainment, digital communication, and travel, highlighting its crucial importance to learning. (Richardus, 2020)

Learning English at an early age lays a strong foundation for future success, opening doors to diverse opportunities and facilitating communication with people from all over the world. The development of the children's language has actually started since the children were born using the simplest language or pre-talking, which is crying. It is then developed in the form of babbling and simple words or sentences accompanied by movement bodies or requirements as a talking complement (Nanik, 2018).

Ekstrand (1981) states that one of the of the greatest advantages of early bilingualism is that it allows a longer period of learning, starting at a time when the learner has to acquire less linguistic baggage in order to attain native-like competence; this acquisition is, therefore, faster. This way of looking at how language develops with age is also connected to something called the critical period hypothesis.

The hypothesis of the critical period suggests that for language development to occur normally, it must begin between the ages of 3 and 12 (Lehnberg, 1967, as reported by Hamers and Blanc). In other words, there's a specific time range, from 3 to 12 years old, during which it's crucial for language development to start if it's going to progress

normally. It implies that if a child doesn't start learning language within this period, they might have more difficulty developing language skills later on. Woods & Carey (1979) point out that children tend to recover faster and better from aphasia, a language impairment, compared to adults. They believe that this happens because the child's brain has not yet fully developed, while the adult's brain has fully developed.

1.5.1. English Foreign Language Learner

English as a second language (ESL) or foreign language (EFL) is frequently learned by individuals who are not native English speakers, particularly in countries where English is not the primary language. Algerian learners, for instance, are categorized as EFL learners, meaning they are not immersed in an English-speaking environment. To succeed in mastering English, these learners must dedicate their efforts and abilities towards their goal of gaining proficiency in the language. Additionally, they should possess a natural curiosity to explore various facets of the English language and culture.

Learners of English as a foreign language usually seek information and guidance on all aspects of the language to enhance their learning outcomes. It is necessary for learners to actively engage and show self-confidence, as these qualities play an important role in facilitating their progress towards mastering English as a foreign language.

1.5.2. Learners' Differences

Learners differ in their approaches to learning, which are influenced by individual traits and abilities. Some individuals may excel at learning English compared to others, depending on factors such as emotional disposition and inherent cognitive abilities. As a result, learners of English as a foreign language show differences in their personal characteristics and abilities.

According to Harmer (1997), the results of language proficiency tests can help predict a student's future progress in learning. These tests can reveal differences in intelligence between students, with some performing better than others. In addition, Harmer suggests that students who score poorly on aptitude tests may become discouraged, leading to the failure predicted by the test. Furthermore, teachers may treat students differently based on their test scores, leading to self-fulfilling prophecies. Instead, Harmer advocates optimism for all students in the classroom, promoting a more positive learning environment.

1.5.3. Benefits of Bilingualism

Bilingualism, the skill to speak and comprehend two languages, is gaining significance in our increasingly interconnected world. With over 7,000 languages spoken globally, bilingualism is becoming more prevalent across various nations, as highlighted by the United Nations. Research suggests that over half of the world's population is bilingual or multilingual (Grosjean, 2010).

Encouraging bilingualism in early childhood education offers numerous advantages for children. Including enhanced cognitive development, improved language skills, increased cultural awareness, increased job opportunities, and enhanced executive functioning. It is of great importance for teachers and parents to support bilingualism in children, whether through exposure to a second language at home, participation in bilingual education programs, or promoting interaction with speakers of other languages. By promoting bilingualism in early childhood education, we empower children to develop in a diverse and interconnected world, fostering inclusivity and understanding within society (Oliver, 2023).

1.6. Objectives of English Learning in the Algerian Primary Schools

Teaching English as an additional language in primary schools is common across Europe, with approximately half of primary students in the EU studying a foreign language, often English. Typically, foreign language classes become mandatory towards the end of primary school or at the start of secondary school. However, in 2016, countries like Romania, Spain, and Austria introduced compulsory foreign language learning for children under eight, starting in primary school or even pre-primary education. More recently, Cyprus and Poland have mandated language learning for all pre-primary students (Baidak, Balcon, & Motiejunaite, 2017, p. 5).

The primary aim of introducing English as a subject in Algerian primary schools is to expose Algerian children to the global community and provide them with access to scientific knowledge. English plays a dominant role in various fields, such as technology, commerce, intellectual pursuits, and cultural exchange. By including English in primary education, Algerian children can seamlessly integrate into global developments from an early age. Additionally, introducing English as a foreign language in primary education in Algeria offers children the opportunity to expand their knowledge and enhance their linguistic and communication skills in English over time. Therefore, the curriculum at the primary level focuses on enhancing oral language skills and communication and gradually introducing written language skills at subsequent levels (Syllabus of English for Primary School Year Three, 2022).

1.6.1. Challenges and Strategies for Teaching English as a Foreign Language

The literature on teaching English to young learners has identifieda number of pressing challenges.The literature on teaching English to young learners has identified a number of pressing challenges. One major issue is the introduction of English as a mandatory subject

in primary schools without proper planning for teacher training. Many countries are facing a critical shortage of qualified primary school teachers capable of teaching English effectively. One major issue is the introduction of English as a mandatory subject in primary schools without proper planning for teacher training. Many countries are facing a critical shortage of qualified primary school teachers capable of teaching English effectively. (G. Hu, 2005; Y. Hu, 2007; Nunan, 2003; Nur, 2003). Teachers may therefore find themselves teaching English to young students without proper training in teaching young learners overall or specifically in teaching English to young learners. This issue is particularly serious in economically disadvantaged or rural areas.

The main challenge is the lack of qualified teachers. To be considered qualified, teachers must meet certain requirements. In Mexico, for instance, the education department has set standards for English teachers. They should either have at least a B1 level certification in English or, even better, a B2 level or higher, along with a bachelor's degree in English teaching. This means that teachers or graduates need to pass an English proficiency test like TOEFL or IELTS (Ramírez-Romero and Sayer, 2016, p. 14). Many English graduates have an acceptable level of English, usually ranging from B1 to B2 levels. However, having these language skills does not necessarily mean they are ready to teach children a foreign language, as many lack the specific teaching skills for teaching English to kids.

Primary schools may also face shortages in other resources. According to research conducted by Lee (1998), Korean teachers express concerns about insufficient funding for equipment and tools necessary for student-centered education. Similarly, Inal (2009) highlights issues raised by Turkish teachers regarding the availability of technology to support English learning, despite recent advancements in this area (Kebboul, 2023).

In terms of motivation, some students may find it difficult to understand English, while others may. Furthermore, students do not receive frequent evaluations, which means they don't know how well they are progressing in learning English. As a result, they may lose interest in learning the language and lack motivation. Parents play a crucial role in motivating their children to explore and learn English, which can have a positive impact on their language development (Khamari, 2014).

1.6.2. Advantages of Learning English as a Foreign Language

The process of learning a foreign language is closely related to braindevelopment, especially in the early stages. The prefrontal cortex, a region of the brain, plays an important role in this process. Its development is intertwined with cognitive development, which is necessary for the acquisition of language and other skills. According to Piaget, cognitive abilities follow a predictable pattern and progress through characteristic stages and milestones. Between the ages of 2 and 7, children go from basic sensorimotor integration to the stage of extended verbal symbolism. During this time, they begin to understand and use the language more effectively, since external feedback plays an important role in their learning. As they get older, from 7 to 11 years old, language and behavior become more organized and inventive, less dependent on external stimuli. This progression through the stages shows how language learning and other abilities improve along with cognitive development (Zhang, 2021).

1.6.3. Disadvantages of Learning English as a Foreign Language

The impact of one's native language on learning a foreign language is significant. Age is a crucial factor in foreign language acquisition, with younger learners often benefiting more from the process. However, it's uncertain whether starting early in learning a foreign

language necessarily makes the learning process easier. Research indicates that even primary and middle school students who have mastered their native language can excel in acquiring a foreign language. Lightbown and Spada reference a study by Snow and Hoefnagel-Hohle involving English speakers learning Dutch as a foreign language. This study was insightful as it involved participants of various ages, ranging from six to sixty years old. Surprisingly, the research revealed that teenagers, not children or adults, were the most successful learners. While young learners faced challenges due to cognitive maturity, adolescents showed rapid progress in the initial stages of foreign language development. The study suggests that consistent use of one's native language in daily social, professional, and academic interactions among adults and adolescents contributes significantly to foreign language acquisition (Zhang, 2021).

Conclusion

In summary, this chapter explores English language education in Algerian primary schools, following its historical roots, examining the shift towards a competency-based approach, and discussing the challenges and strategies involved. It highlights the importance of early English learning, outlines the roles of teachers and students, and sets objectives for language instruction. Despite facing obstacles like teacher shortages, the chapter emphasizes the cognitive benefits and overall importance of learning English as a foreign language, advocating for effective strategies to enhance language learning outcomes for Algerian students.

Chapter Two

CHAPTER TWO: Textbook Analysis

Chapter Two: Textbook Analysis

Introduction

This chapter discusses the importance of textbooks in teaching English to those who learn it as a foreign language. It explains how textbooks provide structured content for teachers to plan lessons and learn from students. It also explores different types of textbooks, from traditional books that focus on grammar to modern books that promote the practical use of language. The chapter highlights the benefits and disadvantages of using textbooks and emphasizes the importance of analyzing and evaluating them to ensure that they effectively support learning and enhance English language education.

2.1. Resources Employed for English Instruction in EFL Classrooms

In English classrooms where the language is taught as a foreign language (EFL), choosing the right materials is crucial for effective teaching and learning. As explained by Richards and Rodgers (2014), materials refer to a wide array of resources, such as textbooks, audiovisual aids, authentic materials, and digital resources. These resources form the basis for planning and delivering lessons, offering learners opportunities to interact with language in meaningful ways. For example, textbooks provide structured content that aligns with educational goals, while audiovisual aids like videos cater to various learning preferences and enhance understanding. Authentic materials, like newspapers and websites, expose learners to real-life language usage and cultural aspects. Additionally, digital resources, including online platforms and educational apps, offer interactive learning experiences. By thoughtfully selecting and incorporating diverse materials, teachers can create dynamic lessons that cater to the different needs and interests of EFL learners, ultimately promoting language proficiency and effective communication skills.

2.2. Definition of Textbook

"A textbook is a written source of information designed specially for the use of students on a particular subject or field of study that is usually developed on a syllabus and geared towards meeting specific quality and learning requirements. School textbooks pertain to an instructional sequence based on an organizational curriculum. Ideally, they serve as a complement to a good teacher and an inquiring learner." (UNESCO, 2003; UNESCO IBE, 2006).

According to Williams (1983, p. 254), textbooks serve as valuable resources for teachers to bridge the gap between classroom instruction and course materials. Effective use of textbooks involves teachers understanding student motivation, providing feedback, and integrating content with teaching objectives. Through this commitment, textbooks become instrumental in enhancing students' language learning abilities. In essence, textbooks act as a conduit between teacher-led instruction and student learning, with the teacher's active involvement ensuring its beneficial impact on students.

According to the Oxford Advanced Learner's Dictionary, a textbook is defined as "a book that teaches a particular subject and that is used especially in schools and colleges" (OALD, 2000, p. 1238). According to the provided definition, EFL textbooks aim to equip learners with essential language skills, knowledge, and cultural insights about English-speaking countries. They prepare students for communication with people from diverse cultural backgrounds. These textbooks typically blend modern and traditional teaching methods, integrating concepts like learner development, task-based learning, and cross-curricular themes. They also offer structured grammar lessons and extensive practice in vocabulary, grammar, and language functions (Hutchinson & Gault, 2009, p. 4). EFL textbooks have been fundamental tools in education since the 19th century.

Cortazzi and Jin (1999) describe a textbook as fulfilling various roles: teacher, map, resource, trainer, and authority. As a teacher, it provides students with important information on grammar, vocabulary, and the cultures of English-speaking countries. Acting as a map, it outlines linguistic and cultural elements in a structured manner, guiding both students and teachers through lesson progression. Additionally, textbooks serve as a resource, offering a range of materials and activities for teachers to utilize. They also function as trainers, particularly for new teachers who require valuable instructions and support. Finally, textbooks are viewed as authoritative sources, written by experts and approved by important publishers or educational authorities.

2.2.1. The Characteristics of a Good Textbook

The textbook holds significant importance as the primary teaching tool for young learners, playing a vital role in their educational journey. Therefore, the quality of the textbook is highly significant.   The textbook holds significant importance as the primary teaching tool for young learners, playing an important role in their educational journey. Therefore, the quality really matters. Richards (2001) proposed several qualities that educational materials should possess: Richards (2001) proposed several qualities that educational materials should possess:

- Textbook material should equip learners with applicable knowledge and skills for real-life use.

- Textbook material should creatively engage learners by presenting learning items in interesting and motivating ways.

- Textbook material should provide opportunities for self-assessment and learning.

- Textbook material should provide opportunities for individual practice.

- Textbook material should consider the diversity of learners' learning styles (Oxford and Anderson, 1995; Oxford, 2002; Anderson, 2005) (as cited in Tomlinson, 2013, p. 29).

2.2.2. The functions of Textbooks in EFL Classrooms

Textbooks play a crucial role in English as a Foreign Language (EFL) classrooms, serving as fundamental tools for both teachers and students. Generally, textbooks can assist teachers by providing a structured curriculum and offering support for those who are less experienced. They can help inexperienced teachers build confidence, experiment with new teaching methods, and become familiar with pedagogical challenges(Biljana & Radić, 2016).

Many teachers traditionally perceive textbooks as the main resource for teaching and not just a starting point. According to O'Neill (1982, p. 110), textbooks provide a basis for the material, providing a basis for teachers to build on in the classroom. It can provide a structured framework for grammar and language functions while allowing space for improvisation, adaptation, and creative interaction. The use of a textbook helps to ensure a clear educational path and reduces the risk of gaps in learning, providing learners with a clear structure throughout the course.

2.2.3. Advantages of Textbook

The textbook carries great importance, as it presents many advantages from different points of view. Both teachers and learners benefit greatly from its use. Harmer (1997, p. 256) states, 'Good course books often contain certain lively and interesting materials; they provide a sensible progression of language items, clearly showing what has to be learned'. Richards (2001, pp. 1–2) lists the following principal advantages of using textbooks:

• They provide structure and syllabus for a program.

• They help standardize instruction.

• They maintain quality.

• They provide a variety of learning resources.

• They are efficient.

• They can provide effective language models and input.

• They can train teachers.

• They are visually appealing.

Ur (1996, p.183-95) also gives the following arguments in favor of the use of textbooks:

• A textbook is a frame work which regulates and times the programs.

• In the eyes of the learners, no textbook means no purpose.

• Without a textbook, learners think their learning is not taken seriously.

• A textbook provides readymade texts and learning tasks.

• A textbook is a cheap way of providing learning materials.

• A learner without a textbook is out of focus and teacher dependent, and perhaps most important of all.

• For novice teachers a textbook means security, guidance and support.

2.2.4. Disadvantages of Textbook

While textbooks are essential for teaching and learning, they can also pose challenges. According to Harmer (2008, p. 257), textbooks may have a negative impact on teaching because they often adhere to a predictable format across modules. Similarly, Awasthi (2006, p. 3) points out that some teachers rely excessively on textbooks, lose their creativity, and become too dependent on the material described. In addition, Harmer (2008, pp. 152–153) warns of the danger that both teachers and students will become overly

dependent on the textbook, limiting their exploration of other materials and methods in the classroom.

Richards (2001, p. 3) has discussed the following potential negative effects:

• They may contain inauthentic language.

• They may distort content.

• They may not reflect students' need.

• They are expensive.

In the same way, Ur (1996, pp. 183-295) gives the following arguments against using textbooks:

• If every group of students has different needs, no one textbookcan be a response to all differing needs.

• Topics in a textbook may not be relevant for and interesting toall.

• A textbook is confining i.e. it inhibits teachers' creativity.

• A textbook of necessity sets prearranged sequence and structurethat may be realistic and situation friendly.

• Textbooks have their own rationale, and as such they cannot by their nature cater for a variety of levels, every type of learningstyles, and every category of learning strategies that often existin the class, and most important of all, perhaps,

• Teachers may find themselves as mediators with no free handand slave, in fact, to others' judgments about what is good andwhat is not.

2.3. Types of Textbook

Categorizing textbooks into specific types can be challenging. Nonetheless, Grant (1987) identifies two broad categories of textbooks:

a) Traditional Textbook

Traditional textbooks follow conventional beliefs about language learning, teaching methods, and the roles of teachers and students, regardless of their publication date. Influenced by behaviorism, these textbooks view language learning as habit formation and prioritize writing and grammar. Their primary goal is to facilitate grammar learning. According to Grant (1987), traditional textbooks aim to teach language as a structured system. Therefore, they include teaching items like articles, prepositions, and transformations, as well as reading texts such as poems, essays, and plays by well-known authors from the past. Traditional textbooks require an authoritative teacher, which may hinder students from developing communicative competence and performance. Grant (1987) outlines the characteristics of traditional textbooks as follows:

• They tend to emphasize the forms, or patterns, of language(grammar) more than the communicative functions of language:the jobs we do using it, for example, asking for information,making requests, apologizing, asking the way, etc.

• They tend to focus on reading and writing activities, rather than listening and speaking activities.

• They often make use of a great deal of L1.

• They emphasize the importance of accuracy.

• They tend to focus rather narrowly on a syllabus and

• They are often attractive to some teachers, because they are easyto use, and are highly examination orientated.

We are also faced with traditional textbooks that are still widely used today. They are relatively straightforward to implement in the classroom. Even in modern times, we cannot overlook the advantages of traditional textbooks. "They have a huge benefit; in general, a teacher can hire them relatively easily," states Grant (1983, p. 13).

b) Communicative Textbook

Communicative textbooks aim to address the limitations of traditional textbooks by providing opportunities for students to engage with language in the classroom, mirroring real-life situations. They emphasize language acquisition through usage rather than just understanding formal grammar rules. These textbooks prioritize the development of listening, speaking, reading, and writing skills. Teaching materials often include various communicative activities like greetings, introductions, apologies, requests, letter writing, and memo writing. Reading passages typically feature authentic texts such as advertisements, letters, newspaper articles, and menus that students might encounter in their daily lives. Grant (1987, p. 4) outlines some key characteristics of communicative textbooks as follows:

• They emphasize the communicative functions of language-thejob people do using the language- not just the forms.

• They try to reflect the students' needs and interests.

• They emphasize skills in using the language, not just theforms of language, and they are therefore activity based.

• They usually have a good balance among the four language skills, but may emphasize listening and speaking more than atraditional textbook does.

• They tend to be very specific in their definition of aims.

• Both content and methods reflect the authentic language ofeveryday life.

• They encourage work in groups and pairs, and therefore makeheavier demands on teachers' organizational abilities.

• They emphasize fluency, not just accuracy.

Communicative textbooks are highly sought after in contemporary language education, as they perform a crucial function in teaching and learning. However, their implementation in the classroom can pose challenges. It requires well-prepared, experienced, and dynamic teachers, abundant authentic resources, and engaged students to be used effectively in educational settings.

2.4. Textbook Analysis

Textbook analysis is important because it helps educators and policymakers evaluate the quality, relevance, and effectiveness of educational materials. Generally, Analysis is a method by which a thing is separated into parts, and those parts are subjected to rigorous logical and detailed scrutiny, resulting in a consistent and relatively complete account (William, 2013: 20). In the Krippendorff handbook of textbook analysis, it is said that textbook analysis is a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the context in which they are used (2003: 18). (As cited in VIKI, 2019).

The educational significance of a textbook is extremely important. According to Mikk (2000) "textbook analysis dates back to 900 AD, when Talmudists counted words and ideas in texts." A textbook is a resource that students use regularly, and any information, regardless of its size or nature, can be understood differently by young, impressionable minds. The creation, editing, and publication of a textbook should involve input from multiple individuals.

2.4.1. Evaluation vs. Analysis

As cited in Bouharine and Bouldjedri (2023), it's important to distinguish between textbook evaluation and analysis, as they are closely related. Evaluation, as explained by

Tomlinson (2003), involves assessing the value and effectiveness of learning materials, often through questionnaires and interviews. Conversely, analysis focuses on the content and objectives of the material, using predetermined questions about its content, achievements, and learning outcomes. Additionally, McGrath (2000) suggests that evaluation is subjective because it involves making judgments. In contrast, textbook analysis entails examining the content within the textbook and is considered objective because the description can be verified.

2.4.2. The Importance of Textbook Analysis

The educational value of a textbook is crucial. According to Mikk (2000), the process of creating, editing, and publishing a textbook should involve a diverse team of individuals. This team should include a subject expert, a teacher, an educational psychologist, an illustrator, and a text specialist. This ensures that all aspects are thoroughly considered. High-quality textbooks must take into account various factors, such as content, values, motivation, accessibility, illustrations, and study guides. Ultimately, they should inspire students to seek knowledge thirstily. Vygotsky (1956, as cited in Mikk, 2000: 69) discusses the concept of the "zone of proximal development." He emphasizes the importance of textbooks guiding students to this zone, where learning is most effective. Tasks that are too difficult can lead to disappointment, while those that are too easy may not contribute much to students' progress. Therefore, textbooks should motivate students to work within this optimal learning zone. Research can assist in ensuring that textbooks are designed to achieve this objective.

2.4.3. Guidelines for Analyzing Textbooks

As cited in Bousnane & Hadj Hamed (2023), the process of analyzing textbooks involves several intricate steps. Firstly, it entails examining the content in relation to its intended goals and objectives. For instance, this includes evaluating how effectively the textbook covers areas such as grammar, vocabulary, reading, writing, and culture across student books, teacher manuals, and activity books. Additionally, it is crucial to assess whether cultural information is seamlessly integrated within context or presented as isolated facts. Secondly, the content should be evaluated based on the needs, abilities, and preferences of the learners. Lastly, establishing criteria for analysis is essential to ensure alignment with predetermined objectives. For instance, this could involve determining how well the cultural content meets the specified criteria for textbook analysis (Skopinskaja, 2003, p. 44).

Saville-Troike (1982, p. 8) recommends using both quantitative and qualitative approaches to analyze content. She believes that qualitative and quantitative methods for studying culturally situated communication are not separate and should complement each other.

2.4.4. Quantitative Analysis

Quantitative analysis is defined as 'a type of research where the results are shown in the form of numbers or percentages' (Longman Business English Dictionary, 2000, p. 411).

A quantitative analysis is a research study where a researcher uses scientific methods to uncover answers to their questions, focusing on measurable and verifiable data.

2.4.5. Qualitative Analysis

Qualitative analysis involves examining non-numerical data to understand concepts, behaviors, and phenomena in-depth. Unlike quantitative analysis, it focuses on subjective experiences, meanings, and interpretations. (Merriam & Tisdell, 2016).

As cited in Bousnane & Hadj Hamed (2023), according to Brown (2001, p. 142), an evaluation form provides practical criteria for selecting or assessing textbooks for a course. He emphasizes the importance of conducting a comprehensive evaluation process to ensure that the chosen textbook aligns with the established criteria. Brown's checklist comprises twelve categories, each containing one to seven topics for consideration. These categories primarily cover general criteria for analyzing textbook content. such as:

2.5. The Brown's Twelve Categories

1. Goals of the course.

2. Background of the students (age, native language and culture, educational background, motivation or purpose for learning English).

3. Theoretical approach (theory of learning and theory of language).

4. Language skills (listening, speaking, reading and writing).

5. Quality of practice material (explanations, clarity of directions and active participation of students).

6. Sequencing (by grammatical structures, skills, situations or by some combination of the above).

7. Vocabulary (relevance, frequency and strategies for word analysis).

8. Format (clarity of typesetting, use of special notation (phonetic symbols, stress/intonation marking), quality and clarity of illustrations, general layout, size of the book and binding, quality of editing, index, table of contents and chapter headings).

9. Supplementary materials (workbook, audio and video tapes, posters, flashcards, a set of tests).

10. Teacher's guide (methodological guidance, alternative and supplementary exercises, suitability for non-native speaking teacher and answer keys) (Brown, 2001, p. 142). Many consider Brown's checklist (2001) to be the most thorough, as it incorporates both broad and

detailed criteria for analyzing textbooks,it covers a variety of factors important in foreign language teaching.

2.6. Joshua Miekley: ESL Textbook Evaluation Checklist

The checklist provides educators with a valuable tool for evaluating reading textbooks for use in ESL/EFL classrooms. Classroom teachers spend much time using textbooks in class, so choosing an appropriate one is important. Each question in this checklist is based on either recent research or previously developed checklists. Using this will make the textbook selection process more efficient and reliable. It covers various aspects such as content, vocabulary and grammar, exercises and activities, attractiveness of the text, teacher manual features, and context.

Conclusion

In conclusion, this chapter emphasizes the central role of textbooks in the journey of learning English, especially in foreign-language contexts. It demonstrated how textbooks serve as essential resources for both teachers and learners, offering structured content, guidance, and a framework for language instruction. In addition, the class delved into various types of textbooks, from traditional books focused on grammar to communicative books that emphasize the practical use of language. Despite its advantages, the chapter also recognizes the limitations and challenges associated with textbooks, which emphasizes the need for careful analysis and evaluation. Ultimately, this chapter seeks a careful approach to the use of textbooks, an approach that reinforces their strengths while addressing their shortcomings, to ensure effective language learning results.

Chapter Three

Fieldwork and Data Analysis

Chapter Three: Field Work

Chapter Three: Field Work and Data Analysis

Introduction

This chapter outlines the research design and methodologies used to analyze the effectiveness of the English textbook in a fourth-grade primary school. Utilizing a qualitative approach, the study employs two primary data collection methods: a checklist grid for English inspectors and questionnaires for teachers. We begin by detailing the research design, followed by a description of the population and sample of the study. The objectives of the checklist and questionnaire focus on evaluating the content, structure, and pedagogical approach of the textbooks. We then discuss the data analysis tools and procedures used to interpret the findings. Finally, we present the results and discussion, including hypothesis testing and a summary of the findings, aiming to provide a comprehensive evaluation of the textbook to inform future educational practices.

3.1. Research design

As cited in Kanday & Khanam (2019), "Research design is defined as a framework of methods and techniques chosen by a researcher to combine various components of research in a resonably logical manner so that the research problem is efficiently handled."

For this research study, a qualitative research design was employed to analyze the English language textbook used in fourth-year primary schools in Algeria. The research utilized two primary data collection methods: a checklist grid for the inspector of English and questionnaires administered to teachers. The checklist grid served as a structured tool to systematically evaluate the content, language proficiency levels, pedagogical approaches, and appropriateness of materials within the textbook. This method allowed for a comprehensive examination of the textbook's alignment with curriculum objectives and

their suitability for English language instruction in fourth-grade classrooms. Additionally, questionnaires were distributed to primary school teachers to gather insights into their perceptions, experiences, and feedback regarding the effectiveness, relevance, and usability of the textbook in their teaching practice. The qualitative approach chosen for this research facilitated a thorough investigation of the complexities, perspectives, and contextual elements that make up the use and influences of an English textbook designed specifically for fourth-year primary education in Algerian schools. Through this method, the collected data exposed a thematic analysis to identify consistent themes and potential areas that needed enhancement in both the development and implementation of the curriculum of the English textbook for the fourth year in Algerian primary education.

3.2. Participants

3.2.1. The Population of the Study

In this study, the population includes English teachers and educational inspectors. These individuals play important roles in the evaluation, implementation, and teaching of the English language in Algerian primary schools. English language inspectors are responsible for assessing the quality and effectiveness of English language textbooks, ensuring alignment with curriculum standards and educational objectives. English teachers are directly involved in using the textbook to deliver instruction to fourth-year grade students, thus providing valuable insights into their practical utility, challenges, and areas for improvement.In the Biskra region, there are 153 teachers at the primary school level and 3 educational inspectors of English.By including both English language inspectors and teachers in the population, this study aims to gain a comprehensive understanding of the strengths and weaknesses of fourth-year English language textbook in Algerian primary schools.

3.2.2 Sample of the Study

For this study, a sample of English language teachers and inspectors was selected to provide insights into the use and perception of fourth-year English language textbook in Algerian primary schools. The sample comprised 20 English teachers and one English language inspector, from schools across the region. Of these participants, three teachers were provided with copies of the questionnaire at different primary schools in Biskra district, while the remaining 17 teachers received the questionnaire online. This approach was implemented to adapt to the preferences and convenience of the participants and to maximize response rates. By including both teachers and an inspector in the sample, this study aims to capture a diverse range of perspectives on the strengths, weaknesses, and practical implications of the textbook under analysis. Choosing participants randomly ensures that the results we get from the study should mirror what we would find if we were able to study every English teacher and inspector in Algerian primary schools.

3.3. Data Collection Tools and Procedures

3.3.1. Questionnaire for English Teachers

As cited in Roopa & Rani (2012), a questionnaire is a series of questions asked to individuals to obtain statistically useful information about a given topic. When properly constructed and responsibly administered, questionnaires become a vital instrument through which statements can be made about specific groups, people, or entire populations.

3.3.1.1. Objectives of the Questionnaire: The primary objective of this questionnaire is to gather insights and feedback from English teachers regarding their experiences and perceptions of the fourth-year English textbook used in Algerian primary schools. Specifically, the questionnaire aims to assess the effectiveness, relevance, and suitability of this textbook in facilitating English language learning and teaching.

3.3.1.2. Sample of the Questionnaire: The sample for this questionnaire includes English teachers currently teaching fourth-year primary students in Algerian primary schools. A random selection of 20 English teachers from various primary schools within the Biskra region was chosen to participate in this study. The sample size was determined to ensure a diverse representation of teachers with varying backgrounds and teaching experiences.

3.3.1.3. Description of the Questionnaire: The English Textbook Analysis Questionnaire for Fourth Year Primary School aims to assess the effectiveness and suitability of the English textbook used in Algerian primary schools for fourth-year students. The questionnaire consists of four sections designed to gather comprehensive feedback from English teachers regarding their experiences and perceptions of the textbook.

Section1: General Information: This section collects demographic data from participants, including two questions: gender and years of experience teaching English.

Section2: Textbook Evaluation: Participants are asked to rate various aspects of the textbook on a scale from 1 to 5, addressing its relevance, language appropriateness, pedagogical effectiveness, alignment with curriculum objectives, and visual appeal. It includes four questions.

Section 3: Language Skills Development: This section includes five questions that explores the effectiveness of the textbook in developing reading comprehension, vocabulary, grammar, listening, speaking, and writing skills among students. Participants are asked to provide specific feedback and examples to support their responses.

Section 4: Overall Assessment and Recommendations: By including four questions in this section, participants are asked to reflect on the textbook's overall effectiveness, strengths, areas for improvement, and level of satisfaction. Open-ended questions allow

participants to provide detailed suggestions for enhancing the textbook's effectiveness and meeting the needs of primary school students.

3.3.1.4. Administration of the Questionnaire: The fourth-year primary school English textbook analysis questionnaire was delivered to a sample of English teachers in Biskra primary schools. Of the total sample size, three teachers received printed copies of the questionnaire, while the remaining 17 teachers received the questionnaire electronically through an online platform.

3.3.2. Checklist Grid for Inspector

The Miekley checklist grid is a tool used to evaluate textbooks. It includes a list of questions and criteria about different parts of the textbook, like content, vocabulary, grammar, exercises, and how it looks. Evaluators use this checklist to rate each part, helping to see if the textbook is good and useful for students.

3.3.2.1. Objectives of the Checklist: The objective of the checklist grid is to systematically evaluate the quality and effectiveness of the English language textbook used in fourth-year primary school classrooms in Algeria. By employing a structured assessment approach, the checklist aims to identify strengths and weaknesses in various aspects of the textbook, including content, vocabulary and grammar instruction, exercises and activities, and overall design.

3.3.2.2. Sample of the Checklist: Given the limited number of English-language inspectors in the Biskra region (only three inspectors), meeting at least one inspector posed a challenge. Eventually, one inspector was successfully assigned to participate in the study.

3.3.2.3. Description of the Checklist: The checklist grid, inspired by Miekley's checklist (2005), provides educators with a valuable tool for evaluating reading textbooks for use in

EFL/ESL classrooms. This tool was chosen due to its systematic approach and alignment with recent research, ensuring a comprehensive evaluation of various aspects of the English textbooks.

This checklist grid by Miekley (2005) is designed to assist inspectors in evaluating English-language textbooks and teacher's manuals. It covers various aspects, such as:

Section one: Content: This section contains five questions that examine whether the textbook content is well-organized and relevant, includes cultural insights, uses authentic language, presents real-life issues for critical thinking, and offers diverse literary genres and sentence structures.

Section two: Vocabulary and Grammar: This section assesses whether the textbook introduces grammar rules progressively, presents new vocabulary in varied and understandable ways, reinforces vocabulary through repetition, and teaches students effective techniques for learning new words. It contains five questions.

Section three: Exercises and Activities: The questions in this section evaluate whether the textbook includes interactive and task-based activities for vocabulary use, promotes reading comprehension with clear instructions, uses top-down and bottom-up reading strategies, provides examples for reading comprehension, helps students apply grammar rules, introduces new concepts clearly, and encourages critical thinking through exercises.Haut du formulaire

Section Four: Attractiveness of the Text: The four questions assess the visual appeal and attractiveness of the textbook, including its cover design, quality of visual imagery, relevance of illustrations to the text, and overall student interest in reading the material.

Section Five: Teacher's Manual Features: This section is divided into four parts with specific questions. The **General Features** section checks if the manual helps teachers understand the objectives and methodology of the text and provides correct answers for exercises (2 questions). The **Background Information** section asks if teachers are shown how to teach lexical inferencing and if there is a list of true and false cognates (2 questions). The **Methodological Guidance** section evaluates if teachers are given techniques for activating background knowledge, examples for reading strategies, and a clear method for teaching lessons (3 questions). The **Supplementary Exercises and Materials** section inquires about instructions for incorporating audio-visual materials and providing exercises for vocabulary and grammar reinforcement. These sections ensure the manual effectively supports teachers in using the textbook (3 questions).

Section Six: Context: The 9 questions are asking about the overall suitability of the textbook for the curriculum, its alignment with course goals, appropriateness for the students, freedom from offensive material, clarity of examples and explanations, student engagement, ability to meet students' learning needs, and whether the teacher and teacher's manual are adequate for effective instruction.

The inspector uses this grid to rate each aspect of the textbook and manual using descriptors like "poor," "good," "adequate," "excellent," "totally lacking," "mandatory," "optional," and "not applicable."

3.3.2.4. Administration of the Checklist Grid: In the administration of the study, printed copies of the checklist grid were provided specifically to the inspector of English in the Biskra region. This format ensures accessibility and convenience for the inspector to conduct the evaluation efficiently.

3.4. Data Analysis Tools and Procedures

In this study, a combination of Excel, Google Forms, and qualitative analysis methods was employed to analyze the collected data. We analyzed the overall quality of the fourth-year primary school English textbook. The checklist grid, which included questions about the textbook organization, content, and other relevant factors, provided a structured framework for this analysis. By referring to the textbook features with the inspector's responses on the checklist grid, we aimed to comprehensively assess its effectiveness and alignment with educational objectives. Below are the detailed procedures and tools used for the analysis.

Google Forms: According to Google, "Google Forms is a survey administration software that is included in the Google Drive office suite along with Google Docs, Google Sheets, and Google Slides. It allows users to create and edit surveys online while collaborating with other users in real-time" (Google, n.d.).

3.4.1. Data Analysis of the Questionnaire

Section 1: General Information

Q1: Gender

Figure 1*: Gender*
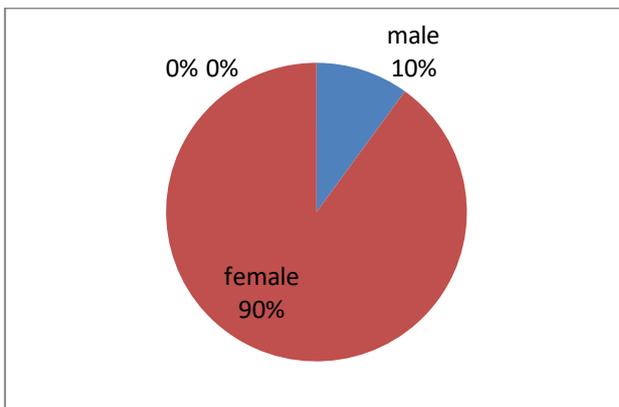
This question asks respondents to identify their gender. The options provided are "male" and "female." In the responses collected, 10% identified as male (2 respondents), and 90% identified as female (18 respondents). This indicates that there are more females teaching English as a Foreign Language (EFL) compared to males.

Q2: How many years of experience do you have in teaching English language?

Table1*: Teachers Teaching Years*

Statement	1 Year	2Years	3 Years	4 Years	5 Years	8Years
Respondant	6	6	2	2	1	1
Percentage	30%	30%	10%	10%	5%	5%

This question seeks to determine the experience of teachers by years, showing a mix of both beginners and experienced educators. Six teachers (30%) have 1 year of experience, and another six (30%) have 2 years of experience. Additionally, two teachers (10%) have 3 years of experience, and two more teachers (10%) have 4 years of experience. One teacher (5%) has 5 years of experience, and another teacher (5%) has 8 years of experience. This variety highlights the presence of both new and experienced teachers in the group. Given that Algeria only recently started teaching English in primary schools two years ago, teachers who reported having more than two years of experience likely taught in private schools or offered private lessons. Most teachers have only one to two years of experience, which could lead to challenges due to their limited experience in teaching English to young learners.

Section 2: Textbook Evaluation

Q1: The language used in the textbook is appropriate and understandable for students at this grade level.

Figure 2*: Appropriateness of language in the textbook*
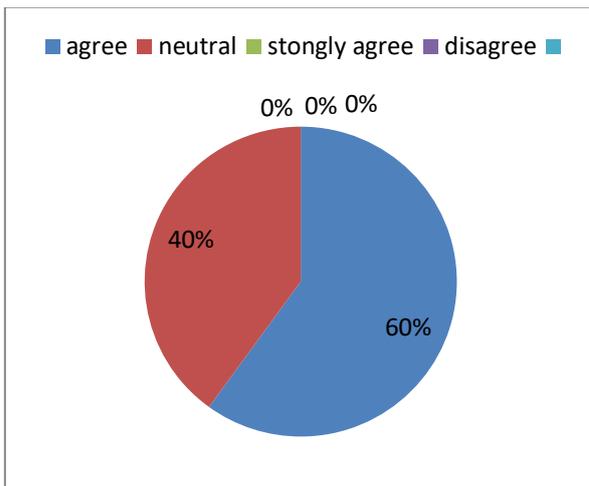
This question assesses whether the language used in the textbook is suitable and understandable to students at the level of the given grade. The majority of respondents agree that the language is appropriate and understandable, while a minority holds a neutral opinion (40%). This neutral response might be influenced by the less experienced teachers, particularly those with less than two years of experience, who might find it challenging to assess the language used in the textbook accurately.

Q2: The activities and exercises in the textbook promote active participation and interaction among students.

Figure 3*: Enhancing Student Engagement: Textbook Activities and Interaction*
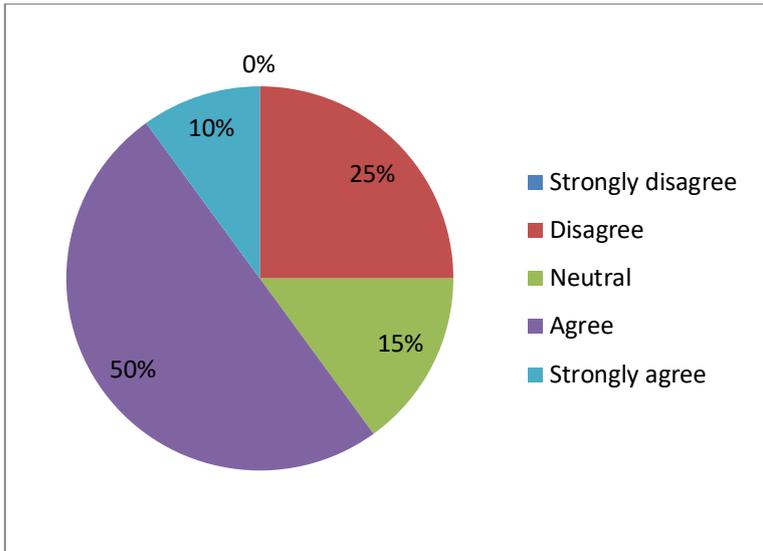
This question assesses the effectiveness of the activities and exercises within the textbook in encouraging active participation and interaction among students. According to the analyzed data represented in a pie chart, 50% of teachers agreed with the statement, indicating a substantial majority in favor. On the contrary, 10% expressed strong disagreement, while 15% remained neutral in their assessment. Additionally, 25% disagreed with the effectiveness of the activities and exercises in promoting student engagement. In essence, while textbook activities can be a valuable tool for enhancing student engagement, it's essential to consider the diverse needs and preferences of both educators and learners.

Q3: Are the exercises and activities in the textbook aligned with the curriculum objectives and standards for fourth-year English education?

Figure 4: *Assessing Alignment: Textbook Activities with Fourth-Year English Curriculum Objectives*
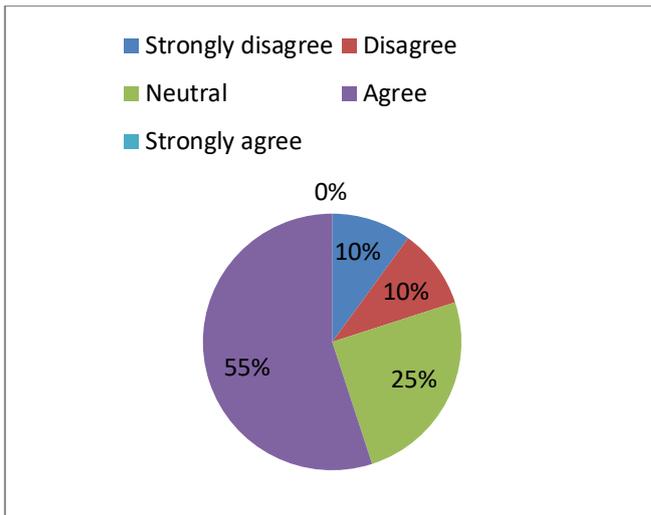
This question evaluates whether the exercises and activities in the textbook align with the curriculum objectives and standards for fourth-year English education. The data analysis shows that 55% of teachers agree, indicating that a majority believe the activities are well-aligned with the curriculum. However, 10% of teachers strongly disagree, and another 10% disagree. Those who disagree might feel that some activities don't fit the curriculum goals. 25% remain neutral.

Q4: How would you rate the visual appeal and design elements of the textbook (e.g., illustrations, color schemes, typography)?

Figure 5*: Evaluating Visual Appeal and Design Elemets of the Textbook*
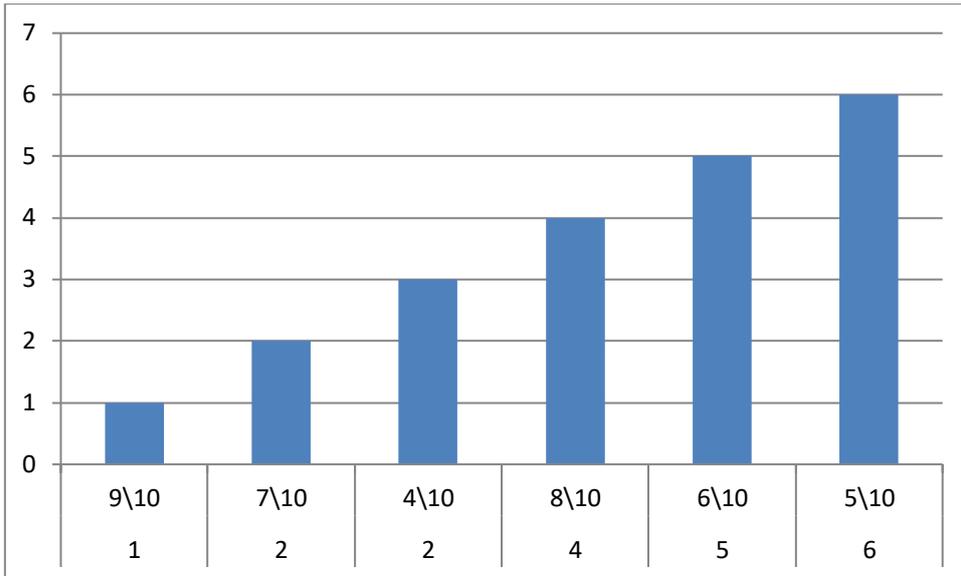
The analysis of the data, represented in a bar chart, illustrates a range of ratings provided by teachers. Six teachers assign ratings ranging from 5 to 10, five teachers rate it as 6/10, and four teachers rate it as 8/10. However, two teachers give it a lower rating of 4/10, indicating some dissatisfaction. Additionally, two teachers rate it at 7/10. One teacher expresses high satisfaction with a rating of 9/10. Overall, while there is a range of opinions on the visual appeal and design elements, the majority of ratings fall within a moderately positive range. . Ensuring that textbooks are visually appealing is important for maintaining student interest and engagement.

Section 3: Language Skills Development

Q1: Does the textbook effectively cover reading comprehension skills for primary school students?

Figure 6*: Effectiveness of Textbook in Covering Reading Comprehension Skills for Primary Students*

Legend:
- Yes
- No
- Lack of engaging content, clear explanation,or interactive activities
- it effectivly cover reading comprehention skill

5% 5%

30%

60%
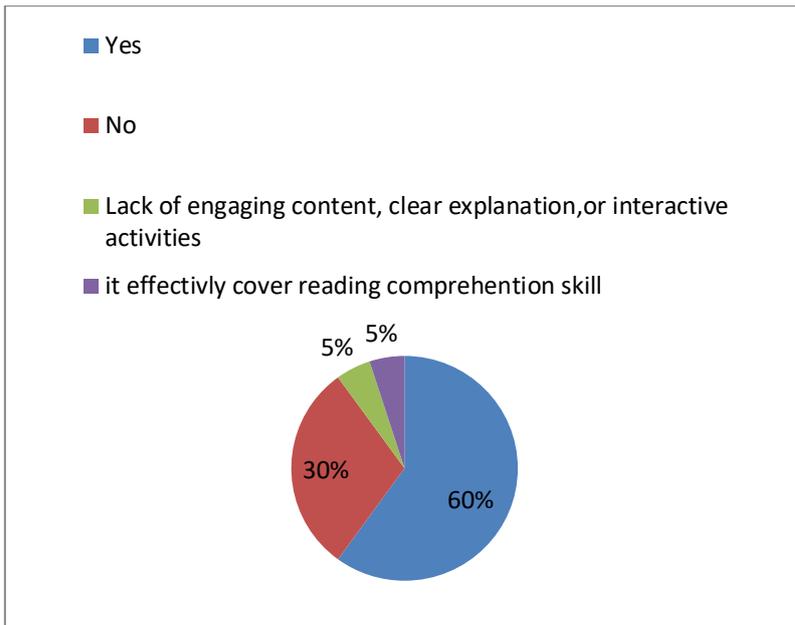
This question examines whether the textbook effectively covers reading comprehension skills for primary school students. The majority of teachers (60%) agreed that it does, while 30% disagreed. Additionally, 5% of teachers mentioned that the textbook lacks engaging content, clear explanations, and interactive activities. Another 5% affirmed that it effectively covers reading comprehension skills, indicating that the majority of respondents find the textbook suitable for this purpose.

Q2: How well does the textbook support the development of vocabulary and grammar skills among students!

Figure 7: *Supporting Vocabulary and Grammar Skill Developement in Students*.
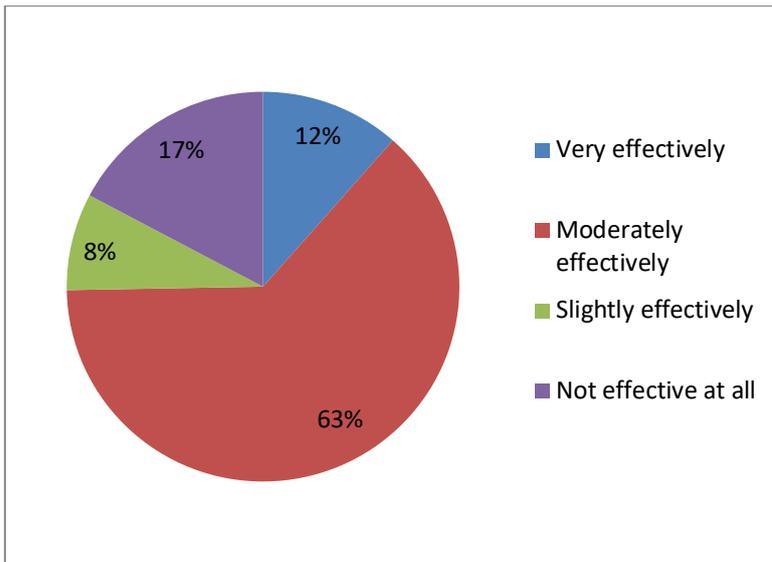
This question evaluates how well the textbook supports the development of vocabulary and grammar skills among students. According to the data analyzed in a pie chart, the majority of teachers (63%) indicated that the textbook is moderately effective. Additionally, 12% of teachers reported it as very effective, while 8% mentioned it was slightly effective. In contrast, 17% of teachers stated that it was not effective at all.

Q3: Evaluate the listening and speaking activities provided in the textbook. Are they engaging and effective for language development?

Figure 8: *Evaluating Textbook Listening and Speaking Activities*
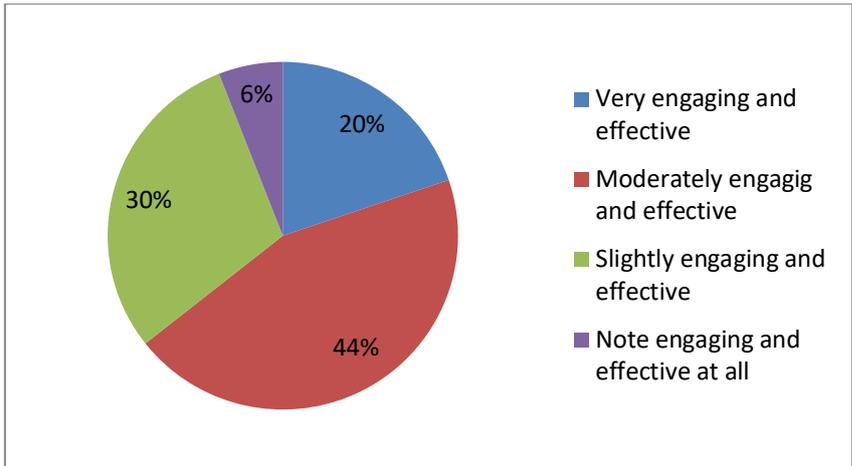
This question aims to assess the quality and impact of listening and speaking exercises included in the textbook. Specifically, it seeks to determine how well these activities engage students and facilitate their language development. Based on the data analysis represented in a pie chart, 44% of respondents found the activities moderately engaging and effective, 30% rated them as slightly engaging and effective, and 20% considered them very engaging and effective. However, 6% of the respondents were not satisfied, rating the activities as neither effective nor engaging. This distribution highlights general satisfaction with room for improvement in the textbook's listening and speaking exercises.

Q4: Do you find the language and vocabulary used in the textbook appropriate and comprehensible for fourth-year primary school students?

Table 2*: Evaluating Textbook Language and Vocabulary for Fourth-Year Primary Students*

Statement	Yes	No	Somewhat
Respondants	16	3	1
Percentage	75%	15%	10%

Figure 9: *Evaluating Textbook Language and Vocabulary for Fourth-Year Primary Students*
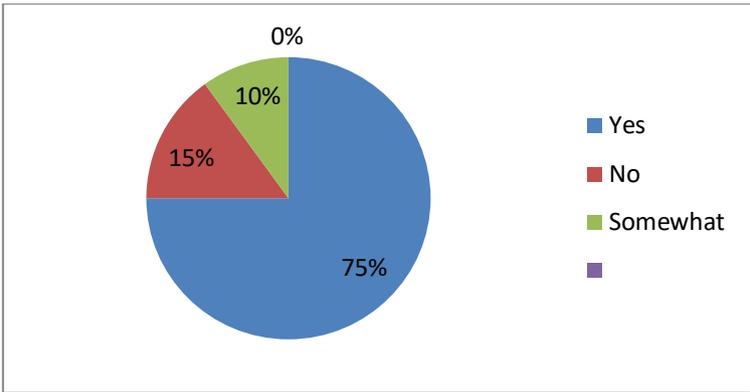
This question seeks to determine if the textbook's language level is suitable for the students' level and comprehension abilities. According to the analysis presented in a table and a pie chart, 75% of teachers are satisfied with the appropriateness of the language and vocabulary used in the textbook. Meanwhile, 10% are somewhat satisfied, and 15% are not satisfied.

Q5: In your opinion, does the textbook effectively cover the four language skills: listening, speaking, reading, and writing?

Figure 10*: Evaluating Textbook Coverage of Four Language Skills*
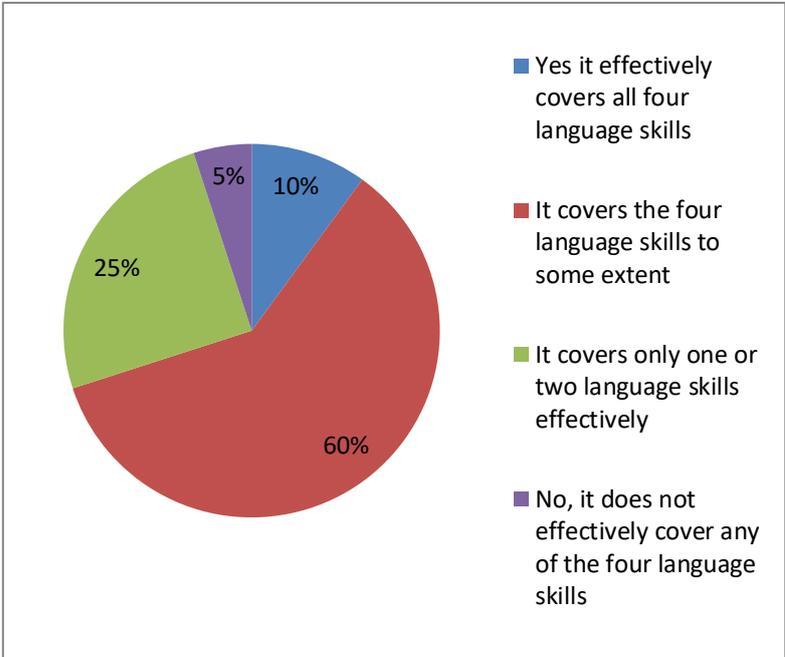
The question seeks to evaluate teachers' perceptions regarding the adequacy of the textbook's coverage of these essential language abilities.According to the data analysis,

60% of teachers believe the textbook addresses the four language skills to some extent.Conversely, 25% of respondents feel that the textbook effectively covers only one or two skills. A smaller proportion, 10%, asserts that the textbook adequately addresses all four language skills.However, 5% of teachers express dissatisfaction, stating that the textbook fails to cover these skills entirely.

Section 4: Overall Assessment and Recommendations

Q1: Reflecting on the textbook's language proficiency goals, do you believe it adequately prepares students for language acquisition beyond the primary level?

Figure 11*: Assessing Textbook Language Proficiency Goals*
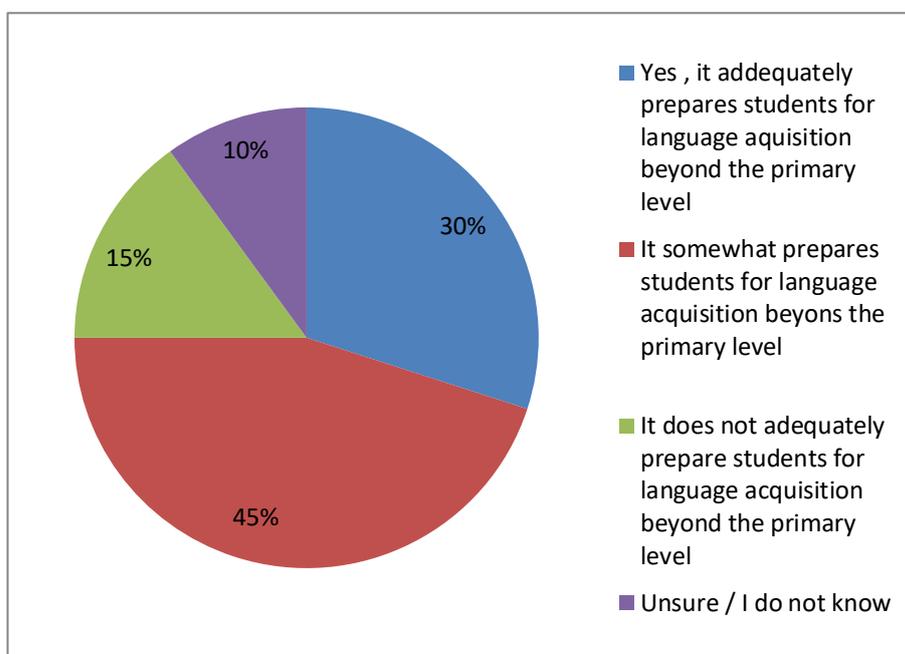
The question aims to determine teachers' perspectives on the effectiveness of the textbook in preparing students for language learning beyond the primary education stage. According to the data analysis, the majority of respondents, constituting 45%, believe that the textbook somewhat prepares students for language acquisition beyond the primary level. Meanwhile, 30% of teachers express confidence that the textbook adequately equips students for language acquisition beyond the primary level. However, 15% of respondents

feel that it does not sufficiently prepare students. Additionally, 10% of teachers indicate uncertainty about the textbook's effectiveness in this regard.

Q2: What do you believe are the strengths of the textbook, and how can it be improved to better meet the needs of primary school students?

Responses:

_They should facilitate and simplify the language and terminology more.

_They should take the students level in class consideration.

_It absolutely requires varied modules or units that covers a certain level of adequate vocabulary that the pupil will be able to use inside and outside the academic area.

_Its basic, we need to make more conversations.

_It would be great if the textbook is aligned with the curriculum.

_Provide more practical activities.

_The textbook is well designed and meet the needs of the learner.

_ Reconsidering the standards for writing letters.

The responses from teachers highlight a variety of suggestions for improving the textbook for 4th-year primary school pupils. One teacher feels that the textbook is well-designed to meet the needs of learners. While for the improvements, participants feel that the language and terminology should be simplified to make it more accessible for students. They also emphasize the importance of considering the students' level in class when designing the textbook content. Providing varied modules or units with adequate

vocabulary is seen as essential for students to use both in and out of the academic setting. Practical activities are recommended to enhance learning, and alignment with the curriculum is crucial. Additionally, another participant suggested incorporating more conversations and reevaluating the standards for writing letters to better meet the needs of young learners.

Q3: Overall, how satisfied are you with the English textbook? Please provide reasons for your rating?

Figure 12 *: English Textbook Satisfaction*
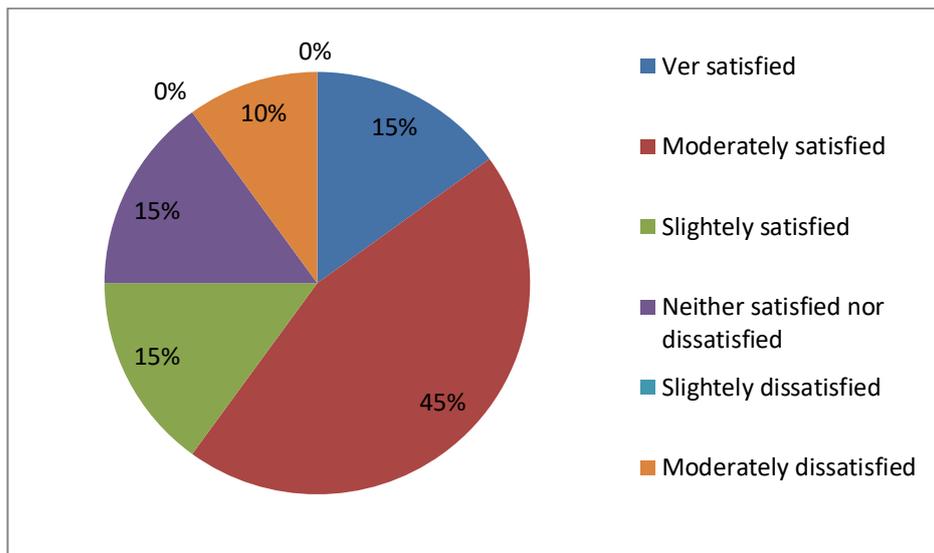
The question seeks to evaluate teachers' overall satisfaction levels with the English textbook and understand the underlying reasons for their ratings. Analysis of the data, represented in a pie chart, reveals a distribution of satisfaction levels among respondents: 45% of teachers report being moderately satisfied. Additionally, 15% express very high satisfaction, while anotheranother 15% indicate slight satisfaction. However, 10% of teachers express moderate dissatisfaction with the textbook. These findings provide insight

into the varying degrees of satisfaction among educators and can inform potential areas for improvement in the textbook.

Q4: Any additional comments or suggestions for enhancing the effectiveness of the English textbook.

_Some vocabularies are out of reach for the learner... Too much vocabulary with a tight timetable

_Promoting more attention to students' personal differences

_If it will feed either the teacher or the learner

_Over all it is workable and effective

_I hope that the activities book will be aded since the learner can not bring their home textbooks to school

Teachers have provided further comments and suggestions to enhance the effectiveness of the English textbook for 4th-year primary school pupils. They note that some vocabulary may be too advanced for learners, especially when time is limited. Teachers emphasize the importance of addressing students' individual differences in learning styles and needs. They are concerned about whether the textbook will benefit both teachers and students. Despite the identified areas for improvement, teachers find the textbook generally workable and effective. Additionally, they hope for an activity book to be added to cater to students who cannot bring their textbooks to school. By considering these insights, the textbook can be more inclusive, engaging, and practical for both teachers and learners in the primary school setting.

3.4.2. Results and Discussion of the Questionnaire

The study examines teachers' feedback about the effectiveness and weaknesses of the English textbook for fourth-year primary school students, revealing a gender difference

favoring females in the profession. Despite the recent introduction of English teaching in Algerian primary schools, many teachers have limited experience, potentially impacting their effectiveness. While most teachers find the textbook language suitable and activities engaging, some express neutrality or dissatisfaction, indicating improvement in instructional materials. Alignment with the curriculum and visual appeal emerge as areas needing attention, with suggestions for enhancing content relevance and visual presentation. While the textbook effectively covers reading comprehension, vocabulary, and grammar, there are calls for more engaging and interactive content. Overall, while the majority of teachers find the textbook moderately effective in preparing students for language acquisition beyond the primary level, varying perspectives underscore the need for ongoing evaluation and adaptation to meet diverse instructional needs and foster more engaging Englishlanguage instruction.

3.5. Data Analysis of the Checklist Grid

"My Book of English' is 'the first book of English for fourth grade primary pupils'. It is composed of 94 pages and is approved by the Ministry of National Education.

It offers students the chance to learn English by engaging in various activities that encourage oral communication with the teacher.

The topics covered in the textbook are diverse and include eight units: 'Back to School, Family and Friends, Occupations and Jobs, School, Health, Food, Games, Celebrations, and Animals '.

A. Content:

The inspector has provided responses to the checklist grid, which assesses whether the content aligns with the curriculum objectives and meets the needs of students.

Q 1: Is the subject matter presented either topically or functionally in a logical, organized manner?

The inspector rates it as "Good."

Q 2: Does the content serve as a window into learning about the target language culture (American, British, etc.)?

The inspector has rated it "poor."

Q 3: Are the reading selections authentic pieces of language?

The inspector has rated it as "adequate."

Q 4: Compared to texts for native speakers, does the content contain real-life issues that challenge the reader to think critically about his or her worldview?

The inspector has rated it "poor".

Q 5: Are the text selections representative of the variety of literary genres, and do they contain multiple sentence structures?

The inspector has rated it as 'totally lacking'.

The inspector's assessment points out several areas for improvement. The subject matter is well organized ('Good'). The textbook demonstrates strong organization by structuring the topics in a coherent and logical manner. Each unit follows a consistent framework, starting with familiar themes such as "Back to School" and gradually progressing to more complex topics like "Occupations and Jobs." This sequential arrangement allows for a smooth transition between units and ensures that students build upon their existing

knowledge as they advance through the textbook. Additionally, the topics are interconnected, facilitating a comprehensive understanding of the English language. The textbook lacks adequate cultural context ('poor'). The textbook is free from learning about American and British cultures, focusing only on Algerian culture. For the inspector, authentic reading selections are 'Adequate'; the reading materials are real-world examples of language use, providing learners with a more realistic understanding of how language is used in various contexts. Yet, The content of the texts does not present real-life issues that provoke critical thinking about one's worldview, which in turn lacks diversity in literary genres and sentence structures. These findings highlight the need for enhancements in these areas to enhance the textbook's overall effectiveness.

B.Vocabulary and Grammar

These questions include whether the textbook includes reference sections for grammar and vocabulary.

Q 1: Are the grammar rules presented in a logical manner and in increasing order of difficulty?

The inspector has rated it as "good."

Q 2: Are the new vocabulary words presented in a variety of ways (e.g., glosses, multi-glosses, appositives)?

The inspector has rated it "poor."

Q 3: Are the new vocabulary words presented at an appropriate rate so that the text is understandable and so that students are able to retain new vocabulary?

The inspector has rated it as "good."

Q 4: Are the new vocabulary words repeated in subsequent lessons to reinforce their meaning and use?

The inspector has rated it with "Not applicable."

Q 5: Are students taught top-down techniques for learning new vocabulary words?

The inspector has rated it "poor."

The inspector rated the logical presentation and difficulty progression of grammar rules as "Good" which is presented in the textbook that contains a variety of grammatical rules, including the verb "to be," articles, demonstratives, and affirmative and negative responses. However, new vocabulary words are not presented in a variety of ways but it introduces new vocabulary in a way that makes the text comprehensible for learners and allows them to effectively learn and remember new words. For example, each unit has its own vocabulary and includes the following activities: dialogues and role-playing; listen and repeat, I sing and have fun, and I read and discover. These activities help the learner remember the new vocabulary. A 'top-down' procedure presents students with language in the context of top-end structures, in reading texts, listening, or video recordings, and works down to focus on the component sentences and phrases to get to the meanings of the specific words or structures being taught, a strategy missed in the target textbook. These findings highlight the need for more diverse and reinforced vocabulary teaching methods in the textbook.

C. Exercises and Activities

The inspector has responded to the questions on the checklist grid, which inquire about the activities and exercises.

Q 1: Are there interactive and task-based activities that require students to use new vocabulary to communicate?

The inspector has rated it as "good."

Q 2: Do instructions in the textbook tell students to read for comprehension?

The inspector has rated it "poor."

Q 3: Are top-down and bottom-up reading strategies used?

The inspector has rated it "good."

Q 4: Are students given sufficient examples to learn top-down techniques for reading comprehension?

The inspector has rated it "poor."

Q 5: Do the activities facilitate students' use of grammar rules by creating situations in which these rules are needed?

The inspector has rated it "poor."

Q 5: Does the text make comprehension easier by addressing one new concept at a time instead of multiple new concepts?

The inspector has rated it as "good."

Q 6: Do the exercises promote critical thinking about the text?

The inspector has rated it "poor."

The inspector rated positively the presence of interactive activities requiring the use of new vocabulary. The textbook is rich with interactive and task-based activities, which can promote more dynamic oral communication, such as dialogues. The text's approach to introducing new concepts is rated as "poor." However, the use of top-down and bottom-up reading strategies is rated as "good." Top-down listening uses background knowledge and contextualizes words to aid comprehension, while bottom-up listening uses sounds, words, and other small units to create meaning. The text makes comprehension easier by addressing one new concept at a time instead of multiple new concepts "good." This approach allows learners to build a solid foundation of knowledge step by step. However, there is a lack of exercises that promote critical thinking "poor." These findings highlight the need for enhancements in instructional strategies and critical thinking components within the textbook's exercises and activities.

D. Attractiveness of the Text and Physical Make-up

The inspector provided responses to questions on the checklist grid related to the visual appeal and physical presentation of the textbook.

Q 1: Is the cover of the book appealing?

The inspector has rated it as "good."

Q 2: Is the visual imagery of high aesthetic quality?

The inspector has rated it as "good."

Q 3: Are the illustrations simple enough and close enough to the text that they add to its meaning rather than detracting from it?

The inspector has rated it as "adequate."

Q 4: Is the text interesting enough that students will enjoy reading it?

The inspector has rated it as "good."

The inspector rated the cover appeal and visual imagery as "good." The textbook for fourth-year primary school is well-covered, and the cover can encourage learners to open the textbook and engage with its content. The images are well-composed and balanced with the page layout. The colors are vibrant and appealing, consistent with the theme and purpose of the book. The characters in the textbook and the scenes depicted are engaging and relatable to young learners. However, there are areas for improvement, such as ensuring that illustrations are closely related to the text. Moreover, the text's interesting content contributes to student enjoyment and engagement, also rated as "good." Overall, the textbook is visually attractive and contains engaging content.

II Teaches Manual

A. General Features

This part is asking whether the teacher's manual is effective in explaining the goals and teaching methods of the textbook. In other words, it is asking if the manual provides clear guidance to teachers about what the textbook aims to achieve (objectives) and the approaches it recommends for teaching the material (methodology). The goal is to ensure that teachers can effectively use the textbook to meet its educational aims.

Q1: Does the manual help teachers understand the objectives and methodology of the text?

The inspector has rated it "good."

Q2: Are corrector-suggested answers given for the exercises in the textbook?

The inspector has rated it "good."

B.Background Information

Q1: Are teachers shown how to teach students to use cues from morphology, cognates, rhetorical relationships, and context to assist them in lexical inferencing?

The inspector has no response to this question.

Q2: Is there a list of true and false cognates for vocabulary words?

The inspector has rated it "good."

C.Methodological Guidance

Q1:Are teachers given techniques for activating students' background knowledge before reading the text?

The inspector has rated it as "poor."

Q 2: Are teachers given adequate examples for teaching students to preview, skim, scan, summarize, and find the main idea?

The inspector has no response to this question.

Q3: Does the manual suggest a clear, concise method for teaching each lesson?

The inspector has rated it "poor."

D. Supplementary Exercises and Materials

Q1: Does the manual give instructions on how to incorporate audio-visual material produced for the textbook?

The inspector has rated it "good."

Q2: Does the manual provide teachers with exercises to practice, test, and review vocabulary words?

The inspector has rated it "good."

Q3: Does the manual provide additional exercises for reinforcing grammar points in the text?

The inspector has rated it "totally lacking."

The evaluation of the teacher's manual reveals mixed findings regarding its effectiveness in supporting teachers. Positively, the manual aids teachers in understanding the textbook's objectives and methodology, providing clear guidance, and offers suggested answers for exercises, aiding in assessment. However, there are notable gaps in methodological guidance, with insufficient support for activating students' background knowledge and providing clear teaching methods for each lesson. While the manual includes cues for vocabulary inferencing and lists of true and false cognates—true cognates being words in two languages with the same spelling and meaning, and false cognates being words that are similar in spelling but different in meaning—it lacks sufficient support for certain instructional techniques. The manual provides adequate examples for teaching students to preview, skim, scan, summarize, and find the main idea, but it falls short in offering techniques for activating students' background knowledge before reading the text. Additionally, while it gives instructions on incorporating audiovisual material produced for

the textbook, there is a deficiency in supplementary exercises for reinforcing grammar points. Overall, the manual offers valuable resources and instructions in some areas but lacks comprehensive support in others.

Context

The inspector has answered questions mentioned in the checklist grid that address the context of the fourth-grade English textbook.

Q 1: Is the textbook appropriate for the curriculum?

The inspector has rated it as "good."

Q 2: Does the text coincide with the course goals?

The inspector has rated it "adequate."

Q 3: Is the textbook appropriate for the students who will be using it?

The inspector has rated it "good."

Q 4: Is the text free of material that might be offensive?

The inspector has not responded to this question.

Q 5: Are the examples and explanations understandable?

The inspector has rated it "adequate."

Q 6: Will students enjoy reading the text selections?

The inspector has rated it as "good."

Q 7: Will the content meet students' felt needs for learning English, or can it be adapted for this purpose?

The inspector has rated it "good."

Q 8: Are the textbook and teacher's manual appropriate for the teacher who will be teaching from them?

The inspector has rated it with Not applicable

Q 9: Is the teacher proficient enough in English to use the teacher's manual?

The inspector has rated it "poor."

In assessing the context of the fourth-grade English textbook, the inspector's responses reveal a generally positive alignment with curriculum objectives and student needs. The textbook is considered suitable for the curriculum, as it covers the required topics and skills outlined, is appropriate for the age of learners, and progressively builds on students' existing knowledge and skills. The text coincides adequately with course goals and is deemed good for the students who will use it. While some areas require attention, such as ensuring the material is free from offensive content, the inspector did not respond to this aspect. The text's understandability and enjoyability are rated as adequate and good, respectively, with varied and engaging topics that will attract learners. Although the textbook and teacher's manual are deemed appropriate for teachers, the proficiency of teachers in using the accompanying manual is rated as poor. Overall, the textbook is appropriate for the curriculum and effectively meets the needs of learners, aligning well with curriculum objectives and supporting the educational goals set by the course.

3.5.1. Results and Discussion of the Checklist Grid

The inspector's assessment of the fourth-year primary school English textbook highlights both strengths and areas for improvement. The textbook is well-organized, with a coherent structure that facilitates a smooth progression of topics, ensuring that students build on their existing knowledge. The subject matter is appropriately aligned with curriculum objectives, supporting student learning and engagement. However, the textbook lacks adequate cultural context, focusing only on Algerian culture and missing out on American and British cultural elements. While the reading selections are authentic, the opportunities for critical thinking are insufficient, and there is a notable absence of diversity in literary genres and sentence structures. Vocabulary presentation is rated 'poor' due to a lack of variety and reinforcement in subsequent lessons, though the introduction rate of new vocabulary is appropriate. Interactive activities are a strong point, promoting dynamic oral communication, but the textbook's approach to new concepts and reading strategies needs enhancement. The manual supporting the textbook has mixed reviews: it provides clear guidance and suggested answers but lacks sufficient methodological support, particularly in activating students' background knowledge and offering supplementary exercises. Overall, while the textbook aligns well with curriculum goals and engages students visually and content-wise, improvements in instructional strategies and critical thinking components are necessary to enhance its effectiveness.

3.6. Hypothesis Testing

To test the hypothesis, we analyzed the data from the questionnaire and the checklist grid. The majority of teachers reported that the textbook's language is suitable and clear for the students' age and proficiency level, and the activities are engaging, supporting the hypothesis about content and structure satisfaction. Overall, the textbook is seen as moderately effective, but the need for better visual appeal, diverse content, and enhanced

educational strategies suggests that while teachers are somewhat satisfied, there are significant areas needing improvement. Thus, the hypothesis is partially confirmed, indicating a need for continual evaluation and adaptation of the textbook.

Conclusion

In conclusion, the evaluation of the fourth-grade English textbook, based on the perceptions and experiences of teachers and an educational inspector, reveals a generally positive alignment with curriculum objectives and student needs. The textbook is well organized, with a coherent structure that facilitates effective learning progression. Teachers appreciate the engaging language and activities, though there is a call for more interactive content and improved instructional materials. The inspector commends the textbook's alignment with the curriculum but highlights deficiencies in cultural context and critical thinking opportunities. Both teachers and the inspector agree that while the textbook effectively covers essential language skills, continuous evaluation and adaptation are necessary to enhance its pedagogical approach, ensuring it meets diverse instructional needs and fosters a more engaging learning experience.

General Conclusion

1. Summary of the Findings

In this section, we summarize the key findings of our study in relation to the research questions posed at the outset. Our research aimed to evaluate the effectiveness of the English textbook (MY BOOK OF ENGLISH) and determine whether it meets the needs of learners in acquiring the English language. Below, we provide answers to each of the research questions based on the data collected and analyzed.

1. What are the perceptions and experiences of teachers and educational inspectors regarding the content, structure, and pedagogical approach of the English textbook?

- **Content :** The content of the fourth-year primary school English textbook has both strengths and weaknesses according to teachers and educational inspectors. Teachers find the language appropriate and activities engaging but suggest the need for more interactive content and better instructional materials. They also highlight the importance of aligning the content more closely with the curriculum and improving visual appeal. Inspectors praise the textbook's clear organization and logical progression of topics but note a lack of cultural context, focusing only on Algerian culture and ignoring American and British cultures. They also point out that the reading selections do not encourage critical thinking and lack variety in literary genres and sentence structures. Both teachers and inspectors see the need for content improvements to enhance the textbook's effectiveness and engagement.

- **Structure :** The perceptions and experiences of teachers and educational inspectors regarding the structure of the fourth-grade English textbook are generally positive.

Inspectors praise the textbook's clear organization and logical progression of topics, noting that it builds on students' existing knowledge effectively. Each unit follows a consistent framework, which helps students transition smoothly from one topic to the next. Teachers also find the structure suitable, as it aligns well with curriculum objectives. However, both groups highlight the need for better alignment with the curriculum and improved visual appeal to enhance the learning experience. Overall, the textbook's structure is considered well-organized and supportive of student learning.

- **Pedagogical approach :**The perceptions and experiences of teachers and educational inspectors regarding the pedagogical approach of the fourth-grade English textbook reveal both strengths and areas for improvement. Teachers generally find the textbook's language and activities engaging and suitable for the students' level, indicating that the pedagogical approach effectively supports language acquisition. However, some teachers express neutrality or dissatisfaction, suggesting that improvements are needed in instructional materials and methods. They call for more engaging and interactive content to better captivate students' interest and enhance learning outcomes. On the other hand, the educational inspector note that while the textbook aligns well with curriculum objectives and supports student learning, it lacks sufficient cultural context and critical thinking opportunities. The pedagogical approach is seen as too focused on Algerian culture, with inadequate exposure to American and British culturalelements.

Research Question 2: To what extent is "MY BOOK OF ENGLISH" an effective language learningresource for fourth-year primary school students in the Biskra district?

"My Book of English" for fourth-year primary school students in the Biskra district is somewhat effective but needs improvement. Teachers find the language and activities

good, but some are not fully satisfied. The textbook is well-organized and covers important skills like reading, vocabulary, and grammar. However, it lacks cultural variety and critical thinking exercises, and the vocabulary practice could be better. Interactive activities are strong, but the introduction of new concepts needs work. Overall, while it works well in some areas, the textbook needs updates to better meet students' needs.

Research Question 3: To what extent does the book provide opportunities to develop listening, speaking, reading, and writing skills in a balanced way?

The book offers opportunities for developing listening, speaking, reading, and writing skills, but its approach lacks balance. While it adequately covers reading comprehension, vocabulary, and grammar, it could place more emphasis on oral communication activities to enhance speaking skills. Additionally, while the book supports the development of reading and writing abilities, it could further improve by including more interactive exercises to strengthen listening skills. Therefore, while it addresses various language skills, a more balanced approach in all areas would improve its effectiveness as a comprehensive language learning resource.

2. Synthesis of the Findings

Synthesizing the findings from the questionnaire and the checklist grid uncovers a precise view of the English textbook for fourth-year primary school. Teachers generally appreciate the textbook's language appropriateness and engaging activities, indicating satisfaction with its content and structure. However, both teachers and inspectors mentioned significant areas for improvement. While the textbook aligns well with curriculum goals and has a coherent structure that facilitates student learning, it lacks cultural diversity, focusing

mainly on Algerian culture and ignoring broader cultural contexts such as American and British elements. This limits students' exposure to a broader range of cultural viewpoints.

Given the detailed information from recent studies and our findings, a comprehensive synthesis of the findings can be created by comparing and contrasting the strengths and weaknesses of both the third-year and fourth-year primary school English textbooks. This synthesis will help highlight common trends, unique challenges, and areas for improvement across both grade levels.

1. Curriculum Alignment and Content Relevance

- **Third-Year Textbook**: According to Benabed & Mahdaoui (2023), the third-year textbook content has deficiencies that need remediation for learner success, indicating that while it meets some curriculum goals, there are areas requiring revision and supplementation.
- **Fourth-Year Textbook**: Our findings indicate that the fourth-year textbook aligns well with curriculum objectives and supports student learning. However, there is a need for improvements in visual appeal and content relevance, suggesting similar issues in needing enhancement to fully meet curriculum standards.

2. Teacher Support and Manual Effectiveness

- **Third-Year Textbook**: Abdelkalek & Mohammed (2023) found that the manual accompanying the third-year textbook was not helpful for teachers, leading to dissatisfaction despite students showing slow progress in language proficiency.
- **Fourth-Year Textbook**: Our research mirrors these findings, noting that while the manual provides clear guidance and suggested answers, it lacks sufficient methodological support,

especially in areas like activating students' background knowledge and offering supplementary exercises.

3. Student Engagement and Instructional Materials

- **Third-Year Textbook**: Abdel Hakim (2023) highlighted that the textbook "MY BOOK OF ENGLISH" for the third year is simple, clear, and modern, effectively catering to students' levels and incorporating scientific development. However, it still requires additional support materials to address its deficiencies.

- **Fourth-Year Textbook**: Our findings reveal that the fourth-year textbook is considered engaging by most teachers, with suitable language and activities. However, some teachers expressed neutrality or dissatisfaction, calling for more interactive content and improvements in instructional materials.

The synthesis of findings reveals that while both the third-year and fourth-year English textbooks for primary school meet many educational objectives, there are consistent themes of needing supplemental materials, better teacher support, and enhanced student engagement strategies. The fourth-year textbook, being new, has unique challenges such as the need for broader cultural content and more interactive and critical thinking activities. Addressing these areas will be crucial for optimizing the effectiveness of English language instruction in Algerian primary schools.

3. Limitation of the Study

In this study, we faced several challenges. First, it was challenging to meet with an inspector of English, because there are only three inspectors in the Biskra region. Also, many teachers did not respond to the hard copies of the questionnaire, so we switched to an online questionnaire, which worked better for us. Additionally, since the textbook is new to

the teachers, their answers might be more subjective because they are still getting used to it.

4. Pedagogical Recommendations

1. **Enhance Cultural Context**: To provide a more comprehensive learning experience, the textbook should incorporate content that includes American and British cultural elements alongside Algerian culture. This will help students gain a broader understanding of the English-speaking world and develop a more global perspective.

2. **Incorporate Comprehensible Input (i+1)**: Ensure the textbook includes language content that is slightly above the learners' current proficiency level. This approach, based on Krashen's input hypothesis, will help students gradually advance their language skills.

3. **Diversify Vocabulary**: Include a broader range of vocabulary and reinforce new words in subsequent lessons to help students build a more extensive and functional vocabulary.

4. **Improve Instructional Strategies**: Provide clear, practical teaching strategies in the teacher's manual to help teachers effectively use the textbook, especially those with limited experience. This should include techniques for incorporating comprehensible input and engaging students in meaningful communication.

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Appendices

Teachers Questionnaire

English Textbook Analysis Questionnaire for Fourth Year Primary School

Introduction

Thank you for participating in this survey aimed at evaluating the English textbook used in the fourth year of primary school in Algeria. Your feedback will help improve the quality of English language education for students. Please answer the following questions based on your experiences and observations.

Section 1: General Information

1. Are you male ….or,   female…

2.How many years of experience do you have in teaching English languae ?

……………………………………………………………………………………………………

………………………………….. .

Section 2: Textbook Evaluation:

Please rate each statement on a scale from 1 to 5, where:

 1 = Strongly Disagree

 2 = Disagree

 3 = Neutral

 4 = Agree

5 = Strongly Agree

1. The content of the English textbook is relevant and suitable for fourth-year primary school students in Algeria.

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5

2.The language used in the textbook is appropriate and understandable for students at this grade level.

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5

3.The activities and exercises in the textbook promote active participation and interaction among students.

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4

- □ 5

4. Are the exercises and activities in the textbook aligned with the curriculum objectives and standards for fourth-year English education?

- □ 1
- □ 2
- □ 3
- □ 4
- □ 5

5. How would you rate the visual appeal and design elements of the textbook (e.g., illustrations, color schemes, typography)?

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Section 3: Language Skills Development

1. Does the textbook effectively cover reading comprehension skills for primary school students? Please elaborate.

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……………………………………………….

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……………………………………… .

2.How well does the textbook support the development of vocabulary and grammar skills among students?

a. Very effectively

b. Moderately effectively

c. Slightly effectively

d. Not effective at al

Please provide any specific feedback or examples to support your response:

………………………………………………………………………………………………………

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3. Evaluate the listening and speaking activities provided in the textbook. Are they engaging and effective for language development?

a. Very engaging and effective

b. Moderately engaging and effective

c. Slightly engaging and effective

d. Not engaging and effective at all

4.Do you find the language and vocabulary used in the textbook appropriate and comprehensible for fourth-year primary school students?

a. Yes, very appropriate and comprehensible

b. Somewhat appropriate and comprehensible

c. Not very appropriate and comprehensible

d. Not appropriate and comprehensible at all

5. In your opinion, does the textbook effectively cover the four language skills: listening, speaking, reading, and writing?

a. Yes, it effectively covers all four language skills

b. It covers the four language skills to some extent

c. It covers only one or two language skills effectively

d. No, it does not effectively cover any of the four language skills

Section4: Overall Assessment and Recommendations

1. Reflecting on the textbook's language proficiency goals, do you believe it adequately prepares students for language acquisition beyond the primary level?

a. Yes, it adequately prepares students for language acquisition beyond the primary level

b. It somewhat prepares students for language acquisition beyond the primary level

c. It does not adequately prepare students for language acquisition beyond the primary level

d. Unsure/I don't know

2. What do you believe are the strengths of the textbook, and how can it be improved to better meet the needs of primary school students?

Strengths

:………………………………………………………………………………………………………

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Improvement suggestions

:…………………………………………………………………………………………………..

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3. Overall, how satisfied are you with the English textbook? Please provide reasons for

your rating?

a. Very satisfied

b. Moderately satisfied

c. Slightly satisfied

d. Neither satisfied nor dissatisfied

e. Slightly dissatisfied

f. Moderately dissatisfied

g. Very dissatisfied

4. Any additional comments or suggestions for enhancing the effectiveness of the English

textbook?

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Thank you for completing the questionnaire. Your feedback is valuable to us!

Checklist Grid

Textbook Evaluation Checklist I. Textbook	Excellent	Good	Adequate	Poor	Totally lacking	Mandatory	Optional	Not applicable
A. "Content								
i.Is the subject matter presented either topically or functionally in a logical, organizedmanner? (1,2,3)ii								
ii.Does the content serve as a window into learning about the target language culture (American, British, ect.)? (2,18)								
iii. Are the reading selections authentic pieces of language? (5,10)								
iv.Compared to texts for native speakers, does the content contain real-life issues that challenge the reader to think critically about his/her worldview? (1,2,3,7,21)								
v. Are the text selections representative of the variety of literary genres, and do they contain multiple sentence structures? (1,13)								
B. Vocabulary and Grammar								
i.Are the grammar rules presented in a logical manner and in increasing order of difficulty? (1,2,3)								
ii. Are the new vocabulary words presented in a variety of ways (e.g. glosses, multi-glosses, appositives)? (2,3,12)								
iii.Are the new vocabulary words presented at an appropriate rate so that the text is understandable and so that students are able to retain new vocabulary? (1,2,3,5)								
iv. Are the new vocabulary words repeated in subsequent lessons to reinforce their meaning and use? (1,2,3,)								
v.Are students taught top-down techniques for learning new vocabulary words? (7,8,9,11)								
C. Exercises and Activities								
i.Are there interactive and task-based activities that require students to use new vocabulary to communicate? (1,2,3,5)								
ii. Do instructions in the textbook tell students to read for comprehension? (6)								
iv.Does the text make comprehension easier by addressing one new concept at a time instead of multiple new concepts? (2,3)								
vii. Do the exercises promote critical thinking of the text? (2)								
D. Attractiveness of the Text and Physical Make-up								

i. Is the cover of the book appealing? (1,2,3)
ii. Is the visual imagery of high aesthetic quality? (1,2,3,14)
iii.Are the illustrations simple enough and close enough to the text that they add to its meaning rather than detracting from it? (1
iv. Is the text interesting enough that students will enjoy reading it? (15)
II Teacher's Manual
A.General Features
i.Does the manual help teachers understand the objectives and methodology of the text? (1,2,3)
ii.Are correct or suggested answers given for the exercises in the textbook? (1,2,3,4)
B. Background Information
i.Are teachers shown how to teach students to use cues from morphology, cognates, rhetorical relationships, and context to assist them in lexical inferencing? (7)
ii. Is there a list of true and false cognates for vocabulary words? (1,2,3)
C. Methodological Guidance
i.Are teachers given techniques for activating students' background knowledge before reading the text? (8,9,22)
ii. Are teachers given adequate examples for teaching students to preview, skim, scan, summarize, and to find the main idea? (8,11,6)
iii. Does the manual suggest a clear, concise method for teaching each lesson? (1,2,3)
D. Supplementary Exercises and Materials
i.Does the manual give instructions on how to incorporate audio-visual material produced for the textbook? (2)
ii. Does the manual provide teachers with exercises to practice, test, and review vocabulary words? (1,2,3)

iii. Does the manual provide additional exercises for reinforcing grammar points in the text? (1,2,3)
III. Context
A. Is the textbook appropriate for the curriculum? (1,2,19,20)
i. Does the text coincide with the course goals? (1,2,3,19,20)
B. Is the textbook appropriate for the students who will be using it? (1,2)
i. Is the text free of material that might be offensive? (1,6,16)
ii. Are the examples and explanations understandable? (1)
iii. Will students enjoy reading the text selections? (1,2,3,15)
Will the content meet students' felt needs for learning English or can it be adapted for this purpose? (2,3)
C. Are the textbook and teacher's manual appropriate for the teacher who will be teaching from them? (1,2,4)
I.Is the teacher proficient enough in English to use the teacher's manual? (1)

الملخص

تقيم هذه المذكرة فعالية كتاب اللغة الإنجليزية "كتاب اللغة الإنجليزية" الذي يستخدمه طلاب السنة الرابعة الابتدائية في بسكرة. شمل البحث 20 مدرسا للغة الإنجليزية ومفتشا تعليميا واحدا.

أجاب المعلمون عن استبيان حول وجهات نظرهم حول الكتاب المدرسي، بما في ذلك أهمية المحتوى وفعالية التدريس والمشاركة والرضا.

استخدم المفتش قائمة مرجعية لتقييم محتوى الكتاب المدرسي ومستوى اللغة وطرق التدريس والمواد بشكل منهجي.

وجدت الدراسة أنه في حين أن الكتاب المدرسي مناسب وجذاب بشكل عام، إلا أنه يحتاج إلى صور أفضل، والمزيد من التنوع الثقافي، والمزيد من الفرص للتفكير النقدي والتفاعل. على الرغم من هذه المشكلات، يعتبر الكتاب المدرسي فعالا إلى حد ما في دعم تعلم الطلاب للغة.

تتضمن التوصيات إضافة محتوى ثقافي متنوع، وتحسين عرض المفردات، واعتماد استراتيجيات تتماشى مع مدخلا تكراشي لتلبية احتياجات المعلمين والطلاب بشكل أفضل.