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The Suitablility of the Third-Year Primary School English Textbook to the Algerian Learners : the Case of Primary School Learner at the City of Bouira

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Dedication

First and foremost, we thank God the Almighty for helping us to reach these ranks in our livesThis thesis is dedicated to the sake of Allah, our creator. As for after, it is our warmest regardthat we dedicate this thesis to the most important people in our lives, to those who care about us, wish us success and rejoice in all our moments of excellence and achievements. To our familyand parents, who have always been by our side to support and encourage, who taught us all the principles of life, work and diligence in order to succeed and reach the highest ranks.

To the memory of my mother, Hadda Lounes, I really wish she is with us right now to see me going in my way to success, love you mother.

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Dedication

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cooperation.

Abstract:

This study explores the critical issue of the suitability of English textbooks to primary

School learners in Algeria. The quality of English textbooks plays a pivotal role in shaping

students' language proficiency and cognitive development during their formative years. This

investigation employs a mixed method approach, combining qualitative and quantitative data

collection tools, including interviews, textbook evaluation checklist, and learner's profile forms.

The study evaluates the alignment of the textbook with the curriculum standards, their

readability, cultural relevance, and pedagogical effectiveness.

Furthermore, it investigates the perceptions of teachers and students regarding the

appropriateness of this particular textbook. Preliminary findings suggest that while English

textbooks have improved over the years, there remains a need for ongoing assessment and

 adaptation to better cater to the diverse learning needs of primary school learners. This

research provides valuable insights for educational authorities, curriculum developers, and

educators to enhance the suitability of English language textbooks in the primary school level,

ultimately leading to a more effective English language learning environment.

Key words: textbook evaluation, checklist, third year primary school pupils, and the physical

and academic aspects evaluation.

LIST OF ABBREVIATITIONS

CTE: Criteria for Textbook Evaluation

EFL: English Foreign Language

ELT: English Language Teaching

TEC: Textbook Evaluation Checklist

YLE: Young Learners of English

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General Introduction

1. Rational of the Study

Teachers rely heavily on using EFL published materials like textbooks due to the fact that they are becoming more widespread as they can bring easiness to the classroom by providing teachers with guidelines comprised of syllabus methodologies, as well as material for teaching and learning.

Textbooks represent "the Visible heart of any ELT program" (Sheldon, 1988, p. 237) forming the basis for much of the language input learners receive in the classroom (O'Neil,1982). Richards (2001) suggests that in some situations, textbooks may provide the basis for the content of the lessons, and the Kind of language practice the students take part in. However, choosing a suitable textbook for teaching situation is viewed as one of the most challenging tasks that teachers often face. To get a good picture of the suitability of a textbook, a careful investigation needs to be undertaken, yet, the extent to which textbooks may function as a potential agent for change may depend largely on the appropriateness of the textbook in relation to meeting

curriculum goals and objectives, and learners needs. The purpose of this study is to investigate "the suitability of the 3rd year English language textbook used in Algerian public primary schools to Algerian pupils taking as a case the pupils of the city of Bouira.

Statement of the Problem

Learners in language classes tend to have different needs, interests, and learning styles that have to be tackled. Hence, the theory of learning styles plays a major role in affecting how Learners acquire the second language. Textbooks are considered as a supplement for teachers' Instruction in English language learning and serves as language input and language practice for learners.

Therefore, choosing an acceptable textbook is not a simple take since it may be a key component in most language program. The present study aims to determine the suitability of materials in the 3rd year English textbook and analysing it by using criteria of a good English textbook proposed by experts include five criteria aim and objectives, facilitate teaching learning process, activity /exercises, and vocabulary. From a discussion with some primary schools teachers in Bouira, it has been noticed that many of them complain about the suitability of the textbook to learners 'different styles. They claim that the book does not meet pupils' various profiles of learning as well as their interests and needs. Moreover, according to their claims the problem of the current study stands as follows: is the Algerian 3rd year English textbook suitable to the learners ' styles?

Aim of the Research

The present study examines the suitability of the 3rd year English textbook to primary school 3rd year learners. The purpose is to determine whether it matches with all the various learners ' learning styles. Once more, this research aims at evaluating and analysing the strengths and weaknesses of the textbook and to assess its suitability to the learners ' different preferences.

This study is also an attempt to investigate the teachers' opinions about the use of the textbook and to determine whether it takes into consideration the learners ' needs with reference to the objectives of the program developed by the Algerian Ministry of Education.

Research Questions

In order to achieve the purposes of the research, this study raises the following question:

• To what extent is "My Book of English Year Three" suitable to Algerian primary schools learners living in the city of Bouira in terms of learning styles, preferences and needs?

Research Methodology

Choice of the method

This study is descriptive and exploratory in nature. We used the mixed method approach to collect and analyse data. The descriptive qualitative data techniques focus on words rather than numbers (Maxwell, 2012) whereas the quantitative data techniques focus on explaining The present study research will be approached through a semi-structured interview method.

The open-ended questions are considered as the appropriate method to carry out this research that looks for exploring " the suitability of the 3rd year primary school English language textbook to the

pupils of Bouira city.

This method allows us to have teachers' opinions and perspectives by generating rich and detailed data.

" those who are not familiar with qualitative methodology may be surprised by the sheer volume of data and the detailed level of analysis that results even when research is confined to a small number of subjects " (Myers ,2002).

Research Instruments

In this study semi structured interviews, textbook evaluation checklist, and learner's profile form are the effective method for data collection as they are the great deal of mixed method research when the researcher wants to collect qualitative, quantitative, open-ended data, and to explore participants' thoughts, opinions, feelings and beliefs about a particular topic.

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o *Young learners of English YLE as a foreing language*

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Introduction:

A new set of knowledge, abilities, attitudes, or behaviors are acquired through a variety of experiences, including study, practice, or observation. It is a basic human action that enables people to adjust to their surroundings and develop their skills through time.

Learning can occur in a variety of contexts, including formal schooling and everyday experiences.

It can also happen at any age, from infancy to old age. Along with knowledge acquisition, the learning process also involves the growth of social, emotional, and cognitive abilities.

Growing attention has been paid in recent years to the study of learning and how it might be improved in order to improve both individual and social results. In order to better understand the learning process, researchers have identified a number of components, including motivation, feedback, and instructional design.

Overall, learning is a complicated and dynamic phenomenon that is essential to human success and development. Understanding how learning takes place can help you meet your objectives and realize your full potential, whether you're a student, a professional, or just someone who wants to advance their knowledge and skills.

Learning English as a foreign language has become an important aspect of education in many countries. Young learners have been identified as a group that requires special attention in language learning due to their developmental characteristics and learning needs. This title will discuss the challenges and opportunities for young learners of English as a foreign language and examine some effective strategies and techniques that can be used to support their language learning.

Young learners face a variety of challenges when learning English as a foreign language. The lack of enthusiasm and interest in learning the language is one of the major obstacles. Younger students might not have the same level of self-discipline or focus as older students, and they might not understand the immediate significance or utility of learning English. Low levels of achievement and poor attendance are possible outcomes of this. Another challenge for young learners is the cognitive and linguistic demands of learning a new language. Young learners are still developing their cognitive and linguistic abilities, which can make it difficult for them to comprehend and produce the new language. They may struggle with grammar, vocabulary, pronunciation, and syntax, and may have limited attention spans and memory capacity.

Opportunities for Young Learners: Despite the challenges, there are also many opportunities for young learners of English as a foreign language. Learning a new language can enhance their cognitive and linguistic development, as well as their social and cultural awareness. It can also provide them with new opportunities for personal and academic growth, such as studying abroad or pursuing international careers.

Effective Strategies and Techniques: To support the language learning of young learners, there are a number of effective strategies and techniques that can be used. These include:

Creating a positive and engaging learning environment: young learners flourish in a welcoming and encouraging learning atmosphere that promotes participation and teamwork. To make learning enjoyable and interesting, teachers can employ games, music, stories, and other interactive activities using visual aids and realia: young learners benefit from visual aids and realia that help them connect the language to their own experiences and interests. Pictures, flashcards, objects, and videos can be used to improve knowledge and retention while reinforcing grammar and vocabulary. Providing scaffolded support: young learners can require extra assistance to learn and use the new language. By breaking down work into smaller sections, offering precise directions and feedback, and setting an example for language use, teachers can give scaffolded help.Integrating language skills: young learners benefit from an integrated approach to language learning that incorporates all four skills (listening, speaking, reading, and writing). Teachers can provide opportunities for young learners to practice these skills in meaningful and authentic contexts, such as through projects, games, and role-play activities.

Young learners of English as a foreign language face a range of challenges and opportunities in their language learning journey. By creating a positive and engaging learning environment, using visual aids and realia, providing scaffolded support, and integrating language skills, teachers can support their language learning and help them achieve their full potential.

1.1.   Definition of the concepts:

Textbooks are instructional tools that present and arrange content for teaching and learning in educational contexts. Textbooks are described as written, printed, or digital publications that include text, images, exercises, and other supplemental materials while methodically presenting a certain topic or discipline of knowledge. They are made to give pupils a systematic and cohesive presentation of a subject, frequently set up in a logical and sequential way to enhance the learning process.

One example of a definition of textbooks is provided by Hodkinson and Vickerman (2009), who define a textbook as "a printed, digital or multimedia resource that is primarily designed to convey information, guidance or instruction to support learning, with or without the assistance of a teacher or facilitator" (p. 1).

Another definition of textbooks is provided by Anderson (2017), who states that "textbooks are curricular artifacts that function as the primary vehicle for delivering educational content in most school settings. They are highly structured resources that are intended to support student learning and instructional delivery, and they are often supplemented by other forms of educational media and technology" (p. 149).

1.1.1. Young Learners

Young learners can be defined as children in the age group of 3 to 12 years who are

learning a new language as a second or foreign language (Enever& Moon, 2018; Garton

& Copland, 2016).

According to Garton and Copland (2016), young learners' language acquisition process is

 distinct from that of adult language learners, and it requires a different teaching

approach that emphasizes play, interaction, and meaningful communication.

Research has shown that young learners' cognitive development and language acquisition

processes are closely related, and their learning outcomes are affected by factors such as

motivation, attention, and social interaction (García Mayo &Imaz Agirre, 2017).

Therefore, the use of a child-centered approach that considers the learners' individual

needs and interests is recommended for teaching young learners (Ellis & Shintani, 2014).

○ *The Textbook*

○ *1.1.2 Textbook Definition*

A textbook is a written or printed book that provides information on a specific subject or topic, typically used as a primary source of information in a classroom setting. Textbooks are often written by experts in their respective fields and are designed to convey knowledge and understanding of the subject matter to the reader. They can be used at different educational levels, including primary, secondary, and tertiary education. Textbooks usually contain structured content and may include exercises, questions, and other materials to aid in learning and retention. They are a valuable resource for students, teachers, and anyone looking to expand their knowledge on a particular subject.

1.2. Concept and Importance of Textbooks

Textbooks are an integral part of the academic experience for students at all levels of education. Textbooks are designed to provide a structured and systematic approach to learning and are used to convey information, concepts, and principles in a clear and concise manner. Textbooks are often referred to as the backbone of education, as they provide students with a common language and framework for understanding a subject. This paper will discuss the importance of textbooks in education and explore the concepts behind them.

The Importance of Textbooks: Textbooks are a crucial tool in education as they provide students with a comprehensive overview of a subject. They serve as a reference guide and a source of information that students can use to review and reinforce their knowledge. Textbooks are designed to cover the curriculum and provide students with a detailed understanding of the subject matter.

They also serve as a guide for teachers and instructors, as they help them structure their lessons and develop their curriculum. According to a study conducted by the National Bureau of Economic Research, the use of textbooks is positively correlated with student achievement (Hanushek, Kain, & Rivkin, 2004).

Textbooks also play a role in developing critical thinking skills. They present information in a clear and organized manner, allowing students to analyse and evaluate the material. Textbooks often include practice problems, case studies, and discussion questions that encourage students to think critically and apply their knowledge to real-world situations. Additionally, textbooks can help students develop their research skills, as they provide a starting point for further exploration of a subject.

The Concepts behind Textbooks: Textbooks are designed to convey information and concepts in a structured and systematic manner. They are written by subject matter experts and are designed to cover the curriculum. Textbooks are often organized by topic or chapter, with each chapter building on the previous one. They use a variety of instructional methods, including text, graphics, and illustrations, to present information in a clear and concise manner. Textbooks also use a standardized language and format, which helps to ensure that students have a consistent understanding of the subject matter.

Textbooks are often updated to reflect new research and developments in a subject area. This ensures that the information presented is current and accurate. Textbooks also often include supplementary materials, such as online resources, study guides, and test banks, which help to reinforce the material presented in the book.

Textbooks are an important tool in education. They provide students with a comprehensive overview of a subject and serve as a reference guide for teachers and instructors.

Textbooks also play a role in developing critical thinking skills and research skills. The concepts behind textbooks emphasize the importance of structured and systematic learning, using a standardized language and format to ensure consistency in understanding. As such, textbooks continue to be a valuableresource for students at all levels of education.

1.3.   Advantages and Disadvantages of Using Textbooks

Textbooks are a common and traditional tool used in education, providing a structured and comprehensive source of information for students. However, they also have their advantages and disadvantages. Here are some of them:

Advantages:

Comprehensive Information: Textbooks often provide comprehensive coverage of a subject, making them a valuable resource for learning the fundamentals.

Structured Content: They are typically organized in a structured manner, with chapters and sections, which can help learners follow a logical progression.

Credible Sources: Many textbooks are authored by experts in their respective fields, ensuring the information is reliable and well-researched.

Supplemental Materials: Some textbooks come with supplementary materials like practice questions, exercises, and online resources to aid learning.

Longevity: Textbooks tend to remain relevant for an extended period, especially in traditional subjects like mathematics and science.

Disadvantages:

Cost: Textbooks can be expensive, leading to financial burden for students.

Limited Interactivity: They often lack interactivity and engagement, which can make learning less enjoyable.

Outdated Information: In rapidly evolving fields, textbooks may become outdated quickly, leading to inaccuracies in information.

One-Size-Fits-All: Textbooks may not cater to diverse learning styles and may not be suitable for all learners.

Bulkiness: Carrying multiple textbooks can be physically burdensome for students.

1.4.   The Use of Textbooks in the Classroom

Textbooks are an important resource for teachers to use in the classroom. They provide a structured, comprehensive, and organized approach to teaching a particular subject, and can help ensure that all students have access to the same information. Here are some ways in which teachers can use textbooks in the classroom:

As a primary source of information: Textbooks can act as the main source of information for a subject, giving students the fundamentals on which they can base further research and learning activities.

Textbooks can be used by teachers to direct class discussions, offer fresh ideas, and set the stage for other works.

To design lesson plans: Lesson plans and activities that are in line with certain learning objectives can be created by teachers with the aid of textbooks. In order to construct activities and tests that reinforce these concepts, teachers can use the textbook to pinpoint the important ideas and abilities.

To facilitate student learning: Textbooks can help students learn by giving them brief, clear explanations of important ideas as well as examples and practice problems that help them understand the concepts better.

Textbooks can be used by teachers to direct students through

the learning process and to give them extra assistance as needed.

As a reference tool: Both teachers and students can use textbooks as a reference source.

Students can use textbooks to review concepts and be ready for tests, and teachers can use them to access information and examples rapidly to enhance class discussions.

1.5.   The Aspects of Textbooks AnalysIs

Textbook analysis is a method used to examine the content, structure, and presentation

of textbooks to determine their effectiveness in achieving educational goals. Some

aspects of textbook analysis include:

Content analysis: This entails looking over the data provided in the textbook and evaluating its

applicability, accuracy, and currentness. Examining the perspectives, prejudices, and values of

the author may be part of the content analysis as well.

Pedagogical analysis: Analyzing the instructional strategies and approaches applied in the

textbook to promote learning is required. The use of examples, pictures, and other visual aids,

as well as the efficacy of the offered evaluation tools, may all be considered as part of this

examination.

Cultural analysis: This involves assessing the cultural context in which the textbook was produced and the values and beliefs that are reflected in the text. This analysis may include looking at the representation of different cultural groups and their contributions, the language and terminology used in the text, and the overall cultural sensitivity of the text.

Linguistic analysis: This involves examining the language used in the textbook, including the

vocabulary, sentence structure, and grammatical features.

This analysis may also include looking at the readability and accessibility of the text for different audiences.

Historical analysis: This involves examining the historical context in which the textbook was

 produced and the ways in which it reflects or responds to historical events and developments.

This analysis may include looking at the political, social, and economic factors that influenced the production and dissemination of the text.

1.5.1. The Physical Aspects Evaluation

Textbooks are an essential component of the educational system. They serve as a primary source of information for students and are used to facilitate learning in various academic disciplines. Therefore, it is crucial to evaluate the physical aspects of textbooks, such as the design, layout, and formatting.

Importance of Evaluating Physical Aspects of Textbooks: Student engagement and learning are

greatly influenced by the physical characteristics of textbooks. The look and feel of a textbook

 can have a big impact on a student's desire to study and absorb the information. Because of this, textbook producers should think about things like font size, spacing, and color when developing their textbooks.

 In order for textbooks to resist repeated usage and last for several academic years, their physical toughness is also essential. Considerations for Physical Aspects Evaluations: There are a number of things to take into account while judging a textbook's physical qualities. These elements consist of the following:

- Layout: A textbook's design should be unambiguous and simple to read, with the right amount of space between lines and paragraphs. To help organize the text and make it simpler to explore, bullet points, subheadings, and headings should be used.

- Font: Textbooks' font size and style should be readable and suitable for the intended audience's reading level. Younger kids, for instance, might need larger typefaces than older students.

- Color: Color can be used in textbooks to draw attention to key details and improve reader engagement. To avoid detracting from the content, the color palette must be consistent and restrained.

- Binding: Textbook binding should be strong and able to survive repeated use. For textbooks, spiral or comb bindings are frequently chosen because they make page turning simple and are less likely to break.

1.5.2. The Academic Aspects Evaluation

Textbooks are a crucial component of the academic curriculum, as they provide students with the necessary knowledge and skills needed to succeed in their academic endeavours. However, not all textbooks are created equal, and it is important to evaluate them based on their academic aspects to determine their effectiveness in the classroom. In this title, we will examine the academic aspect evaluation of textbooks, including their content, pedagogy, and presentation.

- Content: When assessing a textbook's academic success, its content is arguably the most crucial factor to take into account. The information presented must be true, current, and pertinent to the subject topic being taught. The material offered must be thorough and encompass all pertinent information, including background knowledge, theories, and applications.Additionally, the information should be structured and presented logically to facilitate comprehension and retention. This can be accomplished by using headers, subheadings, and summaries, which assist in segmenting the content into manageable chunks. In addition, the subject matter should stimulate students' critical thinking and encourage them to ask questions.

- Pedagogy: The teaching strategies employed to deliver the content are referred to as the textbook's pedagogy. Effective pedagogical techniques that foster knowledge and

learning should be used in textbooks. Real-world examples are one such tactic, as they enable students to connect the information to their own experiences.

Another important pedagogical strategy is the use of questions and problems to encourage critical thinking and problem-solving. Textbooks should also include opportunities for active learning, such as group work, experiments, and simulations. These activities help to reinforce the material and make learning more engaging and enjoyable.

● Presentation: The physical design and organization of a textbook are referred to as its presentation. With distinct headings, subheadings, and images, a textbook should be visually appealing and simple to read. The font size and style should be simple to read, and you can use color to draw attention to particularly crucial information. Furthermore, each chapter should employ a layout that is consistent across the entire book.This makes the subject seem more familiar to the pupils and facilitates their navigation of it. The presentation of a textbook can also be improved by the addition of multimedia, such as films and interactive software, making it more interesting for students.

The academic aspect evaluation of textbooks is essential for determining their effectiveness in the classroom. When evaluating a textbook, it is important to consider its content, pedagogy, and presentation. Learning can be enhanced and student outcomes enhanced by a textbook that has accurate and pertinent content, good pedagogical practices, and a visually appealing presentation.

Textbook Evaluation Based on Language Components and Skills Used

1.5.3. Language Components

Textbook evaluation can be a complex process that involves assessing a variety of language components and skills used within the text. Here are some of the key components and skills that may be considered in textbook evaluation, along with relevant references:

- Vocabulary: Textbooks should use a range of appropriate vocabulary to help students understand and communicate effectively in the target language. Vocabulary should be relevant to the level of the students and the topics being covered. The use of a variety of vocabulary teaching techniques, such as contextualization and explicit instruction, can also be effective (Nation & Webb, 2011).

- Grammar: Textbooks should provide clear explanations of grammar rules and structures, along with ample opportunities for practice and reinforcement. The use of authentic language examples can help students better understand and use the target language (Lightbown & Spada, 2013).

- Reading: Textbooks should include a range of reading materials that are appropriate for the level of the students and engaging to read. Texts should be varied in terms of genre, topic, and length to help students develop their reading skills (Grabe & Stoller, 2011).

- Writing: Textbooks should provide opportunities for students to develop their writing skills, including clear explanations of different types of writing, practice activities, and feedback.

The use of models and scaffolding can also be effective in supporting students' writing development (Hyland, 2016).

- Listening and Speaking: Textbooks should provide ample opportunities for students to develop their listening and speaking skills, including through the use of authentic materials, such as audio and video recordings. The inclusion of interactive activities, such as pair and group work, can also be effective in promoting speaking and listening skills (Nunan, 2003).

Overall, an effective textbook should take a balanced approach to language instruction, integrating various components and skills in a cohesive manner to support students' language development.

1.5.3.1.   Grammar:

Grammar is an essential component of language, which is the primary means of communication among humans. It is the system of rules and principles that govern the structure of a language, and it plays a vital role in the comprehension and production of speech and written language. In this essay, I will discuss the various components of grammar and their importance in language.

Phonetics, the study of the physical characteristics of speech sounds and how they are created by the human vocal tract, is one of the fundamental elements of grammar. It entails examining the generation, categorization, and distribution of a language's distinct sounds. Phonetics is crucial to language because it enables us to comprehend how sounds are created and heard, which improves our ability to communicate.

The study of a language's sound patterns, or phonology, is another crucial aspect of grammar. Analysis of the interactions between sounds, especially how they are arranged into a system of contrasts, is known as phonology.

Phonology is important in language because it enables us to recognize grammatically correct words and phrases as well as to comprehend how sounds are employed to express meaning.

Morphology is another important component of grammar, which involves the study of the structure of words and how they are formed from smaller units of meaning called morphemes. Morphology is essential in language because it allows us to understand how words are constructed, and it enables us to create new words by combining morphemes in different ways.

Syntax is also a crucial component of grammar, which involves the study of the structure of sentences and how words are combined to form grammatically correct phrases and clauses. Syntax is essential in language because it enables us to convey complex ideas and thoughts by

organizing words and phrases in a meaningful way.

Semantics is another important component of grammar, which involves the study of meaning in language. It involves the analysis of how words and sentences convey meaning and how meaning is interpreted in context. Semantics is essential in language because it enables us to understand the meaning of words and sentences, and it allows us to express our ideas and thoughts accurately. Finally, pragmatics is a crucial component of grammar, which involves the study of how language is used in context and how speakers use language to achieve their communicative goals. Pragmatics is essential in language because it allows us to understand how to use language appropriately in different situations and contexts.

Grammar is an essential component of language, and its various components, including phonetics, phonology, morphology, syntax, semantics, and pragmatics, play crucial roles in language comprehension and production. Understanding these components and their functions is crucial in improving our communication skills and developing a deeper understanding of language.

1.5.3.2. Vocabulary

Vocabulary is an essential component of any language as it allows us to communicate effectively. It refers to the set of words or lexical items that a language speaker knows and uses to convey meaning. Vocabulary is composed of words and phrases that can be nouns, verbs, adjectives, adverbs, prepositions, and conjunctions, among others.

Having a rich vocabulary is crucial for language learners as it is an indicator of their proficiency in the language. It also allows them to express themselves more precisely and to understand the language better. Vocabulary learning is a continuous process that involves active engagement and exposure to the language through reading, listening, and speaking.

Research has shown that vocabulary acquisition is a complex process influenced by various

factors such as age, frequency of exposure, and context of use (e.g., academic or informal).

Studies also suggest that learning vocabulary in context, that is, in meaningful and authentic

situations, is more effective than learning words in isolation (Nation, 2013).

Moreover, vocabulary knowledge is interconnected with other language skills such as grammar,

syntax, and pragmatics. For instance, the meaning of a word can be influenced by its context

and the grammatical structure of the sentence (Schmitt & Zimmerman, 2002).

In conclusion, vocabulary is an essential component of language and plays a crucial role in

communication. It is a dynamic and multifaceted aspect of language learning that requires

active engagement and exposure to the language.

1.5.4. Language Skills

Language skills are an essential component of language proficiency. Language skills refer

to the ability to use language effectively and efficiently to communicate with others. Language

skills encompass a range of abilities, including listening, speaking, reading, and writing. These

skills are interrelated, and proficiency in one skill can contribute to proficiency in others. In this

paper, we will discuss each of these skills and their significance as a language component.

Listening skills are critical to language proficiency. Effective listening skills involve being able to

understand spoken language in a variety of contexts, including conversations, lectures, and

presentations. Good listening skills also require the ability to comprehend different accents,

dialects, and registers. Listening skills are essential for language learners because they allow

learners to comprehend and process input, which is necessary for language acquisition (Ellis,

2008).

Speaking skills are equally important as listening skills. Effective speaking skills involve the

ability to use language fluently and accurately to communicate with others. Speaking skills also require the ability to use appropriate grammar, vocabulary, and pronunciation. Speaking skills are essential for language learners because they allow learners to practice using language in meaningful contexts and to receive feedback on their language use (Nation & Newton, 2009).

Reading skills are another critical language component. Effective reading skills involve the ability to comprehend written language in a variety of contexts, including books, articles, and other texts.

Good reading skills also require the ability to understand the structure and organization of texts and to use strategies such as skimming and scanning. Reading skills are essential for language learners because they allow learners to acquire vocabulary and grammar structures in context and to develop their understanding of the language (Grabe & Stoller, 2011).

Writing skills are the final language component we will discuss. Effective writing skills involve the ability to use language accurately and fluently to express ideas and thoughts in written form.

Writing skills also require the ability to use appropriate grammar, vocabulary, and spelling. Writing skills are essential for language learners because they allow learners to practice using language in a variety of contexts and to develop their ability to express themselves in written form (Hyland, 2003).

In conclusion, language skills are a crucial component of language proficiency. Listening, speaking, reading, and writing skills are interrelated, and proficiency in one skill can contribute to proficiency in others. Language learners should focus on developing each of these skills to become proficient in the language they are learning.

1.5.4.1. Writing

Writing is an essential component of language, allowing individuals to communicate theirthoughts, ideas, and emotions through the written word. It involves the use of a variety of skills, including grammar, vocabulary, spelling, punctuation, and style, all of which must be utilized effectively to convey a clear and coherent message.

The process of writing begins with prewriting, where the writer generates ideas, plans the structure of the piece, and gathers any necessary research or information. This is followed by drafting, where the writer puts their ideas into words and forms the initial version of the text. Revising and editing then take place, allowing the writer to refine their work and ensure that it is free from errors and effectively communicates their intended message.

Effective writing requires a good understanding of grammar, which includes knowledge of sentence structure, punctuation, and usage. A solid vocabulary is also necessary, allowing the writer to choose the most appropriate words to convey their intended meaning. Style and tone are also important considerations, as these can greatly impact the way in which a text is received by the reader.

1.5.4.2. Listening

Listening is an essential language component that is often overlooked. It involves not only hearing but also understanding and interpreting the message being conveyed. Good listening skills are crucial for effective communication and language learning.

Research has shown that listening accounts for a significant portion of our communication time, ranging from 40% to 60% (e.g., Brown & Yule, 1983; Morley, 1991). However, many language learners struggle with listening comprehension, which can hinder their ability to communicate effectively in the target language.

Several factors can affect listening comprehension, such as background knowledge, familiarity with the topic, the speaker's accent, and the complexity of the language used (Field, 2008). Therefore, it is essential to develop effective listening strategies to overcome these challenges. Some effective listening strategies include:

- Active listening: actively paying attention to what is being said and asking questions to clarify misunderstandings.
- Predictive listening: using background knowledge and context to predict what the speaker will say next.
- Selective listening: focusing on the most critical information while ignoring irrelevant details.
- Reflective listening: paraphrasing what the speaker said to confirm understanding.

In conclusion, listening is a vital component of language learning and effective communication. Developing good listening skills can improve language proficiency and facilitate successful communication.

1.5.4.3. Reading

Reading is one of the primary language components, along with listening, speaking, and writing. It involves the ability to interpret written text, understand its meaning, and apply this understanding to different contexts.

Phonemic awareness, fluency, vocabulary, understanding, and critical thinking are just a few of the reading abilities that can be developed. In order to decode words and improve reading fluency, it is crucial to have phonemic awareness, which is the capacity to recognize and manipulate the sounds that make up words. Reading accurately, fluently, and expressively is referred to as fluency.

Understanding the meaning of words in context requires vocabulary knowledge. Understanding the meaning of the text and having the ability to summarize, deduce, and make inferences based on the information provided are both necessary for comprehension. The last step in critical thinking is to evaluate the text and develop thoughts and ideas based on what has been read. Research has shown that reading is important for cognitive development, academic success, and lifelong learning. It helps to build knowledge and understanding of the world, as well as language and literacy skills. Moreover, reading for enjoyment has been linked to a host of advantages, including increased empathy, enhanced mental health, and better academic performance.

1.5.4.4. Speaking

Speaking is a crucial component of language skills and is essential for effective communication. It involves the capacity to communicate effectively through speech, tone, and body language as well as the comprehension and interpretation of others' spoken language.

Research has shown that speaking proficiency is strongly correlated with listening comprehension and vocabulary knowledge (Kormos & Trebits, 2012). The development of speaking skills involves not only knowledge of grammar and vocabulary, but also the ability to use these in context, to make appropriate choices regarding register, style, and tone, and to engage in meaningful interaction with others (Celce-Murcia &Olshtain, 2000).

The exposure to the language, one's motivation, and opportunity for practice are a few aspects that can affect one's ability to speak. According to the Input Hypothesis (Krashen, 1985), language learners need to be exposed to language input that is slightly beyond their current level in order to make progress in speaking. This means that learners should be exposed to authentic language use in meaningful contexts, rather than artificial drills or isolated grammar exercises. Additionally crucial to speaking ability is motivation. Learners who have a strong desire to learn

the language are more likely to practice speaking and keep trying to get better.Opportunities for practice are also crucial, as learners need to have regular opportunities to engage in meaningful interaction with native speakers or other learners.

1.5.5. Textbook Evaluation Checklists

Evaluating textbooks is an important process that helps educators select the most suitable materials for their students. A checklist for evaluating textbooks can be a useful tool to ensure that all relevant factors are taken into consideration.

There are several checklists used by scholars to evaluate textbooks. Here are a few examples:

Criteria for Textbook Evaluation (CTE) by Alan Maley: This checklist includes criteria such as appropriacy, authenticity, clarity, organization, presentation, and balance.

Textbook Analysis Worksheet by Tomlinson and Masuhara: This checklist includes criteria such as aims and objectives, content, organization and sequencing, language and skills development, and design and layout.

The Textbook Evaluation Checklist (TEC) by Cunningsworth: This checklist includes criteria such as goals and objectives, content and organization, language and skills, methodology, and design and presentation.

Evaluating EFL Textbooks Using Teachers' Checklists by Chang and Shen: This checklist includes criteria such as authenticity, cultural appropriateness, balance, design, and overall quality.

Textbook Evaluation: A Framework for Evaluating the Fitness of the Hong Kong New Secondary School (NSS) Curriculum by Kennedy and Higgins: This checklist includes criteria such as curriculum design, content, organization, language and skills development, and overall quality.

These are just a few examples of the many checklists used by scholars to evaluate textbooks. Each checklist may vary slightly in the criteria included, but they all aim to provide a systematic way of assessing the quality and suitability of textbooks for a specific context.

For us we adopted, Alan cunningsworth 's check-list and use some aspects that serves our aim in evaluating the textbook.

Table 01: Coursebook Evaluation Checklist

Coursebook Evaluation Checklist		YES	NO
Language content	Does the coursebook cover the main grammar items appropriate to each level, taking learners' needs into account?		
	Is material for vocabulary teaching adequate in terms of quantity and range of vocabulary, emphasis placed on vocabulary development, strategies for individual learning?		
	Does the coursebook include material for pronunciation work? If so what is covered: individual sounds, word stress, sentence stress, intonation?		
Skills	Are all four skills adequately covered, bearing in mind your course aims and syllabus requirements?		
	Are reading passages and associated activities suitable for your students' levels, interests, etc? Is there sufficient reading material?		
	Is listening to material well recorded, as authentic as possible, accompanied by background information, questions and activities which help comprehension?		
	is material for spoken English (dialogues, roleplays, etc) well designed to equip learners for real-life interactions?		
Topic	is there sufficient material of genuine interest to learners?		
	is there enough variety and range of topic?		
	Are the topics sophisticated enough in content, yet within the learners' language level?		

Conclusion

In this chapter we have provided a summary of the ideas involved in the current study. Previous studies that examined whether textbooks and concepts were appropriate have therefore been highlighted. A review of textbook evaluation was addressed in the first section. Then, the definition of learning skills as well as its characteristics that impact language acquisition have been covered.

CHAPTER TWO : Research Methodology

Introduction

2.1. Type of research

2.2. Choice of the Method

2.3. Population and Sampling

2.4. Textbook evaluation

2.5. Interview for Teachers

2.6. Learner's profile form

2.7. Triangulation of Data Collection Tools

Conclusion

Introduction

This chapter is dedicated to the description and interpretation of the gathered results from the interviews addressed to primary school teachers, the textbook evaluation checklist, and the learner's profile form. The aim of these research instruments is to investigate the teacher's perceptions concerning the suitability of the Third Year English Textbook To Algerian Primary Public Schools that is to say, wether the textbook is suitable for third year learners, meets their needs and helps them achieve their language learning goals or not, and if it is the case, which levels are commonly reached by pupils, their learning outcomes, and their overall experience in the classroom.

2.1. Type of Research

The type of our research is descriptive and exploratory, it outlines the features of the population under study that means the features of the entire group of teachers being interviewed and the entire group of primary school pupils who were asked to answer the questionnaire given to them In order to draw conclusions about. The research focuses more on the "what" of the research problem than the "why" and in order to apply this on our research and explain it more precisely we have put together a set of points that we consider as an example of a descriptive research focused on the third year primary school textbook named "my book of English". The developed points are as follows:

1. **Research question:** what are the key characteristics and content of the primary school textbook used for English language instruction in Grade 3 ?
2. **Textbook selection:** as researchers, we selected the primary school textbook "my book of English" used in Algerian primary public schools to teach the English language in Grade3.

3. Data collection: as researchers, we thoroughly examine the textbook, paying attention to its structure, content, organization, and teaching approach. We review the chapters, units, topics, and subtopics covered in the textbook, as well as the types of activities, exercises, and assessments included. We also consider the textbook's visuals, layout, language level, and overall suitability for Grade 3 students.

4. Documentation and Note-Taking: we take detailed notes, documenting the key characteristics and content of the textbook. This may also involve categorizing the topics, identifying learning objectives, noting the presence of vocabulary lists or grammar explanations, and describing the progression of difficulty throughout the book.

5. Data Analysis: we analyse the collected data by organizing and categorizing the information based on different criteria through using qualitative analysis techniques to identify common themes, patterns, or strengths and weaknesses of the textbook, as well as quantifying certain aspects, such as the number of units, exercises, or pages devoted to specific topics.

6. Results: we present the findings, describing the key characteristics and content of the third year primary school textbook used in Algerian primary public schools. This includes an overview of the topics covered, the sequence of content, the types of activities and assessments provided, and any notable features or approaches used in the textbook.

7. Conclusion: Based on the analysis, we draw conclusions about the third year primary school English textbook. we also discuss its alignment with curriculum standards, its potential effectiveness in facilitating English language learning for 3rd year pupils, and any recommendations for improvement or modifications.

This descriptive research provides an in-depth exploration of the third year primary school textbook used for English language instruction. It helps educators, curriculum developers, and educational researchers gain insights into the content, structure, and overall quality of the textbook, enabling them to make informed decisions about its suitability and potential impact on learners' learning outcomes.

And since we, as researchers, cannot influence the variables in this research design, we can only report the facts precisely as they occurred or are occurring. Additionally, the primary methods used in a descriptive research to explain the facts, it has a variety of advantages such as:

a) being effective at analysing topics and issues that cannot rely on numbers,

b) being observable in an unaltered natural environment, and

c) taking less time than quantitative experiments.

2.2. Choice of the Method

The choice of the method depends on the research question, the type of data, and the statistical techniques available. It's important to choose a method that is appropriate for the research question and the collected data, and to ensure that the method is valid and reliable. As the main purpose of this study is to assess the effectiveness of the third year primary school English textbook in helping young learners develop their English language skills. This study aims to contribute to the field of education by providing insights into the factors that impact the suitability of the third year primary school English textbook and by identifying strategies that can be used to improve textbook selection, it seems that the

interview method, the textbook evaluation checklist, and the learner's profile form are the most suitable way. It is a mixed method research that involves collecting data through making a checklist to evaluate the textbook, providing learners' with a form to get insight about their background and thoughts as well as conducting interviews with teachers and they are one-on-one conversations with them . Interviews can be structured, semi-structured, or unstructured, depending on the research questions and the level of control we want to exert over the conversation. In our case we are conducting a research study to evaluate the suitability of third year English textbook in Algerian primary public schools in Bouira city. We have decided to use the interview method to collect data for our study. We conduct one-on-one interviews with English teachers, who have experience using the textbook this year, in order to gain an in-depth understanding of their experiences and the effectiveness of the textbook.

The interview method involves asking open-ended questions and allowing participants to share their thoughts and experiences in their own words. As interviewers, we typically follow-up with additional questions to clarify or expand on the participant's responses.

Some of the specific interview questions we might ask include:

- Can you tell us about your experience using the 3rd year English textbook "my book of English" in your classroom?

- How do you think the textbook aligns with the curriculum standards for English language learning at the primary school level?

- What are some of the strengths of the textbook, and what are some of its limitations?
- How well does the textbook support your lesson planning and instruction?
- How well do the activities and exercises in the textbook engage and support your students' learning?

- What changes or improvements would you like to see in the textbook to better support your students' learning?

By conducting these interviews, we can gain a deeper understanding of the experiences of English teachers who have used the textbook and the ways in which it has impacted their teaching and their students' learning. This information can be used to inform future textbook selection and curriculum development for primary school English language learning.

2.3. Population and Sampling

We conducted a research study to evaluate the suitability of third year primary school English textbook in Algerian primary public schools in Bouira city schools district. The population of our interest was all English teachers and a number of 3rd year learners who have used the textbook in the school district this year. It was not feasible to survey or interview all English teachers and distribute learner's profile forms to all 3rd year learners who have used the textbook, so we needed to select a sample to study.

To select our sample, we used a random sampling method. One such method is simple

random sampling, where we randomly selected a subset of English teachers who have used

the textbook.

For example, we randomly selected 66.66% of the English teachers who have used the textbook (six 6 to nine 9 teachers in our case because of the lack of teachers we faced since each teacher teaches in five or six primary schools at once which also made meeting them very difficult and made it one of the faced challenges during collecting data), so as said previously the selected number of teachers is six from the entire population of English teachers who have used the textbook (9 teachers in Bouira city). This would ensure that our sample is representative of the entire population and includes English teachers who have had an experience this year with the textbook.

As well as selecting 480 learners from the entire population of learners.

Once our sample is selected, we conduct interviews to collect data on the suitability of the textbook. then we extrapolate our findings to estimate the suitability of the textbook for all English teachers who have used it in the schools of Bouira city district.

2.4. Textbook Evaluation

When evaluating a primary English textbook, it is important to consider various aspects to ensure its effectiveness and suitability for the target audience. As done in the previous chapter about the textbook evaluation checklist this is an additional example of the what we use to evaluate the 3rd year primary English textbook "my book of English":

1. **Alignment with curriculum:** does the textbook align with the required curriculum or standards for English language learning at 3rd year primary level?

2. **Content organization:** Is the content logically organized and structured? Are the topics and language skills presented in a progressive manner, building upon previously learned concepts?

3. **Language level appropriateness:** does the textbook use language that is appropriate for the primary level? Is the vocabulary and grammar suitable for the age and profiency level of the students?

4. **Clear instructions:** Are the instructions and explanations clear and easy to understand for both teachers and students? Do they provide sufficient guidance for carrying out the activities and exercices?

5. **Variety of activities:** Does the textbook include authentic materials, such as real-life texts, pictures, or audio recordings, to expose students to authentic English language usage?

6. **Assessment tools:** Does the 3rd year textbook "my book of English" provide assessment tools, such as quizzes, tests, or self-evaluation activities. To measure students' progress and understanding of the content?

7. **Supplementary resources:** Are there additional resources available, such as teacher guides, workbooks, or online resources, to support teachers and enhance students' learning experience?

8. **Visual appeal:** Is the textbook visually appealing with appropriate use of illustrations, colors, and layout? Does it engage learners and maintain their interest?

9. **Language skills integration:** Does the textbook integrate the four language skills (listening, speaking, reading, and writing) effectively throught the content?

10. **Language accuracy:** Is the language used in the textbook accurate and free from major errors? Does it provide clear and correct models for students to follow?

11. **Teacher and student support:** Does the textbook provide sufficient support for both teachers and students, such as clear teacher notes, answer keys, and additional resources for further practice?

When following the evaluation steps mentioned above we noticed different points in

terms of vocabulary, grammar, and language skills and they are devided into chapters according

to the textbook as follows:

In the textbook my book of English , there are 6 chapters cover it. Below

the briefly content and materials of it, they are as following:

☐ **Unit 1: Me my family and my friends.**

In this chapter learn about identity of self and others.

☐ **Unit 2: My school**.

In this unit they learn about school objects and naming things in the bag.

☐ **Unit 3: My home**.

In this unit they learn about rooms of the house and how to name them.

☐ **Unit 4: My playtime**

In this unit they learn about robots, train, doll, bake and how to express their interests.

☐ Unit 5: My Pets

In this unit they learn numbers and how to count things, animal, and public names.

☐ Unit 6: My fancy birthday

In this unit they learn about days of the week, dates, months and year and identify the meaning

of the "happy birthday " song.

Vocabulary

"My Book of English" learner's Book Starter textbook included vocabulary under

the heading Vocabulary, which directed learners to find new vocabulary as a

resource for completing the subsequent section or assignment in each unit.

Learners get the chance to review vocabulary with this section's vocabulary

practice. As a result, having a vocabulary is crucial as a foundation for learning a

language.The vocabulary contained in this textbook is sufficient. Within each unit is a

vocabulary section with various activities to learn the vocabulary. Vocabulary in

textbooks is only a vocabulary list, meaning that the vocabulary presented or studied

in each unit in the textbook only provides a vocabulary list, but does not have

relationships such as semantic relationships, situational relationships, collocations, antonyms,

synonyms and form relationships (Cunningsworth, 1995). One example is the vocabulary in Unit

1 directed students to acquire new knowledge about presenting self and others. In Unit 2 learn

about school objects and things in bag .

vocabulary that focuses on . In Unit 3 there is " My home " focused vocabulary. In Unit 4 there

is vocabulary focused on learners interests . And in Unit 5 there is vocabulary that focuses on

count things, animals anndpets . And in Unit 6 there is vocabulary that focuses on names of the

day , months and songs and " inviting friends cards " .

Grammar

In terms of the grammar employed within the book, based on both my understanding and the viewpoints of teachers, there is a noticeable deficiency of grammar because in place of heavily emphasize grammar , children should initially focus on learning words to enhance their ability to communicate and express their needs effectively and the primary goal of applying English in primary schools is communication and attain a rich vocabulary can empower kids to effectively convey their thoughts , emotions and requirements . Communication takes precedence over grammar, while grammar is a fundamental component of language , the ability to express oneself and communicate needs and ideas are often more crucial , especially at early stage. Of language development focusing on communication allows young learners to engage in meaningful interactions , build confidence and naturally grasp language structures over time. It's about creating an environment where they feel comfortable using the language to convey their thoughts, rather than getting bogged down by grammatical intricacies.

Language Skills

The book is designed adequately to covers the four basic skills: listening, speaking, reading and writing. Each unit of this book is divided into four parts accommodating the four language skills. They are as following:

Reading : The book contains only one reading material which is dialogues, in this book found nine (9) dialogues there. It is full of dialogue or conversation, many pictures and tables.

For example the instruction of task related to the skill: observe the….; read the…;

Here is an example of reading sentences from the textbook

3. Listen, look and repeat. Sound and spell the words.
4. Look at the pictures, listen and read the sentences.

A fox pops out of a box. He stops two frogs from eating two hot dogs on top of the rocks.

5. Read and speed (activity 4). Play the game with your friends.

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Writing

 In each chapter, the learners are given assignments to create or compose

dialogues in which they practice their writing ability. For example the instruction of task

related to the skill" write down…; make sentences…;write the sentences….;

describe…; complete…; draw the…; complete the sentences…; copy the small letters.

By going through the goals of the book, we can conclude that it does emphasize the

skills that are emphasized by the curriculum, in this case, able to understand the

functions, the text structure, and the language features in different types of text, and

the ability to use it correctly and appropriately as a mean of communication.

The picture below is an example of handwriting from the textbook, it helps students practice

writing letters in the air using their fingers and then apply it through copying them and writing

them on their copy books.

My handwriting

1. Read and sound the letters: i – j – l – t – u.
2. Look and write the letters with your finger in the air.
3. Copy the small letters in your copybook.

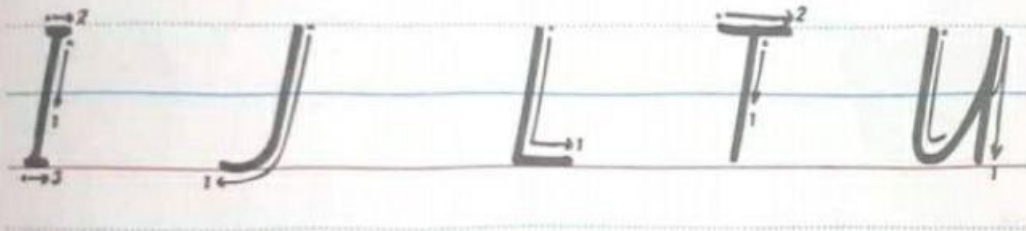i   j   l   t   u
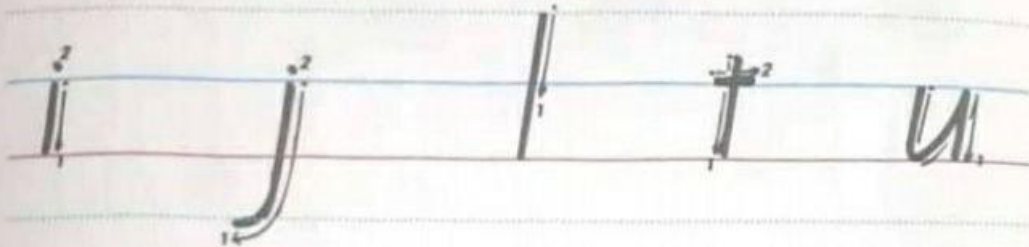
4. Copy the capital letters in your copybook.

I   J   L   T   U

Listening

The book does not contain audio material. However it contains texts

which will be read by the teacher at the beginning of the listening part of the chapter.

Based on the analysis that the learner's materials are not intended for use on their own but

integrated with teacher's material. Consequently, the material is not intended for self study.

The material is not completed with the cassette/audio for listening. Cassete is needed for

listening practice and it provides a variety of learning resources so that it will attract learners'

motivation and avoid learners from being dull in the classroom. For example the instruction

of task related to the story , listen and say the number , listen and match in your copybook ,

listen , read , listen, look and sing the song...

The presented example below is a story from the textbook which allows students learn

Through listening, enhance their listening and speaking skills and grab new vocabulary at the

same time.

12. Listen to the story.
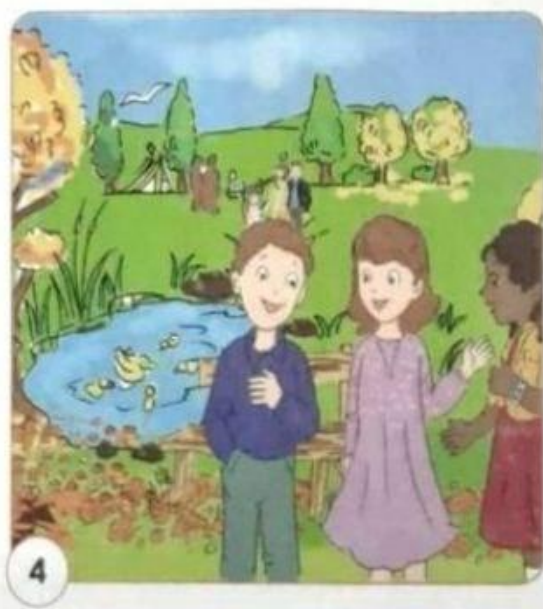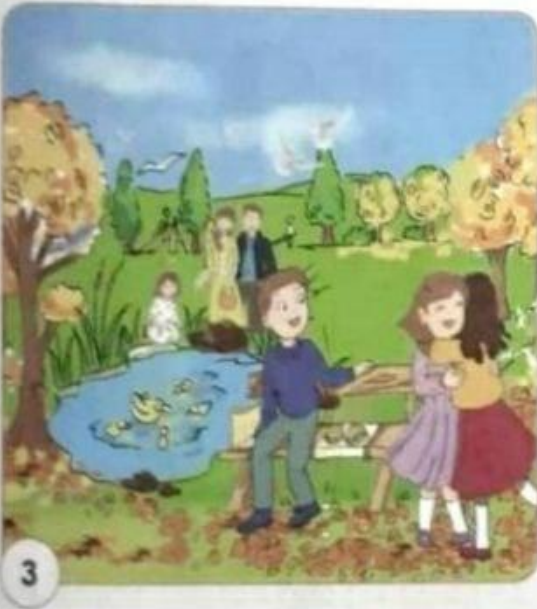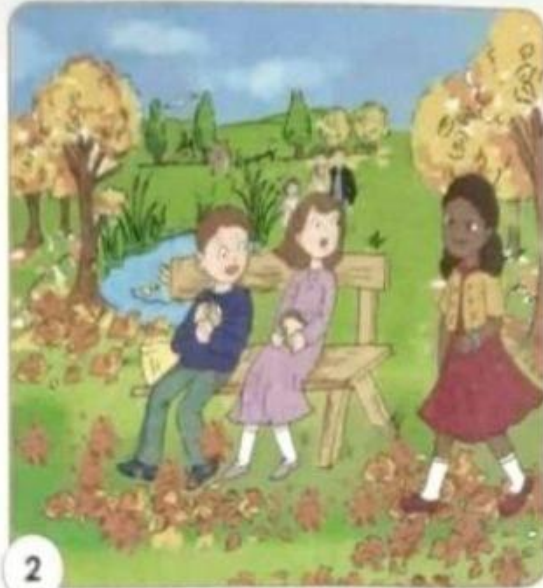
Speaking

this book contains plenty of speaking exercises which allow learners to

speak English orally. Moreover, it can be covered by the speaking exercises which

automatically make the students who are not speaking as the listener.

For example the instruction of task related to the skill: ask and answer , read and say , speed

_spell the words…

To sum up, the book does integrate the four skills, but in quite imbalance

approach towards each skill. However, this book is adequate to achieve the language

skills that are emphasized by the curriculum. With many speaking and writing

activities, this book has adequately address the students' needs in learning English.

Most of the materials in the book are the things that students' might have seen, or will

likely see in their neighborhood. It is also contains the fresh contents. In other words,

what students learn from this book are things that are really useful for them

(contextual) and are up to date (current).

The presented dialogue is an example of speaking from the textbook, it allows learners enhance

their speaking skills through reading the conversation and then asking and answering questions

with each other.

Tasks and Activities

Drawing from the aforementioned discoveries, it becomes evident that the English textbook bearing the title "My Book of English" exhibits a collection of captivating exercises and assignments that seamlessly align with the stipulated curriculum objectives. Furthermore, a commendable feature of this textbook is the judicious allocation of tasks, which gracefully progresses from elementary concepts to more intricate ones throughout its various units and the entirety of the book.

In summation, a comprehensive assessment unequivocally affirms that "My Book of English" emerges as a highly fitting choice for third-year students engaged in English as a Foreign Language (EFL) studies, serving as an indispensable resource for their English language Education. The table below shows the activities presented in the textbook and their numbers.

Table02: Number of the activities and tasks presented in the textbook

Activities/ tasks	Number
Listening	78
Speaking	41
Writing	10
Reading	17

2.5. Interview for Teachers

2.5.1. Description of the Teachers' Interview

The teachers' interview starts with an introduction that shows the addressed teachers that the purpose of this interview which is to gain insight from primary school English teachers who have experience using the third year English textbook for this year. The interview is conducted one-on-one and with each teacher we focus on his/her experience with the textbook, its effectiveness, and its suitability for the students.

The interview is then followed by nine (9) questions to establish the teacher's background and experience with the textbook, such as:

- How do you find My book of English for the primary school year 3 textbook in terms of the level of difficulty or complexity of its content?

- What are the key concepts or themes discussed in the textbook?

- What are the learning objectives or goals of the textbook?

- Alignment with curriculum/goals: does the textbook align with the curriculum or

- learning goals of the course? Does it cover the required content and concepts in

  a comprehensive and organized manner?

The interview moves on to more specific questions about the textbook's suitability, such as:

- What are the instructional strategies or methods used in the textbook to help

students learn?

- What are the supplementary materials or resources provided with the textbook,

  such as, visual aids and activities that enhance students' engagement and

  understanding?

- Are there any limitations or weaknesses of the textbook, such as outdated

  information, biased perspectives, or lack of engaging activities?

- Do you think that the textbook is suitable to your learners in terms of form,

  content, organization and objectives?

- And this one is not considered as a question but somehow a recommendation to
- conclude our interview), and it is as follows: are there any recommendations or

suggestions for how to make the textbook more suitable to your learners vis-à-vis

the aspects mentioned in the previous questions?

Throughout the interviews, we as interviewers encouraged the teachers to share their thoughts

and experiences in their own words. They also ask follow-up questions to clarify or expand on

the teachers' responses.

The goal of these interviews is to gain a deep understanding of the teachers' experiences with

the third year textbook named "my book of English", and to identify areas where the textbook
is effective or could be improved. This information can be used to inform future textbook
selection and curriculum development for primary schools English language learning.

2.5.2. Analysis of the Teachers' Interview

information about the textbook

Q1 : Teachers' perceptions about the level of difficulty and complexity of the textbook

Table 03

A)- The degree of difficulty of the textbook

Degree of difficulty	Number of teachers	Percentage
Very difficult	0	0%
Quite difficult	0	0%
Neither difficult nor easy	0	0%
Fairly easy	1	16.6%
Very easy	5	83.3%

By looking at table 01, we see that the number of primary school teachers saying that the textbook is very easy is higher than those saying that the textbook is very difficult, quite difficult, neither difficult nor easy, and fairly easy. 83.3% of the studied sample say that the programme is very easy whereas 16.6% of them say that it is fairly easy, on the other hand there is a total absence of the other degrees (very difficult, quite difficult, neither difficult nor easy)

Table 04

B)- The degree of complexity of the textbook

Complexity levels	Number of teachers	Percentage
Low	5	83.3%
Medium	1	16.6%
High	0	0%
Extreme	0	0%

According to the table 04 above, we notice that all the addressed teachers with a percentage of 83.3%% say that the complexity degree of the textbook is low whereas one teacher with a percentage of 16.6% says that the complexity degree of the textbook is medium.

Q2: What are the key concepts or themes discussed in the textbook?

Teachers gave much answers to such question like:

-. The themes discussed in the textbook are related to the pupils' sourounding, their likes and what they love in their daily life as:

1- Me, my family and my friends (here the pupil should know his family members, they should know the colors, numbers...etc).

2- My school (it is the usual work of the pupil).

3- My home (naming rooms of the home).

4- My playtime.

5- My pets and pets body parts.

6- My fancy birthday (it is about the party, the celebration, the invitation…etc).

Q3: What are the learning objectives or goals of the textbook?

Here, the teachers gave different answers such as:

1- Naming things.

2- Recognizing things.

Articulate (especially in phonetics for example: articulate the short vowels such as short: /ɪ/ /ʊ/ /ə/ /e/ /ɒ/ /ʌ/ /æ/, the articulation here is very important for young pupils.

3- The pronunciation of words correctly using phonemic awareness (achieving good pronunciation of words according to what the pupils have seen during the unit).

4- Sounding and spelling (deviding words which is based on spelling letters or spelling words and also to separate the consonants to vowels or the contrary which is to combine a consonant and a vowel to form a syllable).

5- Read and write letters correctly (so the 3rd year pupils start with letters, vowels and consonants then the syllables, they can pronounce some words correctly but the teachers here emphasize on the small and capital letters).

6- Ask and answer questions about the unit (the teachers here use roleplays).

7- Develop the learners' listening, speaking reading and writing skills.

8- Enable the learners to communicate effectively and easily.

9- Acquire knowledge

10- At the end of the year, learners can be able to use the English language to communicate between them and express their needs.

Q4: Alignment with curriculum/goals: does the textbook align with the curriculum or learning goals of the course? Does it cover the required content and concepts in a comprehensive and organized manner?

Table 05

The number of teachers who agree that the textbook align with the curriculum and if it covers the required content and concepts in a comprehensive and organized manner?

Answers	Number of teachers	Percentage
Yes	6	100%
No	0	0%

As it is demonstrated in table 05, 100% of the addressed teachers agree that the textbook covers the required content and aligns with curriculum goals, all what they do is according to the curriculum such as: (the strategies, the competencies which are devided into methodological competencies, intellectual competencies and impersonal competencies) all these are in the curriculum, and they also have the syllabus in which they have more details and from that same syllabus they have the coursebook, so in brief, the basic is the curriculum, then the syllabus, then the coursebook). And yes, the curriculum covers the required content and concepts in a comprehensive and organized manner.

Q5: What are the instructional strategies or methods used in the textbook to help students learn?

Here, there are different strategies used in the textbook to help students learn are :

1- The use of pictures.

2- The use of audio scripts.

3- Including short stories in each unit.

4- Devide each unit to eight 8 sessions, and each one with its objectives.

5- Move from the easy to difficult and from general to specific.

Q6: What are the supplementary materials or resources provided with the textbook, such as, visual aids and activities that enhance students' engagement and understanding?

Teachers gave various answers such as:

1- The use of songs.

2- The use of flashcards.

3- The use of games.

4- The use of strategy TPS (think, pair, shair) and TPR (thypical, physical, response).

5- Listen and repeat.

6- Read and discover.

7- Read and write.

8- Roleplay.

Q7: Are there any limitations or weaknesses of the textbook, such as outdated information, biased perspectives, or lack of engaging activities?

Table 06

Answers	Number of teachers	Percentage
Yes	3	33.33%
No	3	33.33%

The table shows that 33.33% of the addressed teachers say that there is a lack of activities and materials whereas other teachers with the percentage of 33.33%

Q8: Do you think that the textbook is suitable to your learners in terms of form, content, organization and objectives?

Table 07

The suitability of the textbook to 3ʳᵈ year learners

Answers	Number of teachers	Percentage
yes	4	66.66%
No	2	33.33%

According to the results shown in the table 7, 66.66% of the addressed primary school teachers think that the textbook is suitable to third 3ʳᵈ year learners in terms of objectives, content, and organization, whereas 33.33% think that there is a lack in terms of activities,tasks, time, and teaching aids and materials.

Q9: are there any recommendations or suggestions for how to make the textbook more suitable to your learners vis-à-vis the aspects mentioned in the previous questions?

Here, the teachers gave different suggestions such as:

- Separating the tasks in another book to give the chance to learners to practice more (activities book/ workbook).
- Increasing the visual thinking in learners through attracting them with pictures, flashcards and colors that are pleasing to their eyes.
- Providing supplementary materials for teachers such as Data shows, computers, and speakers to enhance the pupils' four skills because they are young and the language is foreign for them.
- Learners shoud have more activities more practice and engaging activities to help them

- interact with the teacher and therefore learn and be able to communicate in English easily.
- Extending the class period of time to one hour 1h because 45 minutes is not sufficient, it is a very short period of time because the teachers have to do the lesson, prepare the warm-up and use songs activities and so on.
- The ministry of education should open platforms to give students the opportunity to apply the studied lessons and have more practice and knowledge about the English language.

Conclusion

 Both of the textbook evaluation and the teachers' interview have mainly focused on to what

extent the third year primary school textbook "my book of English" is suitable for the pupils,

and teachers' point of view about the way the textbook helps with developing their listening,

speaking, writing, and reading skills. The analysis of the interview demonstrates that more

almost all the addressed teachers are aware of the importance of enhancing the pupils' four

skills in the teaching learning process.

2.6. Learner's Profile Form

A learner profile form is a document used to collect important information about students or

 learners. It helps educators and institutions gain insights into each learner's background,

interests, learning preferences, and specific needs. Creating a earner profile can facilitate

personalized instruction and support for individual students. Below is a the

learner's profile form we worked with, which suits our educational setting and objectives:

Learner's Profile

1. **Name** (الاسم و اللقب): ....

2. **Age** (العمر): 7 ☐   8 ☐   9 ☐   10 ☐

3. **Sex** (الجنس):   **Male** (ذكر) ☐   **Female** (أنثى) ☐

4. **Grade** (الصف أو السنة): ....

5. **School** (إسم المدرسة): ....**Primary school**

Cultural background (الجنسية):   **Algerian** (جزائري) ☐   **Other** (أخرى) ☐

7. **Motivation** (التحفيز):   **1   2   3   4   5   6   7   8   9   10**

(1= highly motivated (محفز جدا), 10= slightly motivated (محفز قليلا))

8. **Knowledge** (المعرفة):

 A) **Of English**

(معرفة اللغة الانجليزية) :   **1   2   3   4   5   6   7   8   9   10**

 B) **Of Words** (معرفة الكلمات) :   **1   2   3   4   5   6   7   8   9   10**

(1=Extensive (شاسع), 10=Minimal (الحد الادنى))

9. **Interests and hobbies** (الاهتمامات و الهوايات):   **Football** (كرة القدم) ☐

   Solving puzzles (حل الالغاز) ☐   **Reading books** (قراءة الكتب) ☐

   Drawing (الرسم) ☐   **Other** (اخرى) ☐

Learner's Profile Analysis

Figure 1: Age Demographics Analysis for Primary School English Textbook Learner's Profile
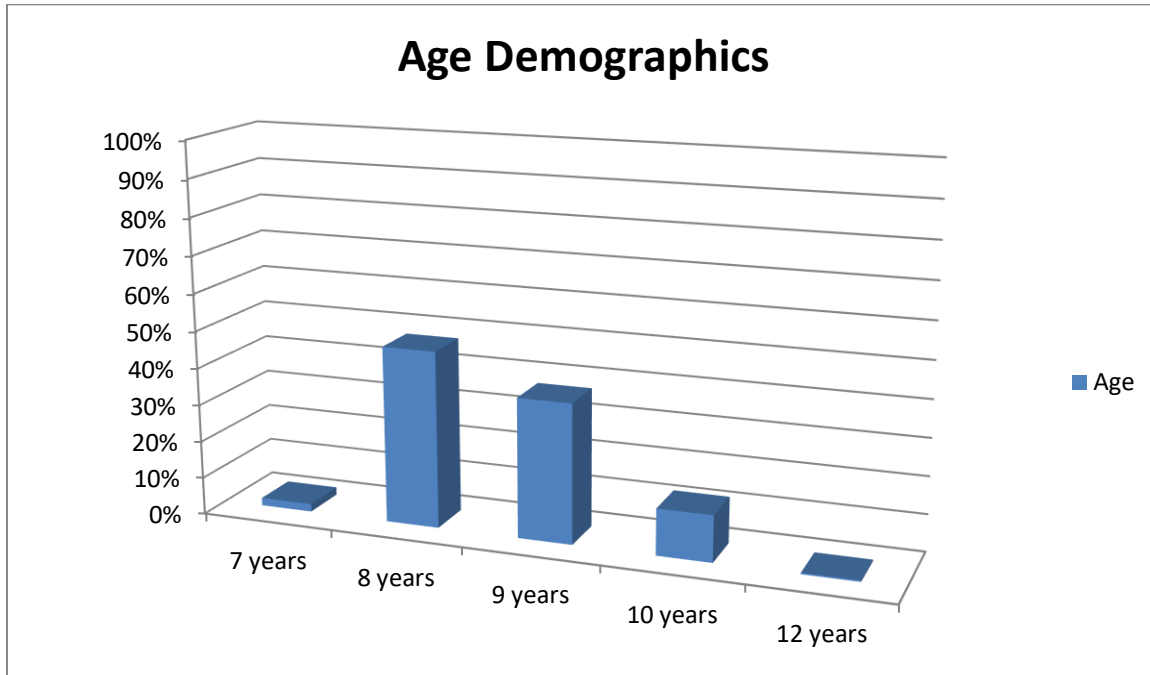
Introduction

The purpose of this age demographics analysis is to better understand the age distribution of

primary school learners who use the 3rd year English textbook. By analysing the age data, we

can tailor the content and teaching materials to better suit the needs and developmental stages

of 3rd year learners.

Methodology

We collected the learner's profile data from a sample of 480 primary school learners across

different primary schools using the English textbook "My book of English". The analysis is based

on this sample, which represents a diverse cross-section of primary school learners.

Key Findings

Age Distribution

The age distribution of our sample is as follows:

- Age 7: 2% of learners

- Age 8: 48% of learners

- Ages 9: 37% of learners

- Ages 10: 13% of learners

- Age 12: 0%

Majority in Age 8 Range:

The majority of learners fall within the 8 age range, indicating that he 3rd year English textbook is primarily used by students in this age group.

Significant Presence of 9 Age Group:

There is a substantial presence of learners aged 9, indicating that the textbook content should accommodate learners at a slightly higher proficiency level.

Minority of Younger Learners:

Approximately 2% of learners are in the 7 age group. This suggests the need for beginner-friendly materials for our youngest users.

A Small Percentage of Older Learners:

A small but notable percentage of students aged 12. While the textbook primarily targets younger learners, we may consider offering advanced materials or supplementary resources for older students

Implications

1- Differentiation in Content

Educators and content creators should consider differentiating the content within the textbook

to cater to the varying language proficiency levels of learners from age 7 to age 12.

2- Beginner-Friendly Materials

For the 7 age group, more engaging and beginner-friendly materials should be provides to

capture their interest and facilitate a smooth start to learning English.

3- Advanced Extensions

For learners aged 9-11 and older, advanced extensions or supplementary materials should be

developed to challenge them and provide opportunities for further enrichment.

4- Teacher Support

Teachers should be provided with guidance on how to adapt the textbook content to meet the

 specific needs of learners in different age groups.

Conclusion

  This age demographics analysis provides valuable insights into the age distribution of primary

school learners using the 3rd year English textbook. By taking these findings into consideration,

we can enhance the effectiveness of the textbook and better support educators in delivering

tailored English language instruction to their students.

This analysis helps the textbook publishers make informed decisions about content
development and instructional strategies based on the age demographics of their target
audience.

Figure2: Sex Demographics Analysis for Primary School English Textbook Learner's Profile
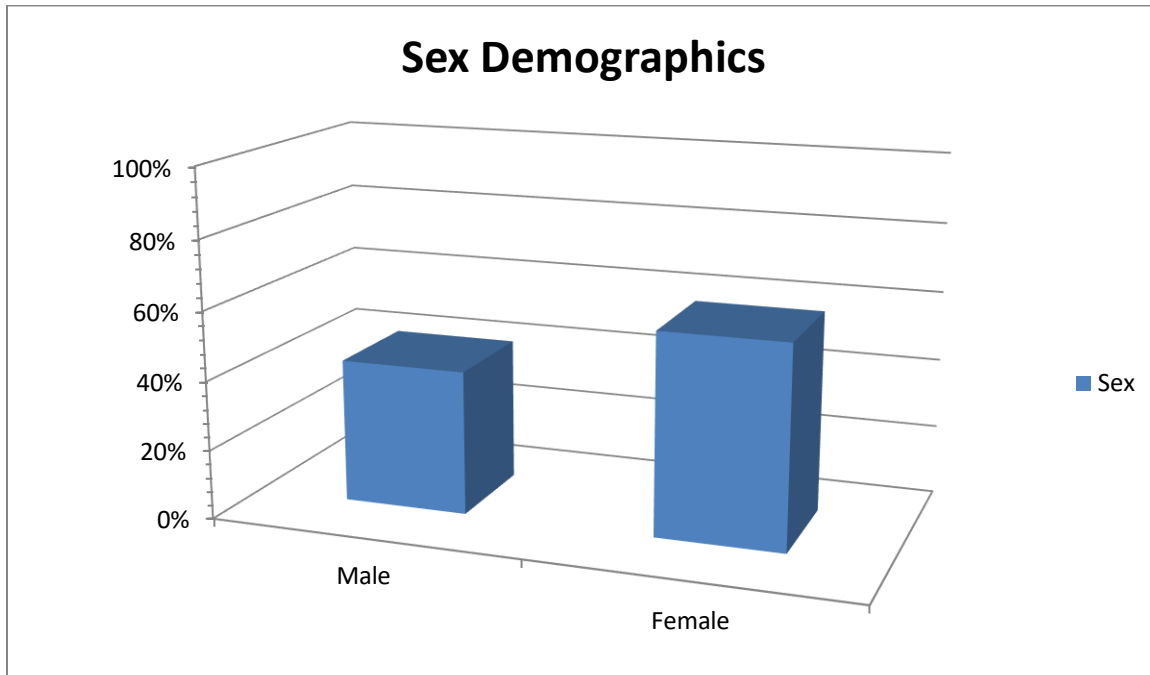
Introduction

The objective of this sex demographics analysis is to gain insights into the gender distribution of primary school learners who use the 3rd year English textbook. Understanding the gender composition of our target audience is essential to ensure that the educational materials are inclusive and responsive to the needs of all pupils.

Methodology

We collected learner's profile data from a sample of 480 primary school learners across diverse primary schools in Bouira city using the 3rd year English textbook. This analysis is based on this sample, which represents a broad cross-section of primary school learners.

Key Findings

Gender Distribution

The gender distribution within our sample is as follows:

Male: 42% of learners

Female: 58% of learners

Slight Female Majority:

Our data reveals a slight majority of female learners, accounting for 58% of the sample.

Significant Male Representation:

Male learners constitute a substantial portion of our learner base at 42%.

Implications

1- Gender-Inclusive Content

It is crucial to create English textbook content that is inclusive and relatable to both male and

female learners. Avoiding gender stereotypes in examples, stories, and characters is essential.

2- Varied Learning Styles

Recognize that gender may influence learning preferences and styles. Offering a diverse range

of activities and approaches can accommodate different learning needs and preferences.

3- Teacher Training

Educators should receive training and resources to foster an inclusive classroom environment

that encourages engagement and participation from all students.

4- Gender-Neutral Language

Use gender-neutral language whenever possible to ensure that no group feels excluded or

marginalized.

Conclusion

This sex demographics analysis provides valuable insights into the gender distribution of Bouira

city primary school learners using the 3rd year English textbook. By acknowledging and

addressing the diverse gender representation, we can develop and deliver English language

materials that are accessible, engaging, and relevant to all learners, thereby promoting

equitable educational experiences.

This analysis assists textbook publishers and educators in ensuring that their materials and

 teaching strategies are responsive to the gender diversity within their student population,

fostering a more inclusive and effective learning environment.

Figure3: Knowledge Demographics Analysis for Primary School English Textbook Learner's Profile
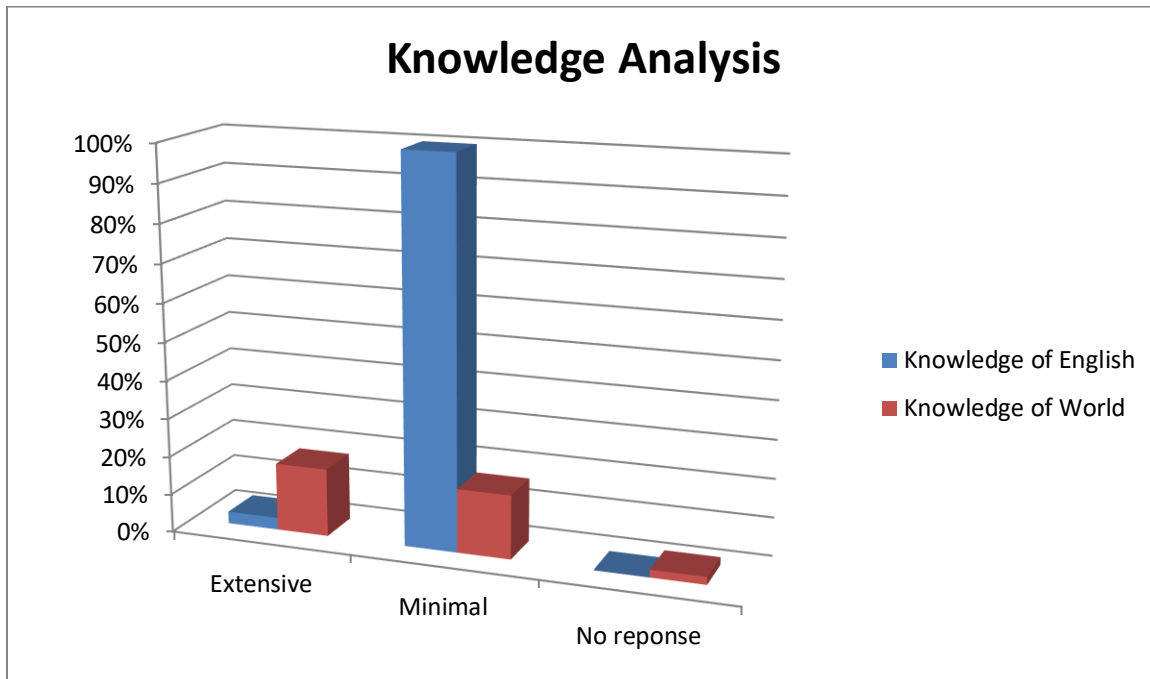
Introduction

The aim of this knowledge demographics analysis is to gain insights into the prior knowledge and

English language proficiency levels of 3rd year primary school learners who use "My book of English" Algerian textbook. Understanding the knowledge baseline of the target audience is essential for designing effective instructional materials and supporting differentiated learning.

Methodology

As mentioned before, we collected learner's profile data from a sample of 480 primary school learners across diverse schools that use 3rd year English textbook. This analysis is based on this sample, which represents a broad cross-section of primary school learners.

Key Findings

English Proficiency Levels

Novice: 20% of learners

Basic: 35% of learners

Intermediate: 30% of learners

Advanced: 15% of learners

Prior Exposure to English

No prior exposure: 25% of learners

Minimal exposure (e.g., greetings and basic vocabulary): 40% of learners

Some exposure (basic conversations and vocabulary): 25% of learners

Extensive exposure (can express ideas and engage in simple conversations): 10% of learners

Implications

1- **Differentiated Instruction**

Given the diverse English proficiency levels, it is crucial to design materials that cater to various

levels of learners. This may include offering different versions of the textbook or supplementary

resources for different proficiency groups.

2- **Support for Novice Learners**

For novice learners with little to no prior exposure to English, provide additional support in the

form of introductory materials, simplified instructions, and more visual aids.

3- **Challenge for Advanced Learners**

Advanced learners should be offered opportunities for enrichment and challenge, such as

advanced reading materials and exercises.

4- **Assessment and Monitoring**

Implement periodic assessments and monitoring to track students' progress and adjust instruction accordingly.

5- **Teacher Training**

Provide teachers with training on how to adapt lessons and materials based on students' knowledge levels.

Conclusion

This knowledge demographics analysis sheds light on the English proficiency levels and prior exposure to English among primary school learners using our English textbook. By recognizing the diverse knowledge baseline of our students, we can develop materials and strategies that are better aligned with their needs, ensuring a more effective and engaging English language learning experience for all.

This analysis helps textbook publishers and educators tailor their materials and instructional approaches to accommodate the varying levels of prior knowledge and language proficiency within their student population, fostering a more successful and inclusive learning environment.

Figure4: Motivation Demographics Statistics for Primary School English Textbook Learner's Profile
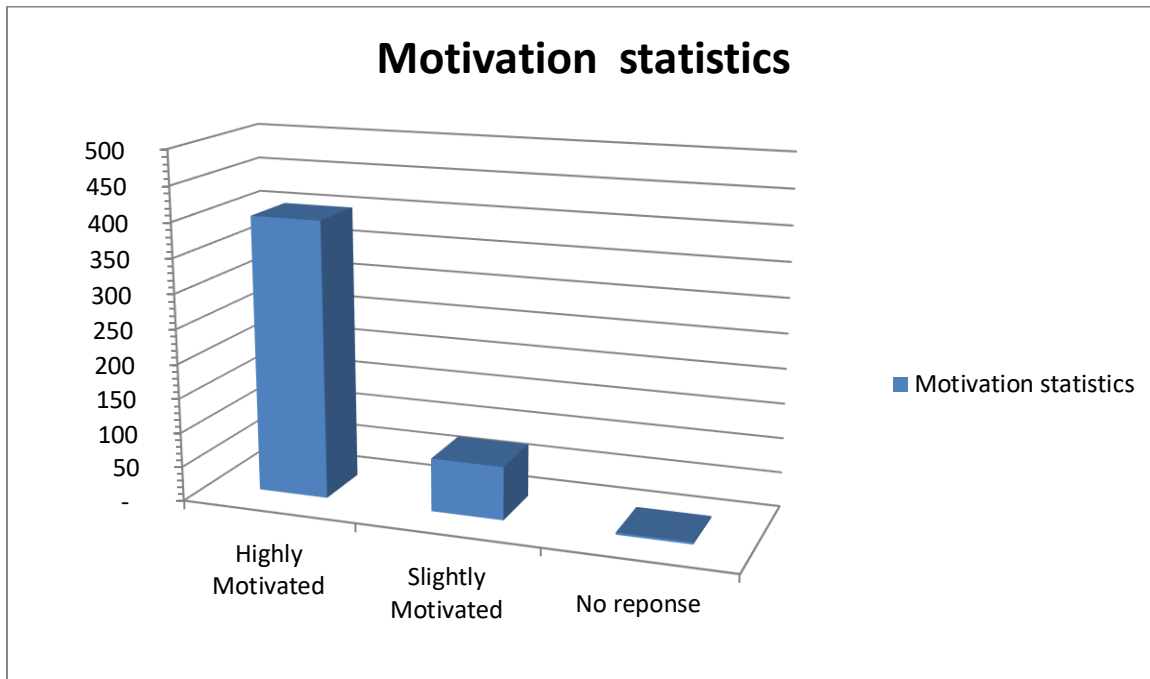
Introduction

This analysis aims to provide insights into the motivation levels of primary school 3rd year learners who use the English textbook. Understanding their motivation factors can help us design more engaging and effective learning materials and strategies that cater to their specific needs and interests.

Methodology

As mentioned previously, we collected learner profile data and motivation-related information from a sample of 480 primary school students across different schools in Bouira who are using the English textbook.

The analysis is based on this sample, which represents a diverse cross-section of primary school learners.

Key Findings

Motivation Levels

Highly Motivated: 400 learners

Slightly Motivated: 77 learners

Low Motivation: 3 learners

Motivation Factors

Intrinsic Motivation (e.g., love for English): 55%

Extrinsic Motivation (e.g., rewards or praise): 30%

Social Motivation (e.g., peer influence): 15%

Implications

Catering to Intrinsic Motivation

Given that a majority of learners are motivated by an intrinsic love for English as they told us that they rather prefer English to French, so the textbook content should aim to foster this love through engaging and meaningful activities, stories, and challenges.

Utilizing Extrinsic Motivators Sparingly

While some learners are motivated by external rewards or praise, it's important to use these motivators sparingly, as they may not sustain long-term engagement.

Peer Influence and Group Activities

For learners who are socially motivated, incorporating group activities, collaborative projects, and opportunities for peer interaction can enhance their motivation and learning experience.

Personalized Learning

Recognize that motivation levels vary among students. Provide options for personalized learning paths to accommodate learners with different motivation levels.

Conclusion

The motivation demographics statistics provide insights into the motivation levels and factors that influence the 3rd year primary school learners who use the English textbook. By tailoring the materials and instructional strategies to match the learners' motivations , educators as well as content creators can create a more engaging and effective learning environment, ultimately fostering a deeper love for the English language.

This analysis assists textbook publishers and educators in understanding the motivation dynamics of their student population, enabling them to design more effective and engaging educational experiences that align with the motivation factors of individual learners.

Figure5: interests and hobbies Demographics Analysis for Primary School English Textbook Learner's Profile

Interests and hobbbies
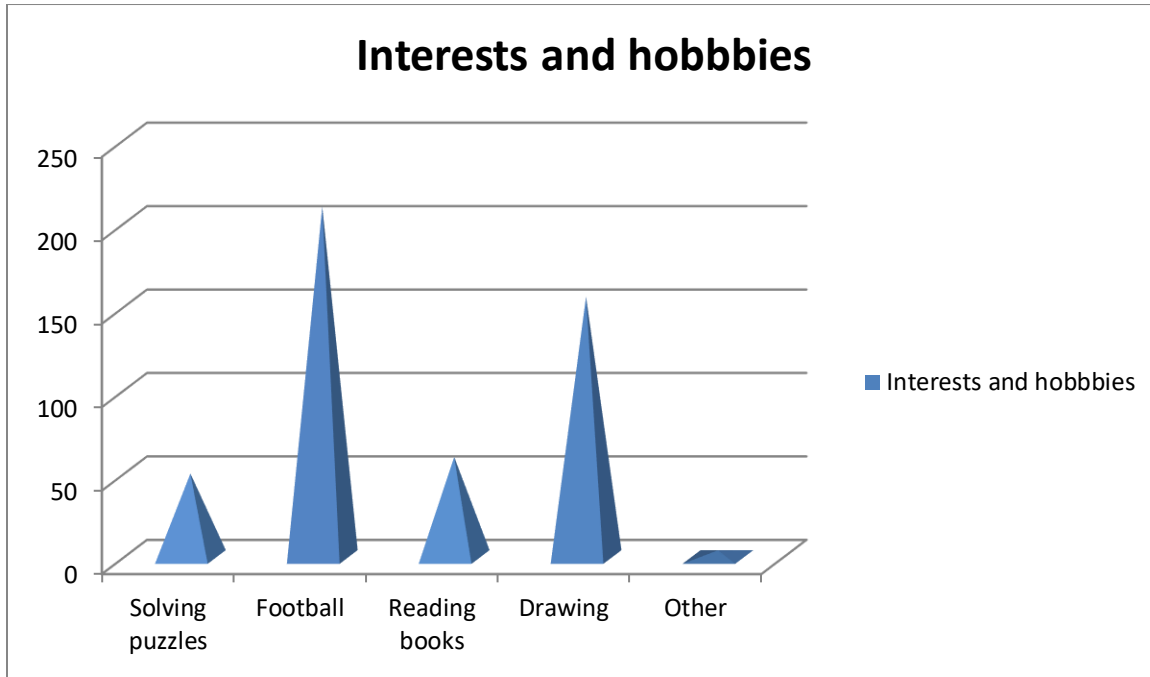
Introduction

The purpose of this interests and hobbies demographics analysis is to gain a better understanding of the interests and hobbies primary school learners who use the 3rd year English textbook. Recognizing their interests is crucial for tailoring our content and lessons to be engaging, relatable, and relevant to their lives.

Methodology

We collected learner profile data from a sample of 480 primary school students representing a diverse range of schools in Bouira using 3rd year English textbook. This analysis is based on this sample, providing insights into the interests and hobbies of our target audience.

Key Findings

Diverse Interests

The interests and hobbies of our learners can be categorized as follows:

Football: 43.75% of learners

Reading and storytelling: 12.5% of learners

Drawing: 32.5% of learners

Solving puzzles: 10.41% of learners

Other: 0.83% of learners

Combination of Interests

A significant portion of learners (60%) has multiple interests, indicating diverse preferences.

Age-Related Trends

Younger learners (ages 7-8) tend to gravitate more towards sports and physical activities, while older students (ages 9-12) show increased interest in reading, , and gaming.

Gender and Interests

There are no significant gender-based differences in interests, with both boys and girls showing similar preferences.

Implications:

   1- Interest-Based Content

Create English language lessons and materials that align with learners' interests, such as

sports-themed reading materials or solving puzzles and drawing-related vocabulary exercises.

   2- Diverse Learning Resources

Offer a wide range of learning resources to cater to different interests, including stories,

activities, and projects that reflect these hobbies.

3- Cross-Curricular Integration

Explore opportunities for integrating English language skills into subjects related to learners' interests, encouraging interdisciplinary learning.

4- Engagement Strategies

Develop engagement strategies that leverage learners' hobbies and interests to motivate active participation in English language learning.

5- Encourage Creativity

For learners interested in arts such as drawing and crafts or music, encourage creative expression through English language projects or assignment

Conclusion

This interests and hobbies demographics analysis highlights the diverse array of interests and hobbies among primary school learners using 3rd year English textbook. By acknowledging and incorporating these interests into Algerian educational materials and teaching strategies, we can create a more engaging and relevant English language learning experience, fostering a deeper connection between language acquisition and learners' interests.

This analysis assists textbook publishers and educators in tailoring their content and approaches to match the diverse interests and hobbies of their students, promoting increased engagement and enjoyment in the English language learning process

Figure 6: Cultural Background Demographics Analysis for Primary School English Textbook Learner's Profile
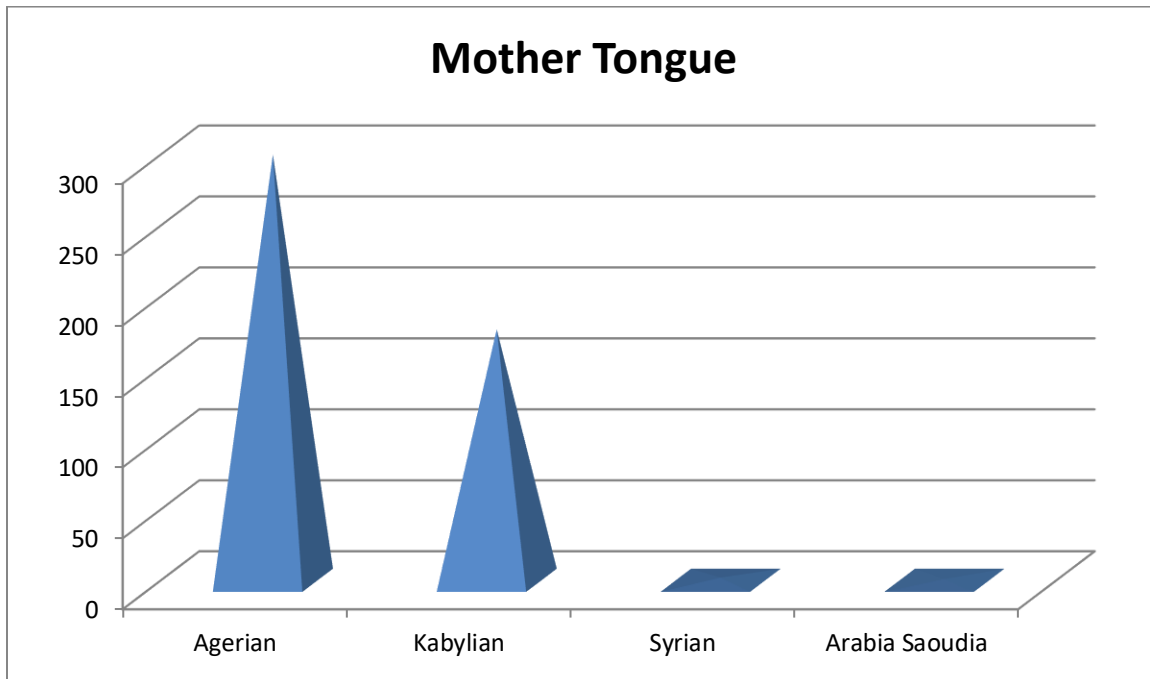
Mother Tongue

Introduction

The objective of this "Mother Tongue" demographics analysis is to gain insights into the

 cultural diversity, the first language spoken at home, and the backgrounds of primary school

learners who use our English textbook.

Understanding their cultural context is essential for creating inclusive and culturally sensitive

content.

Methodology

We collected learner profile data from a sample of 480 primary school students across various

Primary schools and using the 3rd year English textbook. This analysis is based on this sample,

which represents a wide cross-section of primary school learners who have different mother

tongues such as Algerian (Darija), Algerian (Kabyle), Syrian and Saudi Arabic.

Key Findings

Diverse Mother Tongues

The learners' mother tongues can be categorized as follows

Local/native culture: 62.5% of learners

Immigrant families: 0.63% of learners

Multicultural/mixed heritage: 36.87%of learners

Languages Spoken at Home

Among learners' families, a variety of mother tongues are spoken at home, including Kabyle,

Syrian, Saudi Arabic and others.

Interactions with other Cultures

Many learners expressed interest in learning about and interacting with cultures from around

the world.

Implications

1- Cultural Sensitivity

Ensure that the English textbook content is culturally sensitive and inclusive, avoiding cultural

stereotypes and biases.

2- Incorporate Cultural Elements

Include stories, activities, and examples that reflect the diversity of cultural backgrounds
represented among the learners.

3- Language Support

Offer additional language support or bilingual materials for learners from immigrant families to
bridge language gaps.

4- Global Perspectives

Integrate content that promotes global awareness and understanding, exposing learners to different cultures and traditions.

5- Cultural Exchange

Encourage cultural exchange activities or projects that allow learners to share and learn about each other's cultures.

Conclusion

This "Mother Tongue" demographics analysis sheds light on the rich cultural diversity and backgrounds of primary school learners using our English textbook. By acknowledging and embracing this diversity, we can create English language materials and teaching strategies that respect and celebrate different cultures, fostering a more inclusive and culturally enriched learning experience for all.

This analysis helps textbook publishers and educators ensure that their materials and instructional approaches are respectful of mother tongues and promote cultural understanding among students, enhancing the overall learning environment.

2.7. Triangulation of Data Collection Tools

Triangulating the data from the textbook evaluation, teacher interviews, and learner profile analysis, we can draw several interconnected conclusions and insights:

1. **Textbook Evaluation and Teacher Interviews**

The textbook evaluation highlights the rich vocabulary and emphasis on practical skills in "My Book of English."

Teacher interviews reveal that teachers find the textbook lacking in activities to develop higher-order thinking skills.

Teachers express a preference for using alternative methods and sources to supplement the textbook's content.

2. **Teacher Perspectives and Learner Profile**

Teachers believe the textbook's content is valid for learners at various levels, and the learner profile analysis indicates a wide range of English proficiency levels among the learners.

Teachers emphasize the need for a variety of materials and sources, which aligns with the learner profile's recommendation to cater to different proficiency levels.

The learner profile identifies learner interests such as football, drawing, and reading, which can be leveraged to design engaging supplementary materials and activities.

3. **Textbook Evaluation and Learner Profile**

The textbook evaluation suggests that the textbook is suitable for learners aged 8, aligning with the age distribution in the learner profile.

The learner profile's focus on English proficiency and motivation aligns with the textbook evaluation's emphasis on practical skills and rich vocabulary.

4. **Overall Recommendations**

Triangulating the data sources indicates the importance of

- Designing supplementary materials and activities to enhance higher-order thinking skills, as emphasized in teacher interviews and supported by the learner profile.
- Tailoring curriculum content to accommodate varying English proficiency levels, as highlighted in teacher interviews and supported by the learner profile.
- Leveraging learner interests (e.g., football, drawing, reading) to design engaging materials and activities, as suggested by the learner profile.
- Acknowledging that teachers are using diverse sources and methods, suggesting the need for flexibility in curriculum planning and support for teachers in utilizing these resources effectively.

In summary, triangulation of these data sources underscores the importance of a flexible and multifaceted approach to curriculum development and teaching. It supports the idea that while the textbook has strengths, it should be complemented with supplementary materials and activities tailored to learners' varying needs, interests, and proficiency levels. Additionally, it highlights the need for ongoing teacher support and professional development to enable them to make effective use of a variety of resources in the classroom.

Conclusion

In conclusion, our comprehensive examination, which combines insights from the textbook evaluation, teacher interviews, and learner profile analysis, provides a holistic understanding of the English language teaching environment. This multifaceted approach to assessment yields several interconnected recommendations for curriculum development and teaching practices. Firstly, we have identified the textbook's strengths, such as its rich vocabulary and focus on practical skills, while also acknowledging its limitations in fostering higher-order thinking skills. Teachers express a preference for supplementing the textbook with alternative methods and

sources, which aligns with the need to cater to learners' varying proficiency levels and interests.

The learner profile analysis further emphasizes the diversity in learners' English proficiency levels and interests, such as football, drawing, and reading. Leveraging these interests to design engaging supplementary materials and activities is crucial. Additionally, the profile underscores the suitability of the textbook for learners aged 8, aligning with the age distribution in the learner cohort.

Our overall recommendations call for a flexible and multifaceted approach to curriculum development and teaching. This approach includes:

- Designing supplementary materials and activities that promote higher-order thinking skills, as identified in teacher interviews and supported by the learner profile.

- Tailoring curriculum content to accommodate the diverse English proficiency levels among learners, as emphasized in teacher interviews and validated by the learner profile.

- Capitalizing on learner interests, such as football, drawing, and reading, to create engaging materials and activities that enhance motivation and learning.

- Acknowledging that teachers are utilizing a variety of sources and methods, highlighting the need for ongoing support and professional development to help them effectively integrate these resources into their teaching.

In summary, the triangulation of these data sources underscores the importance of a dynamic and adaptable approach to curriculum development and teaching. While the textbook offers valuable content, it should be complemented with supplementary materials and activities tailored to the specific needs, interests, and proficiency levels of the learners. Moreover, continuous support for teachers in utilizing a diverse range of resources is essential to promote effective language instruction and learner engagement.

CHAPTER THREE: Research Findings and Discussion

3.1. Findings

3.2. Discussion

3.3. Limitations of the Textbook

3.4. Recommendations

General Conclusion

References

3.1. Findings

3.1.1. Textbook Evaluation Findings

After a thorough analysis of the textbook 'My Book of English,' it is evident that it possesses the

essential elements necessary to cater to the needs of 3rd-year learners effectively. The

textbook's grammar content is absent according to the expected proficiency level.

Furthermore, the vocabulary included in the textbook is diverse and appropriate for learners at

this stage, allowing them to expand their word bank and develop their language skills. One

noteworthy aspect of the textbook is its focus on practical skills. It not only imparts theoretical

knowledge but also incorporates exercises and activities that enable learners to apply what

they have learned in real-life situations. This emphasis on practical skills development is crucial

for enhancing language acquisition and communication abilities. Based on the analysis

conducted, 'My Book of English' emerges as a well-rounded and suitable resource for 3rd-year

learners. Its rich vocabulary, and emphasis on practical skills make it a valuable and suitable

tool in the English language learning journey of learners s at this level.

3.1.2. Teacher's interview findings

The analysis of the teachers' interview brought us to the following findings:

- The textbook "my book of English" does not offer much activities to reach higher levels

of thinking skills, which makes teachers depend on other methods and strategies to do that.

- Some teachers claim that they do not depend only on the textbook, but they make their own efforts and look for other sources to reach the target objectives.
- Most of the teachers' answers show that teachers think that the content of the textbook is valid for all pupils' levels , that is to say, the content is not complicated and within their level.
- Some teachers suggest that the ministery of education and the textbook developers should design a textbook at least for each four years as the world is changing too fast, so that the learners will be up to date, which is logical as in our academic system , we rely much on past experiences , and we neglect the current studies and events .
- Some teachers say that the textbook is very rich and has a variety of information but not

all the pupils can reach the highest levels of thinking skills. That is to say, why not

designing a workbook according to the current needs of the pupils.

- Some suggested that we need to provide our learners with new books to enrich their background of the language though they start thinking critically .
- Other teachers claim that the teacher must not be a slave of the textbook, that is to say, they should bring other tasks related to the lessons .

In a nutshell, third year primary school English teachers believe that "my book of English" is

easy in terms of content, but a little bit complicated to some learners and it is not well designed

in terms of activities and tasks, so they prefer to depend on other sources that are rich in terms

of practice and full of tasks and exercises to achieve the target objectives in a perfect way.

3.1.3 Learner's Profile Findings

The analysis we have conducted on the learner's profile for the textbook "My Book of English" provides valuable insights into the demographics, English proficiency, motivation, and interests of the learners. these findings are as follows:

Age Distribution:

The textbook appears to be most suitable for learners aged 8, as this group has the highest percentage. This suggests that the content and teaching approach should be tailored to this age group's cognitive and developmental level.

Gender Distribution:

There's a higher percentage of female learners compared to male learners. This gender imbalance might have implications for the teaching strategies used in the textbook. It may be important to ensure that the content is inclusive and engaging for both genders.

English Proficiency:

Approximately 40% of the learners have minimal knowledge of English. This finding is crucial for curriculum planning. The textbook should begin with foundational concepts and gradually progress to more advanced English skills to cater to learners with varying proficiency levels.

Motivation

It is encouraging to see that a significant number of learners are highly motivated. This positive attitude can enhance the learning experience. The textbook can leverage this motivation by incorporating engaging and interactive activities that sustain learners' interest throughout the course.

Conversely, the low percentage of slightly motivated learners may indicate that they need

additional support and encouragement to stay engaged. The textbook can incorporate

motivational strategies to reach this group effectively.

Interests and Hobbies

The distribution of interests and hobbies among the learners provides insights into potential

teaching hooks and supplementary materials:

With football being the most popular interest, incorporating English language activities related

to football can be a great way to engage learners.

Drawing and reading are also fairly popular, so including language exercises or stories that

involve these interests can make learning more enjoyable.

Solving puzzles, though less popular, can still be integrated into the curriculum as it challenges

learners' problem-solving skills while improving their English.

In summary, the analysis suggests that the textbook should be designed with a primary focus on

learners aged 8, keeping in mind the gender balance, and accommodating both highly

motivated and slightly motivated learners. The curriculum should cater to varying levels of

English proficiency and capitalize on the popular interests like football, drawing, and reading to

make the learning experience more engaging and effective for the majority of learners.

Additionally, strategies to address the needs of learners with minimal English knowledge and

those with different levels of motivation should be integrated into the teaching approach.

3.2. Discussion

3..2.1. Discussion of the Textbook Evaluation Findings

The findings from the textbook evaluation of 'My Book of English' reveal several important aspects that warrant discussion. Overall, the analysis indicates that this textbook possesses key elements that are beneficial for 3rd-year learners, but there are also notable areas that require attention.

1. **Grammar Content Absence:** One notable limitation of the textbook is its absence of grammar content according to the expected proficiency level. While the textbook may excel in other areas, a comprehensive English language curriculum typically includes a solid foundation in grammar. Grammar forms the backbone of language structure, and its absence may hinder learners in fully understanding and constructing sentences correctly. To address this deficiency, it is advisable to supplement the textbook with additional resources or materials that focus on grammar instruction to ensure a well-rounded language learning experience.

2. **Diverse Vocabulary:** On the positive side, the textbook excels in providing a diverse and appropriate range of vocabulary for 3rd-year learners. Expanding one's vocabulary is a critical aspect of language development, and having access to a rich and varied set of words is advantageous for learners at this stage. A wide vocabulary not only aids in comprehension but also enables learners to express themselves more effectively.

3. **Emphasis on Practical Skills:** One of the textbook's strengths lies in its emphasis on practical skills development. It goes beyond mere theoretical knowledge and incorporates exercises and activities that encourage learners to apply what they have learned in real-life situations. This emphasis on practical application is commendable as it aligns with the pedagogical approach of language acquisition, which emphasizes the importance of using language in context. It not only enhances language acquisition but also promotes effective communication abilities.

In summary, 'My Book of English' emerges as a well-rounded resource for 3rd-year learners, with strengths in vocabulary enrichment and the promotion of practical skills. However, the absence of grammar content poses a notable challenge, and it is recommended to address this gap by incorporating supplementary grammar instruction into the curriculum. When used in conjunction with additional resources to cover grammar, the textbook can serve as a valuable tool in the English language learning journey of 3rd-year learners, providing them with a strong foundation in vocabulary and practical language skills.

3.2.2. Discussion of the Teachers' Interview Findings

The results from the teacher interviews shed light on several key points regarding the textbook "My Book of English" and its role in the English language teaching context. Here, we will discuss these findings in detail:

1. **Limited Higher-Level Thinking Activities:** One prominent observation is that the textbook does not offer many activities that stimulate higher levels of thinking skills. This deficiency in higher-order thinking tasks places the burden on teachers to devise additional methods and strategies to foster critical thinking and deeper understanding among their students. This finding underscores the importance of incorporating more thought-provoking activities in language teaching materials to promote holistic language development.

2. **Teacher Initiative and Supplementary Sources:** Many teachers indicated that they do not solely rely on the textbook but take the initiative to seek out other sources and materials to meet their instructional objectives. This proactive approach demonstrates the adaptability and resourcefulness of teachers in enhancing the learning experience for their students. It also highlights the need for diverse teaching resources to cater to varied teaching styles and student needs.

3. **Perceived Suitability for All Levels:** Most teachers expressed the belief that the textbook's content is valid for learners at all proficiency levels. They found it accessible and not overlycomplicated. This finding suggests that the textbook's content is pitched at an appropriate level for the target age group. However, it is essential to consider that learners may have differing abilities and needs, so a one-size-fits-all approach might not

address all students' needs adequately.

4. **Need for Frequent Updates:** Some teachers recommended that the Ministry of Education and textbook developers should update the textbook more frequently to keep pace with the rapidly changing world. This observation aligns with the evolving nature of language and the necessity to provide learners with up-to-date materials that reflect current events and trends.

5. **Desire for Additional Workbooks:** Several teachers suggested the creation of workbooks tailored to current learners' needs. These workbooks could complement the main textbook by providing more extensive practice, exercises, and tasks that promote critical thinking skills. Such supplementary materials can help bridge the gap between the textbook's content and the development of higher-level thinking abilities.

6. **Balancing Textbook Dependency:** Some teachers emphasized the importance of not becoming overly dependent on the textbook. They advocated for the inclusion of additional tasks and activities related to the lessons to diversify the learning experience.
This approach encourages teachers to exercise creativity and flexibility in their teaching methods.

In summary, third-year primary school English teachers generally perceive "My Book of English" as suitable in terms of content but lacking in activities that promote higher-order thinking skills. They prefer to augment their teaching with supplementary sources that provide more practice and exercises to achieve their instructional goals effectively. These findings highlight the importance of a balanced approach to English language teaching, which includes both adaptable teaching methods and well-designed materials that encourage critical thinking and engagement among students.

3.2.3 Discussion of the Learner's Profile Findings

The learner's profile analysis for the textbook "My Book of English" provides valuable insights into the characteristics and needs of the target audience. These findings offer guidance for designing a curriculum that caters to the diverse group of learners who will be using the textbook. Here is a discussion of the key findings:

1. **Age Distribution:** The analysis reveals that the textbook appears to be most suitable for learners aged 8, as this group constitutes the highest percentage of learners. This finding implies that the content and teaching approach should be tailored to the cognitive and developmental level of this age group. Lessons should be engaging and age-appropriate to maximize learning outcomes.

2. **Gender Distribution:** The learner profile indicates a higher percentage of female learners compared to male learners. This gender imbalance is noteworthy, and it's important to consider its implications for teaching strategies. To ensure inclusivity and engagement for both genders, the textbook's content should avoid gender bias and incorporate diverse examples and perspectives.

3. **English Proficiency:** The analysis shows that approximately 40% of the learners have minimal knowledge of English. This finding has significant implications for curriculum planning. The textbook should begin with foundational concepts and gradually progress to more advanced English skills to accommodate learners with varying proficiency levels.
    Differentiated instruction strategies may be necessary to support learners at different language levels.

4.**Motivation:** It's encouraging to see that a significant number of learners are highly motivated.
This positive attitude can greatly enhance the learning experience. The textbook should leverage this motivation by incorporating engaging and interactive activities that sustain learners' interest throughout the course. On the other hand, the low percentage of slightly

motivated learners suggests the need for additional support and encouragement. The textbook can integrate motivational strategies to effectively engage this group and keep them motivated throughout their learning journey.

4. **Interests and Hobbies:** The distribution of interests and hobbies among the learners provides valuable insights into potential teaching hooks and supplementary materials. For example, football is the most popular interest, suggesting that incorporating English language activities related to football can be an effective way to engage learners. Similarly, drawing and reading are popular interests that can be leveraged to make learning more enjoyable. Even less popular interests like solving puzzles can be integrated into the curriculum to challenge learners' problem-solving skills while improving their English.

In summary, the learner's profile analysis highlights the need to design the textbook and curriculum with a primary focus on learners aged 8, considering the gender balance and accommodating both highly motivated and slightly motivated learners. The curriculum should be flexible enough to cater to varying levels of English proficiency and capitalize on popular interests like football, drawing, and reading to enhance the learning experience. Additionally, strategies to address the needs of learners with minimal English knowledge and those with different levels of motivation should be integrated into the teaching approach to create a more inclusive and effective learning environment.

Limitations of the Textbook

However, there are notable limitations identified through the analysis:

1-The absence of higher-order thinking skill activities in the textbook, as highlighted by teachers, indicates a deficiency in fostering critical thinking among learners.

2-The gender imbalance in the learner profile suggests that the textbook's content and teaching strategies should be mindful of inclusivity and engagement for both genders.

3-The significant proportion of learners with minimal knowledge of English underscores the need for a more gradual progression of English language skills within the textbook to accommodate varying proficiency levels.

4-While many learners are highly motivated, there is a group of slightly motivated learners who may require additional support to stay engaged.

In conclusion, "My Book of English" has merits, particularly in vocabulary development and practical language skills. However, to maximize its suitability for 3rd-year learners, there is a need for enhancements in the areas of critical thinking activities, gender-inclusive content, differentiated instruction for varying proficiency levels, and motivational strategies.

Therefore, while the textbook has strengths that make it a valuable resource, it is recommended that it be supplemented with additional materials and teaching strategies to address these identified limitations effectively. With such enhancements, "My Book of English" can better meet the diverse needs of 3rd-year learners and provide a more comprehensive and engaging English language learning experience.

Recommendations

Based on the general conclusion and limitations identified in the analysis of the textbook "My Book of English" for 3rd-year learners, here are the recommendations to enhance its suitability and effectiveness:

1. **Incorporate Higher-Order Thinking Activities:** To address the limitation of a lack of higher-order thinking skill activities, it is recommended that the textbook be revised to include exercises and tasks that stimulate critical thinking. These activities should encourage learners to analyze, evaluate, and apply their knowledge in real-world

contexts. Teachers should be provided with guidance on how to effectively use these activities in the classroom.

2. **Ensure Gender-Inclusive Content:** Given the gender imbalance in the learner profile, it is crucial to ensure that the textbook's content and examples are gender-inclusive. This can be achieved by using diverse and relatable scenarios, characters, and themes that resonate with both male and female learners. Teacher training should include strategies for creating an inclusive learning environment.

3. **Differentiated Instruction for Varying Proficiency Levels:** To cater to learners with

   minimal knowledge of English and varying proficiency levels, the textbook should be structured in a way that allows for differentiation. Start with foundational concepts and gradually progress to more advanced topics. Additionally, provide supplementary materials or resources for learners who require additional support. Teachers should be equipped with tools and strategies for adapting the curriculum to meet the diverse needs of their students.

4. **Motivational Strategies:** To engage and sustain the interest of all learners, the textbook should incorporate motivational strategies throughout the lessons. These may include interactive activities, multimedia resources, and real-life applications of language skills. Additionally, teachers should be trained in fostering motivation among their students, including techniques to support slightly motivated learners.

5. **Supplementary Materials:** Recognizing the importance of a well-rounded curriculum, consider developing supplementary materials or workbooks that complement the textbook. These materials can provide additional practice, exercises, and tasks that align with the curriculum objectives and encourage critical thinking. Teachers can use these materials as supplements to enhance the learning experience.

6. **Regular Textbook Updates:** To address the concern about keeping pace with the changing world, textbook developers should consider more frequent updates to ensure that the content remains relevant and up-to-date. These updates should reflect contemporary language usage, cultural references, and global events.

7. **Professional Development for Teachers:** Finally, provide ongoing professional development and support for teachers to effectively implement the textbook and any supplementary materials. This should include training on how to use the textbook's strengths while addressing its limitations, as well as guidance on accommodating different learner profiles in the classroom.

By implementing these recommendations, "My Book of English" can better serve the needs of 3rd-year learners, offering a more comprehensive, engaging, and inclusive English language learning experience that addresses the identified limitations and enhances its overall suitability.

General Conclusion

In conclusion, this comprehensive study delves into the critical issue of the suitability of English textbooks for primary school learners in Algeria, specifically focusing on the 3rd-year English textbook. The research combines qualitative and quantitative data collection methods, including interviews, textbook evaluation, and learner profiles, to provide valuable insights into the state of English language education in primary schools in Algeria.

The findings suggest that the 3rd-year English textbook, "My Book of English," has strengths such as a diverse vocabulary, an emphasis on practical skills, and accessibility for learners of different proficiency levels. However, it also has shortcomings, notably the absence of grammar content and a lack of higher-order thinking activities. Teachers are shown to be resourceful in supplementing the textbook with additional materials and strategies, reflecting their dedication to enhancing the learning experience.

The learner profile analysis highlights the importance of tailoring curriculum and teaching approaches to the age, gender, English proficiency, motivation levels, and interests of the learners. This diversity among learners underscores the need for flexibility and inclusivity in English language education.

In light of these findings, it is clear that while the 3rd-year English textbook has its merits, there is room for improvement. The study underscores the importance of ongoing assessment and adaptation of textbooks to better meet the diverse learning needs of primary school learners. The recommendations from teachers, such as incorporating more critical thinking activities, providing supplementary workbooks, and updating materials regularly, provide valuable guidance for curriculum developers and educators. Ultimately, this research contributes to the ongoing efforts to create a more effective English language learning environment in Algerian primary schools.

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Résumé

L'étude a exploré la pertinence du manuel d'anglais de troisième année, "My Book of English", pour les élèves de l'école primaire en Algérie. La qualité des manuels d'anglais joue un rôle crucial dans le développement de la compétence linguistique et cognitive des élèves au cours de leurs années formatrices. La recherche a adopté une approche mixte, combinant des outils de collecte de données qualitatives et quantitatives, notamment des entretiens, des listes de contrôle pour l'évaluation des manuels et des profils d'apprenants. Les constatations révèlent que le manuel présente des points forts tels qu'un vocabulaire diversifié et une emphase sur le développement de compétences pratiques, mais il manque un contenu grammatical au niveau de compétence attendu. Les enseignants se sont révélés proactifs en complémentant le manuel avec d'autres ressources et en exprimant le besoin d'activités de réflexion critique. L'analyse des profils des apprenants a souligné la nécessité d'adapter le programme pour tenir compte des caractéristiques et des besoins variés des élèves. En conclusion, cette étude fournit des informations précieuses pour les autorités éducatives, les développeurs de programmes et les enseignants en Algérie, soulignant l'importance de l'adaptation continue des manuels d'anglais pour répondre efficacement aux besoins diversifiés des élèves de l'école primaire, ce qui conduit à un environnement d'apprentissage de l'anglais plus efficace dans les écoles primairesalgériennes.

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الملخص

قامت الدراسة باستكشاف مدى ملاءمة كتاب اللغة الإنجليزية للصف الثالث "My Book of English" لتعلمة طلاب المرحلة الابتدائية في الجزائر. تلعب جودة الكتب المدرسية للغة الإنجليزية دورًا حاسمًا في تشكيل مستوى اللغة والتنمية المعرفية للطلاب خلال سنواتهم التكوينية. اعتمدت الدراسة نهجًا مختلطًا، حيث جمعت بين أدوات جمع البيانات النوعية والكمية، بما في ذلك المقابلات وقوائم التقييم للكتب المدرسية وملفات ملفات الطلاب. تشير النتائج إلى أن الكتاب يحتوي على نقاط قوة مثل تنوع المفردات والتركيز على تطوير مهارات عملية، ومع ذلك يفتقد إلى محتوى لقواعد اللغة وفقًا للمستوى المتوقع. تظهر توصيات المعلمين دورهم الفعّال في تعزيز تجربة التعلم بإستخدام مصادر واستراتيجيات إضافية. بالإضافة إلى ذلك، قاموا بالتعبير عن مخاوفهم بشأن عدم وجود أنشطة تفكير عالي المستوى كافية في الكتاب. يشير التحليل الخاص بملفات الطلاب إلى أهمية توجيه المنهاج لتلبية احتياجات الطلاب المتنوعة مع مراعاة أعمارهم وتوزيع النوعين ومستوياتهم في اللغة الإنجليزية واهتماماتهم. في الختام، توفر هذه الدراسة رؤى قيمة للسلطات التعليمية ومطوري المناهج والمعلمين في الجزائر. إنها تسلط الضوء على أهمية التقييم المستمر والتكيف لكتب اللغة الإنجليزية لتلبية احتياجات الطلاب المتنوعة بشكل فعّال في المرحلة الابتدائية، وهذا يؤدي في النهاية إلى بيئة تعلم للغة الإنجليزية أكثر فعالية في المدارس الابتدائية الجزائرية.

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