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Topic

Primary School Teachers' Perceptions and Impediments in using 5th Year English Language Textbook

The case of primary schools at Bordj Bou Arreridj

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Abstract

A textbook represents valuable teaching material that is of paramount importance in the teaching-learning process. In primary schools, textbooks serve as the backbone of language teaching, shaping both pedagogical strategies and learning outcomes. However, the success of these materials depends not only on their content but also on how teachers perceive and utilize them in a real classroom setting. This study explores the teachers' perceptions and impediments in using the 5th year English language textbook. this study adopted a qualitative method by observing and interviewing eight teachers. The investigation took place in different primary schools in BBA. to collect data and answer the research questions. The data collected was analyzed using thematic analysis. The study revealed that teachers held predominantly negative perceptions of the 5th year English textbook, citing issues with its content relevance, linguistic complexity, and lack of adaptability to diverse classroom needs.

Declaration of Originality

I hereby declare that this submission is our own work that doesn't contain materials which has been previously published or written by another person nor materials which has been accepted for the qualification of any other degree or diploma of a university or other institution. We also certify that the present work contains no plagiarism. In fact, it is the result of our own investigation, except what had been stated.

Name of the students / Candidates:

Amel Loucif / Rahma Benachour

DATE : 15 / 06 / 2025

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List of abbreviations

Acronym	Full Form / Explanation
APA	American Psychological Association (7th ed. referencing style)
CEFR	Common European Framework of Reference for Languages
CLT	Communicative Language Teaching
CPD	Continuous Professional Development
CBA	Competency-Based Approach
EFL	English as a Foreign Language
ELT	English Language Teaching
GTM	Grammar-Translation Method
ICT	Information and Communication Technology
L1	First / native language
L2	Second / target language
MEN	Ministry of National Education (Algeria)
TBLT	Task-Based Language Teaching
TEFL	Teaching English as a Foreign Language
TPR	Total Physical Response

CHAPTER ONE GENERAL INTRODUCTION

1.1 Introduction

The role of English as a global language has made its teaching a priority in many educational systems worldwide (Richards, 2022). English is widely used for communication, education, and professional advancement, making its integration into primary education essential (Harmer, 2023). Recognizing its importance, Algeria has recently introduced English into the primary school curriculum, marking a significant shift in language education policy (Rouabhia, 2023). This policy shift aligns with a global trend where English is increasingly viewed as a gateway to knowledge, international collaboration, and economic opportunities (World Economic Forum, 2023). However, while the decision to introduce English at an early stage is promising, the effectiveness of this initiative largely depends on the quality of teaching materials, especially textbooks, which are central to classroom instruction (Tomlinson, 2021).

Textbooks serve as a structured framework for language learning, guiding both teachers and students through the curriculum (Nation, 2020). They provide essential input, activities, and pedagogical guidance that influence the learning experience. However, despite their importance, textbooks do not always align with classroom realities, leading to mixed perceptions among teachers regarding their usability and effectiveness (Benson & Voller, 2022). The recently introduced 5th-year English textbook in Algerian primary schools has sparked debates among educators about its practicality, adaptability, and impact on student learning outcomes (Boukellouz & Ariba, 2023). Some teachers appreciate its structured approach, while others highlight challenges related to content difficulty, cultural relevance, and instructional design (Fehaima, 2024).

One major concern is the alignment of the textbook with the specific needs of Algerian learners and the realities of local classrooms (Ahmed & Mansoor, 2024). Effective language instruction requires materials that not only introduce linguistic structures but also engage learners through meaningful and contextually relevant content (Cambridge English, 2024). Studies have shown that teacher perceptions significantly influence classroom practices, material selection, and the overall effectiveness of curriculum implementation. For instance, Borg (2003) emphasizes that teachers' beliefs and perceptions shape their instructional decisions more than externally imposed methods, suggesting that understanding these perceptions is essential for meaningful educational reform. Similarly, Pajares (1992) argues that teacher beliefs formed through experience and

training serve as powerful filters through which new knowledge is interpreted, directly affecting how teachers respond to textbooks and teaching innovations. These studies highlight that perceptions are not just passive opinions but active forces shaping language teaching practices.

In addition to pedagogical considerations, material constraints and training gaps further complicate textbook implementation (Liu & Chang, 2024). Many Algerian primary school teachers have limited experience teaching English and may struggle with effectively utilizing the textbook in a way that fosters student engagement and comprehension (National Institute of Education, 2024). Furthermore, classroom conditions, including large class sizes and resource shortages, can hinder the successful integration of textbook activities (Singh, 2024). These challenges highlight the need for continuous textbook evaluation and adaptation to ensure alignment with both the national curriculum and teachers' needs (Garcia & Patel, 2024).

This chapter sets the foundation for the study by discussing the significance of English language teaching in primary schools, the role of textbooks in language learning, and the specific context of English education in Algeria. It introduces the research problem, objectives, and significance of the study while emphasizing the importance of investigating teachers' perceptions of the 5th-year English textbook. By identifying the impediments they face and the strategies they employ to overcome them, this research aims to contribute to a deeper understanding of textbook effectiveness and potential improvements needed to enhance English language education in Algeria (Perlman, 2025).

1.2 Background

The role of English in global communication, education, and professional advancement has made its teaching a priority in many countries, including China, South Korea, India, Brazil, and Algeria. In China and South Korea, for example, English is emphasized in national curricula to enhance international competitiveness (Hu, 2005; Jeon, 2009). In India, English functions as an associate official language and is essential in higher education and administration (Graddol, 2010). In Brazil, English has become increasingly integrated into educational reforms aimed at global engagement (de Mejía, 2002). Similarly, Algeria has recently introduced English into the primary school curriculum, reflecting the government's recognition of English as a key tool for economic growth and global communication (Benrabah, 2014).

Historically, the Algerian education system has been influenced by French due to the colonial past, with French serving as the primary foreign language taught in schools (Rouabhia, 2023). However, recent shifts in language policy reflect a growing interest in diversifying language education, with English emerging as a key priority. The decision to introduce English in primary schools aligns with national objectives to enhance multilingual competence and improve future job prospects for Algerian students (Fehaima, 2024). Policymakers and educators believe that early exposure to English will foster greater linguistic proficiency and better prepare students for academic and professional challenges (Ahmed & Mansoor, 2024).

Textbooks of English play a crucial role in implementing language education policies. They provide structured content, pedagogical guidance, and a standardized curriculum to ensure uniform learning experiences across classrooms (Tomlinson, 2021). The newly introduced 5th-year English textbook in Algeria is designed to support the development of the English language skills among young learners. However, the effectiveness of a textbook depends not only on its content but also on how teachers perceive and use it in their classrooms (Karim &Nassaji, 2023). Studies on textbook evaluation suggest that teachers' perceptions significantly influence the success of instructional materials, as they affect how lessons are interpreted, delivered, and adapted in the classroom. For instance, Richards (2001) explains that the effectiveness of a textbook depends not only on its design but also on how teachers perceive its relevance and usability. Similarly, O'Neill (1982) argues that teachers' judgments shape how textbooks are implemented and whether supplementary materials are used to adjust to learners' needs.

In a more recent study, McGrath (2013) emphasizes that teachers often modify or selectively use textbook content based on their beliefs about student engagement, curriculum goals, and classroom realities. These studies confirm that teacher agency plays a key role in how textbooks function in real-life teaching contexts.

Despite the potential benefits of the new textbook, challenges have been reported regarding its implementation. Primary school teachers of English in Algeria face difficulties related to content suitability, alignment with students' cognitive levels, and a lack of supplementary resources (Davis & Lee, 2023). Additionally, infrastructural and logistical issues, such as large class sizes and limited teacher training, pose further obstacles to effective textbook usage (Garcia & Patel, 2024). Nation (2020) indicates that the success of textbook-based

instruction is highly dependent on teacher support and resource availability. Without adequate training and pedagogical resources, teachers may struggle to maximize the textbook's potential, leading to inconsistencies in its application across different schools (Singh, 2024).

This study builds upon existing literature to examine how Algerian primary school teachers perceive and utilize the 5th-year English textbook. By exploring teachers' experiences, attitudes, and the challenges they face, this research aims to provide insights into the effectiveness of the textbook and identify areas for improvement. Understanding these factors is essential for ensuring that English language education in Algeria meets the needs of both teachers and students, ultimately enhancing language learning outcomes.

1.3 Research Problem

In the case of the 5th-year English textbook in Algeria, there is a growing need to assess whether it meets the expectations of educators and supports students' learning effectively. While some studies highlight the importance of well-designed teaching materials (Tomlinson, 2021; Richards, 2022), others emphasize the challenges teachers face when using standardized textbooks in diverse classroom settings (Karim &Nassaji, 2023).

conducted on how teachers perceive and utilize the newly developed textbook. Several studies have shown that textbook implementation can be hindered by various factors, such as insufficient teacher training, lack of supplementary resources, and pedagogical constraints. For instance, Boukellouz and Ariba (2023) found that many Algerian teachers struggle to effectively implement the fifth-year English textbook due to a lack of methodological support. Similarly, Boudjella (2022) observed that teachers often feel underprepared to adapt textbook content to meet learners' needs, especially when their training did not include modern ELT techniques. In another study, Chekour (2023) highlighted that the absence of visual and interactive resources limits teachers' ability to deliver lessons engagingly.

Furthermore, educators may encounter difficulties in adapting the textbook to students' varying proficiency levels and learning styles, which can impact the overall effectiveness of English language instruction (Fehaima, 2024). These findings emphasize the need for professional development and localized textbook design to ensure meaningful implementation in Algerian primary classrooms.

Given these concerns, this study seeks to investigate primary school teachers' perceptions of the 5th-year English textbook, exploring the challenges they face and the strategies they employ to overcome these obstacles. By understanding teachers' experiences and viewpoints, this research aims to provide valuable insights into the textbook's strengths and weaknesses, ultimately contributing to improvements in English language education in Algeria.

1.4 Research Questions

The present study is built upon key research questions that aim to investigate the perceptions of primary school teachers regarding the 5th-year English textbook:

1. What are the 5th-year primary school teachers' perceptions of the new English textbook?
2. What are the primary challenges teachers face when using the textbook?
3. What strategies do teachers use to overcome these challenges?

These questions serve as the foundation for the research, guiding data collection and analysis to provide valuable insights into the strengths and weaknesses of the textbook from the perspective of teachers.

1.5 Research Objectives

The current study aims to explore the perceptions of 5th-year primary school teachers regarding the newly introduced English textbook and to analyze the challenges they face in its implementation. By examining their experiences, this research seeks to contribute to the ongoing discussion on textbook effectiveness and curriculum development in Algeria. The specific objectives of this study are:

1. To identify teachers' perceptions of the 5th-year English textbook.
2. To explore the strategies teachers adopt to overcome the challenges.
3. To examine the main challenges teachers face while using the textbook in classroom practice.

This study aims to provide valuable insights into the role of textbooks in the English language teaching in Algerian primary schools and offer recommendations for improving their effectiveness.

1.6 Scope of the Study

The present research tackles the issue of perceptions and challenges encountered by 5th-year primary school teachers in Algeria about the newly introduced English textbook. It examines how teachers interact with the textbook, their views on its effectiveness, and the obstacles they encounter in its implementation. The research is limited to the Algerian primary school context, with an emphasis on government-prescribed curricula. Additionally, the study explores the strategies teachers use to adapt or supplement the textbook to meet their students' needs.

1.7 Significance of the Study

This study holds significant value for various stakeholders, including primary school teachers, curriculum developers, policymakers, and researchers in the field of English language education. By investigating teachers' perceptions and the challenges they face when using the 5th-year English textbook, this research sheds light on the practical aspects of textbook implementation in Algerian primary schools. Understanding these perspectives is crucial for improving the quality of English language instruction and ensuring that teaching materials align with both educational goals and classroom realities. For teachers, the study provides insights into common difficulties encountered with the textbook and explores effective strategies used to overcome them. By highlighting these experiences, educators can benefit from shared knowledge and adopt best practices to enhance their teaching methods. Additionally, curriculum developers can use the findings to identify areas for improvement in future textbook editions, ensuring that materials are pedagogically sound, engaging, and accessible to both teachers and students. From a policy perspective, this research informs decision-makers about the real-world implications of introducing English at the primary level. Policymakers can use the study's results to refine language education policies, provide additional teacher training, and allocate necessary resources to support effective textbook usage.

1.8 Limitations of the Study

This study, while aiming to provide a comprehensive understanding of 5th-year primary school teachers' perceptions of the English textbook, has certain limitations. Firstly, the research is confined to a specific group of teachers within a limited geographical region in Algeria. This means that the findings may not be fully generalizable to all Algerian primary schools, as different

regions may have distinct educational contexts, resources, and student backgrounds that influence teachers' experiences. Additionally, the study is constrained by time and resource limitations

1.9 Definition of Keywords

To facilitate a clearer understanding of the key concepts used throughout this research, the following terms are operationally defined in the context of Algerian primary English education. Each definition is grounded in academic literature and contextualized within the framework of this study.

1. English Language Textbook

Refers to the official, government-prescribed instructional material designed for use in Algerian primary schools, particularly in the fifth year, where English has been recently introduced. These textbooks typically contain thematic units, vocabulary sections, grammar explanations, and integrated activities aligned with national curriculum guidelines. According to Cunningsworth (1995), textbooks serve as core tools in language instruction, often shaping the scope and sequence of what is taught, especially in settings where supplementary materials are limited.

2. Teachers' Perceptions

Teachers' perceptions refer to the beliefs, attitudes, and evaluative judgments that educators form about the English language textbook based on their own experiences, professional knowledge, and teaching contexts. These perceptions may concern various aspects of the textbook, including its content quality, clarity of instruction, relevance to learners' needs, visual layout, and ease of integration into daily classroom activities. Importantly, such perceptions are not formed in isolation; they are shaped by multiple factors such as initial teacher training, institutional expectations, teaching load, student performance, and ongoing interactions with educational supervisors and colleagues. These perceptions, in turn, significantly influence how teachers engage with the textbook in practice, determining whether they use it strictly, adapt it flexibly, or avoid it altogether. As McGrath (2016) emphasizes, teachers rarely implement textbooks exactly as designed; instead, they interpret, modify, and filter textbook content through the lens of their classroom realities. This means that perception is not merely a passive opinion but an active force that guides instructional decision-making and shapes the learning experience

of students. In the Algerian context, where curriculum reforms are still being digested and English language teaching at the primary level is relatively new, understanding teachers' perceptions is essential for evaluating how effectively new materials like the 5th-year textbook are functioning in real educational settings.

3. Textbook Implementation

Describes the process by which teachers apply, interpret, or modify textbook content during instruction. This includes the delivery of lessons, organization of classroom activities, and use of textbook-based assessments. Richards (2015) notes that textbook implementation is not a mechanical process but involves adaptation and judgment based on learners' needs, teacher experience, and institutional constraints.

4. Pedagogical Challenges

Refers to the instructional difficulties encountered by teachers when using the textbook. These may include lack of appropriate resources, student disengagement, misalignment between textbook content and learner abilities, or limitations in teacher training. Ur (2012) emphasizes that such challenges can significantly affect teaching quality, particularly when instructional materials are not adequately adapted to the classroom context.

5. Primary Education

Denotes the first stage of formal schooling in Algeria, covering Years 1 to 5. This research focuses on 5th-year primary education, during which English was recently introduced as a compulsory subject. According to the Ministry of National Education (2022), this curriculum reform aims to foster early multilingual competence and better prepare students for global communication.

6. Curriculum Reform

Refers to the recent educational policy changes introduced by the Algerian government that integrate English into the primary curriculum. These reforms reflect national goals of modernization and alignment with global linguistic trends. As Benrabah (2013) explains, Algeria's language policy has undergone multiple shifts, and the introduction of English at earlier stages is part of a broader effort to diversify language education beyond the historical dominance of French.

7. Strategies of Adaptation

Indicates the instructional methods teachers employ to adjust textbook content to fit their specific teaching contexts. These may involve modifying tasks, simplifying language, supplementing with external resources, or using digital tools to address gaps. Graves (2000) highlights that adaptation is a natural and necessary process in language teaching, especially when textbooks do not fully meet learners' needs or classroom constraints

1.10 Summary

This chapter provides an overview of the study, outlining its main components and establishing the foundation for further research. The introduction highlighted the importance of English language education in Algeria, particularly in primary schools, and the role of textbooks in language learning. It also emphasized the relevance of studying teachers' perceptions of the 5th-year English textbook, considering its impact on teaching effectiveness and student learning outcomes. The background section elaborates on the historical and educational context of English language instruction in Algerian primary schools. It shed light on the recent curriculum changes and the implementation of the 5th-year English textbook, which serves as a key resource for both teachers and students. Additionally, the research problem and questions are formulated to guide the study, focusing on teachers' perceptions, the challenges they face, and the strategies they employ to enhance textbook usage. The research objectives are clearly defined, aligning with the research questions to ensure a structured investigation. The scope of the study is delineated, specifying the study's focus on Algerian 5th-year primary school teachers while acknowledging its limitations, including time constraints, regional specificity, and methodological considerations. The significance of the study is discussed, emphasizing its contribution to the understanding of English textbook effectiveness and potential improvements in language teaching practices.

CHAPTER TWO LITERATURE REVIEW

2.1 Introduction

Textbooks play a crucial role in the teaching and learning process, serving as a primary resource for both teachers and students. In language education, textbooks provide structured content, activities, and instructional guidance, shaping the way students acquire language skills. As English has gained prominence as a global language, the selection and use of effective textbooks have become a central concern in English language teaching (ELT).

The significance of textbooks in language education has been widely recognized in educational research. According to Cunningsworth (1995), textbooks function as a framework that guides teachers in their instructional practices while also offering learners essential exposure to linguistic input. Despite the availability of various teaching resources, textbooks remain the dominant tool in many classrooms, particularly in contexts where access to supplementary materials is limited (Richards, 2001).

In the Algerian educational system, the introduction of English as a subject in primary schools represents a significant shift in language policy. With the introduction of the 5th-year English language textbook, teachers have had to navigate the opportunities and challenges presented by this new material. While the textbook is designed to facilitate language learning at an early stage, its effectiveness depends on various factors, including teachers' perceptions, the alignment of its content with pedagogical goals, and the availability of supporting resources.

Teachers' perceptions of the textbook play a pivotal role in its successful implementation. Their views on its structure, content, and usability influence how they adapt and use it in the classroom. Some educators may find the textbook well-structured and beneficial, while others may encounter difficulties in aligning it with their teaching methodologies. Additionally, external challenges, such as classroom size, student engagement, and material accessibility, can further impact how teachers perceive and utilize the textbook in their teaching practices.

This chapter explores the role of textbooks in English language teaching, with a particular focus on the 5th-year English textbook used in Algerian primary schools. The discussion begins with an overview of the function and significance of textbooks in language learning. It then examines the specific case of English language education in Algeria, highlighting the objectives and characteristics of the 5th-year English textbook. The chapter also investigates teachers' perceptions of the textbook, the factors that shape these perceptions, and the challenges they face

in using it effectively. Finally, it reviews strategies that teachers employ to overcome these challenges, drawing insights from previous studies on textbook evaluation and teacher experiences.

2.1.1 Importance of Teaching English at an Early Age

Teaching English at an early age has become a strategic focus in educational systems across the globe, and this emphasis is supported by both linguistic and cognitive research. Young learners are believed to possess greater cognitive flexibility and neuroplasticity, which enable them to acquire new languages more naturally and effortlessly compared to older learners (Lightbown & Spada, 2013). According to Ellis (2008), children exposed to English early are more likely to develop better pronunciation, fluency, and intuitive language use due to their heightened sensitivity to phonological features. These advantages are not only linguistic but also cognitive. In her influential work, Bialystok (2001) highlights that bilingual children often demonstrate superior cognitive control and metalinguistic awareness. This means that young learners who are exposed to a second language like English tend to be more adept at tasks that require switching attention, inhibiting irrelevant information, and analyzing the structure of language itself. Such skills contribute to improved academic performance and overall cognitive development. Bialystok's findings suggest that early English instruction can foster not only language acquisition but also deeper thinking skills that benefit learners across various subjects and learning domains. The early introduction of English also carries long-term academic and professional benefits. Crystal (2003) notes that English is the dominant language in fields such as science, technology, international trade, and higher education. Therefore, equipping learners with English skills from a young age increases their future access to global knowledge and opportunities. In line with this, many national education systems have adapted their policies to include English in the early years of schooling, believing that early exposure lays a more solid foundation for advanced language proficiency later on.

In the context of Algeria, the recent curriculum reform that introduces English at the primary level reflects a growing awareness of these global trends and benefits. Benrabah (2014) observes that Algeria's shift toward English is a strategic move to prepare future generations for global participation while reducing the historical overreliance on French. This decision not only aligns Algeria with international educational standards but also reflects broader socio-political and economic ambitions. By teaching English at an early age, Algerian policymakers aim to empower

learners with a tool that enhances their academic mobility and competitiveness in an increasingly interconnected world.

Taken together, the cognitive, linguistic, and strategic advantages of early English instruction make a compelling case for its inclusion in primary education. However, the successful implementation of this policy depends on the availability of appropriate materials, trained teachers, and supportive infrastructure factors that are discussed in the subsequent sections.

2.1.2 Methods and Approaches in Primary English Teaching

Teaching English to young learners requires approaches that are developmentally appropriate, engaging, and communicative. Over the years, educators have explored and implemented a variety of teaching methods tailored to the cognitive and emotional needs of primary school students. Each approach offers unique strengths and has varying levels of effectiveness depending on classroom conditions, student background, and teacher training.

One of the most widely adopted methods is Communicative Language Teaching (CLT), which emphasizes meaningful interaction over rote memorization. CLT encourages learners to use English in authentic situations, fostering fluency and confidence. Harmer (2007) explains that CLT enhances student engagement by integrating real-life communication activities such as storytelling, songs, and role-play, which are particularly effective for young learners. Similarly, Cameron (2001) advocates for CLT in early education, highlighting its potential to lower anxiety and create a supportive learning environment.

Another influential method is Task-Based Language Teaching (TBLT), which focuses on the completion of real-world tasks using the target language. According to Ellis (2003), TBLT promotes active learning and language use through tasks like group projects, problem-solving, and games. These activities not only reinforce linguistic input but also develop learners' collaboration and critical thinking skills. Willis (1996) further argues that TBLT offers a dynamic alternative to traditional grammar-focused instruction, especially in contexts where learner participation is a key objective.

Total Physical Response (TPR) is also highly effective in primary classrooms. Developed by Asher (1969), TPR links physical movement to language input, helping children internalize vocabulary and instructions through embodied learning. Cameron (2001) supports TPR as a low-

stress approach that aids memory retention and improves learner motivation. For instance, when students physically act out commands like "stand up" or "open your book," they engage multiple senses, which reinforces language comprehension.

Despite the growing emphasis on communicative and task-based methods, the Grammar-Translation Method (GTM) continues to be used in some settings. GTM relies on direct translation and grammatical explanations, focusing more on reading and writing than speaking or listening (Richards & Rodgers, 2014). While GTM can help learners understand language rules, its lack of interaction may hinder oral fluency and spontaneous communication, particularly among young learners (Larsen-Freeman, 2011). As such, many educators argue that GTM is better suited for older learners or as a supplement to more communicative approaches.

2.1.2.1 Communicative Language Teaching (CLT)

Communicative Language Teaching (CLT) is one of the most prominent and widely endorsed approaches in English language education, particularly suitable for young learners. Rooted in the idea that language learning is best achieved through communication, CLT prioritizes the development of learners' communicative competence rather than their mastery of isolated grammatical forms (Richards, 2006). This method encourages the use of language in meaningful contexts, enabling students to function more naturally in real-life interactions.

In primary education, CLT has been shown to be particularly effective because it aligns with the developmental characteristics of young learners, who tend to be more responsive to interactive, playful, and meaningful learning experiences. According to Harmer (2007), CLT enhances learner motivation by involving students in activities such as role-playing, group discussions, storytelling, and songs tasks that mimic real-world communication and lower affective filters. These activities not only promote speaking and listening skills but also nurture learners' confidence and willingness to take linguistic risks.

Cameron (2001) further supports CLT for early learners by emphasizing the importance of meaningful input and student interaction. She notes that the communicative environment fosters both language comprehension and production, as children naturally engage in using English to express ideas, ask questions, and respond to others. This is particularly important in large classrooms, like those in many Algerian primary schools, where active engagement can be a

challenge. CLT's emphasis on pair and group work helps manage classroom dynamics while increasing participation and peer collaboration.

Despite its advantages, CLT also presents certain implementation challenges, especially in contexts where teacher training or resources are limited. As highlighted by Bouhadiba (2021), Algerian teachers may struggle with applying CLT principles if they lack sufficient pedagogical training in communicative strategies or access to appropriate materials. In such situations, teachers may revert to more traditional, teacher-centered approaches despite understanding the theoretical benefits of CLT. Moreover, class sizes and rigid curricula can restrict the flexibility required for fully communicative lessons (Reinders & Hubbard, 2013).

Nevertheless, CLT remains a vital component of effective English language instruction in primary education. When supported by ongoing teacher training and suitable classroom resources, it can significantly enhance students' language development by creating a supportive and meaningful learning environment. For Algerian schools transitioning into English instruction, embedding CLT principles even gradually offers a promising path toward more engaging and effective English education.

2.1.2.2 Task-Based Language Teaching (TBLT)

Task-Based Language Teaching (TBLT) is a learner-centered approach that emphasizes the use of authentic language through the completion of meaningful tasks. Instead of focusing on isolated linguistic forms, TBLT promotes learning by engaging students in real-world activities that mirror natural communication. According to Willis (1996), tasks in this approach are designed to require the active use of language, enabling learners to develop fluency, accuracy, and confidence simultaneously.

In primary English classrooms, TBLT aligns well with the cognitive and emotional needs of young learners. Ellis (2003) highlights that task-based learning allows children to acquire language naturally by using it as a tool to complete engaging challenges, such as creating posters, solving puzzles, or acting out stories. These activities foster a sense of purpose and collaboration, making language learning more interactive and enjoyable. Moreover, because tasks often involve problem-solving and teamwork, they help develop critical thinking and social skills alongside linguistic competence.

TBLT is particularly valuable in settings where student engagement is a priority. In large, mixed-ability classrooms, such as those commonly found in Algerian primary schools, task-based activities offer opportunities for differentiated instruction. Learners can work at their own pace, and teachers can adjust task complexity to meet varying levels of proficiency (Reinders & Hubbard, 2013). Additionally, tasks can be designed to reflect students' cultural and everyday experiences, which increases their relevance and motivational value (Nunan, 2004).

Despite these benefits, the practical implementation of TBLT can be challenging. Teachers may require specific training to design and manage tasks effectively, and such professional development is often limited in the Algerian context. Bouhadiba (2021) notes that while Algerian educators are increasingly open to student-centered methodologies, constraints such as time pressure, textbook rigidity, and large class sizes can limit the feasibility of fully task-based lessons. Furthermore, some teachers may struggle with balancing communicative tasks and grammar instruction, especially when assessment systems remain focused on traditional language forms (Harmer, 2007).

Nevertheless, TBLT remains a powerful approach when adapted to local classroom realities. Even simple task-oriented activities such as describing daily routines, planning imaginary trips, or solving classroom challenges in English can stimulate language use and improve students' communicative competence. For Algerian primary schools, gradually integrating TBLT strategies alongside textbook content may serve as a bridge between traditional teaching practices and more interactive, learner-centered instruction.

2.1.2.3 Total Physical Response (TPR)

Total Physical Response (TPR) is a language teaching method that combines physical movement with verbal input to enhance language acquisition, particularly in young learners. Developed by James Asher (1969), Total Physical Response (TPR) is based on the idea that language acquisition is most effective when learners engage in physical activity as part of the learning process.. It mimics the way children learn their first language by listening and responding physically before they begin speaking. This makes it particularly suitable for early English education, where engagement, comprehension, and retention are essential.

The core principle of TPR is that students respond to commands given in the target language through physical actions. For example, when the teacher says "stand up" or "open your

book," students perform the corresponding action. This kinesthetic involvement helps learners associate language with meaning, reinforcing memory through bodily experience. According to Cameron (2001), TPR reduces the anxiety often associated with language learning by allowing children to demonstrate understanding non-verbally before they are required to speak. This is especially helpful in the early stages of language acquisition, where building confidence is just as important as building vocabulary.

Moreover, TPR is effective in maintaining classroom energy and focus, particularly in large or mixed-ability classrooms. Harmer (2007) explains that young learners often have short attention spans, and TPR addresses this by incorporating movement and variety into the lesson structure. This makes it an ideal approach in Algerian primary schools, where teachers frequently face challenges such as overcrowded classrooms and limited resources. Bouhadiba (2021) emphasizes that physical engagement through TPR not only supports comprehension but also fosters a more inclusive and dynamic classroom environment.

Despite its strengths, TPR is not without limitations. It is most effective for teaching vocabulary, action verbs, and basic sentence structures, but may be less applicable when dealing with abstract language or more complex grammatical points (Lightbown & Spada, 2013). Additionally, overreliance on TPR can result in a lack of development in productive language skills if not complemented with speaking and writing activities. As such, many researchers recommend using TPR as part of a broader communicative approach rather than as a standalone method (Larsen-Freeman, 2011).

In the Algerian context, where English is a new addition to the primary curriculum, TPR offers an accessible and low-cost teaching strategy. With minimal materials required and high student engagement, it presents a practical solution for introducing English in a fun, memorable, and developmentally appropriate way. When combined with other interactive methods like CLT or TBLT, TPR can play a key role in laying the groundwork for effective language acquisition in early education.

2.1.2.4 The Grammar-Translation Method (GTM)

The Grammar-Translation Method (GTM) is one of the oldest approaches to language teaching, rooted in classical education and originally used for teaching Latin and Greek. This method emphasizes the explicit teaching of grammar rules and the translation of sentences

between the target language and the learner's native language. According to Richards and Rodgers (2014), GTM focuses heavily on reading and writing, often neglecting listening and speaking skills. While widely regarded as outdated by modern standards, GTM is still used in many educational settings, especially where traditional academic practices remain influential.

In the context of primary English teaching, GTM presents both benefits and drawbacks. On one hand, it offers structure and clarity. Teachers can rely on rules and direct translations to explain difficult language points, which may be comforting in environments where teachers or students have limited English proficiency (Larsen-Freeman, 2011). This is particularly relevant in Algeria, where many primary school teachers are still adapting to teaching English and may fall back on familiar teaching styles rooted in translation and grammatical explanation (Bouhadiba, 2021). GTM can also be useful in reinforcing written accuracy, especially in formal classroom settings with examination-oriented goals.

However, the method is often criticized for its lack of focus on communicative competence. It rarely encourages spontaneous language use, interaction, or listening comprehension skills that are essential for real-world communication (Harmer, 2007). As a result, students may become adept at memorizing rules and vocabulary without being able to use the language in practical situations. Cameron (2001) argues that for young learners in particular, such passive learning strategies can lead to disengagement and hinder the development of oral fluency.

Another concern with GTM is that it may not align well with the learning styles of young children. Primary learners benefit more from interactive, playful, and contextualized activities than from abstract grammar explanations and rote memorization. Moreover, in multilingual contexts like Algeria, reliance on translation can lead to interference from multiple languages Arabic, Berber, and French potentially complicating rather than simplifying the learning process (Chouiref, 2020).

Despite these challenges, GTM is still present in some Algerian classrooms, either intentionally or unintentionally, due to habit, curriculum pressure, or limited teacher training in alternative methods. While it may offer a sense of security for novice teachers, its limitations highlight the need for ongoing professional development that introduces more communicative, learner-centered strategies. When used sparingly and in combination with methods like CLT or TPR, GTM may still serve a supportive role in clarifying complex language points, particularly for reading and grammar-focused lessons.

2.1.3 Challenges in Teaching English in Primary Schools

2.1.3.1 Pedagogical and Cognitive Challenges

One of the most persistent and fundamental challenges in teaching English at the primary level in Algeria lies in the domain of pedagogy and cognitive development. The cognitive readiness of learners at this early stage of education requires highly specific teaching approaches that align with their developmental stage. However, the current pedagogical models applied in Algerian classrooms often fall short of meeting these unique needs, largely due to the limited adaptation of foreign language teaching strategies to suit young learners (Cameron, 2001; Pinter, 2011).

Young learners in primary school are typically at a stage where abstract thinking is still developing. As such, they require a teaching approach that is concrete, interactive, and rooted in meaningful, contextual experiences. However, observations and teacher reports from across various Algerian primary institutions suggest that lessons often remain heavily grammar-focused and textbook-driven, with little room for communicative language use, play-based learning, or meaningful language immersion (Bourouba, 2022). This method does not correspond to how children learn best, especially in a foreign language context. Unlike adults, children acquire languages more naturally through interaction and contextualization, rather than through metalinguistic explanation or rote memorization (Lightbown & Spada, 2013).

Moreover, the mental processing capacity of children is different from that of older learners. They are easily distracted, need repetition, and benefit greatly from routine and structure in classroom management. However, the current pedagogical practices in many Algerian classrooms do not fully incorporate these principles. Teachers often find themselves struggling to manage young learners' attention spans while simultaneously delivering content-heavy lessons mandated by rigid syllabi (Garton & Copland, 2019). In the absence of age-appropriate materials and adaptable lesson plans, educators may revert to using traditional techniques that are ineffective and demotivating for children, such as translation exercises or copying vocabulary.

Adding to the problem is the lack of differentiation in instructional strategies. Most teachers, according to recent reports, deliver lessons in a "one-size-fits-all" format, paying little attention to varied learning styles or multiple intelligences. This is partly because they are not trained in child-centered methodologies, but also due to time constraints and large class sizes,

which hinder personalized instruction (Boudjella, 2023). The result is that many learners become disengaged or confused, especially those who struggle with the pace or format of the instruction.

Another cognitive challenge is the issue of early multilingualism. Algerian children often begin school already juggling at least two languages Modern Standard Arabic and Algerian Arabic and sometimes French. Introducing English into this mix can cause interference, particularly when children are still mastering their first language literacy skills. Research by García and Wei (2014) emphasizes the importance of recognizing translanguaging practices among multilingual learners; however, these practices are not yet well integrated into the Algerian EFL context. Instead of leveraging children's existing language knowledge as a scaffold, the classroom environment often promotes a rigid separation of languages, making it more difficult for learners to form cross-linguistic connections.

Furthermore, teachers often find themselves under pressure to prioritize syllabus completion over deep understanding. The official guidelines emphasize finishing textbook units within limited timeframes, often overlooking the reality of children's learning pace and processing needs (MEN, 2023). This prioritization can compromise the quality of instruction and deny children the chance to fully absorb or apply new language skills in meaningful ways.

Pedagogical and cognitive challenges in Algerian primary schools are not simply about teaching methods; they are rooted in systemic misalignments between the developmental needs of young learners and the instructional approaches currently in use. Addressing these issues requires a significant rethinking of classroom strategies, teacher training, material design, and curricular flexibility to ensure that teaching English becomes both effective and engaging for young Algerian learners.

2.1.3.2 Luck of Teacher Training and Professional Development

A major factor influencing the success of English instruction in Algerian primary schools is the preparedness of the teaching workforce. The sudden implementation of English as a subject at the primary level, beginning with the 2022 reform, created an urgent demand for qualified teachers who are both proficient in English and skilled in teaching young learners. However, the rollout of this policy has outpaced the development of corresponding training programs, leading to significant challenges in teacher readiness, both linguistically and pedagogically (Bouhadiba, 2021; Ameziane, 2023).

In many cases, teachers assigned to teach English at the primary level are originally trained to teach other subjects, such as Arabic or French, and possess only basic knowledge of English. This linguistic gap poses a critical challenge to delivering lessons confidently and accurately. Harmer (2007) emphasizes that language teachers need more than passive knowledge of the language; they must be capable of actively modeling correct pronunciation, engaging in spontaneous conversation, and adapting their language to suit different learner levels. Without a solid command of English, teachers may struggle to conduct classes entirely in the target language, often resorting to translation or code-switching, which can impede learners' immersion in English (Richards, 2015).

Beyond language proficiency, a more pressing issue lies in the lack of methodological training specific to teaching English to young learners. Many primary school teachers are unfamiliar with child-centered approaches such as Total Physical Response (TPR), storytelling, songs, games, and task-based learning. These techniques are crucial for maintaining learner engagement and facilitating natural language acquisition in young children (Cameron, 2001; Pinter, 2011). However, due to a lack of targeted pre-service and in-service training, teachers often rely on teacher-centered methods, such as rote memorization, grammar drills, and translation exercises, which are more suitable for older learners and less effective with children (Garton & Copland, 2019).

The problem is further compounded by the limited availability and inconsistency of professional development programs. While the Ministry of National Education has made some efforts to provide orientation sessions for primary English teachers, these tend to be short-term, theory-heavy, and delivered in a one-size-fits-all format (MEN, 2022). Such workshops often fail to provide hands-on strategies or classroom-ready tools that teachers can apply directly. As a result, teachers are left to interpret the curriculum and textbooks independently, sometimes misapplying the suggested methods or avoiding them altogether due to a lack of confidence (Tomlinson, 2012).

In addition, there is a notable absence of continuous professional development (CPD) frameworks that would allow teachers to grow in their roles over time. Ongoing CPD has been identified as essential for language teachers to remain updated on pedagogical innovations, reflective practices, and classroom management techniques (Reinders & Hubbard, 2013; Nation & Macalister, 2010)

In the Algerian context, however, opportunities for reflection, peer collaboration, or mentoring are rare, as professional development structures remain underdeveloped and inconsistent across educational institutions (Bouzid, 2021; Ghouati, 2022). These limitations often result in teachers working in isolation, with limited access to communities of practice or sustained pedagogical support. Teachers are often isolated in their practice, lacking communities of support or access to academic resources that could help refine their teaching. This isolation means that many educators work independently, without regular opportunities to share experiences, discuss challenges, or co-develop strategies with colleagues. In contexts like Algeria, where formal mentoring systems and professional learning communities are still emerging, such isolation can hinder professional growth and limit exposure to new pedagogical approaches, updated materials, or evidence-based methodologies (Bouzid, 2021; Ghouati, 2022).

Another key concern is the evaluation and follow-up mechanisms for professional development. There is little evidence that training effectiveness is being monitored or that feedback is collected from participants to improve future sessions. This disconnect between policy and classroom reality can lead to a cycle of underperformance and frustration, as teachers are expected to meet ambitious curriculum goals without the training or support needed to do so effectively (Boukhatem, 2020).

To address these challenges, a more strategic and sustainable approach is required. This includes designing and delivering teacher education programs that are not only linguistically and pedagogically focused but also responsive to the specific needs of Algerian classrooms. Training should be practical, ongoing, and embedded within the realities teachers face offering support in classroom management, material adaptation, and multilingual awareness. Only through such systemic investment can the gap between policy and practice be meaningfully bridged.

2.1.3.3 Limited Resources and Linguistic Interference

A central challenge affecting the implementation of English instruction in Algerian primary schools is the lack of sufficient resources and the complications posed by a multilingual linguistic environment. These two issues though seemingly distinct are deeply intertwined, as the absence of pedagogical materials often exacerbates the difficulties teachers and learners face in navigating linguistic interference. Together, they create a classroom context that restricts communicative practice, lowers learner motivation, and impairs overall language acquisition outcomes.

In many public schools across Algeria, especially in rural and underfunded urban areas, teachers report a severe shortage of basic teaching materials. Essential tools such as flashcards, posters, realia, storybooks, audio equipment, and digital aids are either unavailable or outdated (Benmoussat, 2016; Rouabhia, 2023). This shortage makes it difficult to deliver engaging and multisensory lessons that support the needs of young learners, who depend heavily on visual and auditory input for understanding new language structures (Lightbown & Spada, 2013). As a result, teachers are often left to rely exclusively on the textbook, which, while useful, cannot substitute the variety and interactivity needed for effective early language learning (Tomlinson, 2012).

Furthermore, the lack of photocopying equipment, internet access, and English-language libraries limits teachers' ability to create or source supplementary materials. This restricts the differentiation of instruction based on students' varied abilities and learning styles, particularly in large classrooms where students progress at different rates (Nation & Macalister, 2010). Without access to adaptable resources, it becomes challenging for teachers to implement communicative activities, support struggling learners, or extend high-performing students beyond the textbook content.

In parallel with these material constraints, Algerian classrooms face persistent linguistic interference due to the country's complex sociolinguistic landscape. Most students enter school speaking Algerian Arabic or Tamazight as their mother tongue, while French continues to dominate in science and administration. The introduction of English as an additional language often leads to phonological, lexical, and syntactic confusion, particularly in the early stages of learning (Boukhatem, 2020). For instance, learners may pronounce English words with French stress patterns, apply Arabic sentence structures, or mix vocabulary from all three languages, leading to what Rezig (2011) refers to as "linguistic entanglement."

Teachers must navigate these cross-linguistic interferences without sufficient training in contrastive analysis or multilingual pedagogy. Harmer (2007) argues that in multilingual contexts, teachers must be prepared to identify and address interference patterns, providing clear explanations and scaffolding to help learners distinguish between language systems. Yet, in many Algerian schools, educators have not been trained to anticipate or manage these challenges. Consequently, errors often go unaddressed or are handled through translation, which may reinforce rather than resolve interference (Richards & Rodgers, 2014).

The scarcity of bilingual or trilingual materials tailored to the Algerian learner's linguistic profile further deepens the issue. Materials designed in monolingual contexts are often imported without adaptation, failing to acknowledge the realities of learners who already juggle multiple languages on a daily basis. This mismatch can alienate learners and make the learning process seem disconnected from their lived experiences (Benson & Voller, 2022). When learners cannot see the relevance of English in their own linguistic and cultural context, they may become disengaged, viewing the subject as unnecessarily difficult or foreign.

To mitigate these intertwined challenges, there is a need for systemic investment in both pedagogical infrastructure and multilingual teacher training. Providing schools with age-appropriate, culturally relevant, and multimodal teaching materials is crucial. At the same time, teacher development programs must include modules on managing linguistic interference, promoting cross-linguistic awareness, and leveraging students' prior language knowledge to facilitate English learning. Without addressing both resource limitations and linguistic complexity, efforts to improve English instruction in Algerian primary schools will remain incomplete.

2.1.3.4 Classroom Environment and Student Engagement

The classroom environment plays a critical role in shaping the success or failure of language instruction, particularly at the primary school level. In Algeria, the physical and psychological aspects of classroom settings frequently present serious challenges to the effective teaching of English. Among the most commonly reported issues are overcrowded classrooms, rigid seating arrangements, lack of audiovisual support, and insufficient learner participation. These factors collectively hinder student engagement a key component in the early stages of foreign language acquisition (Cameron, 2001; Garton & Copland, 2019).

One of the most persistent problems affecting the classroom environment is class size. In many Algerian public schools, English is taught to groups of 35 to 45 pupils at once, far exceeding the recommended size for communicative language teaching (Bouhadiba, 2021). According to Brown (2007), large class sizes make it extremely difficult to implement learner-centered strategies such as pair work, role-play, or collaborative projects. Teachers may feel compelled to abandon interactive methods in favor of lecture-style instruction simply to maintain order and meet curriculum deadlines. This limits student talk time and reduces opportunities for meaningful language use, which is essential in the early stages of learning a foreign language (Richards & Rodgers, 2014).

Moreover, physical conditions of classrooms are often less than ideal. Many classrooms are poorly ventilated, lack proper lighting, and have rigid, exam-oriented desk layouts that inhibit movement and group interaction. The absence of dedicated English classrooms with visual aids, posters, or English corners prevents the creation of an immersive environment where learners can engage with the language beyond the textbook (Reinders & Hubbard, 2013). Such environments are especially important for young learners, who benefit greatly from colorful, stimulating visuals and kinesthetic activities to maintain focus and absorb new vocabulary (Lightbown & Spada, 2013).

In addition to physical limitations, behavioral management becomes increasingly complex in such constrained spaces. Primary school learners are naturally active and curious, but in overcrowded and under-resourced settings, their energy often manifests as distraction or disruption. Teachers, particularly those without experience in managing large groups of children, may find it difficult to maintain discipline while simultaneously delivering engaging lessons. According to Harmer (2007), effective classroom management in language learning environments requires flexibility, spontaneity, and a diverse set of activities that are hard to meet in rigid, overburdened systems.

Student engagement is further compromised when the teaching methods and content do not align with learners' interests or cognitive levels. If tasks are too repetitive, disconnected from learners' lives, or linguistically inaccessible, pupils may become bored or discouraged. Garton and Copland (2019) emphasize that young learners engage best when lessons are dynamic, relatable, and embedded in real-world contexts. However, in Algeria, where many teachers follow the textbook strictly due to curriculum pressure or lack of training, the content is often delivered without contextual adaptation or variety. As a result, learners may struggle to see the purpose of learning English, leading to a decline in motivation and participation.

Language anxiety is another critical factor tied to the classroom environment. Many pupils feel hesitant to speak English out loud due to the fear of making mistakes or being corrected in front of their peers. In multilingual contexts like Algeria, where learners may already feel overwhelmed switching between Arabic, French, and Tamazight, this anxiety is magnified (Boukhatem, 2020). Teachers who are untrained in creating a safe, supportive atmosphere may unintentionally reinforce these fears by focusing on errors or using excessive correction, rather than encouraging risk-taking and fluency.

To create a more positive and effective classroom environment, several interventions are necessary. Research suggests that reducing class sizes can significantly improve student engagement and instructional quality, particularly in language learning contexts (Blatchford et al., 2011). Schools must invest in improving classroom infrastructure to support interactive and collaborative learning, as poor physical conditions can negatively impact both teaching and learning outcomes (Earthman, 2004).

At the same time, teachers require targeted training in behavior management, inclusive pedagogies, and learner-centered teaching approaches. Effective professional development in these areas has been shown to improve classroom climate and student achievement (Desimone, 2009). Adapting lesson content to students' interests, local culture, and real-life experiences is also essential for enhancing motivation and attention, especially among young learners (Deci & Ryan, 2000; Dornyei, 2001).

When learners feel physically comfortable, emotionally supported, and intellectually stimulated, they are more likely to participate actively and develop meaningful competence in English (Niemiec & Ryan, 2009).

2.1.3.5 Curriculum Design and Policy Constraints

While the introduction of English into Algerian primary schools represents a progressive step toward educational modernization, the implementation of this reform has exposed several structural challenges embedded in curriculum design and educational policy. These challenges affect not only what is taught, but how teaching is carried out, placing pressure on teachers to meet official goals that are often misaligned with classroom realities (Bouhadiba, 2021; Ameziane, 2023).

One of the most significant issues lies in the rapid and top-down implementation of curriculum reform. The 2022 decision by the Ministry of National Education to introduce English from the third year of primary school, although well-intentioned, was launched without the preparatory phase typically required for such a shift (Ministry of National Education, 2022). As a result, many teachers found themselves expected to teach a subject for which they had not been formally trained, using materials that had not been thoroughly piloted. As Graves (2000) points out, curriculum development must be context-sensitive and participatory; reforms that are imposed without adequate teacher input or piloting are often met with resistance or confusion.

The content of the curriculum itself has also come under scrutiny. Teachers report that the learning objectives outlined in the national curriculum are ambitious and sometimes unrealistic, especially given the limited number of English sessions per week usually only one or two in many schools (Boudjella, 2023). This makes it difficult to achieve deep learning or communicative fluency within the limited time available. The curriculum's heavy focus on covering textbook units, often at the expense of oral practice and meaningful interaction, creates a "coverage-over-comprehension" dilemma (Tomlinson, 2012).

Another problem concerns the rigidity of the syllabus and assessment expectations. Teachers are typically required to follow the textbook in a linear fashion, completing a set number of units within the school year, regardless of student progress or contextual challenges. According to Richards (2015), overly prescriptive curricula restrict teachers' autonomy and ability to adapt instruction to meet learners' needs. In the Algerian context, this rigidity leaves little room for differentiation or innovation, particularly in mixed-ability classes where some students may need reinforcement while others are ready to move ahead.

Moreover, the lack of alignment between curriculum goals and assessment methods further complicates the situation. While the national curriculum promotes communicative competence and active learning, the evaluation tools often prioritize vocabulary recognition, grammar accuracy, and writing over speaking and listening skills (Benson & Voller, 2022). This creates a disconnect between what is valued in theory and what is measured in practice, pushing teachers to focus on what will be tested rather than what is pedagogically sound. Harmer (2007) notes that such mismatches can demotivate both teachers and students, particularly when assessments fail to capture learners' actual communicative abilities.

Policy-level constraints are also evident in the absence of long-term planning and follow-up. Teachers receive limited guidance on how to interpret or implement curriculum documents, and there are few opportunities for feedback or professional dialogue around curriculum effectiveness. Reinders and Hubbard (2013) emphasize the importance of continuous support and curriculum evaluation to ensure that reforms are functioning as intended. In Algeria, however, the lack of a feedback loop means that policy is rarely adjusted based on classroom outcomes, leaving teachers to navigate a reform process that feels static and disconnected from their lived experience.

In conclusion, curriculum design and policy constraints present serious obstacles to effective English language instruction in Algerian primary schools. While the decision to include English in early education is commendable, its success depends on how well curriculum content, pacing, teacher support, and assessment practices are aligned. Without thoughtful coordination between these elements, educational reform risks being reduced to symbolic change rather than substantive improvement in teaching and learning.

2.2 The Role of Textbooks in Language Learning

Textbooks are a central component of language education, particularly in primary school settings where they often serve as the primary instructional resource. In contexts like Algeria, where English has only recently been introduced at the primary level, textbooks play an even more crucial role in guiding both teaching and learning. This section explores the functions, theoretical foundations, and practical implications of language textbooks, focusing on how they support curriculum goals and classroom instruction.

2.2.1 Theories of Language Textbooks

Textbooks play a fundamental role in language education, acting as a structured guide for both teachers and learners. They offer a sequenced syllabus, instructional activities, and standardized content that aligns with national curriculum objectives (Richards, 2015). In the context of Algerian primary schools, where English is a new subject, the textbook often becomes the main if not the only pedagogical tool available to teachers. Understanding textbook theories is, therefore, essential to evaluate how well the 5th-year English textbook serves its intended purpose.

One key theory is that textbooks serve as a major source of linguistic input for learners, particularly in contexts where exposure to authentic English outside the classroom is limited. According to Krashen’s Input Hypothesis (1985), learners acquire language when they are exposed to input that is slightly above their current proficiency level (i+1). In Algerian primary classrooms, where students are absolute beginners, the textbook provides graded exposure to basic vocabulary, phrases, and sentence structures. This input is essential for initiating comprehension and supporting the development of listening and reading skills.

Another important perspective is that textbooks offer a clear instructional framework. Richards (2015) emphasizes that textbooks help organize classroom activities and set expectations

for both teachers and learners. They determine the pacing of the course, the sequencing of topics, and the kinds of tasks that are introduced. This is especially relevant in Algeria, where many teachers are new to English instruction and may rely heavily on the textbook to structure their lessons. In such contexts, the textbook functions almost like a script, offering consistency and predictability.

Tomlinson (2012) argues that well-designed textbooks also support learner autonomy. By including review sections, self-assessment tasks, and reflective activities, textbooks can help learners monitor their own progress and build confidence. This aligns with modern, learner-centered approaches that encourage students to take an active role in their learning. In the 5th-year textbook, "My Portfolio" and "I can…" checklists are examples of how learners are encouraged to think about what they've learned. Though still teacher-led, such elements mark a shift toward more independent engagement with language.

These three perspectives contribute directly to this research, which seeks to evaluate how teachers perceive and use the 5th-year English textbook. By considering these theories, the study can assess whether the textbook is effective in providing input, guiding instruction, and fostering learner autonomy all crucial factors in successful language education. Moreover, analyzing teacher feedback in light of these theoretical roles allows for a more nuanced understanding of how the textbook functions in Algerian classrooms and whether it meets the needs of both students and educators.

Krashen's Input Hypothesis (1985),

which posits that language acquisition occurs when learners are exposed to comprehensible input slightly beyond their current proficiency level. Textbooks facilitate this process by presenting graded materials that introduce new language structures in a manageable way.

Vygotsky's (1978) socio-cultural theory

It emphasizes the importance of scaffolding in learning, where textbooks provide structured support that guides learners from basic to more complex language use. Textbooks also reflect pedagogical ideologies, shaping teaching methods and learning strategies. Some are designed with a focus on grammatical accuracy, while others emphasize communicative competence through task-based and interactive exercises (Harwood, 2010). Their role extends

beyond content delivery, as they influence classroom interactions, teacher autonomy, and student engagement in the learning process.

2.2.2 Advantages and Limitations of Textbooks

Textbooks offer several advantages in language learning. They provide a consistent and coherent structure, ensuring that learners receive systematically organized knowledge (Ur, 2012). They also serve as a reliable reference for both teachers and students, particularly in contexts where additional learning resources are limited (Nation & Macalister, 2010). Moreover, textbooks align with assessment frameworks, helping students prepare for standardized tests and evaluations (Richards, 2015). Despite these benefits, textbooks also present certain limitations. One major concern is their rigidity; they may not always cater to the diverse needs of learners, particularly in heterogeneous classrooms where students have varying proficiency levels (Tomlinson, 2012). Additionally, some textbooks may become outdated, failing to reflect contemporary language use and cultural contexts. In many cases, commercial textbooks may prioritize market demands over pedagogical effectiveness, leading to content that is either too generalized or disconnected from real-life communication (Harwood, 2010).

Furthermore, the reliance on textbooks can sometimes limit teacher creativity and flexibility. Some educators may strictly adhere to the textbook without adapting lessons to suit their students' interests or needs (Graves, 2000). This can lead to a lack of engagement and reduced opportunities for interactive, learner-centered instruction.

2.2.3 The Role of Digital and Supplementary Materials

In response to the limitations of traditional textbooks, digital resources and supplementary materials have gained increasing importance in language education. Online platforms, interactive applications, and multimedia resources provide dynamic alternatives that enhance student engagement and facilitate personalized learning (Reinders & Hubbard, 2013). These materials often incorporate audio-visual elements, allowing learners to practice listening and speaking skills in authentic contexts.

Supplementary materials, such as workbooks, teacher-created activities, and real-world texts, help bridge the gaps found in textbooks. They offer additional practice, cater to different learning styles, and allow for more flexibility in instruction (Nation & Macalister, 2010). For

instance, in classrooms where textbooks lack sufficient speaking activities, teachers can integrate role-plays, debates, or project-based tasks to complement the curriculum.

Digital tools also provide opportunities for interactive learning through gamification, collaborative exercises, and instant feedback mechanisms. These resources support differentiated instruction, ensuring that students can progress at their own pace and receive targeted support in areas where they struggle (Chapelle & Sauro, 2017).

2.3 English Language Education in Algeria

2.3.1 Historical Background and Policy Changes

The integration of English into Algeria's educational system has evolved over several decades, shaped by shifting political agendas and changing global linguistic dynamics. Algeria's linguistic identity is historically rooted in its colonial past, with French deeply embedded in its education system, governance, and professional spheres long after the country gained independence in 1962 (Benrabah, 2013). In response to this lingering colonial influence, the Algerian government implemented a series of Arabization policies aimed at reestablishing Arabic as the dominant language in public life. These policies sought to promote classical Arabic in education and administration as a means of national and cultural reclamation (Grandguillaume, 2004).

Despite these efforts, France continued to maintain a strong presence due to its practical and institutional role, particularly in scientific, medical, and technical disciplines. However, in the last two decades, English has gained increasing prominence worldwide as the global lingua franca, particularly in fields such as science, technology, diplomacy, and international education (Crystal, 2003). This global shift has not gone unnoticed in Algeria. The rise of English as a symbol of international connectivity and economic advancement has prompted Algerian policymakers to reconsider the country's linguistic orientation and the need to prepare future generations for global participation (Benrabah, 2014).

The initial introduction of English into the Algerian education system took place in the 1970s, when it was offered as a foreign language at the secondary level, usually following instruction in either Arabic or French (Bouhadiba, 2021). During this period, English was regarded as an additional skill rather than a priority, receiving limited instructional time and relatively little policy focus. However, as English continued to dominate global communication

and access to international academic resources, Algerian decision-makers began to recognize its strategic importance. This growing awareness led to gradual reforms in curriculum design and language policy aimed at expanding the role of English in schools.

The most significant policy development occurred in 2022, when the Algerian Ministry of National Education officially announced the inclusion of English as a subject in primary education, beginning in the third year of schooling (Ministry of National Education, 2022). This move signaled a substantial shift in national language policy, with far-reaching implications for curriculum development, teacher training, and instructional materials. It also marked a deliberate step away from traditional reliance on French and toward linguistic diversification more in tune with global educational and economic demands.

This policy shift is widely interpreted as both a practical and symbolic decision practical in terms of aligning Algeria's educational outcomes with international benchmarks, and symbolic in its effort to reframe national identity in a global context. Introducing English at the primary level reflects a long-term vision of cultivating linguistic proficiency from an early age, thereby enhancing students' access to future academic, professional, and cultural opportunities (Harmer, 2007; Nation & Macalister, 2010). Nonetheless, while the policy change reflects forward-thinking intentions, its implementation poses several logistical and pedagogical challenges, including a shortage of qualified teachers and insufficient instructional resources, which will be discussed in the subsequent sections.

2.3.2 English in the Algerian Educational Curriculum

The status of English within the Algerian education system has evolved significantly over the years, moving from being a secondary foreign language to a growing priority in national educational reforms. Currently, English is taught at multiple levels:

- Primary Education: English instruction now begins in the third year of primary school, with a focus on basic vocabulary, simple sentence structures, and oral communication. The goal is to introduce students to the language in an engaging and interactive manner.
- Middle and Secondary Education: English is a compulsory subject from middle school onwards, with an emphasis on grammar, writing, reading comprehension, and speaking skills. By the time students reach the Baccalaureate level, they are expected to have an intermediate proficiency in English (Benrabah, 2014).

- Higher Education: Universities in Algeria increasingly require English proficiency for access to international academic resources and research. Some institutions have introduced English-taught programs, particularly in scientific and technical fields (Bouhadiba, 2021).

Despite these advancements, several challenges persist in implementing English instruction effectively. A major issue is the shortage of qualified English teachers, particularly in primary education, as the sudden introduction of the subject has outpaced teacher training programs. Additionally, disparities between urban and rural schools in terms of access to resources and instructional quality hinder uniform progress in English language acquisition.

Discuss more studies here

2.3.3 Influence of French on English Education

The long-standing dominance of French in Algeria has had a profound impact on the teaching and learning of English. Many students and teachers experience interference between French and English, as both languages share linguistic similarities, particularly in vocabulary and syntax (Rezig, 2011). This can be both an advantage and a challenge while cognates facilitate vocabulary acquisition, differences in pronunciation and grammar often lead to errors.

Moreover, French remains the primary foreign language in Algeria, with extensive institutional support and a deeply rooted presence in administration, higher education, and the job market. As a result, English has often been perceived as a secondary priority, despite increasing governmental support for its expansion. Some students and teachers struggle with balancing the demands of learning both languages, leading to varying levels of proficiency in English (Chouiref, 2020).

Another challenge is the availability of English learning materials. Given that much of Algeria's foreign language teaching resources have historically been in French, the transition toward English requires updated textbooks, teacher training programs, and digital resources tailored to the Algerian context. While recent initiatives have aimed to develop English-specific curricula, the influence of French still shapes pedagogical practices and language policies (Grandguillaume, 2004).

2.4 OVERVIEW OF THE 5TH-YEAR ENGLISH LANGUAGE TEXTBOOK

The 5th year English language textbook in Algeria plays a pivotal role in introducing young learners to English as part of the country's educational reforms. Designed for primary-level students, it follows a structured, theme-based approach that integrates listening, speaking, reading, and writing skills while aligning with the A1 CEFR proficiency level. The textbook emphasizes communicative competence through interactive activities, visual aids, and real-world tasks, fostering both language development and learner engagement. However, while it incorporates modern pedagogical approaches such as CLT and TBLT, some critiques highlight limitations in differentiation, cultural representation, and digital integration

2.4.1 Structure, Content, and Learning Objectives

The 5th-year English language textbook in Algeria serves as the cornerstone of English instruction at the primary level, forming part of the country's broader educational reform to introduce English from the early years. Its structure is deliberately organized to match students' developmental stages, following a spiraled curriculum that gradually introduces and reinforces linguistic features. Each unit is thematically arranged around familiar topics such as family, school, hobbies, and health, enabling learners to make meaningful connections between language input and real-life contexts (Boukellouz& Ariba, 2023).

The textbook consists of multiple units, with each unit incorporating a range of skills: listening, speaking, reading, and writing. These skills are not taught in isolation but are instead integrated through communicative tasks and learner-centered activities. For instance, dialogues, songs, chants, and classroom games are used extensively to encourage oral practice, while reading passages are designed to promote comprehension and vocabulary acquisition. Writing tasks focus on simple sentence construction and vocabulary usage in context, which is suitable for learners at the A1 level of the Common European Framework of Reference (CEFR) (Council of Europe, 2020).

According to Fehaima (2024), the layout of the textbook reflects current trends in English language teaching, particularly the emphasis on communicative competence. This is evident in the inclusion of role-playing activities, pair work, and project-based tasks that invite students to use English for real-world purposes. Moreover, visual aids such as pictures, flashcards, and illustrated stories are integrated into the lessons to support comprehension and maintain young learners'

interest, an important aspect considering the cognitive needs of children at this stage (Cameron, 2001).

The learning objectives outlined in the textbook are aligned with Algeria's national curriculum for foreign languages, which prioritizes the development of basic communicative functions appropriate for A1-level learners. These objectives include greeting others appropriately (e.g., "Hello," "Good morning"), introducing oneself and others (e.g., "My name is…"), talking about family members using simple phrases (e.g., "This is my brother"), describing daily routines (e.g., "I wake up at seven"), asking and answering basic personal questions (e.g., "What's your name?", "How old are you?"), recognizing and using common classroom and home vocabulary, and following and giving simple instructions (e.g., "Sit down," "Open your book"). The emphasis is placed on oral communication and receptive skills, rather than grammatical mastery, which is consistent with contemporary theories in early language acquisition (Pinter, 2006; Harmer, 2015). These communicative outcomes also reflect the broader goals of the Competency-Based Approach adopted in Algerian education, which encourages learners to use English meaningfully in real-world situations (Ministère de l'Éducation Nationale, 2022).

In addition, the textbook integrates regular review sections and self-assessment tasks to allow both teachers and learners to monitor progress. These sections encourage metacognitive awareness and self-evaluation, two components that are crucial in fostering learner autonomy even at early stages (Little, 2007). However, scholars such as Bouhadiba (2021) have argued that while the textbook provides a structured and visually engaging experience, it may lack sufficient differentiation to meet the varying proficiency levels found within Algerian classrooms.

Finally, despite its strengths, some educators have noted gaps in cultural diversity and critical thinking components, which are increasingly seen as essential in 21st-century language education (Tomlinson, 2012). There is also concern that the textbook leans heavily on traditional classroom activities and may not fully leverage digital resources or interactive media, which are now common in global ELT materials (Reinders & White, 2011).

2.4.2 Pedagogical Approaches in the Textbook

The 5th-year English language textbook designed for Algerian primary schools integrates a variety of pedagogical approaches aimed at supporting young learners' language development. One of the core methods evident in the textbook is Communicative Language Teaching (CLT),

which emphasizes the functional use of language through real-life communication. CLT is grounded in the idea that learners acquire language more effectively when they are engaged in meaningful interaction rather than rote memorization or isolated grammar instruction (Richards, 2006). The textbook reflects this philosophy through tasks such as pair work, group discussions, and role-playing exercises, which aim to build students' fluency and confidence by encouraging them to use English in practical contexts (Harmer, 2007; Cameron, 2001).

In addition to CLT, the textbook incorporates elements of Task-Based Language Teaching (TBLT), which centers instruction around the completion of meaningful tasks. According to Ellis (2003), TBLT encourages learners to use language as a tool to achieve communicative goals, thereby promoting natural usage and problem-solving. Within the textbook, activities such as describing daily routines, introducing family members, or talking about personal interests are included to simulate everyday interactions and engage students in context-rich language use (Willis, 1996). These tasks serve to integrate multiple language skills, speaking, listening, reading, and writing, while also fostering creativity and learner autonomy.

Another prominent feature of the textbook is its use of Visual and Audio-Lingual Methods, which cater to different learning styles and promote multimodal learning. Visual aids such as colorful illustrations, flashcards, and diagrams are used to make vocabulary and grammar more accessible, especially for visual learners. Simultaneously, audio resources like songs, chants, and recorded dialogues provide essential listening practice and help reinforce correct pronunciation, rhythm, and intonation (Asher, 1969; Cameron, 2001). These features align with research suggesting that young learners benefit significantly from multisensory engagement, which supports both comprehension and retention (Lightbown & Spada, 2013).

Despite these strengths, the textbook also reflects some traditional pedagogical methods, particularly in its inclusion of grammar drills and translation exercises. These aspects are characteristic of the Grammar-Translation Method (GTM), which focuses on the explicit teaching of grammar rules and direct sentence translation between English and the learners' first language (Richards & Rodgers, 2014). While GTM can be useful for reinforcing form and structure, its emphasis on written accuracy over oral fluency can sometimes restrict learners' ability to use language spontaneously. This is particularly true in classrooms where teachers adhere strictly to the textbook without adapting the content to promote more communicative or interactive instruction (Larsen-Freeman, 2011).

Ultimately, the pedagogical approaches embedded in the textbook present a blend of modern and traditional methods. While CLT, TBLT, and audiovisual strategies promote communicative competence and learner engagement, the presence of GTM-style exercises suggests an attempt to balance innovation with familiarity. The degree to which these approaches are effectively implemented depends largely on the teacher's pedagogical knowledge, access to supplementary resources, and classroom constraints (Tomlinson, 2012; Bouhadiba, 2021). In this sense, the textbook offers potential for dynamic instruction, but its success hinges on teacher autonomy and adaptability within the classroom environment.

2.4.3 Assessment and Evaluation in the Textbook

Assessment and evaluation play a fundamental role in the language teaching and learning process, especially in the early stages of language acquisition. In the Algerian 5th-year English language textbook, assessment is embedded in the curriculum to help track students' progress, reinforce learning, and support pedagogical decisions. These tools are not only designed to measure knowledge but also to shape the learning journey by identifying strengths, addressing weaknesses, and supporting the gradual development of the four core language skills: listening, speaking, reading, and writing.

According to Brown (2004), effective language assessment should go beyond final tests and grades; it should provide continuous feedback that fosters learner growth. This perspective aligns with formative assessment, a process in which learners receive feedback throughout instruction. In the textbook, this is achieved through short, low-stakes quizzes, vocabulary reviews, sentence completion tasks, matching exercises, and comprehension questions embedded within lessons. These tools aim to evaluate understanding while keeping learners engaged and motivated.

Another important feature is the inclusion of self-assessment tools, such as end-of-unit checklists and "I can" statements. These encourage young learners to reflect on their own progress, identify what they have learned, and recognize areas they need to improve. This approach not only increases learner autonomy but also fosters metacognitive awareness both of which are essential in developing lifelong learning habits (Oscarson, 2009). These practices align with the Competency-Based Approach (CBA) adopted in Algerian educational reform, which emphasizes active, student-centered learning and real-life language use (Bouchamma& Michaud, 2020).

In addition to formative assessment, the textbook includes summative evaluation elements such as unit reviews and mini-projects. These aim to consolidate the skills taught and give teachers a more formal overview of students' performance. However, the focus is more heavily placed on receptive skills, with listening and reading tasks being more developed than speaking and writing activities. As noted by Nation and Macalister (2010), a balanced curriculum should ensure that assessments target all skill areas, especially productive skills, which are often neglected in early textbooks.

Despite these strengths, studies have shown that many teachers in Algeria face challenges when implementing these textbook-based assessments in practice. Constraints such as large class sizes, limited training in assessment literacy, and time pressure often limit the full application of these tools (Kheladi, 2022). Thus, while the textbook provides a theoretically solid framework for classroom assessment, its effectiveness is closely tied to how well teachers are prepared to use it.

2.4.3.1 Types of Assessment Activities in the Textbook

Assessment plays a crucial role in language learning, as it helps track student progress, identify learning gaps, and guide future instruction (Brown, 2004). The 5th-year English language textbook used in Algerian primary schools integrates several types of assessment activities, both formative and summative, to evaluate learners' development across the four key language skillslistening, speaking, reading, and writing.

The most common form of assessment in the textbook is formative, embedded throughout the units in the form of short exercises, matching tasks, fill-in-the-blanks, and short answer questions. These tasks are designed to provide immediate feedback and reinforce learning as students progress through lessons. According to Harlen (2007), formative assessment is essential in primary education as it encourages continuous learning and gives teachers insights into learners' strengths and weaknesses.

Each unit typically ends with a review section, which acts as a summative assessment tool. These reviews consolidate the vocabulary, grammar, and language functions introduced in the unit. In some cases, short dialogues or reading passages followed by comprehension questions are used to assess understanding, while writing prompts test learners' ability to construct basic sentences or describe familiar topics. These evaluations align with what Rea-Dickins and

Germaine (1992) call “embedded assessments,” which are integrated into teaching materials rather than being separate standardized tests.

Additionally, the textbook includes self-assessment checklists, encouraging learners to reflect on what they have learned. These checklists typically ask learners to rate their own abilities using simple statements such as “I can introduce myself” or “I can name classroom objects.” Self-assessment has been shown to promote learner autonomy and metacognitive awareness, especially when used with young learners (Oscarson, 2009).

However, the range of assessment types is still somewhat limited. For instance, while listening and reading skills are tested frequently through recognition tasks, speaking and writing assessments are often underdeveloped or not sufficiently supported with guiding examples. Research by Alderson and Banerjee (2001) emphasizes the need for balanced assessment that equally targets productive and receptive skills, especially in early-stage language instruction.

Overall, the textbook makes an effort to embed assessment in a natural and child-friendly way, but the current design may need enhancement to ensure comprehensive evaluation of all skill areas. More diversified and contextualized assessment tools, especially for speaking and writing, could improve the effectiveness of the evaluation process in alignment with best practices in language assessment for young learners.

2.4.3.2 Alignment with National Curriculum and Learning Objectives

For any language textbook to be effective, it must align with the overarching goals and learning outcomes of the national curriculum. In Algeria, the Ministry of National Education provides official guidelines outlining the competencies primary school learners should develop in English, especially after the 2022 reform that introduced English in the 3rd year. These objectives emphasize the development of basic communicative skills, listening, speaking, reading, and writing within familiar contexts (Ministère de l'Éducation Nationale, 2022).

The 5th-year English language textbook is largely designed by these national directives. Each unit in the textbook is structured around clear, measurable outcomes such as introducing oneself, describing daily routines, or expressing preferences. These competencies correspond to what the Common European Framework of Reference for Languages (CEFR) classifies as A1-level abilities, which are appropriate for young beginners (Council of Europe, 2018). For example, students are expected to be able to "understand and use familiar everyday expressions"

and "introduce themselves and others," goals that are mirrored in the textbook's unit themes and tasks.

Moreover, the textbook reflects the competency-based approach (CBA) adopted in Algerian educational reform. This approach shifts the focus from rote memorization to active use of language in meaningful situations. Research by Bouchamma and Michaud (2020) underlines that textbooks aligned with competency-based instruction should promote critical thinking, problem-solving, and collaborative learning. In line with this, the 5th-year textbook incorporates pair work, communicative dialogues, and songs that require learners to interact and use language creatively, not just passively receive it.

However, despite these efforts, some scholars have pointed out discrepancies between textbook activities and classroom realities. Bensalah and Ouali (2023) argue that while the textbook's objectives may be well-intentioned, the lack of sufficient teacher training and overcrowded classrooms often limits how well these goals are achieved in practice. Furthermore, not all assessment tasks in the textbook are explicitly mapped to curriculum standards, which can make it difficult for teachers to evaluate whether specific learning outcomes have been met.

Nonetheless, the textbook represents a serious attempt to operationalize the national curriculum in a learner-friendly format. It clearly states objectives at the beginning of each unit and provides revision sections that allow both teachers and students to assess progress toward these goals. This coherence between textbook content and curricular aims is essential for effective learning and consistent educational outcomes (Tomlinson, 2012).

2.4.3.3 Teachers' Use of Assessment in Practice

While the 5th-year English language textbook in Algeria includes a range of assessment tools, their actual implementation depends heavily on teachers' understanding and classroom realities. In practice, teachers often adapt or supplement these assessments based on their own experience, available resources, and students' needs. This variability reflects a key issue: even well-designed assessments in textbooks may not be fully utilized unless teachers are trained and supported in applying them effectively (Rea-Dickins, 2006).

Classroom observations and interviews with Algerian teachers have revealed that many rely on informal methods such as oral questioning, classroom games, and quick written tasks to gauge students' comprehension. Formal evaluations like end-of-unit tests included in the textbook

are sometimes overlooked or modified due to time constraints, large class sizes, or a lack of familiarity with assessment techniques (Kheladi, 2022). Teachers may also feel pressured to focus on preparing students for national assessments, prioritizing memorization over communicative competence.

Furthermore, in the Algerian context, assessment is often seen as summative rather than formative. According to Black and Wiliam (2009), formative assess men where teachers give continuous feedback to help learners improve essential for language development, especially in early education. However, many Algerian primary school teachers report challenges in applying formative strategies consistently. This is partly due to limited professional development opportunities and a lack of clear guidance on how to interpret and use textbook-based evaluations (Bouabdallah, 2023).

Some teachers have developed their assessment strategies by creating additional worksheets or using peer assessment during group work. These adaptations show initiative but also highlight gaps in training and textbook clarity. As Harlen (2007) explains, when teachers are not confident in using assessment tools, the learning outcomes become inconsistent across different classrooms.

Thus, while the textbook provides a structured assessment system, the extent to which it is applied effectively relies on teacher preparedness, class conditions, and institutional support. Closing the gap between textbook design and classroom assessment practices will require better teacher training and clearer curricular guidelines (Fulcher, 2010).

2.5 TEACHERS' PERCEPTIONS OF ENGLISH LANGUAGE TEXTBOOKS

Teachers' perceptions of the textbooks significantly influence how effectively these materials are used in the classroom. Their views are shaped by factors such as pedagogical design, cultural relevance, and practical classroom constraints. While some educators appreciate the 5th year textbook's structured approach and engaging visuals, others highlight limitations in flexibility, differentiation, and opportunities for authentic communication.

2.5.1 Definitions and Factors Shaping Teacher Perceptions

Teachers' perceptions of language textbooks play a crucial role in determining their effectiveness in classroom instruction. These perceptions are shaped by various factors, including

pedagogical usability, content relevance, alignment with curriculum goals, and practical classroom challenges (McGrath, 2016). A teacher's background, level of experience, and personal beliefs about language learning also contribute to how they view and utilize a textbook (Tomlinson, 2012).

Several key factors influence teachers' evaluations of textbooks. One of the most significant is pedagogical design, which encompasses the instructional methods, progression of language skills, and integration of communicative activities. A well-structured textbook should provide clear learning objectives, a balance of language skills (reading, writing, speaking, and listening), and engaging activities that cater to students' needs (Richards, 2015). Moreover, cultural relevance is another important aspect. Teachers may find a textbook more effective if its content aligns with students' cultural background and experiences, making learning more relatable and engaging (Cunningsworth, 1995).

Additionally, practical classroom realities, such as class size, available resources, and time constraints, influence how teachers perceive and implement a textbook. A textbook that requires additional materials or advanced technological support may not be feasible in under-resourced schools. Similarly, a mismatch between textbook difficulty and students' proficiency levels can lead to frustration and decreased motivation among learners (Harwood, 2010).

2.5.2 Teachers' Attitudes Toward the 5th-Year Textbook

The introduction of the 5th-year English language textbook in Algeria has generated mixed reactions among teachers. While some view it as a useful resource that introduces English to young learners in an engaging manner, others criticize its limitations in addressing students' diverse learning needs.

Teachers who appreciate the 5th-year English textbook often point to its clear structure and gradual progression, which make it well-suited for young learners at the beginner level. The textbook is designed to introduce language elements incrementally, starting with basic vocabulary and expressions before advancing to simple sentence structures. This gradual scaffolding supports cognitive development and reduces learner anxiety, especially in large Algerian classrooms where individualized attention may be limited (Cameron, 2001).

One of the most frequently praised features is the use of visuals and colorful illustrations, which help contextualize meaning and enhance comprehension for children who are new to

English. As noted by Tomlinson (2012), visual elements in language materials are essential for engaging younger learners and promoting memory retention. In the Algerian context, where English is not widely spoken outside school, such supportive elements are crucial in making input understandable and memorable.

In addition, the inclusion of dialogues, songs, and short communicative tasks makes the learning process more interactive. These activities reflect principles of the Communicative Language Teaching (CLT) approach, which emphasizes language use in meaningful contexts (Richards, 2015). According to teachers interviewed in textbook evaluation studies (Boukellouz& Ariba, 2023), these components are especially helpful in maintaining learner motivation and promoting oral practice, even if only in a limited form due to time and resource constraints.

Another strength consistently cited by teachers is the textbook's alignment with national curriculum objectives. It reflects the Competency-Based Approach (CBA) adopted in Algeria, focusing on real-life language use, basic interaction, and vocabulary development. The textbook's learning goals correspond to competencies outlined by the Ministry of Education, such as the ability to introduce oneself, describe family members, and respond to classroom instructions. This alignment helps ensure continuity across schools and allows teachers to meet administrative expectations while still fostering learner development (Ministry of Education , 2022).

Despite these strengths, some teachers note that while the textbook offers a solid framework, its effectiveness depends on the teacher's ability to implement it effectively. Teachers with better training and resources are more likely to leverage its structured design, while others may struggle to move beyond rote repetition (Bouhadiba, 2021). This suggests that the textbook alone cannot guarantee success it must be paired with professional support, classroom management strategies, and contextual adaptation to truly benefit students.

However, some teachers express concerns about content suitability and flexibility. They argue that certain lessons lack contextual relevance, making it difficult for students to relate to the material (Boukhatem, 2020). Additionally, the textbook tends to follow a one-size-fits-all approach, which does not always accommodate different learning styles or address students' varying proficiency levels. Some educators also point out that the textbook provides limited opportunities for spontaneous interaction, as many activities are scripted and do not encourage free expression (Benrabah, 2014). Another issue raised is the availability of supplementary materials. Many teachers believe that relying solely on the textbook is insufficient and that

additional resources, such as audio recordings, interactive exercises, and digital content, are necessary to enhance students' learning experience (Reinders & Hubbard, 2013). The lack of these resources in some Algerian schools poses a challenge for effective implementation.

2.5.3 Perceived Effectiveness in Language Skill Development

The effectiveness of the 5th-year English language textbook in developing students' language skills is a primary concern among teachers. While the textbook introduces fundamental aspects of English, its impact on different language skills varies.

Reading and Vocabulary Development: Many teachers acknowledge that the textbook provides a solid foundation for basic reading skills and vocabulary acquisition. The texts are generally simple, and the accompanying exercises help students recognize and use new words in context (Cameron, 2001). However, some teachers feel that the vocabulary selection is limited, and students need exposure to a wider range of words and expressions to build fluency (Harmer, 2007).

Speaking and Listening Skills: Teachers have mixed opinions about the textbook's effectiveness in developing oral communication skills. While it includes dialogues and listening activities, these are often pre-recorded or highly structured, leaving little room for natural, spontaneous conversation. Some teachers attempt to compensate for this by incorporating additional speaking activities, such as role-plays and group discussions, to encourage active communication (Ellis, 2008).

Writing and Grammar Instruction: The textbook offers structured writing exercises, but some teachers argue that these are mechanical and repetitive, lacking creativity. Writing tasks often focus on sentence-level drills rather than encouraging extended writing or self-expression. Additionally, the grammar explanations are sometimes too simplified, making it difficult for students to fully grasp complex language structures (Lightbown & Spada, 2013).

2.6 FACTORS INFLUENCING TEACHERS' PERCEPTIONS

2.6.1 Teacher Experience and Professional Background

The professional background of teachers particularly their experience, education, and training plays a central role in shaping how they perceive and interact with English language textbooks. These factors influence not only the extent to which teachers rely on textbooks, but

also how critically and creatively they engage with the material. According to Graves (2000), experienced teachers tend to develop a more nuanced perspective on textbook use over time. Through exposure to different curricula, learner profiles, and teaching contexts, they acquire the confidence to evaluate materials and make informed decisions about how best to adapt content to meet their students' specific needs.

In contrast, novice teachers or those with limited classroom experience often depend more heavily on the textbook as a primary instructional guide. Harwood (2010) notes that early-career teachers frequently view textbooks as a form of pedagogical security, offering structure, predictability, and content direction in the absence of a fully developed teaching repertoire. This reliance can be especially pronounced in settings where teachers lack access to supplementary resources or mentorship, leading them to follow textbook content rigidly rather than modifying it based on learner feedback or contextual demands.

Teacher training programs further shape how textbooks are perceived and implemented. Educators who have received specialized training in English Language Teaching (ELT) are typically more critical of textbook design and are better equipped to evaluate materials based on pedagogical soundness, language level appropriateness, cultural relevance, and learner engagement (Richards, 2015). These teachers are also more likely to supplement textbook material with additional activities, authentic resources, or differentiated tasks, especially when they recognize that certain content may not suit the cognitive or linguistic needs of their students (Tomlinson, 2012).

Conversely, teachers without formal ELT backgrounds may see the textbook not only as a helpful resource but as a necessary instructional scaffold, particularly in contexts like Algeria, where English is a relatively new subject in the primary curriculum. Bouhadiba (2021) observes that many Algerian primary teachers are still transitioning from teaching French or Arabic to English and may lack the pedagogical knowledge required to critically engage with ELT materials. In such cases, the textbook often becomes the curriculum by default, with little room for adaptation or innovation.

The influence of professional background is also evident in how teachers handle curriculum expectations. Those with experience and training are more likely to approach the textbook as one component of a broader instructional strategy, aligning it with national standards while adjusting content to support communicative goals. In contrast, less experienced teachers

may prioritize coverage over comprehension, leading to a more mechanical implementation that limits student interaction and creativity (Larsen-Freeman, 2011; Nation & Macalister, 2010).

In the Algerian context, where English teaching at the primary level is still emerging, investing in teacher education and ongoing professional development is critical. Equipping teachers with the skills to evaluate, adapt, and supplement textbooks will not only improve the quality of instruction but also foster a more flexible, responsive, and learner-centered approach to language teaching. As Graves (2000) argues, empowering teachers as curriculum designers rather than textbook technicians is essential for sustainable educational reform, particularly in linguistically diverse and resource-limited environments.

2.6.2 Student Engagement and Classroom Realities

The perceived effectiveness of a textbook is often measured not only by its content or design, but by how well students engage with it in actual classroom settings. Teachers frequently form their evaluations of textbooks based on learners' responsiveness, motivation, and overall classroom behavior during lessons that involve textbook use. As Mukundan and Ahour (2010) emphasize, a textbook's practicality and pedagogical success are largely judged by its clarity of instructions, variety of task types, and the level of difficulty it presents. When students are able to follow tasks independently, remain motivated, and participate actively, teachers are more likely to regard the textbook as effective and user-friendly.

However, when learners struggle with comprehension or appear disengaged, the textbook may be seen as a barrier rather than a tool. This is particularly the case when exercises are either too challenging or too repetitive, or when the themes and examples fail to resonate with learners' real-life experiences (Harwood, 2010). In such situations, teachers may attribute low engagement not to student ability but to the textbook's design, cultural relevance, or failure to differentiate instruction. Cunningsworth (1995) stresses that textbooks must appeal to learners at both the cognitive and emotional level, providing materials that are not only level-appropriate but also stimulating and relatable.

The realities of classroom instruction such as class size, time constraints, and student diversity also have a significant impact on how textbooks are perceived. In many Algerian public schools, classrooms are often overcrowded, with more than 35 students per session being common. Nunan (1999) explains that in large classes, it becomes difficult to implement

interactive activities such as pair work or small group collaboration, even when such tasks are promoted in the textbook. As a result, teachers may bypass these sections entirely or replace them with whole-class instruction strategies that are more manageable under the circumstances. This adaptation can lead to a mismatch between the textbook's intended pedagogical approach and its actual use in the classroom.

Furthermore, student demographics, including differing levels of proficiency, linguistic backgrounds, and learning needs, contribute to how teachers evaluate the textbook. In Algeria's multilingual context, students often bring varied language experiences ranging from Arabic and Berber as mother tongues to French as a second language. Such diversity demands materials that offer flexible scaffolding and varied entry points into tasks (Tomlinson, 2012). When a textbook lack differentiated content, many teachers feel compelled to create supplementary materials to bridge the gap between student ability and textbook expectations (Benson & Voller, 2022). This additional workload may contribute to teacher frustration and affect their overall perception of the textbook's utility.

Moreover, the textbook's success is often tied to its adaptability to local constraints. As Ur (2012) points out, teachers must constantly balance what the textbook prescribes with what is realistically possible in their teaching context. In settings with limited time, resources, or institutional support, even a well-designed textbook may fall short if it is not aligned with classroom realities. Thus, the gap between theoretical design and practical implementation becomes a key factor in shaping teacher attitudes.

In summary, student engagement and classroom realities are powerful determinants of how textbooks are perceived and used by teachers. A textbook that fails to engage learners or match the practical needs of the classroom risks being sidelined, no matter how pedagogically sound it may appear in theory. For Algerian primary schools, addressing these factors through more adaptable textbook design and supportive teaching environments is crucial for aligning instructional materials with real learning conditions (Richards, 2015; Graves, 2000; Bouhadiba, 2021).

2.6.3 Availability of Resources and Institutional Support

Institutional support and resource availability significantly influence how teachers perceive textbooks. Schools with access to supplementary materials, technological tools, and professional development opportunities enable teachers to integrate textbooks more effectively

into their instruction (Reinders & Hubbard, 2013). However, in contexts where resources are scarce, teachers may rely exclusively on the textbook, making its perceived quality even more critical.

Policy decisions regarding textbook selection and curriculum design also shape teachers' attitudes. In many educational systems, teachers have little input in textbook selection, leading to frustration if the prescribed materials do not align with their teaching philosophy or students' needs (Sheldon, 1988). Conversely, when teachers are involved in the textbook evaluation and selection process, they are more likely to have a positive perception of the materials (McGrath, 2002).

Moreover, institutional attitudes toward continuous professional development (CPD) affect how teachers engage with textbooks. Schools that encourage ongoing training and pedagogical discussions help teachers develop a more reflective approach to textbook use, fostering a critical but constructive perception of instructional materials (Graves, 2000).

In summary, teachers' perceptions of English language textbooks are shaped by multiple factors, including their professional experience, student engagement, classroom realities, and institutional support. Recognizing these influences can inform better textbook design, selection, and teacher training programs, ultimately enhancing the effectiveness of language instruction in primary schools.

2.7 Conclusion

This chapter has provided a comprehensive overview of English language education in Algerian primary schools, emphasizing the multifaceted nature of teaching English to young learners. The discussion began with an exploration of the importance of early exposure to English, drawing on cognitive and linguistic research that supports introducing foreign languages at a young age to enhance pronunciation, fluency, and long-term retention (Ellis, 2008; Lightbown & Spada, 2013). This foundation set the stage for analyzing a range of pedagogical approaches suited for primary learners, including Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), Total Physical Response (TPR), and, to a lesser extent, the Grammar-Translation Method (GTM). Each approach was examined in terms of its relevance, effectiveness, and challenges in implementation within Algerian classrooms.

The chapter also addressed the challenges faced by teachers, such as limited training, large class sizes, and the shortage of teaching resources, all of which significantly affect instructional quality and classroom engagement (Bouhadiba, 2021; Reinders & Hubbard, 2013). These systemic constraints were shown to influence not only lesson delivery but also teacher morale and adaptability.

A key section focused on the role of textbooks in language learning, highlighting their importance in shaping instructional content, pacing, and assessment. While textbooks offer structure and guidance, especially in resource-constrained environments, the analysis also pointed out their limitations in addressing learner diversity and communicative needs (Tomlinson, 2012; Richards, 2015). The growing relevance of digital and multimodal resources was also acknowledged as a complement to traditional textbooks, particularly for enhancing interactivity and student motivation.

The chapter then turned to the context of English language education in Algeria, tracing its historical evolution from post-colonial language policy to recent reforms that introduced English in primary education starting in 2022 (Ministry of National Education, 2022; Benrabah, 2013). These changes were interpreted as a strategic move toward global integration and linguistic diversification, while still contending with the enduring influence of French in the educational system.

A detailed evaluation of the 5th-year English textbook followed, offering insights into its structure, pedagogical orientation, and assessment mechanisms. The analysis revealed a blend of modern and traditional methods, as well as areas where the textbook both succeeds and falls short in meeting the communicative and developmental needs of learners.

Finally, the chapter examined teachers' perceptions of the textbook and the complex factors that shape their attitudes, including professional experience, student engagement, classroom realities, and institutional support. These insights emphasize that a textbook's effectiveness is not solely determined by its content, but also by how it is interpreted and implemented by educators within specific teaching contexts (Graves, 2000; Harwood, 2010).

Chapter Three: Research Methodology

3.1 Introduction:

This chapter outlines the methodology part utilized in this research, exploring the primary school teachers' perceptions and impediments in using the 5th–year English language textbook in Algerian primary schools. This chapter provides a comprehensive analysis of classroom observation as well as interviews with fifth-year primary school teachers to determine the main challenges and impediments encountered during its implementation. This chapter includes: The research design, population and sampling, research instrument, data collection, data analysis, and finally a summary.

3.2 Research design

This study seeks to explore primary school teachers' perceptions and impediments in using the 5th-year English language textbook by adopting a qualitative research design. The qualitative method involves collecting non-numerical data that describe attributes or features, commonly referred to as qualitative data. Qualitative data investigates the "why" and "how" of phenomena rather than focusing on numbers and measurements, offering insight into perceptions, experiences, and meanings. Creswell (2014) emphasizes that "qualitative methods for data collection, analysis, interpretation, and report writing differ from the traditional quantitative approaches" (p. 24). Furthermore, as cited by Mack et al.(2005), qualitative methods are particularly useful for uncovering intangible factors, including social norms, socioeconomic status, gender roles, ethnicity, and religion.

3.3 Population and Sampling

The population and sampling section outlines the group of participants targeted in this study and the method used to select a representative sample. Since the research aims to explore the perceptions and challenges of teachers using the 5th-year English language textbook, it focuses on primary school English teachers who directly interact with this material. Careful sampling and selection of participants ensure that the data collected through interviews and observations are relevant and provide meaningful insights into the research questions.

3.3.1 Population

The population of this study consists of eight primary school teachers working in Bordj Bou Arreridj, Algeria. These teachers are directly responsible for delivering the English language curriculum to students in their final year of primary education. They play a crucial role in implementing the 5th-year English language textbook, making their perceptions and experiences particularly valuable for understanding the effectiveness and challenges of the textbook. focusing on this specific group, the study aims to capture a clear and relevant picture of how the textbook is used and what obstacles teachers face in their daily teaching practices.

3.3.2 The Sampling

The sample for this study consisted of eight 5th-year primary school English teachers who were selected to participate in interviews. These interviews aimed to gather in-depth information about their perceptions of the 5th-year English textbook and the difficulties they encounter while using it in their teaching. In addition to the interviews, classroom observations were conducted in 5th-year English classes at various primary schools in Bordj Bou Arreridj, Algeria. These observations provided direct insight into the teaching strategies and methods the teachers employ to address the challenges related to the textbook and the learning environment. The combination of interviews and observations allowed for a comprehensive understanding of the teachers' experiences from both their perspectives and their actual classroom practices.

3.3.3 Description of the sample:

the study employed a purposive sampling strategy, a method widely used in qualitative research to identify participants who possess specific knowledge or experience related to the research question (Palinkas et al.,2015). This strategy was chosen because the study aimed to explore the perceptions and challenges of teachers who are directly involved in using the 5^{th}-year English language textbook. Purposive sampling allows the researcher to select individuals who are most likely to provide rich, relevant, and detailed information based on their practical experience. The participants were selected to reflect diverse school settings within Bordj Bou Arreridj, Algeria, where English being newly implemented in the fifth year of primary education. This targeted approach ensured that the collected data

would be deeply grounded in real classroom experiences, allowing for a more nuanced understanding of how the textbook is applied and what obstacles teachers encounter in its use. Therefore, purposive sampling was appropriate for ensuring the depth and relevance of the study's findings. Teachers were selected based on their direct involvement in teaching English at the 5th primary level using the prescribed national textbook. This strategy ensured that the information collected was both rich and contextually relevant. The classroom observation was conducted at Bousaada Ammar Primary School, located in Ras El Oued, Bordj Bou Arreridj. The observed session lasted 45 minutes, which aligns with the official time allocated for English languages session in Algerian primary schools, as set by the Ministry of National Education. This standard duration ensures consistency in lesson delivery and classroom management across the national curriculum. The class observed consisted of 38 fifth-year pupils, both boys and girls, aged around 10 years. The lesson was delivered by Mr. Zineddine Bensaou, a 43-year-old teacher with substantial experience in primary education. The session observed was a structured lesson focused on the theme of "Travelling," specifically covering two textbook sections: "I listen and interact" and "I listen and discover." It was not merely an activity-based session but a formal instructional class designed to develop listening and speaking skills through audiovisual aids, such as flashcards and videos. The observation focused on how the teacher implemented textbook tasks, adapted the content to suit student needs, managed the large class size, and maintained student engagement throughout the lesson. This real-time data provided valuable insights into how textbook-based learning takes place in actual classroom conditions. Eight interviews were conducted with teachers from different primary schools across Bordj Bou Arréridj, namely: "Ben Kahla, AhmedBrahim Chaouch Zaoui MoussaLaayadhi LakhdherMalika GayedHaddadi KhaledKhalafi Moussa." The interviewed teachers ranged in age from 28 to 45 years old, with varying professional backgrounds and years of teaching experience. All participants had taught English in the fifth year of primary school since the language was officially introduced into the curriculum. Each interview lasted between 15 and 20 minutes and was conducted in person at the respective school. The conversations focused on teacher perceptions of the textbook, classroom implementation challenges, and the strategies used to overcome these obstacles. Ethical considerations were carefully observed throughout the research. Participants were informed of the purpose of the study and assured of the confidentiality and voluntary nature

of their involvement. Each teacher gave informed consent prior to the interview or observation, in line with the ethical standards outlined in Creswell and Poth (2018). The sample design was chosen to enhance the credibility and transferability of the findings. As Lincoln and Guba (1985) argue, qualitative research achieves trustworthiness not through statistical generalization but through the depth and contextual validity of the data. By selecting teachers who are currently engaged in the instructional use of the 5th-year English textbook, the study ensures that its findings reflect authentic, lived experiences from Algerian classrooms.

3.3.4 Setting

The current study was conducted in 8 primary schools located in Bordj Bou Arreridj, a province in northeastern Algeria. This region was chosen because it represents a typical educational context for primary English language teaching in Algeria. The primary schools included in the study are government-run institutions where the official curriculum is followed, including the use of the 5th-year English language textbook. Conducting the study in these schools allowed for an authentic examination of the real classroom environment, teacher practices, and the challenges faced in implementing the prescribed textbook within the Algerian educational system.

3.4 Instrument of the study

To address the research questions effectively, this study employed two primary data collection tools: interviews and classroom observations. Both instruments are well-suited to the qualitative research design, allowing for a detailed exploration of teachers' perceptions and the challenges they face in using the 5th-year English language textbook.

Semi-structured interviews were conducted to provide teachers with the opportunity to express their thoughts, experiences, and attitudes in their own words. This flexible format enabled the researcher to probe deeper into specific issues as they arose, capturing rich, descriptive data about the teachers' viewpoints.

Classroom observations complemented the interviews by offering direct evidence of teaching practices and strategies in real-time. Observing the teachers in their natural teaching environment provided valuable context to better understand how the textbook is

utilized, how challenges are addressed, and how teachers adapt their methods to meet student needs.

Together, these instruments offered a comprehensive perspective on both the subjective experiences and objective practices related to the textbook, enhancing the overall validity and depth of the study's findings.

3.4.1 The interviews

An interview is a valuable qualitative tool for gathering insight. Mathers,fox, and Hunn (1998) mention that the interview is an important data gathering technique involving verbal communication between the researcher and the subject. An interview is a conversation where questions are asked by the interviewer and the interviewee provides answers and shares their thoughts. It is considered as a qualitative method to acquire data or deeper information about habits, attitudes, opinions, needs. Interview can be conducted in several format face-to-face, via telephone or video conferencing. One of the key benefits of interviews is the ability to studying the body language of the interviewee, negotiate and discuss such answers.

3.4.2 Description of the interview

The interview was conducted with primary school teachers of the 5th year featuring 5 questions to explore their perceptions of the 5^{th} year English language textbook (My book of English) and the challenges they face when using it, asses weather they had evaluated the textbook.

3.4.3 Classroom observation

According to Macdonald (2016), observing classes is a crucial way to assess the caliber of instruction. Incorporating additional sources such as student evaluations and self-assessments can enhance the direct insights into teaching performance provided by this method. In her argument that observations should ultimately promote focused professional development rather than merely acting as a tool for evaluating overall teaching effectiveness, she emphasizes the importance of maintaining validity and reliability in the observation process.

Description of classroom observation

Classroom observations were conducted in fifth-grade English classes at primary schools in Bordj Bou Arreridj, Algeria, to examine the strategies teachers use to address the challenges associated with the fifth-year English language textbook. These observations aimed to document the practical techniques and approaches teachers utilized in their classroom environments.

3.5 Data collection

This section explains the methods and procedures used to gather the data necessary for this study. Data collection focused on obtaining detailed and relevant information about primary school teachers' perceptions and challenges in using the 5th-year English language textbook. Two main qualitative tools were employed: face-to-face interviews with teachers and classroom observations. These methods provided both subjective insights and objective evidence of teaching practices, ensuring a comprehensive understanding of the research topic.

3.5.1 Interview

The data were collected using a face-to-face interview with eight teachers from various primary schools in Bordj Bou Arreridj, consisting of six women and two men. The information was recorded using a voice recorder for later analysis and discussion. Each recording was labeled with the teacher's name and school. Additionally, written notes were taken regarding the teachers, their teaching methods, and the resources they utilized in conjunction with the textbook.

3.5.2 Classroom observation

The observation took place in a fifth-grade classroom at Bousaada Ammar school in Bordj Bou Arreridj, Algeria, under the supervision of the teacher Zineddine Bensaou. The class consisted of 38 students, both boys and girls, aged around 10 years. The classroom provided a conducive learning environment, equipped with various teaching aids. The lesson focused on the topic of (travelling, I listen and interact, I listen and discover), and it lasted 45 minutes The materials used included flashcards and videos. Information was recorded through notes and a form filled with questions relevant to the research.

Additionally, some moments of the lesson were filmed, capturing the teachers' explanations for further analysis

3.5 Data analysis

This study employed thematic analysis to systematically analyze the qualitative data collected through observations and interviews with primary school teachers, through finding, examining, and summarizing patterns (themes) in qualitative data is thematic analysis, which enables a thorough investigation of the instructor's perspective and barriers to using the fifth-year English language textbook

Thematic analysis was conducted in three phases: (1) open coding of raw interview transcripts, (2) grouping codes into broader categories, and (3) distilling overarching themes based on frequency and conceptual relevance. The process was recursive, allowing themes to emerge from both surface-level and deeper interpretations of the data. These themes reflect teachers' subjective experiences, shaped by their classroom realities, pedagogical preferences, institutional expectations, and interactions with students. The themes are structured into five key areas that reflect recurring issues across participant responses

3.7 Summary

To summaries, this chapter discusses the mythology part of the current study, it tackled introduction, research design, population and sampling, research instrument, qualitative data collection, data analysis and summary. In this study, qualitative method was used to collect data-based interviews and classroom observation.

Chapter Four: Research Findings

4.1 Introduction

This chapter presents the main findings of the study through face-to-face interviews and classroom observations. The purpose of this chapter is to explore the perceptions, experiences, and challenges these teachers face while using the 5th-year English language textbook.

4.2 Analysis of Interview Data

This section presents the analysis of the qualitative data obtained through interviews with eight primary school teachers. The interviews aimed to explore teachers' perceptions of the 5th-year English language textbook. The analysis follows a thematic approach, identifying recurring patterns and insights across teacher responses to provide a rich, contextual understanding of their experiences.

This type of thematic analysis is particularly useful in education research, as it allows for the discovery of grounded insights from real classroom practitioners (Nowell et al., 2017). The data are presented in two main thematic categories: teachers' general perceptions of the textbook, and the specific challenges they encounter during textbook use. Each theme is supported by direct evidence from the interviews and contextualized with relevant literature to ensure academic depth and rigor.

4.3.1 Teachers' Perceptions of the 5th Year English Textbook

This section presents teacher interviews focusing on their perceptions of the 5th-year English language textbook implemented in Algerian primary schools. The aim is to uncover common patterns in how teachers experience and evaluate the textbook's role, usefulness, and alignment with the official curriculum and their learners' needs.

These include the lack of alignment between the textbook and the official guide, selective use of the textbook for specific activities, the perceived difficulty of the content, positive views of exercises and illustrations, and calls for textbook reform.

Thematic Coding Table

Gender	Code	Number
Male	(M)	2
Female	(F)	6
Total	/	8

Code	Interview Reference
TF1	Interview 1
TM2	Interview 2
TF3	Interview 3
TF4	Interview 4
TF5	Interview 5
TF6	Interview 6
TF7	Interview 7
TM8	Interview 8

Theme 1: Lack of Alignment between 5th year English language textbook and the Didactic Guide

Introduction

One of the most frequently expressed concerns among the interviewed teachers was the lack of alignment between the 5th-year English language textbook and the official didactic guide provided by the Ministry of National Education. This issue was not only mentioned explicitly but was also embedded in teachers' descriptions of how they plan their lessons, select materials, and adapt content. The perceived disconnect between the textbook and the guidebook led several participants to either abandon the textbook entirely or restrict its use to isolated activities that could complement the officially mandated sequence.

This theme reflects broader concerns in curriculum design and implementation, especially in contexts where multiple instructional resources are introduced without full coherence (Cunningsworth, 1995; Tomlinson, 2012). When materials diverge in structure, sequence, and pedagogical approach, it creates confusion for both teachers and learners, making consistent instructional delivery more difficult.

Across the interviews, teachers consistently pointed out that the textbook and the didactic guide were not aligned. Majority reported that the lessons in the textbook did not follow the same sequence or contain the same instructional objectives as those outlined in the guide. This misalignment created practical and pedagogical tensions, forcing teachers to choose between following ministry directives or trying to reconcile the two conflicting materials.

Some teachers admitted to completely disregarding the textbook in favor of the guidebook, while others used it only when time allowed. The majority reported that using both simultaneously was nearly impossible due to their structural incompatibility.

Findings

The following excerpts from participant responses illustrate this concern:

TF1 “It is called a course book, it has no relation with the guide, so we don’t use it except for exercises.”

TM2 “It’s not valid… its content is only repetition, and we were told not to mix textbook and guidebook.”

TF4 “I don’t use the textbook at all; I follow the sequences in the didactic guide, which are different.”

TF5 “The textbook is generally good, but it doesn’t match the didactic guide at all.”

TF6 “There’s a total disconnect between what the textbook offers and what we’re supposed to teach.”

Discussion

The teachers' emphasis on this misalignment reveals a deeper issue in Algeria’s curriculum implementation process: the lack of systemic coordination between textbook development and pedagogical policy. When teaching materials and official guidelines are not synchronized, teachers are left in a dilemma that affects both lesson planning and learning outcomes. As Harwood (2014) notes, teachers rely on clear instructional coherence to ensure that what is taught in class reflects official expectations and learning standards.

This disconnection can also undermine teacher autonomy and confidence. Teachers may feel pressured to disregard a potentially rich instructional resource due to policy constraints, or they may use it sporadically, creating fragmented learning experiences for students. According to Graves (2000), alignment between textbooks and curricula is essential to instructional efficiency and student progress, particularly in early language learning contexts where consistency and reinforcement are key.

To further illustrate this problem, the following table summarizes how teachers reacted to the alignment issue:

Theme 2: Selective Utilization of the Textbook

Introduction

While some teachers chose to completely disregard the textbook due to its misalignment with the guide, others adopted a more selective approach. A prominent pattern in the data revealed that many teachers used the textbook only for specific elements, most commonly grammar exercises, reading passages, or visual content, while omitting full units or structured lesson sequences. This form of partial use demonstrates the teachers' efforts to balance official requirements with practical classroom realities, especially in cases where the textbook is seen as supplementary rather than foundational.

This theme is consistent with findings in other EFL contexts where textbooks are selectively used based on their perceived utility and relevance to the learners (McGrath, 2013; Reinders & White, 2011). Selective use often reflects the teacher's ability to critically evaluate materials and tailor instruction to their students' level, interests, and time constraints.

Multiple teachers explained that although they do not follow the textbook in full, they do not discard it entirely. Instead, they rely on it for particular types of activities especially those that are engaging, visually rich, or reinforce grammar and vocabulary. The textbook is viewed more as a resource bank rather than a lesson-by-lesson plan. In this sense, its role is fragmented, but not necessarily negative.

The reasons for selective usage are varied. For some, it's about time limitations; for others, it's the complexity of the material or the irrelevance of certain topics. Some teachers also indicated that they follow the didactic guide primarily and only refer to the textbook when they need to supplement or diversify instruction.

Findings

TF1 "I don't use it often. I leave it just for exercises."

TF3 "I use it for reading and grammar exercises only. The lessons are already in the teacher guide."

TF5 "I use it only for the activities at the end of the lesson."

TM8 "I pick and choose a few exercises and activities… mostly in reading sessions."

TM2 “Sometimes it’s beneficial when we use it as a tool, not as a textbook.”

Discussion

This selective approach to textbook use reflects a practical adaptation strategy by teachers working in a constrained instructional environment. According to Richards (2015), language teachers often need to improvise and adjust their use of materials in response to institutional pressures, learner variability, or curriculum demands. The Algerian context where teachers must follow a centralized guide but also engage learners, forces educators to repurpose the textbook, using it only when it supports classroom goals effectively.

Selective use also highlights a deeper issue of textbook relevance. When teachers use only parts of the textbook, it suggests that the material may not be fully suited to their classroom contexts. This disconnect can indicate gaps in the textbook development process, where local needs and teacher input may not have been sufficiently integrated during design (Hutchinson & Torres, 1994).

Still, selective use should not be viewed entirely negatively. It demonstrates teacher agency, where educators exercise professional judgment to meet their students’ needs. As McGrath (2013) emphasizes, the ability to critically evaluate and adapt teaching materials is a sign of effective teaching, not a failure of curriculum implementation.

Theme 3: Perceived Linguistic and Cognitive Challenges

Introduction

Another significant theme that emerged from the interview data relates to the linguistic complexity and cognitive difficulty of the 5th-year English textbook. Many teachers expressed concern that the vocabulary, sentence structures, and thematic content were above the level of their learners, making the textbook challenging to use for effective instruction. This issue was particularly emphasized in classrooms where students had limited exposure to English prior to the fifth year, which is the first official introduction of the language in the Algerian primary curriculum.

In early language education, age-appropriate content is crucial to successful learning (Cameron, 2001; Pinter, 2011). When materials exceed learners' developmental and linguistic capabilities, they can hinder comprehension, frustrate learners, and reduce

engagement. The Algerian textbook, according to many of the teachers interviewed, does not adequately consider the real proficiency level of its target learners.

Teachers frequently described the vocabulary in the textbook as "too difficult" or “above students’ level.” Some mentioned that the tasks and texts assumed a level of linguistic competence students had not yet achieved. Others noted that learners often struggled with understanding instructions or were unable to complete textbook activities without substantial teacher intervention. These responses suggest a mismatch between content complexity and learner readiness.

This theme also intersects with classroom realities such as insufficient time, large class sizes, and lack of prior exposure to English, all of which amplify the perceived difficulty of the material.

Findings

TM2 “The language… the topics… it is very long and difficult according to the students’ level.”

TF3 “The level of the language used in the book doesn’t help with the students’ level. It’s too difficult.”

TF5 “I have to change the vocabulary because they are a bit difficult for the students.”

TF6 “There is difficulty in the content compared to the student level… and difficulties with the vocabulary.”

TM8 “Many texts and tasks are above their level. I waste time explaining difficult tasks.”

Discussion

The perceived linguistic and cognitive difficulty of the textbook reveals an important gap in learner-centered textbook design. According to Tomlinson (2012), effective teaching materials must be comprehensible, engaging, and appropriate for the learners’ current stage of development. When learners struggle to decode vocabulary or understand task requirements, instructional time shifts from communicative practice to basic clarification, which undermines the textbook’s intended function.

This theme also indicates a broader issue in textbook policy and piloting. If the textbook had undergone more rigorous classroom testing or included teacher feedback during

development, such mismatches might have been avoided. As Pinter (2011) notes, materials for young language learners must be scaffolded, repetitive in structure, and thematically relatable. Without these features, learners may disengage or develop negative attitudes toward English learning.

From a practical standpoint, teachers' adaptation strategies such as simplifying vocabulary or skipping tasks demonstrate their resilience, but also highlight a missed opportunity for well-aligned materials to support early-stage learning. When challenges in content difficulty are persistent, the textbook shifts from being a pedagogical tool to a barrier.

Theme 4: Engagement Through Activities and Visual Elements

Introduction

Despite the widespread criticism of the misalignment of the 5th year English textbook with the didactic guide, there was recognition by some teachers that students responded positively to certain elements, such as interactive exercises and visual aids. Even though the textbook was generally bypassed by the official guide, teachers noted that whenever they employed exercises, games, or illustrations from the book, students found them engaging and motivating. This theme is consistent with existing research on language learning resources, which assures the importance of interactivity, visual stimulation, and learner-centered tasks (Tomlinson2012; McGarth, 2016). Textbooks can enhance participation, reinforce learning when they include well-designed activities. However, as the interviews show, structural limitations (as the misalignment of the textbook with the guide) often deter teachers from fully utilizing these beneficial features.

Across the interview teacher consistently pointed out that students enjoyed exercises, games, and visual aids from the textbook, though they never used the textbook as the primary source. some teachers selectively pulled out activities as additional material to enhance their lessons, while others relied on external materials (flashcards, videos, songs) to achieve similar engagement. However, teacher engagement with the textbook varied noticeably; some chose to avoid the textbook entirely, while others incorporated it only occasionally, mainly for select activities

Findings

TF1 "They like the exercises and enjoy doing the activities."

TM2 “They find the activities in the textbook very entertaining and engaging.”

TF3 “They enjoy the texts and activities in the textbook.”

TF5 “The students interact well with the exercises because they are somewhat entertaining.”

TM8 “They enjoy the drawings and simple games.”

Discussion

The data emphasized that the textbook succeeds in engagement when it employs interactive and visually stimulating elements. However, several structural challenges as misalignment with the didactic guide's difficulty level and limited classroom time, limit its full potential. teachers who choose to enhance their lessons with external visual aids (flashcards, videos, songs) observed similarly positive student responses. This suggests that student engagement may depend more on instructional approach than on the textbook itself. These insights prompt a critical question: if the textbook were better aligned with the curriculum, would teachers use its engaging features more effectively? research suggests that well-integrated materials enhance learning (Graves, 2000). In contrast, when materials are misaligned, teachers often feel compelled to focus on meeting curricular requirements rather than fostering engagement.

Theme 5: Teacher Recommendations for Textbook Improvement

Introduction

Among the frequent themes across the interviews were teachers' suggestions for improving the 5th year English language textbook. While there were teachers acknowledged its strengths such as engaging exercises, reading passages, and visually appealing content, the most common suggestions included aligning the textbook with the didactic guide, streamlining the length of content, and adding more interactive exercises, these suggestions reflect broader concerns in instructional materials design, where textbooks must balance the guide, student interest and pedagogical effectiveness (Richards, 2001;McGrath, 2013).

Recommendations by teachers are derived from their classroom experience, where they observe firsthand how textbook limitations affect student learning. Teacher suggestions

provide significant recommendations to curriculum developers who seek to optimize instructional materials.

Teachers proposed several modifications to the efficiency of the textbook, the most frequent recommendation was aligning the textbook with the didactic guide as current discrepancies were seen to hinder consistent instructional delivery. A significant number of teachers also recommended simplifying the language level by used in the textbook particularly in terms of vocabulary and sentence structured to better reflect students' actual language proficiency levels. Additionally, some teachers advocated reducing the textbook's length to make it easier to cover within the constraints of classroom time while allowing deeper focus on essential lessons. To foster greater student engagement, they suggested incorporating more interactive and contextually relevant activities that encourage practical language use. Lastly, a few teachers highlighted the importance of improved collaboration among inspectors, curriculum designers, and textbook authors to ensure better coherence and consistency across educational resources.

Findings

TF1 "This year's textbook doesn't align with the guide, so it should be changed completely."

TF3 "Include more real-life, interactive tasks. Remove one of the books, either the textbook or the guide."

TF4 "I suggest that the book be modified in terms of units to align with the didactic guide."

TF5 "Modify the content of the book to better suit the student level and align it with the guide."

TM8 "Update the content, simplify the language, and above all, make sure it fits with the guide."

Discussion

Teachers' recommendations point to a need for systemic improvements in textbook development. One key concern is the lack of alignment between the textbook and the didactic guide, which creates practical challenges in classroom implementations. This misalignment forcing teachers to either abandon the textbook or use it minimally. This issue aligns with research by Littlejohn (2011), who argues that textbooks should serve as

supportive tools that reinforce, rather than contradict, official curricula to promote more effective teaching and learning.

Additionally, the call for simplifying the textbook's language reflects concerns about cognitive load theory (Sweller,1988), where overly complex materials hinder learning rather than facilitate it. Teacher also emphasized the value of incorporating more interactive and meaningful tasks recommendations that resonate with the principles of communicative language teaching (Nunan,2004), which emphasize student participation, real world relevance, and the development of functional language skills. Together, these insights suggest that effective textbook design must be pedagogically coherent, cognitively accessible, and contextually engaging

4.4 Classroom Observation Analysis

This section presents the analysis of data collected through a non-participant classroom observation conducted at Bousaada Ammar Primary School in Ras El Oued, Bordj Bou Arréridj. The observation focused on how the 5th-year English language textbook is implemented in real instructional settings, providing a practical complement to the interview data.

Observation plays a critical role in qualitative educational research as it captures not only what is said, but also what is done in natural contexts (Merriam & Tisdell, 2016). It provides insight into how teaching materials are actually used, adapted, or avoided, thereby validatingor challengingthe findings from interviews. This methodological triangulation increases the trustworthiness and credibility of the study (Denzin, 2012).

4.4.1 Textbook Usage in Real Classroom Practice

The classroom observation conducted at Bousaada Amar Primary School on 28 April 2025 provided valuable insights into the actual useor non-useof the 5th-year English language textbook in a real instructional setting. The session, led by Mr. Zineddine Bensaou and attended by 38 pupils, focused on the lesson topic *"Travelling – I listen and I discover"*. While the textbook was available and in good condition, its role in guiding instruction was noticeably limited.

Minimal Integration of the Textbook

The most striking observation was that the textbook was not used during the explanation phase of the lesson at all. The teacher relied on flashcards, storytelling, and printed materials to deliver content. The textbook was only introduced briefly during the activity phase, for approximately 15 minutes, and even then, it served more as a peripheral exercise tool rather than a central instructional resource. This aligns with the pattern noted in teacher interviews, where most educators used the textbook selectivelyif at alldue to its misalignment with the official didactic guide.

This selective or minimal use of the textbook suggests that in practice, the book is not the primary pedagogical instrument. Instead, teachers are constructing their own lessons around visuals, storytelling, or ministerial guides, treating the textbook as an optional supplement. This confirms what Harwood (2014) describes as "textbook detachment," a condition where teachers distance themselves from officially prescribed materials that do not serve their classroom needs.

Use of Alternative Materials and Strategies

To compensate for the textbook's limitations, the teacher employed visual aids (e.g., flashcards), storytelling, and oral interactions in the form of pair work and classroom dialogue. These methods appeared to be more effective in keeping students engaged. The classroom atmosphere was participatory students frequently raised their hands and engaged in verbal responses. While this is pedagogically commendable, it is important to note that this level of interaction was not stimulated by the textbook, but by teacher-designed activities.

In terms of time allocation, only 15 out of 45 minutes were spent on textbook-related content, and even that involved isolated tasks rather than structured progression through a textbook unit. As Tomlinson (2012) suggests, effective materials should be central to classroom flow; when they are not, it raises questions about their design, usability, or relevance.

Summary Table: Observed Use of Textbook

Aspect	Observation
Textbook used during lesson?	No (not during explanation)
When used?	Only during final activity phase (15 mins)
Role in guiding instruction	None
Type of use	Isolated tasks and exercises
Student engagement with textbook	Very low
Teacher's main materials	Flashcards, storytelling, group dialogue

Implications

This classroom scenario reinforces the disconnect between textbook policy and classroom practice in Algerian primary schools. While the textbook is officially mandated, it is not being treated as a core instructional resource. Instead, teachers are exercising their agency to replace or adapt it in response to practical constraints including misalignment with official guides, content difficulty, and time management issues.

The observation aligns with McGrath's (2013) assertion that teacher-led adaptation is often a form of pedagogical survival, especially when materials fail to reflect the realities of classroom life. It also supports Graves (2000), who argues that materials that are not easily implementable are often sidelined, regardless of their theoretical value.

4.4.2 Teacher Adaptation Strategies and Observed Challenges

The classroom observation revealed that textbook limitations were not only recognized by the teacher but were also actively addressed through a series of on-the-spot adaptations and supplementary strategies. These adaptations reflect the teacher's attempt to maintain lesson flow, student comprehension, and engagement in the face of institutional and material constraints. The observation confirms what the interview data suggested earlier: That textbook challenges are being met with creativity, flexibility, and improvisation.

Observed Challenges

Several instructional challenges emerged during the session, even though the textbook was minimally used:

1. Textbook–Guide Misalignment: The observed teacher made no attempt to align the lesson with the textbook structure, implying a conscious decision to follow the didactic guide instead.
2. Content Complexity: Though not explicitly stated, the lack of textbook use and reliance on simplified stories and flashcards suggests that the teacher found the textbook content too difficult or not age-appropriate.
3. Time Pressure: Only 15 minutes of the 45-minute session were dedicated to any textbook-related content. The rest of the time was spent on oral interaction and storytelling, which may indicate that the teacher prioritized strategies that are more manageable within limited time.
4. Student Comprehension: The teacher frequently switched to Arabic to explain key vocabulary and instructions, indicating difficulty in maintaining instruction entirely in English.

Adaptation Strategies

The teacher employed multiple strategies to address these challenges:

- Replacing textbook activities with interactive tasks such as pair work and classroom dialogue
- Using visual aids (flashcards, images) and oral storytelling to simplify complex language
- Modifying vocabulary and input, especially when introducing new concepts
- Using Arabic for clarification, to prevent student confusion and maintain lesson flow
- Creating handouts or printed materials to replace dense textbook tasks

This behavior is supported by literature emphasizing the teacher's role as an activematerials adapter. As Graves (2000) asserts, adapting content is not a failure to follow policy, but a pedagogical necessity when materials do not align with learner needs or classroom realities.

Summary Table: Challenges and Corresponding Strategies

Observed Challenge	Adaptation Strategy
Textbook not aligned with guide	Used guide-based sequences and ignored textbook units
Vocabulary and content too complex	Simplified input using flashcards and storytelling
Low engagement with textbook	Replaced with interactive activities
Time constraints	Reduced textbook use and focused on oral interaction
Student comprehension issues	Clarified in Arabic; designed own materials

Interpretation

This classroom session is a clear example of practical adaptation driven by necessity rather than preference. The teacher's approach reflects what McGrath (2013) describes as a “pedagogy of adaptation,” where the educator becomes the mediator between institutional expectations and learner realities. While the textbook offers structure, it fails to offer flexibilityso the teacher creates that flexibility through supplementary materials and differentiated delivery.

These actions not only show the teacher’s resourcefulness but also reveal systemic flaws in material design and curriculum integration. Without meaningful teacher input during the development process, textbooks risk being underutilized, regardless of how well-designed they may seem from an administrative standpoint (Tomlinson, 2012).

The observation thus reinforces the conclusion that any future textbook reform should include extensive classroom piloting and feedback loops involving practicing teachers.

4.5 Summary of Results

This chapter provided an in-depth qualitative analysis of teacher interviews and classroom observation to explore the perceptions and impediments Algerian primary school teachers face in using the 5th-year English language textbook. The data, collected from eight teachers and one classroom observation session, revealed several consistent and compelling themes related to textbook implementation, usefulness, alignment, and classroom realities.

The interview analysis (Section 4.3.1) uncovered five key themes:

1. Lack of Alignment with the Didactic Guide: Teachers overwhelmingly reported that the textbook does not match the sequences or content of the official guide, which they are expected to follow. This misalignment led most teachers to either abandon the textbook entirely or use it only partially.
2. Selective Utilization of the Textbook: Many teachers used the textbook only for specific purposesmainly grammar and reading exerciseswhile relying on the guide and supplementary resources for actual lesson delivery.
3. Perceived Linguistic and Cognitive Challenges: The textbook content was often considered too advanced for 5th-year students. Vocabulary, topic complexity, and unclear instructions made the material inaccessible without extensive adaptation.
4. Engagement Through Activities and Visuals: Despite its flaws, the textbook was praised for its visual design and student-friendly exercises. Students were observed enjoying the activities, especially those with illustrations or game-like formats.
5. Teacher Recommendations for Improvement: Teachers expressed a strong desire for reform. Suggestions included aligning the textbook with the guide, simplifying the language, and including more practical, communicative tasks.

The classroom observation (Section 4.4) validated and expanded upon the interview findings:

- The observed teacher did not use the textbook to guide the lesson but relied on storytelling, flashcards, and oral interaction.

- The textbook appeared peripheral to the learning process, used only briefly during activity time.
- Adaptation strategiessuch as modifying vocabulary and using Arabic for clarificationwere essential for maintaining student comprehension and engagement.
- The lesson was structured around the didactic guide, confirming the textbook's limited integration into actual classroom practice.

Together, the data indicate a significant disconnect between policy and practice. While the textbook is officially mandated, it lacks alignment with curriculum guidelines, does not accommodate the real proficiency level of learners, and often hinders rather than supports instruction. However, it still holds value in its activities, visuals, and potentialif revised thoughtfullyto support student engagement and learning outcomes.

Chapter Five: Conclusion and Recommendations

5.1 Introduction

This final chapter presents the overall conclusions drawn from the study and connects the research findings to broader educational implications and pedagogical practice. The investigation focused on Algerian primary school teachers' perceptions and the challenges they encounter in using the 5th-year English language textbook. Through the analysis of teacher interviews and classroom observation, the study offered a comprehensive understanding of how the textbook is implemented or not implemented in real classroom contexts, and the factors that influence its usage.

The purpose of this chapter is fourfold. First, it offers a summary of the major findings that emerged from both qualitative data sources. Second, it discusses the implications of these findings for curriculum development, teacher training, and textbook reform in Algeria. Third, it provides practical pedagogical recommendations intended for policymakers, textbook designers, and educational practitioners. Finally, the chapter outlines the limitations of the current study and offers suggestions for future research, before concluding with a reflective general conclusion.

As the findings have demonstrated, there exists a clear gap between textbook policy and instructional practice. This chapter aims to frame these insights not only as points of critique but also as opportunities for constructive improvement in Algeria's growing English education landscape. As Richards (2013) and Graves (2000) both emphasize, understanding teachers' voices and classroom realities is vital to effective language program planning and sustainable educational change.

5.2 Summary of Major Findings

The findings of this study, based on in-depth teacher interviews and classroom observation, reveal several consistent themes that collectively highlight the disconnect between textbook design, policy expectations, and classroom realities in Algerian primary schools. The study's main objective was to understand how teachers perceive and implement the 5th-year English language textbook and to identify the impediments they face in doing so. The following summary captures the core findings that emerged from the data:

1. Lack of Alignment between 5th year English language textbook and the Didactic Guide

One of the most recurrent themes was the misalignment between the textbook and the official didactic guide. Teachers reported that they are obliged to follow the sequences in the guide, which often differ from the content and structure of the textbook. This misalignment made it difficult to use both resources together, leading many to abandon the textbook or restrict its use to isolated tasks.

2. Selective Use of the Textbook

The majority of teachers reported using the textbook only for exercises, reading passages, or visual support. It was not considered a complete or guiding teaching resource. Instead, it was used selectively and strategically, particularly in parts of the lesson where supplementary engagement was needed.

3. Perceived Content Difficulty

Several teachers highlighted that the textbook's language level and content complexity were too high for 5th-grade learners. Vocabulary and sentence structures often required simplification or substitution, and students struggled with understanding instructions or completing tasks independently.

4. Positive Student Engagement with Activities and Visuals

Despite its limitations, the textbook was consistently praised for its engaging activities and colorful visuals, which students found entertaining and motivating. Teachers acknowledged the value of these features and often used them to promote student participation, even if the rest of the textbook was not used.

5. Adaptation and Supplementation

Teachers commonly employed alternative materials, including flashcards, storytelling, videos, and handouts, to replace or support the textbook content. These adaptations were crucial to maintaining lesson flow and ensuring student understanding, particularly when facing time constraints or resource gaps.

6. Calls for Reform and Redesign

Almost all participants expressed a desire for reform, calling for better alignment between the textbook and the guide, simplification of content, and inclusion of more relevant and communicative tasks. Some suggested replacing one of the books entirely to reduce redundancy and confusion.

7. Observation Validation

The classroom observation confirmed many of these findings. The observed teacher did not use the textbook as a central instructional tool, but rather relied on storytelling, flashcards, and oral interaction. Only a short segment of the session involved the textbook, and even that was for isolated practice, not lesson delivery.

Collectively, these findings emphasize the urgent need for alignment, simplification, and teacher involvement in textbook development and reform. They also highlight the resourcefulness of Algerian teachers, who navigate systemic limitations with creativity and commitment to learner needs.

5.3 Implications of the Findings

The results of this study have several key implications for the improvement of English language teaching in Algerian primary schools. They touch on areas such as curriculum alignment, teacher agency, materials development, and educational policy. These implications not only reflect the urgent challenges uncovered through the interviews and classroom observation but also suggest strategic areas where reforms could enhance both the usability of the textbook and the quality of English instruction overall.

1. The Need for Curriculum–Textbook Coherence

One of the clearest implications is the necessity to establish stronger coherence between the national curriculum, the didactic guide, and the English language textbook. The misalignment reported by teachers creates confusion, instructional inefficiencies, and unnecessary redundancy. As Wang and Cheng (2009) emphasize, educational materials must be tightly aligned with curriculum goals to ensure smooth instructional flow and measurable learning outcomes. When alignment is lacking, teachers are forced to choose between conflicting materials, often at the expense of the textbook's full potential.

2. Teacher Involvement in Materials Development

The findings also reveal a pressing need to involve teachers in the textbook development and evaluation process. Teachers' practical knowledge and classroom insights are critical in shaping materials that are both pedagogically sound and contextually appropriate (Garton & Graves, 2008). The lack of teacher consultation during the creation of the 5th-year English textbook may explain many of the implementation issues observed. When teachers are given the opportunity to contribute to design decisions, the resulting materials are more likely to be usable, adaptable, and learner-centered.

3. Reinforcing Teacher Autonomy and Adaptation Skills

One other important implication is facilitating teachers' capacity to adapt and localize materials without penalty or restriction. In the observed classroom, the teacher used visual materials,storytelling, oral interaction as alternative for textbook materials to address learners' needs more adequately. This reflects what Borg (2006) describes as "teacher autonomy" the authority of teachers to exercise informed decisionmaking . Teacher education courses should therefore focus not only on content presentation but also on assessment of materials, adaptation techniques, and reflective practice.

4. Revisiting Language Complexity and Input Design

The language difficulty of book contents was still a contentious issue. Some teachers complained that vocabulary, sentence structures, and tasks were out of reach for the 5th-year students, especially considering their limited prior exposure to English . This agreement is reinforced by Tomlinson and Masuhara (2013), who argue that input must be comprehensive and slightly challenging but not so challenging as to be intimidating in order to stimulate learning. Algerian textbook authors must implement more rigorous piloting and age-incremental grading of language in preparing futur editions

5. Policy Reform for Instructional Flexibility

Finally, the study recommends policy flexibility in instructional implementation. Several teachers reported pressure to stick strictly to the didactic guide, even though this would be contrary to class needs or to the textbook itself. Policymakers must realize that strict enforcement of sequential content from the center can undermine, rather than support, quality teaching. A shift toward principled flexibility in which teachers are invited to

exercise local judgments within broader curricular frameworks would greatly enhance textbook use and classroom performance (Johnson, 2009).

5.4 Pedagogical Recommendations

Based on these findings of this research, several pedagogical recommendations are proposed to increase the utilization, usability, and classroom application of the 5th-year English language textbook in Algerian primary schools. These recommendations are directed towards key stakeholders including textbook writers, trainers of teachers, curriculum planners, and classroom teachers. The aim is to bridge the gap that currently exists between policy and practice, and enable the textbook to be an enabler, and not a constraint, in teaching English language.

First, textbook authors are encouraged to collaborate more intensively with in-service teachers at design and review levels while compiling textbooks. Being hands-on practitioners, the teachers possess insider knowledge regarding learner needs, pacing realities, and language input appropriateness. Their input would help develop materials not only aligned with curriculum goals but also realistically adoptable in real classrooms. This is in agreement with Tomlinson (2012), who argues that the materials should be informed by classroom experience and tested with actual learners before wide dissemination.

Secondly, the Ministry of National Education should ensure that didactic guide is compatible with the textbook. As revealed through interview and observation, teachers are often forced to decide between the guide and the textbook, resulting in confusion, wasted instructional time and a diminished role for the textbook. A consistent, logical order among the two resources would significantly enhance lesson planning and execution, making the two resources complementary rather than in conflict. According to Graves (2000), pedagogic materials must be coordinated within the broader curriculum design to function effectively in daily instruction In addition, teachers must be taught textbook adaptation and critical material analysis.

Although many Algerian teachers already demonstrate adaptive creativity abilities replacing difficult textbook content with simplified descriptions or pictorial content formal training would equip them with systematic tools and models for accomplishing this more effectively. Teacher training programmers must therefore go beyond methodology and grammar and encompass modules on textbook flexibility, resource selection, and learner-

centred adaptation strategies. As Garton and Graves (2008) suggest, developing teacher agency in material use leads to more confident, reflective, and adaptive classroom practices.

Furthermore, a stratified language input is recommended. The current textbook used includes language and grammar that, according to the teachers, are often beyond the comprehension of 5th-year students. Editors must revise subsequent editions such that language is both age-appropriate and pedagogically scaffolded. This would improve learner comprehension but also reduce the cognitive load of teachers, who currently have to spend much time adjusting the material. Pinter (2011) emphasizes that younger learners require carefully structured linguistic input with repetitive, familiar, and contextualized content.

Finally, school administrators and inspectors need to become more flexible when it comes to instructional decision-making. Teachers should be given autonomy to modify, supplement, or rearrange textbook content to meet the specific requirements of their own classrooms. Strict adherence to linear textbook usage smothers teacher creativity and can alienate students. Instead, a virtue-based approach to flexibility should be promoted one that allows teachers leeway to make thoughtful pedagogical choices while staying within general curricular objectives. As Richards and Lockhart (1996) argue, argue, allowing space for professional judgment leads to more responsive and effective teaching.

These recommendations aim to reframe the textbook from a passive mandate to an active tool, which can be adapted for local requirements and supplemented with teacher input. Through identifying weaknesses in design, adding support processes, and increasing pedagogical ability, Algeria's education system can make textbooks fulfill their intended role as vehicles for substantial, communicative English learning at the primary level.

5.5 Limitations of the Study

While the current study offers useful insights into the perception and challenges faced in the adoption of the 5th-year English language textbook in Algerian primary schools, there are several limitations that should be identified. These limitations don't invalidate the research findings, but they set the limits under which conclusions can be applied

Firstly, a qualitative research methodology was conduct, and depth was prioritized over breadth. Participation numbers eight teachers and one classroom observation were kept small and purposefully selected through purposive sampling to accrue rich, experiential

data. The methodology allowed for rich thematic analysis but would not provide findings that are representative of all Algerian primary schools. As Patton (2015) explains, qualitative inquiry provides depth and contextual understanding rather than broad statistical inference.

Secondly, geographical limitation needs to be recorded. All interviews and classroom observation were conducted at Bordj Bou Arréridj, a single province of Algeria. Teacher pedagogies, teacher training, school infrastructure, and policy enforcement can vary from region to region. Therefore, the perceptions and challenges as found in this study could be different in cities such as Algiers or Oran, or in remote rural schools with different institutional pressures. A third limitation relates to the scope of data gathering tools. The research depended exclusively

While these measures helped obtain real teacher experience and piloting interview data, alternative approaches such as student focus groups, analysis of textbook content, or inspector interviews would have been able to provide a more three-dimensional representation. Triangulation using diverse data sources enhances research validity and mitigates bias, as suggested by Dörnyei (2007).

Additionally, the time requirements of academic calendars limited the researcher from visiting classrooms regularly or monitoring shifting textbook usage patterns over the academic year. Textbook practice usage can shift over time as increased familiarity grows among teachers with the content and its demands. Language policy reforms in Algeria are still quite new, and such practices may shift over time.

Finally, the study was conducted early when English was initially implemented in Algerian primary education. The textbook that was the subject of the study was therefore involved in the early reform process. Teachers' negative attitudes may therefore be a transitional period effect and not long-term evaluations. According to Fullan (2007), educational innovations often face resistance or adaptation issues during their initial implementation phase. Recognizing these limitations facilitates understanding that the findings express context-dependent experience, rather than ultimate judgment. They do constitute the basis, however, for further research and policy evaluation.

They also provide a decent window into the reality of English textbook application at this first stage of language teaching reform in Algeria

5.6 Suggestions for Further Research

While this study provided critical insight of the teachers' attitudes and challenges regarding the 5th-year Algerian primary school English language textbook, it also leaves several lines of future research open. Scaling up the scope of the current research might be significantly contributory to textbook preparation, curriculum policy, and teacher education in Algeria's emerging English language teaching (ELT) context.

One key suggestion for future work is applying longitudinal studies that track textbook implementation over several academic years. The present study took a snapshot at the onset of curriculum reform when English was just being introduced in primary schools. Long-term studies, nevertheless, would allow researchers to examine how teachers' attitudes shift with experience, changes at the institution, or with revisions in the content of the textbooks. According to Burns (2010), longitudinal data are valuable in revealing how pedagogical innovations are sustained, modified, or resisted over time.

Future research would also aim to expand the geographic and institutional scope of the sample. Including teachers from various regions of the country urban, rural, coastal, and interior regions would enhance representativeness and uncover potential differences by region in the use of textbooks. Furthermore, involving various types of schools, including public vs. private and high-performing vs. low-funded schools, would provide a better picture of how contextual factors influence textbook use.

Another line of investigation could be the learner's perspective. As this research limited itself to classroom behavior and teachers, finding out what students perceive about the textbook would enrich our knowledge of its worth. Indeed, research carried out by Gilakjani and Sabouri (2016) has found that student motivation and interest depend significantly on how they interact with textbook content. Focus groups, learner diaries, or classroom-based student questionnaires would be appropriate means for capturing this dimension.

Additionally, comparative textbook studies could be useful. Researchers would compare the 5th-year Algerian English textbook with other Algerian grade-level textbooks or with popular ELT materials globally for the same grade levels. Through such studies, gaps in design would be ascertained and future improvements in terms of layout, sequencing, cultural content, and difficulty of language (Mukundan et al., 2011).

Finally, further research could focus on the inspector and policymakers' perspectives. Having an understanding of how the individuals working in an administrative or supervisory capacity evaluate the textbook and how their policies influence classroom practice would explain the policy-practice gap identified here. It would also help in evidence-based reform development and promote communication among authors of textbooks, practitioners, and education authorities.

By exploring these suggested directions, researchers can contribute positively towards an evidence-based and more inclusive process of curriculum improvement in Algeria. These studies, in addition to contributing to the educational domain of language teaching, would also facilitate practical reforms in an increasingly evolving system.

General Conclusion

The present research aimed to discuss primary school teachers' perceptions and impediments in using the 5th-year English language textbook in Algeria, with emphasis on how the content is viewed, taught, and modified in actual classroom settings. Under qualitative approaches, including teacher interviews and a classroom observation, this research revealed an evident disparity between textbook policy and pedagogical practice, the one that is informed by structural, pedagogical, and institutional conditions.

The findings consistently indicated that while the textbook is officially obligatory, it is rarely taught as a fundamental teaching material. Teachers provided multiple reasons for this: non-conformity of the textbook to the official guide of didactics, inappropriately higher or lower degrees of difficulty in content for 5th-year students, and pressure due to time limitations in teaching mandatory content. Despite these drawbacks, teachers did note some positive aspects of the textbook primarily its visuals and activity pages, which were engaging and a hit with students.

Above all, what emerged from the data was the independence of the teachers themselves. Rather than accepting uncritically the limitations of the textbook, teachers employed professional judgment in varying or replacing material to accommodate their learners' needs. Such flexibility is at once an indication of their commitment and a signal to policymakers and textbook authors: effective language teaching depends not merely on approved materials, but on whether materials respect the lived realities of the classroom.

The study also supported the argument that Algerian textbook reform must be inclusive, involving the participation not merely of implementors but also teachers as collaborators in the process of creating the curriculum. A coordinated, feedback-based approach that combines the textbook with the didactic guide, makes language material easier, and prepares teachers for employing material in flexible manners would result in more efficient, coherent, and student-oriented teaching.

In general, this research contributes to our knowledge of textbook practice as a negotiated, multifaceted practice shaped by curriculum policy, classroom environment, and teacher expertise. As Algeria continues to develop English in its primary school sector, the

results of this research could serve to inform policymaking reforms that are contextually responsive and pedagogically grounded.

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Appendix

Appendix A: Interview Guide

This interview guide was used to collect qualitative data from primary school English teachers in Bordj Bou Arréridj. The purpose was to explore their perceptions of the 5th-year English language textbook and the challenges they encounter during its implementation in the classroom.

Interview Title

Teachers' Perceptions and Impediments in Using the 5th-Year English Language Textbook

General Instructions to Interviewees

- Your participation is entirely voluntary.
- The information collected will be kept confidential and used only for academic purposes.
- You may skip any question or stop the interview at any time.
- The interview will take approximately 15–20 minutes.

Interview Questions

1. How do you think your students generally respond to the 5th-year English language textbook?
2. Does the textbook align effectively with the curriculum and the learning needs of your students?
3. What benefits and drawbacks do you think this textbook provides?
4. How do you typically use the textbook in your classroom?

5. Do you follow the sequence strictly or do you change it depending on your students' needs?
6. Are there any supplementary materials or resources you use in addition to the textbook?
7. What challenges do you encounter when using this textbook in your teaching?
8. Are there issues with the difficulty level of the content?
9. How do these challenges directly affect your teaching or your students' learning?
10. How do your students react to the activities and materials in this textbook?
11. Do they find it engaging and accessible?
12. What modifications would you suggest to enhance this textbook?

Appendix B: Sample Teacher Interview Transcript

The following is an anonymized verbatim transcript of one of the teacher interviews conducted as part of this study. The teacher's name and school have been omitted for confidentiality. The interview was conducted in a semi-structured format and lasted approximately 20 minutes.

Interviewer: How do you think your students generally respond to the 5th-year English language textbook?

Teacher: First of all, I don't use the textbook very often. I told my students from the beginning of the year that we're only going to use it for exercises. They are not interested in it, and honestly, the content is very repetitive.

Interviewer: Does the textbook align effectively with the curriculum and the learning needs of your students?

Teacher: No, it doesn't. It doesn't align with the guide provided by the ministry. That creates confusion in lesson planning.

Interviewer: What benefits and drawbacks do you think this textbook provides?

Teacher: Well, sometimes it can be useful as a tool just to have something to fall back on when other resources are not available. But I wouldn't call that a real benefit. The drawbacks are bigger. The textbook is too long, and most of the time it repeats what's already in the third-year textbook.

Interviewer: How do you typically use the textbook in your classroom?

Teacher: Only during activities. For example, when I don't have my flashcards or visual aids, I go to the book and say: "Let's do this activity together." But I don't follow it as the main lesson structure.

Interviewer: Do you follow the textbook sequence or modify it based on your students' needs?

Teacher: I modify it a lot. I also have to follow what the inspector says. For instance, we were told not to mix content from the guide and the textbook so I just adapt the activities.

Interviewer: Do you use any other materials in addition to the textbook?

Teacher: Yes, absolutely. I use a lot of ICT tools: data shows, speakers, sometimes even games and songs. These help a lot more than the textbook.

Interviewer: What challenges do you encounter when using this textbook?

Teacher: The language is difficult, and some topics are too long or too complex. They don’t match the student level.

Interviewer: Are there issues with the difficulty level of the content?

Teacher: Yes, definitely. The vocabulary is above their level. I often have to simplify or skip certain parts.

Interviewer: How do these challenges affect your teaching?

Teacher: It affects my planning. I always have to come up with a Plan B. I can’t rely on the textbook.

Interviewer: How do your students react to the activities in the textbook?

Teacher: They actually enjoy the exercises when we do them. Some are fun and engaging. But overall, they don’t find the textbook interesting.

Interviewer: Do they find it accessible?

Teacher: Only the exercises those are fine. The rest of the book, not really.

Interviewer: What modifications would you suggest?

Teacher: The textbook should be aligned with the didactic guide. Also, the content should be simplified and more interactive. And of course, teachers should be consulted when designing it.

Appendix C: Classroom Observation Template

This template was used by the researcher to conduct a non-participant classroom observation session. It was designed to systematically capture how the 5th-year English language textbook is used in real classroom settings, along with associated teaching strategies, student engagement, and classroom challenges.

Observation Details

- **Observer Name**:
- **Date**:
- **School Name**:
- **Teacher's Name (optional)**:
- **Grade Level**:
- **Number of Students**:
- **Lesson Topic**:
- **Textbook Unit/Activity Observed**:

Section A: Classroom Environment

Focus Area	Observations
Seating arrangement and student visibility	
Classroom resources (board, visuals, etc.)	
Availability and condition of textbooks	
General classroom atmosphere and engagement	

Section B: Use of the 5th-Year English Textbook

Focus Area	Observations
How is the textbook introduced during the lesson?	
Is the textbook used directly or adapted?	
Are additional materials used to support the textbook?	
Is the textbook guiding the flow of the lesson?	
Time spent on textbook activities	

Section C: Language Skills Focus

Skill	Evidence of Practice	Student Participation
Listening		
Speaking		
Reading		
Writing		

Section D: Teaching Techniques and Strategies

Technique	Observations
Clarity of explanation	
Use of visuals, songs, or storytelling	

Pair/group work	
Use of Arabic/French for clarification	
Student involvement	
Handling textbook limitations	

Section E: Challenges and Adaptations

Observed Challenge	Teacher Response/Strategy
Lack of student understanding	
Content too complex or unfamiliar	
Technical/resource limitations	
Time management issues	

Section F: Observer Notes

- What worked well in the lesson?
- Were students engaged with the textbook?
- Did the textbook support or hinder learning outcomes?
- Additional reflections:

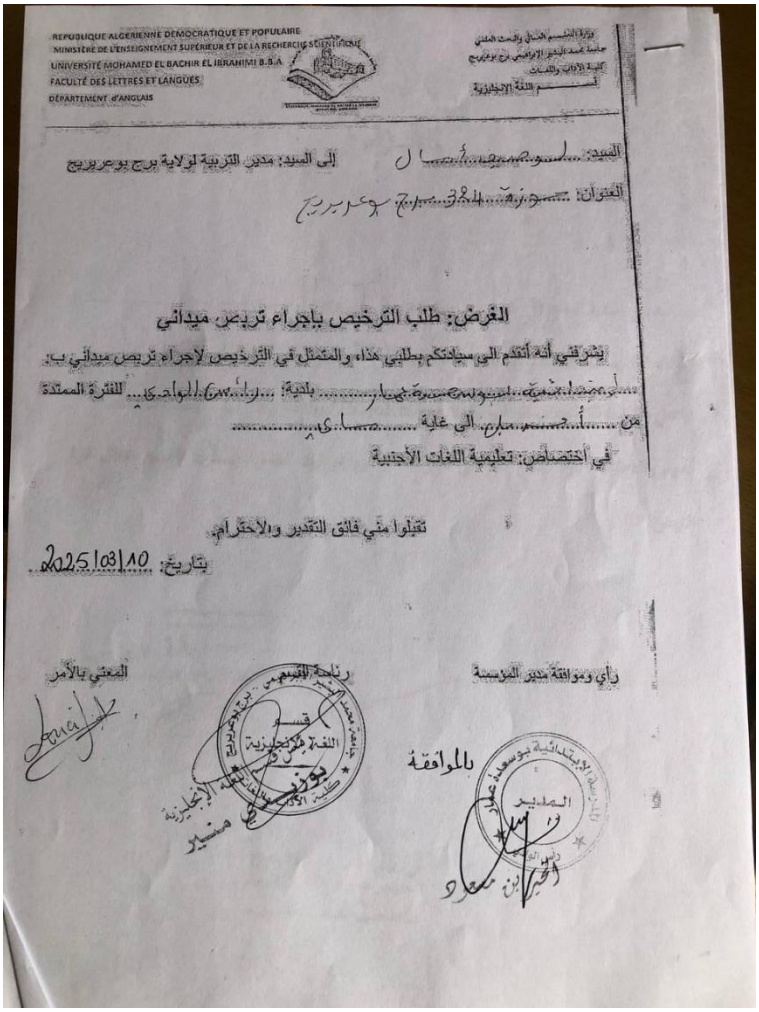
Appendix


Means of transport
Land
sky
air
sea
water
car
taxi
bus
train
bike
helicopter
plane
boat
ship
Holidays and Travelling.
Monday, April 25th 202
Travelling: I Listen and Interact.
I Listen and Discover.
Mary :

Appendix


Holidays and Travelling:
Monday, April 24th 2023.
Travelling: I Listen and Interact
I Listen and Discov
Mary :
John :
Mary:
John:
transport
water
boat
ship
yacht

Appendix



REPUBLIQUE ALGERIENNE DEMOCRATIQUE ET POPULAIRE
MINISTÈRE DE L'ENSEIGNEMENT SUPÉRIEUR ET DE LA RECHERCHE SCIENTIFIQUE
UNIVERSITÉ MOHAMED EL BACHIR EL IBRAHIMI B.B.A
FACULTÉ DES LETTRES ET LANGUES
DÉPARTEMENT D'ANGLAIS

وزارة التعليم العالي والبحث العلمي
جامعة محمد البشير الإبراهيمي برج بوعريريج
كلية الآداب واللغات
قسم اللغة الإنجليزية

إلى السيد: مدير التربية لولاية برج بوعريريج

السيد: ...
العنوان: ...

الغرض: طلب الترخيص بإجراء تربص ميداني

يشرفني أنه أتقدم الى سيادتكم بطلبي هذا، والمتمثل في الترخيص لإجراء تربص ميداني ب:
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من ..... الى غاية .....
في اختصاص: تعليمية اللغات الأجنبية

تقبلوا مني فائق التقدير والاحترام.

بتاريخ: 2025/03/10

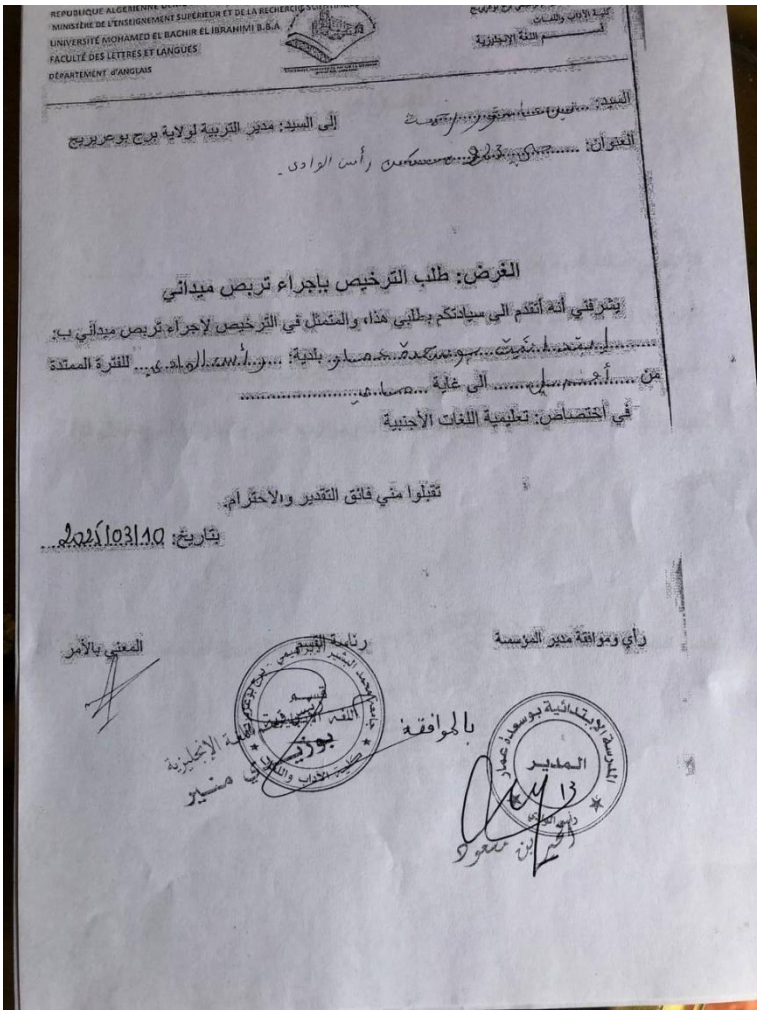
المعني بالأمر

رئاسة القسم

رأي وموافقة مدير المؤسسة

بالموافقة

المدير



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FACULTÉ DES LETTRES ET LANGUES
DÉPARTEMENT D'ANGLAIS

كلية الآداب واللغات
قسم اللغة الإنجليزية

إلى السيد: مدير التربية لولاية برج بوعريريج

السيد: ...
العنوان: ... رأس الوادي

الغرض: طلب الترخيص بإجراء تربص ميداني

يشرفني أنه أتقدم الى سيادتكم بطلبي هذا، والمتمثل في الترخيص لإجراء تربص ميداني ب:
..... بلدية: ... للفترة الممتدة
من ..... الى غاية .....
في اختصاص: تعليمية اللغات الأجنبية

تقبلوا مني فائق التقدير والاحترام.

بتاريخ: 2025/03/10

المعني بالأمر

رئاسة القسم

رأي وموافقة مدير المؤسسة

بالموافقة

المدير

Summery

English Summary

In this study, thematic analysis was used to explore the perspectives of primary school teachers regarding the 5th-year English textbook. Based on Creswell's spiral model for qualitative data analysis, the process involved several stages: reading and re-reading transcripts, coding meaningful parts of the data, organizing similar codes into categories, and developing key themes. These themes emerged through both surface-level patterns and deeper interpretation. They represent the teachers' real classroom experiences, including the challenges they face and how they interact with- the textbook. This method allowed for a comprehensive understanding of the teachers' views and the factors that influence their practices.

Résumé en français

Dans cette étude, l'analyse thématique a été utilisée pour examiner les perceptions des enseignants du primaire concernant le manuel d'anglais de 5e année. En s'appuyant sur le modèle en spirale de Creswell pour l'analyse qualitative, la recherche a suivi plusieurs étapes : la lecture attentive des transcriptions, le codage des passages significatifs, le regroupement des codes similaires en catégories, puis l'identification de thèmes clés. Ces thèmes ont émergé à partir d'observations superficielles mais aussi d'interprétations plus profondes. Ils reflètent les expériences vécues des enseignants, les défis auxquels ils font face en classe et leur façon d'utiliser le manuel. Cette méthode a permis de mieux comprendre leurs opinions et les facteurs influençant leur pratique pédagogique.

*ملحق بالقرار رقم ....1082.... المؤرخ في ..... 27 ذي القعدة 2020
الذي يحدد القواعد المتعلقة بالوقاية من السرقة العلمية ومكافحتها

الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التعليم العالي والبحث العلمي

مؤسسة التعليم العالي والبحث العلمي:

نموذج التصريح الشرفي
الخاص بالالتزام بقواعد النزاهة العلمية لإنجاز بحث

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عنوانها: Primary School Teachers' Perceptions and Impediments in using 5th year English language Textbook

أصرح بشرفي أني ألتزم بمراعاة المعايير العلمية والمنهجية ومعايير الأخلاقيات المهنية والنزاهة الأكاديمية المطلوبة في إنجاز البحث المذكور أعلاه.

التاريخ: 13.07.2025

توقيع المعني (ة)

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ملحق بالقرار رقم ....1082.... المؤرخ في ..... 27 ديسمبر 2020

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التاريخ: 29.06.2025

توقيع المعني (ة)

توقيع السيد: .....

بطاقة التعريف: .....

بتاريخ: .....

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29 جوان 2025