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Third Year Primary School English Textbook Analysis

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Dedication I

To the memory of my father God bless him.

To my beloved mother.

To my wife and my children for their support and patience.

To my brothers and sister.

*To all those who lent a helping hand I dedicate this humble
work.*

Aïssa Bousnane

Dedication II

I dedicate my thesis work to my family a special feeling of gratitude to my loving parents whose words of encouragement for tenacity ring in my ears.

I also would like to dedicate my thesis to my friends who helped me throughout the process,

I will always appreciate what they have done for me.

Karim Hadj Hamed

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Abstract

Implementing English in primary school for the second time presents a new challenge for the ministry of education and book designers to give birth to a suitable and convenient textbook. The present study aims at analyzing the current English textbook which is addressed for third year grade, in order to check the appropriateness of the content, achievements of learners' needs and meeting teachers' expectations. In order to tackle this issue, an online questionnaire was used as a research tool to gather data. The questionnaire was answered by sixteen (16) English primary teacher from state and private schools. The results obtained, concludes that teachers' views vary towards the textbook through the answered questions.

Keywords: primary school, English language, textbook, textbook analysis

List of abbreviations

M.S: Middle School

EFL1: English as 1st Foreign Language

FL1: 1st Foreign Language

FL2: 2nd Foreign Language

ELT: English Language Teaching

Q: Question

List of tables

Table 1: Table 1: English Textbooks 1962/1970.....	6
Table 2: Description of the Coursebooks 1 and 2: Success with English.....	8
Table 3: Description of the Coursebook: The New Concept English.....	9
Table 4: Description of the textbooks: Madjid in England (4 th M.S) and Andy in Algeria (3 rd M.S)	10
Table 5: English Textbooks 1970/ 1980	11
Table 6: EFL1 textbooks	15
Table 7: Teachers Teaching years	35
Table 8: Satisfaction with the current English syllabus	35
Table 9: Teachers' expectations	36
Table 10: Textbook attractiveness	36
Table 11: Textbook capturing learners' interest	37
Table 12: English facilitating French learning	37
Table 13: The efficiency of the method	38
Table 14: Teaching English at an early age	38
Table 15: The Session's duration	39
Table 16: English replacing French in primary school.	39

List of figures

Figure 1: Book covers of the previous primary English textbook and workbook	14
Figure 2: Teachers Teaching Years.....	35
Figure 3: Satisfaction with the current English syllabus	35
Figure 4: Teachers' expectations	36
Figure 5: Textbook attractiveness	36
Figure 6: Textbook capture learners' interest	37
Figure 7: English facilitating French learning	37
Figure 8: The efficiency of the method	38
Figure 9: Teaching English at an early age	38
Figure 10: The Session's duration	39
Figure 11: English replacing French in primary school	39

CONTENTS

Dedication I	I
Dedication II	II
Acknowledgements.....	III
Abstract	IV
List of Abbreviations.....	V
List of Tables.....	VI
List of Figures.....	VII
Contents	VIII
General Introduction	1
Background to the Study	1
Purpose of the study	2
Motivation	2
Research question	2
Hypothesis	2
Limitations of the study	3
Structure of the Dissertation	3

Chapter I

Literature Review

Introduction	4
--------------------	---

Section One: Textbooks.....	5
1. History and Background	5
1.1. Post-colonial Algerian educational reforms	5
1.2. A very brief historical background of the teachers of English in Algeria since the independence	5
1.2.1. Textbooks of the pre- and post-independence period	6
1.2.2. Success with English. Coursebooks 1 and 2.....	7
1.2.3 The New Concept English Series of L.G. Alexander (1967)	8
1.3. Rebirth of the nation and growth of national culture	9
1.3.1 Madjid in England (4 th M.S) and Andy in Algeria (3 rd M.S)	10
2. The Status of English in Algeria during 1970's	11
2.1 The Introduction of English	11
2.2. English in the Algerian educational system	12
3. English in Primary schools	12
3.1. My Book of English and My New Book of English	14
3.2. Views about reasons of the Failure of English in the Algerian Primary Schools	15
a) According to Rezig	15
b) According to Lakhal-Ayat – Benmati.K	16
c) According to Marouf N	16
d) According to Yellas, A., Belalta, F.	19
4. Reintroducing English in Primary school	20

4.1 The benefit of learning English at a young age	20
4.2 Characteristics of young learners	20
4.3 Characteristics of teachers at primary school	21
Conclusion	21
Section Two: Textbook Analysis	22
Introduction	22
Defining Textbooks	22
1.1 Good textbook	22
1.2 What is Textbook?	23
2.3 Definitions of Textbook	23
2.3.1 According to Bacon	23
2.3.2 According to Cambridge dictionary	23
3. Arguments for textbook use (The advantages of textbook use)	23
4. Arguments against textbook use (Disadvantages of a textbook use)	24
5. Features of good textbooks	25
6. What are the qualities of good textbook? Characteristics of a good textbook	26
6.1 Size	26
6.2 Book Cover	27
6.3 Paper Quality	27
6.4 Textbook binding	27
6.5 Printing	27
6.6 Cost effective	27
6.7 Qualified Author	28
6.8 Internal qualities of textbook	28
6.9 Content and material	28

6.10 Illustrations and diagrams	28
6.11 Vocabulary	28
7. What is Textbook analysis	29
7.1 Reasons for textbook analysis	29
7.2 Criteria for textbook analysis	29
7.2.1 Quantitative analysis	30
7.2.2 Qualitative analysis	30
8. The Brown's twelve categories	31
Conclusion	32

Chapter II

Research Methodology

Introduction	33
1. Research Design	33
1.1 Research Methods	33
1.2 Research Tool	34
1.2.1 Questionnaire	34
1.2.2 Description of questionnaire	34
3.The Data Analysis of the Questionnaire	35
4. Discussion of the Results	40
Conclusion	42
General Conclusion	43
Bibliography	44
Appendices	46
ملخص	47

GENERAL INTRODUCTION

General Introduction

1. Background to the study

English language has become very important nowadays due to its various benefits. Algeria is one of the countries that looks positively at English as other countries across the world.

For the past decades, English has become a primary language used for international communication. The English language is now used in many countries around the world, as a result of the economic and industrial growth of certain powerful countries such as the United States of America and Great Britain. Over 2 billion people are speaking English around the world, this has never happened before in the history of languages. Such growth has contributed to the English language becoming the lingua franca in many countries. A similar worldwide spread has never been achieved by any other language, not even by Latin or French. In many fields, whether it is education, economics, science, politics, or business it is English that is dominantly used (The history of English, 2011).

The English language is still enjoying a great importance not just as an international language but as a world language. It was said that “The sun regularly sets on the Union Jack these days but never on the English Language...it has replaced French in the world of diplomacy and German in the field of science” (Newsweek, November.15, 1982). One cannot consider himself balizing world unless he masters two things: English and computing. In this sense chfield stated that: “Any literate, educated person on the face of the globe is deprived, if he does not know English.”

GENERAL INTRODUCTION

Purpose of the study

Each study has its own purposes so this one does, many purposes around this study such as the positives and negatives of the new English textbook third year primary school, also we as researchers tend to find the gaps of the textbook in order to avoid mistakes for a better education moreover the limitations and recommendations for this study in order to enhance and take to the next level.

Motivation

Since the reinserting of English language in primary school after the failing of the first attempt, it becomes necessary to shed a light on the second attempt, since it became a reality by applying it in primary schools all over Algeria. Also as a new language came to the primary stage in education seen as a challenge, with that momentum as teachers and researchers we have the privilege to search about it, also as teachers the book is primarily submitted to the teacher with its own materials the teacher works as facilitator towards his students (method), moreover the different opinions of teachers who are responsible for teaching third year primary school especially the experienced one who encourage us to do this research.

Research question

This study is designed to answer the following question:

Q: Does the book in matter of content meet the needs of tiro pupils?

Hypothesis:

We guess the book meets the needs of pupils if it is supplied with other pedagogical materials.

GENERAL INTRODUCTION

Limitations of the study

The present study faced a number of constraints, which prevented it from realizing the expected results:

- Time constraints
- It was difficult to collect the needed number of answers, as a decent number of teachers did not answer the provided questionnaire, which may be due to technical issues or other factors.

If this study was based on larger sample size, more accurate results could have been generated.

Structure of the Dissertation

The first chapter is devoted for the necessity of reintroducing English in primary school and the preparation of that project since the first attempt doomed into failure.

The second chapter is the analysis of the current third year primary school English textbook.

CHAPTER I: LITERATURE REVIEW

Chapter I

Literature Review

Introduction:

In this chapter, we are going to shed light on the status of English in Algeria through providing a historical background. This chapter will also demonstrate the previous English textbooks from colonial to post-colonial Algeria. In addition to the 1993 attempt of introducing English as a foreign language in primary school and its reasons of failure. By the end, it deals with the reintroducing of English in primary schools for third year grade as it is the case of the school year 2022-2023.

CHAPTER I: LITERATURE REVIEW

Part One: Textbooks

2. History and Background

1.1. Post-colonial Algerian educational reforms

The colonial and postcolonial contexts are the most representative situations where complex multicultural qualities are conflicting, complementing, and/or correlating with each other. These aspects are prominent in chronological and developmental contexts of colonial / postcolonial, independence and development periods of Algerian modern history; they are, to a great extent, characteristic features of educational programmes and language teaching materials and textbooks.

In post-independence education, Algeria preserved a postcolonial-cultural heritage. The French school system was kept as an organisational structure and educational content for a number of years. A few changes were noticed; the teaching of Arabic and other nationalist /identity related issues were introduced. The teaching of English as a foreign language did not have any importance because the country had not yet changed its school system to introduce foreign languages. As French remained the language of administration and education for more than a decade, a claim for ‘arabisation’ was made within the educational, religious and political nomenclature.

1.2. A very brief historical background of the teachers of English in Algeria since the independence:

Throughout the 1960’s decade, the teachers of English represented the over-whelming majority of foreign language teachers’ community in Algeria both in the middle and secondary school education. According to Hayenne, (1989: 49) in 1968, 84.6 % of foreign language teachers were “cooperants”. In other words, these were teachers serving on voluntary overseas.

CHAPTER I: LITERATURE REVIEW

They were primarily French whose knowledge, experience and expertise were about French pupils in a French learning environment. These teachers might have some way opened new scopes and intrinsically motivated Algerian pupils, but, their ignorance of the intricacies (the complicated details) of the Algerian social, educational, economic and political context might as much have hindered foreign language learning and teaching. Hayenne (ibid: 62) asserts that these cooperating teachers used the same curriculum, the same textbooks in teaching the Algerian pupils. They actually were not looking for the conducive atmosphere and a healthy environment to the better teaching of English. It's worthy to say that the time allotted to English sessions in France and to English in Algeria was not the same at all because the French pupils learned seven years whereas the Algerian pupils received only five years of English sessions. (Slimani. 2016)

1.2.1. Textbooks of the pre- and post-independence period:

Teaching English as a Foreign Language during the pre- and post-independence period is characterized by the general use of British course books till the late 70's.

Grade	Title	Authors	Year of publication	Number of pages
4ème	L'Anglais, Langue Seconde	Richard & Hall	1960	224
3ème	L'Anglais, Langue Seconde	Richard & Hall	1961	238
2ème	L'Anglais par la Littérature	Richard & Hall	1962	272
1ere	L'Anglais par la Littérature	Richard & Hall	1963	270

Table 1: English Textbooks 1962/1970. (Lakhal-Ayat – Benmati.K, 2008)

These commercial textbooks were designed for general learners without any focus on a particular home culture or educational programmes. Their main target is a particular proficiency

CHAPTER I: LITERATURE REVIEW

level in English as a foreign language but not a particular culture or country. Therefore, their cultural input was overloaded with foreign language culture and a complete neglect of the mother tongue/first language culture (Altan 1995).

The titles of the Secondary Cycle textbooks: *L'Anglais par la Littérature* (English through Literature) for the two first years of the Secondary Cycle. These books authored by Richard and Hall (1960/1961/1962/1963) were often referred to as Richard and Hall Method. Hayane (1989) reports the lack of confidence the Algerian authorities had in these textbooks. According to him, the level was too high for the pupils. The textbooks were originally designed to suit French pupils, and consisted of four manuals. But since in Algeria, the pupils started studying English two years after their French counterparts, it was thought that a two-year program could not meet Algerian pupils' needs, and this because of the compilation made of the four textbooks into two. (Lakhal-Ayat – Benmati.K, 2008)

1.2.2. Success with English. Coursebooks 1 and 2, Broughton, E.G 1965, Penguin Books:

School level	- Middle school
Description	<ul style="list-style-type: none">- artificial texts that presented the language aspects and grammatical features of English.- imaginary characters, involved in artificial situations, and illustrated basically with stick-drawing figures.- Proper names, places, activities, roles and environmental setting were stereotypes of the English speaking culture.- Cultural content and/or cultural value was never considered.

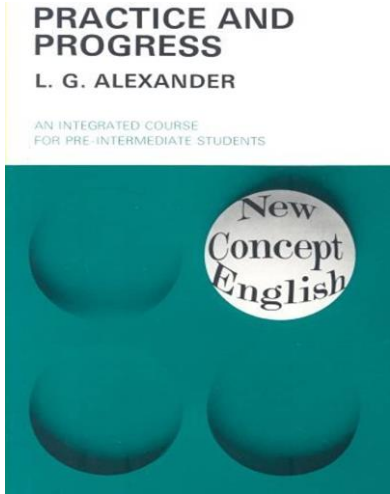
CHAPTER I: LITERATURE REVIEW



Table 2 : Description of the Coursebooks 1 and 2: Success with English.

1.2.3. The New Concept English Series of L.G. Alexander (1967):

It consisted of four course books and only two of them were used: *Practice and Progress* and *Developing Skills*.

School Level	Secondary Level
<p data-bbox="276 1361 432 1395">Description</p> 	<ul style="list-style-type: none"> <li data-bbox="699 1361 1469 1541">- Textbooks focused on proficiency development in language patterns, sentence structure and paragraph writing. <li data-bbox="699 1585 1414 1619">- No diversity in cultural potential or cultural tolerance. <li data-bbox="699 1664 1469 1765">- No mention of cultural (topic/theme) issues to be discussed. <li data-bbox="699 1809 1469 1910">- All texts introduced language items in non-authentic reading extracts. <li data-bbox="699 1955 1414 1989">- The cultural features of spoken English were ignored.

CHAPTER I: LITERATURE REVIEW

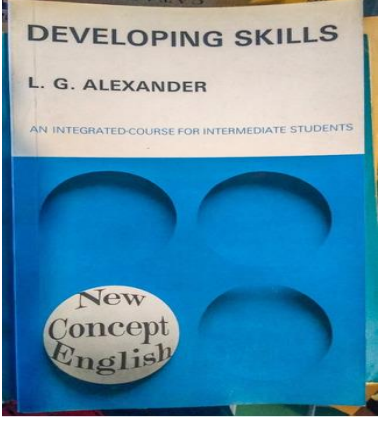
	<p>- No activities of cultural processing were provided.</p>
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Table 3: Description of the Coursebook: The New Concept English

1.3. Rebirth of the nation and growth of national culture

The conflicting and complementary cultures of Arabic and French represented a multicultural dilemma for the Algerian Educational system and hence the reforms opted for a balance between the national language dominance and foreign language complementarities. The rebirth of national culture in nationalist educational programmes was a search for identity and multiculturalism through foreign languages.

Arabisation was the first step to decolonization after 1962, since it shifted from the use of French, as a result of colonization, to the implementation of Arabic in education, administration and official correspondences (Benrabah, 1999).

The 1980's saw the emergence of the first Algerian textbooks which introduced some national cultural elements and a few pedagogical reforms. The Notional/Functional and communicative trends in language teaching had an important impact on textbook design by adapting a functional and communicative purpose and a culturally biased content (Hutchinson and Torres, 1994). The effects of the notional/functional approach and the "common core syllabus" on the newly designed Algerian textbooks are obvious in the titles, content, and methodology.

CHAPTER I: LITERATURE REVIEW

1.3.1. *Madjid in England* (4th M.S) and *Andy in Algeria* (3rd M.S):

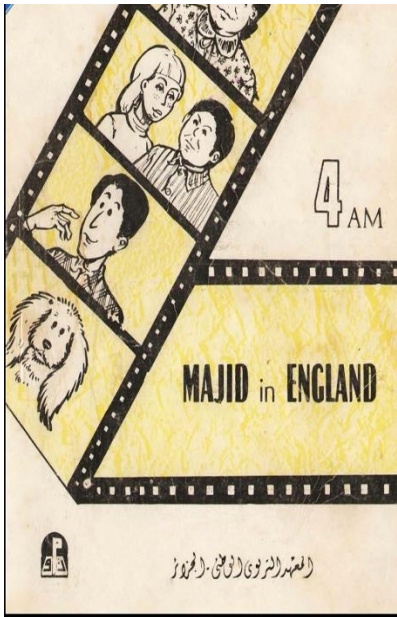
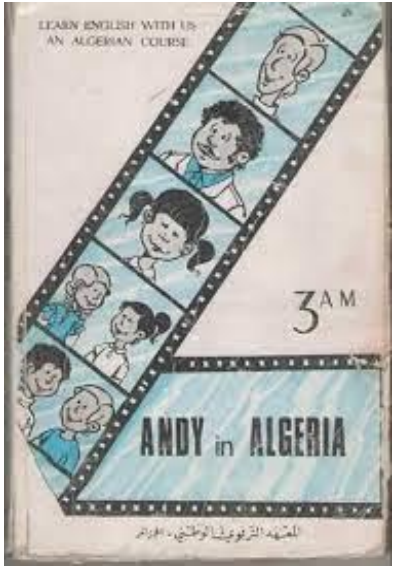
School level	Middle school
<p data-bbox="373 416 528 450">Description</p>  	<ul style="list-style-type: none"> <li data-bbox="799 416 1471 595">- Both titles are representative of the overseas student's and the foreign person's functional common learning needs. <li data-bbox="799 629 1471 808">- Both textbooks focused on describing objects, people and places, mail and pen friendship, invitations and exchanging visits. <li data-bbox="799 842 1471 1021">- The methodology proceeded through interpersonal interaction, repeating, copying and writing activities. <li data-bbox="799 1055 1471 1402">- The cultural potential is not focusing on any particular cultural value, it rather insisted on interpersonal communication exchange as a feature of successful social behaviour with foreigners. <li data-bbox="799 1435 1471 1615">- The purpose was to make of the Algerian learner a positive contributor in the international community.

Table 4: Description of the textbooks: *Madjid in England* (4th M.S) and *Andy in Algeria* (3rd M.S)

CHAPTER I: LITERATURE REVIEW

Grade	Title	Authors	Year of publication	Number of pages
4ème	Success with English 1	Broughton	1968	303
	Andy in Algeria	Ministry of Education	1975	-
3ème	Success with English 2	Broughton	1968	303
	Madjid in England	Ministry of Education	1976	-
2ème	Practice and Progress 1	Alexander	1967	232
1ere	Practice and Progress 2	Alexander	1967	232
Terminales	Developing Skills	Alexander	1967	145

Table 5: English Textbooks 1970/ 1980. (Lakhal-Ayat – Benmati.K, 2008)

2. The Status of English in Algeria during 1970's:

2.1 The Introduction of English

After the Arabisation arrangement of 1971 and the economic changes occurring worldwide, the utilisation of English as a conveying vehicle increased more space inside globalised Algeria. Therefore, aberrations in the utilisation of French began to blur away at the cross-streets, leaving more space for English to be instructed as a foreign language. (Mami, 2013, p. 910)

The Algerian ministry of education introduced English for the first time as a second foreign language in 1972 (French is the first foreign language). It is taught as a compulsory subject across the curriculum, from the eighth grade of middle school onward. During this period, the government relied heavily on foreign EFL teachers from all over the world (Pakistan, India, eastern European countries, The United Kingdom, and The United States of America) to compensate the lack of teachers (Bouhadiba, 2 p.2006).

CHAPTER I: LITERATURE REVIEW

2.2 English in the Algerian educational system:

It is being taught at middle school and secondary school as a foreign language. However, to exploit it more profitably, more and more people believe that English must be a part of curriculum of the primary school.

3. English in Primary schools:

Implementing English in Primary schools in Algeria was first applied through the previous minister of education Mr. Ali Ben Mohamed a supporter of the Arabization reforms. He implemented English as a substitute to French (Benrabah, 2003). The new reform was applied in some regions of Algeria where teachers were trained, programs were created and textbooks were written (Ali ben Mohamed). There was a conflict of opinions concerning how the program ended, Rezig (2011) stated that the parents chose French instead of English in majority of regions, Mr. Ali Ben Mohamed on the other hand stated that the program ended for political reasons (Al Jazeera Arabic, 2015).

In 1993, the introduction of a foreign language into primary school was postponed to the fourth grade. The same year, the advocates of arabization pressed for the use of English to replace French in primary schools (Kadri, 1992). However, for various reasons, only a small percentage of parents chose English, the majority favoured French as a foreign language for the fourth grade. From the 1980's to 2002, there was the total arabization of the school system; a reform engaged gave birth to the Basic School (Ecole Fondamentale). All subjects were taught in Arabic, French was introduced in the third grade of primary school. (Lakhal-Ayat – Benmati.K, 2008).

The Experience of 1993, English was introduced alongside with the French language in primary schools. Hence, fourth graders in primary school had the opportunity to select their first mandatory foreign language. According to Benrabah (2014) it is “under the influence of

CHAPTER I: LITERATURE REVIEW

the pro Arabization lobby which comprised Islamists, conservatives and nationalists, [that] the Ministry of Primary and Secondary Education introduced English in primary school as a competitor to French ...” (p. 50).

On the sixth of September 1993, the Algerian Ministry of Education published a decree (029/M.D/93) which indicated that English should be gradually introduced starting from September 1993 in some primary schools that were randomly selected to pilot the project (Djouimaa, 1999, p.26). This decree also provided practical directions concerning:

- a- Programmes and teaching material: A textbook and a workbook were designed and distributed by the C.R.D.P (Centre de Recherche Didactique et Pédagogique).
- b- Timing: is the same time allocated for teaching French; that is, five hours a week. However, some pupils may benefit from an extra session each week.
- c- Teachers: teaching English in the primary phase was assigned to those teachers graduated from the I.T.E (Institut Technologique de L’Ducation). They were trained for that purpose.
- d- The organization of the teachers’ work in the primary schools: each English teacher must work with two or three classes within one, two or even three neighbouring primary school. In addition to that, inspectors in coordination with the I.T.E are required to organize seminars and training courses for those teachers.
- e- Supervision and control: inspectors are responsible for the supervision and control of the English teachers’ work in the primary schools.

Copies of this decree were distributed to all the pilot schools to conduct this project.

Through introducing English in Primary school, the Algerian policy makers adopted a bottom up approach to foreign language teaching in that parents and students were allowed to choose their first mandatory Foreign language (French or English). Unexpectedly, the number of those

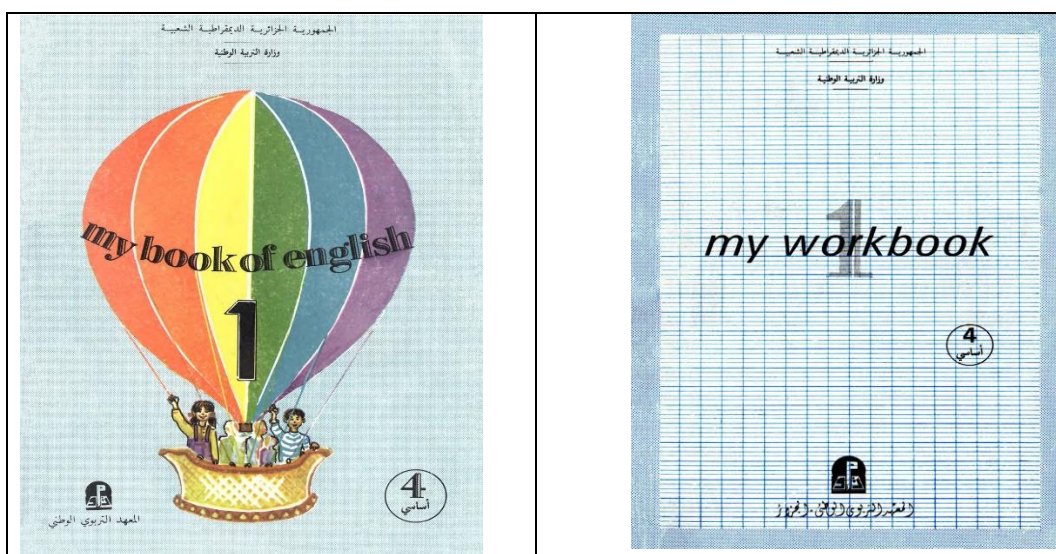
CHAPTER I: LITERATURE REVIEW

who selected English was negligible; consequently, “the competition between the two European languages turned in favour of French” (Benrabah, 2014, p. 51).

3.1. *My Book of English* and *My New Book of English*

They are series of English textbooks (from N°1 to N°9). They were published - under the leadership of Mr. Bereksi as the head of project.

The first series (three books) were devoted to teaching English at primary school, considering English as a first foreign language –competing with French, and hence increasing the multilingual and multicultural conflicts and choices, both parents and learners had to undergo and make. The second and third series (each consisted of three books) were devoted to middle and secondary school learners respectively. (Hamada, H, 2011)



Figur 1: Book covers of the previous primary English textbook and workbook

Grade	Title	Author	Year	Supplementary Material	Teacher’s Guide
4e AF	My Book of English 1	Bereksi	1993	Workbook (pupils)	-
5e AF	My Book of English 2	Bereksi	1994	Workbook (pupils)	-
6e AF	My Book of English 3	Bereksi	1995	Workbook (pupils)	-

CHAPTER I: LITERATURE REVIEW

7e AF	My Book of English 4	Bereksi	1996	Workbook (pupils)	-
8e AF	My Book of English 5	Bereksi	1997	Workbook (pupils)	-
9e AF	My Book of English 6	Bereksi	1998	Workbook (pupils)	-
1eAS	My Book of English 7	Bereksi	1999	Workbook (pupils)	-
2eAS	My Book of English 8	Bereksi	2000	Workbook (pupils)	-
3eAS	My Book of English 9	Bereksi	2001	Workbook (pupils)	-

Table 6: EFL1 textbooks (Lakhal-Ayat – Benmati.K, 2008)

As we see in the table above, the EFL1 textbooks had the same author from one year to another, and textbooks were published year after year. Although no thorough analysis of these textbooks has been carried out, it is evident on first blush that the designers had not taken the actual situation in schools into consideration. (Lakhal-Ayat – Benmati.K, 2008)

3.2 Views about reasons of the failure of English in the Algerian Primary School:

There was a conflict of opinions concerning how the program ended, Rezig (2011) stated that the parents chose French instead of English in majority of regions, Mr. Ali Ben Mohamed on the other hand stated that the program ended for political reasons (Al Jazeera Arabic, 2015).

- a) According to Rezig (2011, p. 1330), by 1993, the government attempted to allow young children to learn foreign languages in primary. The process was to ask the pupils to choose between French and English to be taught in primary schools [...] However, the process did not cover all primary schools since the primary statistics showed that French was the preferred language among parents.

CHAPTER I: LITERATURE REVIEW

Few years later, this reform was interrupted. Six years after its implementation it knew a silent withdrawal. The objectives of this project were ambiguous the fact that makes the reasons of its withdrawal unclear. No evaluation of the project was offered, nor enough explications were given. Consequently, the ill-consideration of the steps that should be followed when deciding for a language planning are thought to be the direct reasons for its failure. (Mrs. Marouf, p13)

b) According to Lakhal-Ayat – Benmati.K, (2008), when EFL1 was introduced in primary school:

- There was no preparation of either teachers or materials.
- Teachers were not trained (most were even novices) to deal with such young pupils, and were introduced to the materials at the beginning of the school year.
- The supervisors lacked long-term vision. It seemed that the curriculum was drawn from the textbooks (Kara, 2002: 530).
- The supervisors promoted in-service training, and seminars were held throughout the year.
- The textbooks were not accompanied by teacher's guides, what was mentioned was only the syllabus and the content (ibid: 523).

It can be argued that there are three major patterns regarding the causes of the failure of English in the Algerian elementary schools.

c) According to Marouf N, (2017) it can be argued that there are three major patterns regarding the causes of the failure of English in the Algerian elementary schools:

1. **The sociolinguistic situation in Algeria:** the attitudes of Algerians towards the learning of the two prevailing foreign languages, i.e. French and English. Algerians are deeply

CHAPTER I: LITERATURE REVIEW

attached to the French language as a result of more than 100 years of colonization. Yet, after decolonization of the country, neither the elite nor policy makers nor the population get rid of this language which is deeply rooted in the society. Consequently, when English was introduced as a second choice with French, only 15% of the population chose English, nevertheless, some Wilaya such as Tizi ouzzou and Bejaya never chose it. It is not surprising for them to give privilege to the language they already know. Algerians find that French is more important to the country for national and international communication. It is a fundamental link language between people of different ethnic/linguistic backgrounds in some parts of Algeria.

2. The rationale behind the introduction of this experiment:

It was not for pedagogical purposes. But there were other considerations taken by policy makers. In fact, the timing of this project implementation explains this reality. The 90s in Algeria was a sensitive period. Nationalism was at its highest zeals. This ideology perpetuates the slogan: the one nation one language. Islamists tried to eradicate some elements of the Algerian identity such as: Amazighity and the existence of the French language. Supporters of the Arabization Policy were against the teaching of French. Therefore, they tried every means to get rid of this language in expense to another competing language that was English. This language enjoyed acceptance within the Algerian population as being a neutral one publically demanded. The process of Arabization, besides the implementation of EFL as a choice or instead of French was to put an end to the hegemony of the colonial language. Yet, as Miliani (2000) declared “language planning cannot proceed by elimination or rejection.” (Miliani 2000:15

According to Miliani, language planning was then political and a matter of individual decisions rather than obeying to educational objectives and criteria. He also believed that the introduction of English as a first language was not actually successful

CHAPTER I: LITERATURE REVIEW

in terms of choice, which reflected the gap between the educational decisions and the expectations of the people who were not informed about this project. Indeed, in 1995-1996, there were 3197 pupils who registered in classes of English as a first language, and 834 in 1997-1998. Three years after the decision, in 1996, the number of registered pupils choosing English was much lower than that of pupils opting for French: 60.000 registered over four years against 2 million pupils respectively (Miliani 2000:23). This experience witnessed an end and French gained its initial place as the first foreign language at elementary schools.

Thus, it is acknowledged that French cannot be excluded easily from the elementary curriculum. Besides, this language has always been present in the child daily life before going to school. He acquires some-though limited-knowledge of this language. Though respondents admire English and their attitudes towards this language are positive. In particular, respondents have great interest in English due to the international stature of the language in the world. English is also significant for its weight in international business, trade, commerce, and for access to knowledge science and technology. Algerians consider it as the first language that should be studied in earlier grades, but top-down decisions taken by policy-makers impose the reality of the role of French as being the only foreign language that pupils should learn and master.

Therefore, there is a need to develop a systematic language policy that aims at fostering positive attitudes towards the English language. This could be done concomitantly with initiatives to enhance the prestige of this language, especially in the area of corpus planning and prestige planning. Initiatives should be encouraged in local contexts, i.e. micro language planning could solve the problems of languages in Algeria according to the people's needs and international constraints. Hence, it is legitimate to ask whether population accept the French language as the only privileged foreign

CHAPTER I: LITERATURE REVIEW

language in the country even though its prestige is diminishing if compared with English.

3. The inappropriateness of planning:

It was an important reason that led to the failure of English in elementary schools. There was neither information about the project, nor clarifications concerning the pupils study career in coming years. In a country where French is used in public spheres such as: banks, post offices, workplaces, these learners cannot fill-in a formulaire in French. The problem is dramatic and learners feel deception in regard to this situation. On the other hand, their proficiency in English language is low as well. The majority of them stopped learning English as FL1 at different levels. Consequently, they master neither English as their FL1, nor French as FL2.

- d) According to Yellas, A., Belalta, F. (2016) Algerian Francophones believed that the failure of this experience was due to the fact that the English language did not represent a serious competitor to French; however, they were accused by Arabophones of making it fail because Algeria is politically and economically dependent on France.

However, there is no evident that this pilot project has really failed. Djouimaa (1999) stated that “Many parents in favour of the operation do not find the opportunity to make a choice between English or French, their children being registered in schools where the experiment is not available” (p. 27-28), since the choice of pilot schools was done at random. She also clarified that the schools were chosen only because they have available classrooms (p. 28). Additionally, it is not easy to implement this project during a period that is characterised by ideological conflicts and political unrest (civil war).

The Algerian syllabus designers were also sensitive to the issue and this was reflected in the 1990’s Algerian textbooks –as a second generation- which tried to remedy to the

CHAPTER I: LITERATURE REVIEW

structural/grammatical shortage by adopting the textbook content to language needs and educational requirement of passing written exams.

4. Reintroducing English in Primary school:

Starting from the school year 2022-2023, English was integrated as a compulsory course in third grade curriculum along with French as two languages to be taught at the same time in addition to the instruction of Arabic. This sudden integration of English at primary schools has left teachers, pupils, administrators, parents all confused and unprepared to go through this new experience. (Madiha Snoussi, study day, 2023)

4.1 The benefit of learning English at a young age:

The main benefit of learning a foreign language at a young age is that pupils at the age from 5 to 12 years old have to a certain extent capacity to use the natural process of acquiring a language. In this regard, (Harmer, 2012) said: they -children- can learn the language they are exposed to with sufficient quality and quantity without the need to systemize the knowledge about the language. (Madiha Snoussi, 2023)

4.2 Characteristics of young learners:

Earth 2006 provides a list of characteristics of children when learning:

1. They cannot analyse the language.
2. They proceed tangible events and objects by seeing, hearing and touching. They cannot understand abstract ideas.
3. Their learning process begins with listening, speaking, writing and reading comes later.
4. Their speech starters can be explained in context.
5. They have a wide imagination.

CHAPTER I: LITERATURE REVIEW

6. They can get good and distracted quickly and easily
7. Children are egocentric, active, self-centered and love to learn new things.

4.3 Characteristics of teachers at primary school

Cameron 2001 suggested the most common characteristics of teachers at primary school:

- They are patient, kind, friendly, energetic, humorist, professional.
- They are always willing to develop their teaching skills through attending seminars and trainings.
- They should communicate effectively with their colleagues, children and their parents.

Conclusion

The linguistic situation is rich and diversified in Algeria. It proves to be a multilingual country, which has interests to enrich its linguistic baggage by paying more attention to the English language and tries to include it further in its educational system. The status of languages in Algeria is different today, because Algeria is welcoming any path towards science and new technologies. It tries to cope with the different changes that happen around the world starting from the production of new manuals, support middle and secondary schools with the new technologies like the data show, and encourage the online schooling system in order to provide great help to its learners. The attention that the Algerian government pays towards the English language is remarkable, as the minister of higher education has noted, it is now considered essential to write any thesis of any field in English and it is taught in universities. The status of languages in Algeria continues to grow if the government focuses on how to promote the learning of these trending languages in order to make Algeria rich and open to new cultures and knowledge. (Abbasi, M, A., Hakime, H. 2020)

CHAPTER I: LITERATURE REVIEW

Section Two: Textbook Analysis

Introduction

In any English language teaching (henceforth ELT) program, textbooks along with other didactic materials represent supporting pillars of the language teaching-learning process. The textbook is an almost universal element of teaching. It seems that no teaching-learning situation is complete until it has its apropos textbook. Both teachers and students spend a great deal of class time working from content presented in the textbook to achieve curriculum objectives more effectively. In spite of the fact that textbooks are widely used, their usefulness is debated and different arguments emerged either to support textbook use or to caution the side effects of its use. (Derouag, M, 2023)

1. Defining Textbooks:

According to Oxford Advanced Learner's Dictionary, a textbook is defined as "a book that teaches a particular subject and that is used especially in schools and colleges" (OALD, 2000, p. 1238). In accordance with the given definition, EFL textbooks aim at providing learners with necessary knowledge, language skills and information about English speaking countries and preparing them for interaction with people from foreign countries and of different cultural backgrounds.

1.1 Good textbook

A textbook serves as a guide for a teacher and student as well. Its content decides the destination of both teachers and students, a textbook provides foundation for the instructional process. This also motivates the teachers and the students for instruction and learning. Here are some established and acknowledged definitions of a textbook. A textbook is a basic book used in a particular course of study. A textbook is a book that is developed keeping in view particular curricular objectives, particular level of education and students possessing specific cognitive

CHAPTER I: LITERATURE REVIEW

abilities. The book that is developed for the purpose of seeking similarities in content and instructional activities organized for the students of various educational institutions.

1.2 What is Textbook?

A textbook is a book which contains enormous amounts of information and in which the content is organised in a systematic manner. It is an important tool for both teachers and students.

2.3 Definitions of Textbook:

2.3.1 According to Bacon:

“Textbook is a book design for classroom use, carefully prepared by experts in the field and equipped with teaching aids”.

2.3.2 According to Cambridge dictionary:

“Textbook is a book that contains detailed information about a subject for people who are struggling in that subject”.

3. Arguments for textbook use (The advantages of textbook use)

Textbooks are proved useful in many ways. The following summarizes the main points in which textbooks are of great help to either teachers or students.

1. Textbooks are perceived by many to be the route map of any ELT Program.” (Sheldon, 1988, p.38). They allow the teacher to manage and organize the learning process more efficiently. They give direction to lessons, they guide discussions, and they provide continuity to the learning process and provide a plan of action to the teacher.
2. Textbooks serve as syllabuses which provide teachers with material to teach in the classroom.
3. Textbooks help standardize instruction, maintain quality, provide a variety of learning resources, and can provide effective language models and input. (Cunningsworth, 1995)

CHAPTER I: LITERATURE REVIEW

4. Textbooks are sources for less experienced teachers in their starting career of ELT. Ur (1988) pointed out that textbook can act as guidance and support for inexperienced teachers who are insecure about their language knowledge and have not yet gained confidence in the job.

5. Using textbooks saves the teacher a great deal of time. Teachers can use this time for teaching instead of producing material themselves. O'Neill (1982) and Ur (1988) mentioned that textbooks reduce time in material preparation so teachers can devote more hours to teaching.

6. They are an effective resource for presentation material; a source of ideas and activities.

7. Using textbooks is that they are psychologically essential for students since their progress and achievement can be measured concretely when we use them. Hycroft (1998)

8. They made it possible for the class to prepare in advance for lessons, so they are effective resource for self-directed learning. On the basis of their textbook, students know what has been covered (and thus what they should have learnt) and what needs to be covered (i.e. what they still need to learn).

9. The use of a textbook in classroom can ensure that learners in different levels will obtain a similar content and therefore, they can be evaluated in the same way.

10. Textbooks can also facilitate the introduction of an innovation and can act as agents of change (see Hutchinson and Torres, 1994). New ideas and methods can be embodied in a textbook and introduced gradually enabling teachers to become familiar and comfortable with new ideas.

4. Arguments against textbook use (Disadvantages of a textbook use)

Despite the many advantages of textbooks, several researchers, however, have shown drawbacks of textbook use.

1. Many textbooks contain cultural and social biases, and many of them are not authentic.

Unnatural language models and dialogues in many textbooks can make them inappropriate for students (Skierso, 1991; Ur, 1991).

CHAPTER I: LITERATURE REVIEW

2. If teachers used the textbook and teacher's manual as the basis of their major instructional decisions, they reduce themselves to the status of a technician merely presenting materials to students. Richards (2001)
3. Topics in the textbook are often irrelevant or uninteresting in the actual classes. Ur (1988)
4. A textbook may hinder a teacher's initiative and creativity because of its set structure and sequence. This tends to cause learners' boredom and paucity of motivation. Ur (1988)
5. Textbooks, in some situations, may affect learner involvement in the language acquisition process. Pre-packaged textbooks are inadequate to sufficiently cater for the complex dynamics of the process of language acquisition. Allwright (1981)

5. Features of good textbooks

1. Good textbooks should attract the students' curiosity, interest and attention.
2. Textbooks should help students to feel at ease.
3. Textbooks should help students to develop confidence.
4. Textbooks should meet students' needs.
5. Textbooks should expose the students to language in authentic use.
6. Textbooks should provide the students with opportunities to use the target language to achieve communicative purposes.
7. Textbooks should take into account that students differ in learning styles.
8. Textbooks should take into account that students differ in affective factors.
9. Textbooks should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left brain activities.

CHAPTER I: LITERATURE REVIEW

6. What are the qualities of good textbook? Characteristics of a good textbook:

Textbooks play an important role in the teaching- learning process. According to Kating, “Textbook is half of the apparatus of teaching”. So, it is necessary to know the qualities of good textbook.

Textbook according to Jeremy Harmer:

He put a list of questions to assess the qualities of a textbook which are the following:

1. How expensive is the textbook? Can the students afford it? will they have to buy an accompanying work book? Can they afford both?
2. Is the book attractive? Does the teacher feel comfortable with it? Do the students like it?
3. What kind of teaching and learning does the book promote?
4. Does the book cover the four skills: reading, writing, speaking, listening adequately? Is there a decent balance between the skills? Are there opportunities for both study and activation in the skill work? Is the language and of the reading and listening text appropriate? Are the speaking and writing tasks likely to engage students’ interest?

There are many qualities that make a textbook good. These are: content, external qualities of textbook, physical Appearance:

6.1 Size:

Textbook should not be too thick or too small. It should be handy. So that it can be easily carried out from one place to another. In other words, size of a textbook should not be a burden on students.

CHAPTER I: LITERATURE REVIEW

6.2 Book Cover:

Cover page of the textbook should be attractive. Also, it should be thicker to provide durability to the textbook. It should contain pictures, diagrams graphs or some illustrations related to the textbook material. It should be seen like that which encourage students to read the book. Students of primary classes always attracted towards books having beautiful coloured cover page. Relevancy, accuracy, paper quality, printing quality etc. These qualities can be categorised as: external qualities Physical appearance and internal Qualities.

6.3 Paper Quality:

The paper used in the textbook should be of good quality. A paper should not be of dull quality and too glossy. Generally, uncoated cream white paper is used in good quality textbooks. It should not be too thick otherwise it will increase the weight of the textbook.

6.4 Textbook binding:

The binding of the textbook should be good. Instead of paperback, hardcover binding should be preferred. Papers should be properly glued together so that they don't start to dis attach.

6.5 Printing:

Textbooks should be printed by good textbook printing services. There should not be any printing mistakes. It should be free from grammar and spelling errors. Textbook publishers should employ good copy editors to avoid any type of printing mistake.

6.6 Cost effective:

A textbook should cost less. The price of the textbook should not be too high; otherwise, it will create hurdles for the students to buy the textbook.

CHAPTER I: LITERATURE REVIEW

6.7 Qualified Author:

It should be written by a qualified and experienced author. The author should have done extensive research in order to provide accurate and up-to-date content. For example, an English literature textbook should be written by an author who is well qualified in English and has some years of experience in writing.

6.8 Internal qualities of textbook:

Based on Psychological principles: It should be written by keeping in mind the psychological principles. It should be according to mental level, age level and interests of students.

6.9 Content and material:

The content and material of the textbook should be properly organized. It should be presented in a lucid manner and must follow the curriculum. Different types of activities and project work should be included in the textbook. A good and concise summary should be given at the end of every chapter. A sufficient number of practice problems should also be given at the end of every chapter.

6.10 Illustrations and diagrams:

Each topic should be presented with illustrations and diagrams. It helps to make the topic more understandable. If necessary, a flow chart can be given. The illustrations and diagrams should be clear and appropriate.

6.11 vocabulary:

The vocabulary of the textbook should be easy. It should be according to the age level of students so that they can't have any difficulty in understanding the concept.

CHAPTER I: LITERATURE REVIEW

7. What is Textbook analysis

Textbook analysis is the systematic analysis of the text materials including the structure, the focus, and special learning assists. Teachers may assume the text is “sacred” and follow it without thought or write it off as useless. Either approach is a disservice to students. Many textbook publishers and writers have developed texts with useful elements, if we are willing to figure out what they are.

7.1 Reasons for textbook analysis:

Textbook analysis can be carried out in two directions:

- a. The analysis of selected textbooks in order to determine whether they are suitable or not for classroom usage, i.e. predictive analysis.

- b. The analysis of textbooks that are already in use, i.e. retrospective analysis (Skopinskaja, 2003, p. 39). Using a slightly different terminology, Cunningsworth (1995, p. 15) describes how textbooks can be evaluated for potential and for suitability. In the first case, the textbook is assessed according to a predefined set of criteria, but without any particular learners or courses in mind.

7.2 Criteria for textbook analysis

Textbook analysis is not an easy task as it includes several processes. Firstly, textbook content needs to be analyzed in reference to its specified aims and objectives, e.g. to what extent teaching areas like grammar, vocabulary, reading and writing and culture is present in a student’s book, teachers’ manual and activity book. In addition, it is important to determine whether, for example, cultural information is taught in a particular context (texts, exercises, dialogues) or as isolated facts. Secondly, textbook content should be examined in terms of learners’ needs, abilities and preferences. Thirdly, the criteria of analysis need to be established in relation to

CHAPTER I: LITERATURE REVIEW

previously set objectives, e.g. to determine to what extent cultural content matches the suggested criteria of textbook analysis (Skopinskaja, 2003, p. 44).

- *Saville-Troike* (1982, p. 8) suggests a combination of **quantitative** and **qualitative** methods of content analysis. In her view, “qualitative and quantitative to the study of culturally situated communication are not mutually exclusive, and each can and should inform the other.”

7.2.1 Quantitative analysis:

- **Quantitative analysis** is defined as ‘a type of research where the results are shown in the form of numbers or percentages’ (Longman Business English Dictionary, 2000, p. 411).
- A **quantitative analysis** is a study in which a researcher applies scientific procedures in order to discover the answers to his/her questions, examining measurable and verifiable data.

7.2.2 Qualitative analysis:

Qualitative analysis is defined as “a type of research that aims to find out people’s attitudes or opinions about something, where the results cannot be shown in numbers” (Longman Business English Dictionary, 2000, p. 411).

This method is used to investigate the reasons and modes of decision making while the data obtained describe certain types of information (Perez Sanchez, 2011, p. 27). Textbook evaluation checklists are often used as the criteria of qualitative analysis.

Brown (2001, p. 142) suggests an evaluation form that can be used as a practical set of criteria for either choosing a textbook for a course or evaluating the textbook that is currently used. In his view, it is necessary to carry out a thorough evaluation procedure in order to choose a textbook that completely meets the established evaluation criteria. Brown’s checklist consists

CHAPTER I: LITERATURE REVIEW

of twelve categories that contain one to seven topics for consideration. The categories in the checklist include mostly general criteria of analyzing textbook content, such as:

8. The Brown's twelve categories:

1. Goals of the course.
2. Background of the students (age, native language and culture, educational background, motivation or purpose for learning English).
3. Theoretical approach (theory of learning and theory of language).
4. Language skills (listening, speaking, reading and writing).
5. Quality of practice material (explanations, clarity of directions and active participation of students).
6. Sequencing (by grammatical structures, skills, situations or by some combination of the above).
7. Vocabulary (relevance, frequency and strategies for word analysis).
8. Format (clarity of typesetting, use of special notation (phonetic symbols, stress/intonation marking), quality and clarity of illustrations, general layout, size of the book and binding, quality of editing, index, table of contents and chapter headings).
9. Supplementary materials (workbook, audio and video tapes, posters, flashcards, a set of tests).
10. Teacher's guide (methodological guidance, alternative and supplementary exercises, suitability for non-native speaking teacher and answer keys) (Brown, 2001, p. 142).

Brown's checklist (2001) is regarded as the most comprehensive one by many as it includes both general and specific criteria of textbook analysis and it covers a variety of factors important in foreign language teaching.

CHAPTER I: LITERATURE REVIEW

Conclusion

The analysis would help the teachers to recognize the strengths and weaknesses of the textbook which is already in use. The selected textbook should suit the goals, aims, methods and approaches of the language syllabus.

According to Cuning Sworth (1995, p 7), one should make sure that “careful selection is made, and that the materials selected closely reflect (the needs of the learners and) the aims, methods, and values of the teaching program”.

CHAPTER II: RESEARCH METHODOLOGY

Chapter II

Research Methodology

Introduction

The following chapter is an attempt to explain the methodological part of our dissertation. It is based on the descriptive part, in which it describes the research methods used to collect and analyze information about the third year English primary school textbook analysis. First, the chapter provides a description of the case study, the setting. It also includes a description of the research instruments used, namely an online questionnaire which provides details of the methodological procedure adopted for this study that are followed by data analysis processes and results discussion.

1. Research Design

1.1 Research Methods

The selection of research method is one of the main stages in conducting a research study. In the present work, the researcher opted for the case study approach. A case study is in-depth investigation of a single person, group, event or community.

Collection lies in the means used to gather data. Quantitative data collection, denotes the presentation of data through numbers and statistics, which “remains the most employed and straight forward technique in scientific research” (Dörnyei, 2007:3).

The quantitative aspect of the present study involved the statistical analysis of questionnaire results to analyze third year primary English textbook.

CHAPTER II: RESEARCH METHODOLOGY

1.2 Research Tool

1.2.1. Questionnaire

The questionnaire is considered one of the most common methods used to collect data on attitudes and opinions from a large group of participants in the view of Mackey & Gass (2005). The advantages of using a questionnaire is that they are useful for collecting data from larger portion of people in short amount of time, and they are economical to use. In this vein, Dörnyei (2007) assumes that the benefits of questionnaire include the provision of answers to questions in a systematic and disciplined way, relative ease of construction, extreme versatility, and the ability to gather a large amount of quantitative information in a comparatively short amount of time and a readily usable form. The questionnaire used in this study was placed in social media and aimed at identifying the teachers' views about the current English third year primary textbook.

1.2.2 Description of questionnaire

The questionnaire was made up of 10 questions which were set and selected according to the theme of the research. They were closed-ended questions and multiple-choice questions. The questionnaire was general and contains direct and clear questions. The first question was about years of teachers' experience. It aimed to get information about the participants teaching years. The other questions demand the teachers' point of view about: syllabus, expectations, textbook attractiveness, learners' interest, English facilitating French learning, the method used, teaching English at an early age, duration of the session, replacing French by English.

CHAPTER II: RESEARCH METHODOLOGY

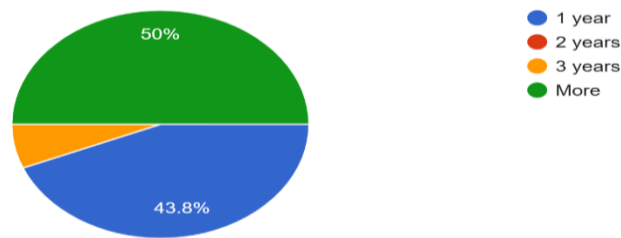
3. The Data Analysis of the Questionnaire:

Q1: How long have you been teaching English?

Table 7: Teachers Teaching Years

Statement	1 year	2 years	3 years	more
Respondant	7	0	1	8
percentage	43.8 %	0	6.3 %	50 %

Figure 2: Teachers Teaching Years



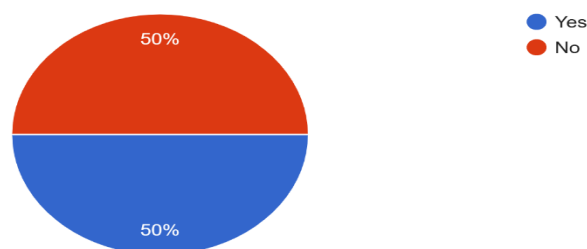
This question seeks to identify teachers' experience by years in contrast to the number of respondents. The majority of teachers have experience. i.e when we group those who have 3 years with those of more, the result would be 56.3 % which will have an important impact on the coming answers. As we find also that (43.8%) of teachers have one year of experience, that is to say that they are beginners in teaching.

Q2: Is the existing content of the primary school syllabus of English proved to be satisfactory?

Table 8: Satisfaction with the current English syllabus

Statement	Yes	No
Respondents	08	08
Percentage	50 %	50 %

Figure 3: Satisfaction with the current English syllabus



CHAPTER II: RESEARCH METHODOLOGY

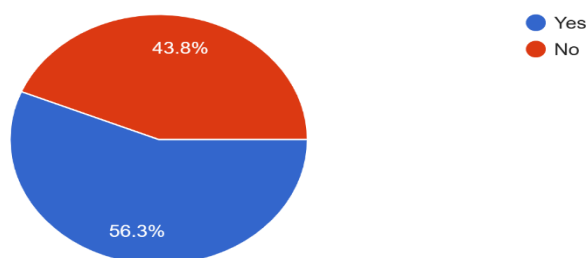
The results indicate that 50 % of the teachers are satisfied with the existing content of the primary school syllabus, while the last 50 % of teachers show their dissatisfaction about this later. (Primary school syllabus)

Q3: Do you think that the textbook meets your expectations?

Table 9: Teachers' expectations

Statement	Yes	No
Respondents	9	7
Percentage	56.3 %	43.8 %

Figure 4: Teachers' expectations



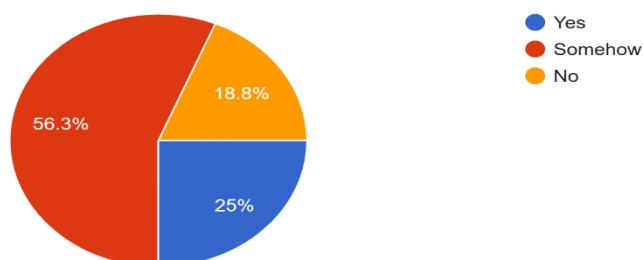
As it can be seen, out of 16 teachers 9 of them (56.3 %) say that the textbook meets their expectations, while 7 have a different idea.

Q4: Are colours, design, ...etc in the textbook attractive?

Table 10: Textbook attractiveness

Statement	Yes	Somehow	No
Respondents	4	9	3
Percentage	25 %	56.3 %	18.8 %

Figure 5: Textbook attractiveness



CHAPTER II: RESEARCH METHODOLOGY

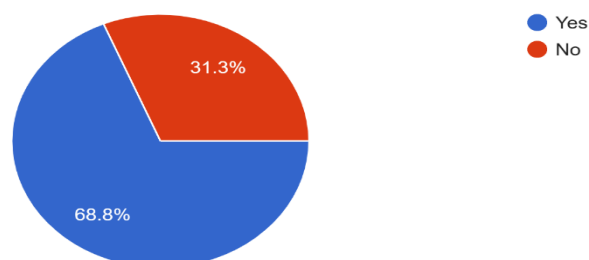
The majority of teachers 56.3% agreed that the textbook is somehow attractive, 25 % say that the coursebook is attractive, while 18.8 % see the opposite.

Q5: Do you think that the textbook captures the learners interest?

Table 11: Textbook capturing learners' interest

Statement	Yes	No
Respondents	11	5
Percentage	68.8 %	31.3 %

Figure 6: Textbook capture learners' interest



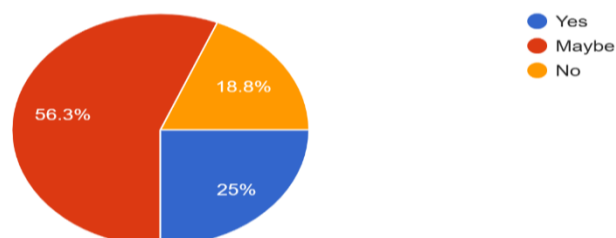
The majority of teachers (68.8 %) agreed that the textbook captures the learners' interest, while (31.3 %) decline this claim.

Q 6: Do you think that learning English facilitates French learning?

Table 12: English facilitating French learning

Statement	Yes	maybe	No
Respondents	4	9	3
Percentage	25 %	56.3 %	18.8 %

Figure 7: English facilitating French learning



CHAPTER II: RESEARCH METHODOLOGY

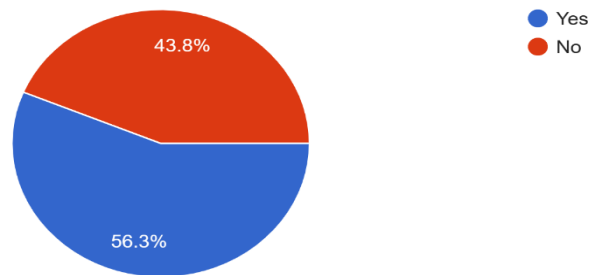
Concerning facilitating French learning, the majority of teachers 56.3 % assume that English may facilitate learning French and 25 % believe that both languages are interchangeable, whereas 18.8 % did not agree with this assumption.

Q 7: Do you think that the method used to teach English is efficient?

Table 13: The efficiency of the method

Statement	Yes	No
Respondents	9	7
Percentage	56.3 %	43.8 %

Figure 8: The efficiency of the method



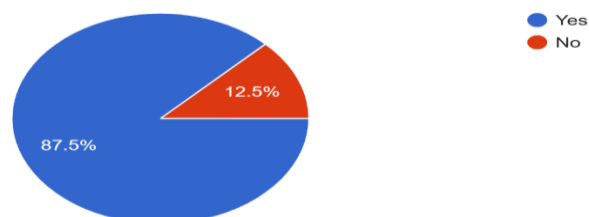
The results represented in the above chart show that, 56.3 % of teachers qualify the actual teaching method. On the other hand, 43.8 % disqualified the method. Therefore, we find that teachers have different views about the suitable method.

Q8: Do you think that English should be taught at an early age?

Table 14: Teaching English at an early age

Statement	Yes	No
Respondents	14	2
Percentage	87.5 %	12.5 %

Figure 9: Teaching English at an early age



CHAPTER II: RESEARCH METHODOLOGY

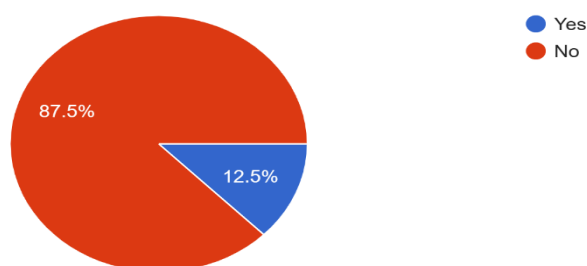
The majority of teachers agree about teaching English at an early age and this qualifies the new tendency of the state and the world as a whole.

Q9: Is the current duration of the session enough? -(1h 30) per week-

Table 15: The Session's duration

Statement	Yes	No
Respondents	2	14
Percentage	12.5 %	87.5 %

Figure 10: The Session's duration



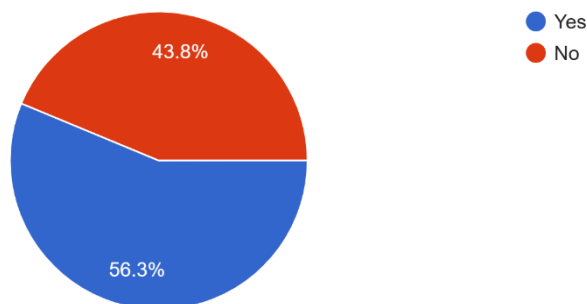
Most teachers 87.5 % express their dissatisfaction about the sessions duration and this is due to many factors including: syllabus length, large class numbers,

Q 10: Do you think that French should be replaced by English in Primary school?

Table 16: English replacing French in primary school.

Statement	Yes	No
Respondents	9	7
Percentage	56.3 %	43.8 %

Figure 11: English replacing French in primary school



CHAPTER II: RESEARCH METHODOLOGY

According to the answers provided, 56.3 % of respondents say that French should be replaced by English in primary school. These results may denote that teachers are not satisfied with French being the first foreign language for pupils, since the vast majority wants them to study English instead.

Discussion of the Results

The data obtained from the teachers' questionnaire reveal that most of the respondents have more than three years of experience as it is shown in the chart, which give more strength and reliability for our research. Moreover, we find that the rate of the novice teachers is also considerable. This will also have an impact on the results. In this respect, Livingston and Borko (1989) substantiate

....the cognitive schemata of experts typically are more elaborate, more complex, more interconnected, and more easily accessible than those of novices.....Therefore, expert teachers have larger, better- integrated stores of facts, principles, and experiences to draw upon as they engage in planning, teaching and reflection (p.37).

So insightful answers are gained from those experienced teachers.

When moving to their attitudes about the satisfaction with the current English syllabus, we find that their views are said to be equal i.e half of them are satisfied with the existing content, while the second half show their dissatisfaction. Positive attitudes are also expressed by the respondents towards their expectations about the textbook, even though, a remarkable number of teachers express their refusal to this question. The participants in the next question Q4 showed a non-absolute agreement concerning the physical layout (colours, design,...) which means that the attractiveness of the textbook is not satisfactory.

CHAPTER II: RESEARCH METHODOLOGY

The unattractiveness of textbooks because of their illustrations does not only kill interest and motivation in learners but does not also favour retention of information; the dual-coding theory of memory (Paivio, 1971) advances that when information is displayed verbally and visually, throughout illustrations, it has better chances of being remembered. In addition, further researches view that pictures alone are remembered better than words alone (Fleming and Levie, 1978). Illustrations play a pivotal role in textbooks; they need to be taken into account as aids to learning that help catch learners' attention and interest. (Bader, F. 2017)

It is shown in Q 5 that a noticeable percentage among the respondents stated that the textbook captures the learners' interest. This teachers' claim confirm that the pupils are motivated and willing to learn this new foreign language which is a positive factor for inserting English in primary school. Moreover, this later goes hand in hand with the efficiency of the method i.e Q7. The teachers, as the immediate implementers of the textbooks, are the best placed ones to determine the worth of the method used.

Teaching and learning English should start at an early age of primary school because young learners are more apt to learn new languages at that age according to Piaget's cognitive theory (1936). The findings reveal that learning English is more important because it is a universal language. In addition to its status worldwide and its wide range of benefits. It can be deduced from the results showed in Q 10 that the majority of teachers are with replacing English with French in this first stage (primary school).

Q9 gives the intention that teachers are totally agree that the current duration of the session is not enough at all, and this due to many reasons. First of all, dealing with children

CHAPTER II: RESEARCH METHODOLOGY

is a hard work, class management is a challenging task for primary teachers, in addition to high crowded classes which burden the teachers as well.

Conclusion

English language in primary school was a challenge in recent years due to historical changes around the world and inside Algeria itself such as politics, the new orientation of new generation. This chapter was an attempt to solve the research problem which was a partial success due to many obstacles. This chapter is a report of findings and possible solutions for the textbook of English language in primary school. It represents the perspective of the researcher and possible ways to enhance learning English in primary school, also to discover the strength and weakness of the proposal. Primary schools should have the best textbook of English due to the demand of English language on our current time, especially from economic and technological point of view.

CHAPTER II: RESEARCH METHODOLOGY

General conclusion

“Third Year Primary School English Textbook Analysis” is a research undertaken to determine the worth of the official primary school textbook. Interest in this study stemmed from the vital role textbooks play in the teaching/learning context. Consequently, textbook’ selection needs to be tackled with care, and equally important is textbook evaluation which helps not just identify the textbook’ advantages and disadvantages but aids in updating and/ or renewing the existing textbook.

The research undergoes two main phases: The theoretical phase, which attempts to provide a historical background. This latter provides the basic ground for the study. The practical phase aims at collecting teachers’ views and opinions about the topic to be analyzed in order to answer the research questions.

The findings of the study revealed certain weaknesses that can be listed under the following conclusions:

- Unsatisfaction with the current English syllabus.
- The textbook is not sufficiently attractive in matter of design, colours,
- The current duration of the session is not enough.

No course book will be totally suited to a particular teaching situation. The teacher will have to find his own way of using it and adapting it if necessary. So we should not be looking for the perfect course book which meets all our requirement, but rather for the best possible fit between what the course book offers and what we as teachers and students need (Cunningsworth, 1984, p. 89).

CHAPTER II: RESEARCH METHODOLOGY

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CHAPTER II: RESEARCH METHODOLOGY

Appendices

Questionnaire

This questionnaire attempts to gather the data needed for the fulfilment of a research project for a master degree. It aims to investigate third year primary school textbook analysis.

We would appreciate if you could take a few moments and offer your feedback on this online form and share your experience. Your contribution will be of great help for us in this research work.

1. How long have been teaching English?
1 year 2 years 3 years more
2. Is the existing content of the primary school syllabus of English proved to be satisfactory?
Yes No
3. Do you think that the textbook meets your expectations?
Yes No
4. Are colours, design, ...etc in the textbook attractive?
Yes somehow No
5. Do you think that the textbook captures the learners interest?
Yes No
6. Do you think that learning English facilitates French learning?
Yes No
7. Do you think that the method used to teach English is efficient?
Yes No
8. Do you think that English should be taught at an early age?
Yes No
9. Is the current duration of the session enough? -(1h 30) per week-
Yes No
10. Do you think that French should be replaced by English in Primary school?
Yes No

CHAPTER II: RESEARCH METHODOLOGY

ملخص

يتمثل إدراج اللغة الإنجليزية في المدرسة الابتدائية للمرة الثانية تحديًا جديدًا لوزارة التعليم ومصممي الكتب لتوليد

كتاب مدرسي مناسب وملائم.

تهدف الدراسة الحالية إلى تحليل كتاب اللغة الإنجليزية الحالي الذي يتم تناوله لمستوى السنة الثالثة ابتدائي، من أجل

التحقق من ملاءمة المحتوى وتوفير احتياجات المتعلمين وتلبية توقعات الأساتذة. تم جمع البيانات من خلال استبيان

ورّع عبر الإنترنت أجاب عليه ستة عشر (16) أستاذًا للغة الإنجليزية من المدارس الابتدائية الرسمية والخاصة. النتائج

التي تم الحصول عليها، خلصت إلى أن آراء الأساتذة تختلف تجاه الكتاب المدرسي من خلال الأجوبة المقدمة.