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*Teachers Attitudes towards the use of 'My Book of English' for
third year primary school pupils*

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Dedication

This dissertation is dedicated to my parents, who have always been there for me with their love and support, doing their best to see me happy, I cannot imagine how difficult the journey would have been without their support and I cannot wait to return some of their favor. To my siblings, who have been my closest friends and allies, words cannot express how grateful I am for their sacrifices and priceless love. And to my cherished friends, who have never failed to stand by me. I am eternally grateful for the guidance and encouragement of these special individuals in my life.

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Abstract

This study aims at investigating the attitudes of teachers towards the use of the textbook of English for 3rd year primary school pupils in Algeria. With the recent introduction of English to this level for the first time in Algeria, it is important to understand how teachers perceive and approach the use of the textbook in their classrooms. This study will explore teachers' opinions on the effectiveness and relevance of the textbook, as well as their suggestions for improvement. The findings of this study will provide valuable insights into the implementation of English language education in Algeria and inform future developments in this area. This study gathers data on teachers' opinions about using the textbook with 3rd year primary school students, and collects information about the teachers' backgrounds and their views on various aspects of the textbook. It also examines teachers' beliefs about the textbook's effectiveness in teaching a range of learning skills and their satisfaction with it. The information gathered can be used to guide future updates to the textbook and to develop more effective teaching materials.

Keywords: English teaching, textbook, primary school, attitudes, language education, English as a Medium of Instruction.

List of Abbreviations and Acronyms

EMI: English as a Medium of Instruction

HEIs: Higher Education Institutions

EFL: English as a Foreign Language

IBL: Inquiry-based Learning

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General Introduction

1. Background Information

Nowadays, the significance of providing quality English learning experience has been more and more recognised by educators, policymakers and parents all over the world. Particularly, the role of textbooks in accomplishing English language instruction has come to the forefront because they act as the main tool for both teachers and students in the journey of learning. The sole aim of the present study is to investigate teachers' attitudes towards the use of "My Book of English" for 3rd year primary school pupils.

It is important to understand teacher's attitudes towards the English textbook used in their classrooms because it directly impacts their teaching practices and the overall effectiveness of pupils' language learning process. Furthermore, teachers' attitudes may also provide valuable insights for curriculum designers and textbook publishers to align their materials with the needs and preferences of the teachers in a better way.

2. Statement of the Problem

In spite of the universal use of English textbooks in primary schools, there is a narrow research on teachers' attitudes towards the use of these materials, especially in the context of 3rd-year primary school students. This gap in the literature slightly hinders an understanding of the effectiveness of 3rd-year primary school textbooks in meeting the needs of both teachers and learners. by the assessment of teachers' attitudes, this study as at informing policymakers and curriculum designers in the processes of decision-making.

3. Aims of the Study

The current study sets out to investigate teachers' attitudes towards the use of "My Book of English" for 3rd year primary school pupils. It attempts to explore the impact of those attitudes towards on its use in the classroom. In parallel, the research accounts for how teachers recognise the effectiveness of "My Book of English" in facilitating learning the English language for their pupils. Further, it targets identifying any suggestions or improvements teachers would like to see in "My Book of English" to bolster up their teaching goals.

4. Research Questions

The study seeks to answer the following research questions:

1. What are the teachers overall attitudes towards the use of "My Book of English" for 3rd year primary school students?
2. How do teachers' attitudes towards "My Book of English" impact its use in the classroom?

5. Methodology

a. Population and Sampling

In this study, we opted for working with 3rd year primary school teachers across the Algerian territory. Our population of interest is composed of 5000 teachers who are recruited during the school year 2022/2023. The sample is composed of 35 teachers who are selected randomly via Google Forms questionnaire from several schools in Algeria.

b. Tools

In this study, a questionnaire is administered to measure the opinions of 3rd-year primary school English teachers on the textbook. A structured questionnaire will be used as the main data collection tool in this study. The questionnaire will be designed via Google Forms and delivered by means of Emails, Messenger groups, Facebook

groups and Facebook pages. The questionnaire will be distributed to participants electronically. Participants will be given one week approximately to complete and return the questionnaire. The researchers will use descriptive statistics and thematic analysis to examine teachers' attitudes and opinions about the textbook.

100 questionnaires were distributed and sent via Google Forms, 60 questionnaires were retrieved, and 35 were selected randomly. The questionnaire is divided into four main sections:

The questionnaire aims to gather information about the participants' teaching experience, educational background, and current teaching environment. It also assesses teachers' attitudes towards the textbook "My Book of English" for 3rd year primary school students and their perception of its effectiveness. Finally, the questionnaire encourages teachers to provide recommendations for improving the textbook to better support teaching goals.

c. Structure of the Study

This dissertation consists of two main chapters. As regards the first, it is devoted to the literature review of the study. It is, in turn, divided into two main sections. The first of these caters for the issue of teaching English at primary education including the major theoretical perspectives pertinent to it. In the second section, it is accounted for teachers' attitudes towards English as a Medium of Instruction at primary schools. The second chapter constitutes the practical part of the current research. Through it, the utilized methodology is explained, elaborating on the main research instrument, the sample of the study and the procedures of data collection and analysis.

Chapter1: Theoretical Perspectives on English Instruction and Teacher Attitudes in Primary Education

Introduction

The changing world has made teaching English in primary schools more important. The way teachers feel about teaching methods can affect how well students learn. Since English is used in many areas of life, it's important to understand the ideas behind teaching it and how teachers feel about them (Crystal 2003). This helps create good English speakers.

This chapter discusses the concept of English as a Medium of Instruction (EMI) and its popularity worldwide due to the importance of English as a communication tool. The effectiveness of EMI is widely debated and research has shown that attitudes towards it vary greatly. Lecturers using EMI often have strong reservations due to the challenges of transitioning to an all-English classroom. The chapter also explores teachers' attitudes and beliefs towards teaching methods such as Student-Centred Learning in English language classes and examines the impact of student-centred learning practices among primary school teachers on their students' performance in English. Finally, the chapter discusses the design of courses and the selection of materials and textbooks for primary school teaching.

1.1.1 English as a Medium of Instruction

With over 1.5 billion speakers worldwide (British Council 2021), English has become the most commonly used language. As such, it has become a prevalent language of instruction in schools around the world.

1.1.1.1 Advantages of English as a Medium of Instruction

Crystal (2003) confirmed that employing English as a Medium of Instruction offers several benefits, such as promoting international communication and collaboration. Mastery of the English language allows pupils to access a vast array of information and resources and interact with fellow pupils and professionals worldwide. This exposure can foster the development of critical thinking, cultural sensitivity, and a broader understanding of global issues.

Moreover, proficiency in English can boost pupils' employability and career prospects. Numerous international corporations require their employees to be adept in English, as it is the primary language used for business communications (British Council 2021). Furthermore, English proficiency can facilitate access to Higher Education opportunities in renowned global institutions that primarily use English for

1.1.1.2 Challenges of English as a Medium of Instruction

Phillipson (1992) argued that while there are benefits to utilizing English as a medium of instruction, it also presents several issues. One notable concern is the possibility of linguistic and cultural hegemony. The prevalence of English can cause the marginalization of regional languages and cultures and contribute to the loss of linguistic diversity. This situation may have adverse effects on students' sense of identity and cultural pride.

Airey (2012) underscored that another obstacle is the potential for educational disparity. Students from non-English speaking backgrounds might find it difficult to compete with their native English-speaking peers. These challenges can lead to feelings of frustration, anxiety, and a lack of self-assurance, which may ultimately affect their academic performance and overall well-being (Macaro et al. 2018).

1.1.1.3 Implications for Pupils and Educators

In order to tackle these issues, educators need to employ inclusive and culturally considerate teaching methods. This could entail integrating students' native languages and cultures into the curriculum and offering extra assistance for those studying English as a second language (Cummins 2000). Additionally, teachers ought to be aware of the possibility of linguistic and cultural prejudice in their instructional materials, and work towards establishing a diverse and inclusive educational setting.

To sum up, using English as a medium of instruction provides various advantages such as better global communication, resource accessibility, and increased career opportunities. Nevertheless, it introduces difficulties concerning linguistic and cultural dominance as well as educational discrepancies. In order for every student to reap the benefits of English-based instruction, it is crucial for educators to utilize inclusive and culturally considerate teaching techniques.

1.1.2 EMI and Globalization

(EMI) or English as a Medium of Instruction refers to the use of English as the main language for teaching and learning in schools where English is not the first language. Due to globalization and the growing need for proficiency in English, EMI has become widely used in countries where English is not the primary language (Ducker 2019).

1.1.2.1 The Rise of EMI and Globalization

Crystal (2003) claimed that the widespread of EMI can be linked to the increasing significance of English as a universal lingua franca. With the growth of international communication, commerce, and collaboration, English has taken the lead as the primary language for business, diplomacy, and research. As a result, English proficiency has turned into an essential skill for individuals aspiring to engage in the

global economy and explore opportunities beyond their national boundaries(Graddol 2006).

Dearden (2014) asserted that in order to meet this demand; numerous countries have integrated EMI into their education systems, aiming to boost English language proficiency within their populations. For instance, nations like China, Japan, and South Korea have introduced EMI strategies in their Higher Education institutions (HEIs) to augment the global competitiveness of their graduates.

1.1.2.2 Benefits of EMI

EMI implementation offers various potential advantages. Firstly, EMI enables access to a broader array of educational resources, as a substantial portion of scholarly publications and research are in English (Tollefson 2013). By employing English as the teaching medium, pupils can directly interact with these resources, enriching their educational experience and fostering the exchange of ideas across language and cultural barriers.

Secondly, Wilkinson (2012) stated that EMI can enhance the job prospects of graduates in the international job market. Since English language competence is frequently a mandatory requirement for various global positions, graduates who have completed EMI programs might possess an edge over those from non-EMI programs.

1.1.2.3 Challenges of EMI

Airey (2012) advocated that although EMI offers several advantages, it also poses various difficulties. A key issue is the possible adverse effect on pupils' understanding and learning outcomes. Studies have indicated that pupils might have trouble grasping complicated ideas when taught in a language they are not entirely proficient in, resulting in decreased academic success.

An additional concern is the prospective marginalization of regional languages and traditions. The extensive implementation of EMI can lead to the diminishing of linguistic variety and the prevalence of English, which may harm the conservation of local wisdom and cultural legacy (Phillipson 2009).

1.1.2.4 Implications for Education and Society

The connection between EMI and globalization leads to significant inquiries regarding the function of language in education and the community. As EMI keeps growing in popularity, it is essential for policymakers and teachers to thoroughly examine the possible advantages and disadvantages of EMI and create tactics to tackle the related obstacles.

One potential method is to implement a bilingual or multilingual education system, integrating both English and regional languages as means of instruction. This approach can aid in enhancing English language skills while maintaining linguistic variety and encouraging a more profound comprehension of local traditions (Cummins 2000).

To sum up, using English as a teaching language has many advantages such as better global communication, more resources, and improved job opportunities. However, it also has its challenges like language and cultural dominance and unequal education. To make sure everyone can gain from being taught in English, teachers need to use inclusive and culturally aware teaching methods.

1.1.3 EMI in Primary Schools

English as a Medium of Instruction (EMI) in primary schools has become a widespread phenomenon in many countries around the world.

1.1.3.1 Advantages of EMI in Primary Schools

1.1.3.1.1 Enhanced Academic Performance

Studies have indicated that primary school pupils who learn through English as a Medium of Instruction tend to have better academic outcomes in the future (Cummins 2000). This is attributed to the fact that English is a prevalent language in many areas such as science, technology and business. Early exposure to English enables pupils to access and comprehend information in these fields more effectively, leading to enhanced academic achievement (Baker 2011).

1.1.3.1.2 Cognitive Development

Bialystok (2001) asserted that Teaching English as a Medium of Instruction in primary schools can aid in the cognitive development of pupils. Bilingualism has been associated with a range of cognitive advantages, including improved problem-solving abilities, creativity, and mental flexibility. By learning English in addition to their native language, pupils can develop these cognitive abilities, which can be useful in their academic and professional careers.

1.1.3.1.3 Global Competitiveness

Crystal (2003) emphasized that in our global society, English is the common language for international interactions. By being taught in English during their early education, pupils can improve their language abilities and have an advantage in the worldwide workforce.

1.1.3.2 Challenges of EMI in Primary Schools

Throughout the process of adopting EMI at primary schools, practitioners are likely to encounter a variety of challenges that ought to be taken into consideration. These challenges include the following.

1.1.3.2.1 Limited Proficiency in the Native Language

Benson (2004) advocated that a major issue with using English as the primary language of instruction in elementary schools is that it can hinder proficiency in the student's native language. Studies indicate that pupils taught in a language other than their mother tongue may have difficulty developing strong literacy skills in their first language. This can result in challenges with understanding and expressing complex ideas in their native language, negatively impacting their academic performance and cultural identity.

1.1.3.2.2 Cultural Identity

Another challenge of using English as a Medium of Instruction in primary schools is the potential impact on pupils' cultural identity. Language is closely tied to culture, and by prioritizing English over the native language, pupils may feel disconnected from their cultural heritage (Phillipson 1992). This can lead to a sense of cultural alienation and a loss of cultural identity.

1.1.3.2.3 Resource Constraints

Implementing English as a Medium of Instruction in primary schools can also be resource-intensive. This includes the need for qualified English teachers, appropriate teaching materials, and ongoing professional development for educators (Dearden 2014). In many countries, these resources may be scarce, which can limit the effectiveness of EMI programs.

To sum up, using English as the language of instruction in primary schools has several benefits such as better academic results, cognitive growth, and competitiveness on a global scale. However, there are also some difficulties like limited proficiency in the native language, potential loss of cultural identity, and resource limitations. It is important for those in charge of making decisions and educators to think carefully about how EMI programs are put into practice and to give enough support to both pupils and teachers.

1.1.4 EMI in the Algerian Primary School

In Algeria, there has been a surge of interest in teaching English to pupils from parents, teachers and stakeholders due to global economic and scientific advancements. Algerian children need to be part of this developed world and learning English is the key to achieving this (Benosmane 2006). English has become ingrained in Algerian society and its importance is growing. It is now a basic requirement for

jobs in foreign companies such as those in Hassi Messaoud and in travel facilities. The late reform of 2022 introduced English in the 3rd grade of primary school and it has been implemented in the current academic year 2022/2023. All primary schools have introduced English to their pupils but it is still too early to judge the success of this reform.

It is believed that the earlier English as a Medium of Instruction (EMI) is introduced in education, the more it enhances the English skills of EFL pupils. As a result, Algeria has made the decision to include English in its primary school curriculum to keep up with global demands. Researchers, educators, and psychologists in Algeria are still working to find the best approaches, methods, and materials to make English a successful subject in Algerian elementary schools.

In recent years, Algeria has implemented several reforms to improve English language education. This is due to the economic demands of foreign investment and new diplomatic relationships, as well as the social desire to replace French with a more global language. To study English as a Medium of Instruction (EMI) in Algerian primary schools, it is important to understand the country's language planning policy and linguistic landscape. This will help us better understand the use of EMI in these schools.

1.2 Attitudes towards Teaching in Primary School

The attitudes and beliefs of primary school teachers play a key part in forming their instructional practices, classroom environment, and, finally, student learning outcomes (Hargreaves 1998; Pajares 1992). Positive attitudes towards teaching may promote eagerness, high-quality instruction and dedication, whilst gloomy attitudes can consequently decrease motivation and lower levels of student achievement (Ashton & Webb 1986; Tschannen-Moran & Hoy 2001). As the basis for a successful

educational experience, it is essential for improving primary school education to understand teachers' attitudes and to identify the factors that influence them. This section will explore the various factors and elements that contribute to teachers' attitudes towards teaching in primary school. It seeks also, the influence of these attitudes on instructional practices and student outcomes, and how to foster pragmatic attitudes within the teaching profession.

1.2.1 Teaching in Primary Schools

What a child is taught in primary school becomes a critical aspect of his upcoming educational journey since it shapes the base of the learning experience. Effective Primary school teaching is important to make sure that pupils acquire the skills and knowledge required to flourish throughout both their academic and personal life.

1.2.1.1 Significance of Primary School Teaching

This phase in children's life is highlighted by the desire to explore what surrounds him in all meanings aligned with curiosity and a striking level of creativity. These factors make the role of primary school teachers vital in guiding their academic development and their social growth concurrently. A collaborative effort by Mullis et al. (2008) with contributions of several individuals and organizations around the world on young children revealed that a quality primary school teaching impacts the pupils achievement later in their life.

(Mullis et al. 2008) report was mainly concerned with youngsters' achievements in the subject of mathematics which its essential skills must be provided properly in primary schools by teachers along with the other main skills in subjects of reading, writing and science. These basic skills become later a backbone for the future success of those children in Higher Education, jobs and personal interaction.

Moreover, primary school teachers play a critical part in instilling values and promoting social skills through group discussions and collaborative works which nurtures teamwork, respect and empathy. Collaborative work also is essential in cognitive development because children knowledge is constructed mainly through their interactions with others according to the constructivist theory which is a learning theory which holds that knowledge is best gained through a process of reflection and active construction in the mind (Mascolo & Fischer 2005).

Furthermore, a spare critical element of teaching in primary school is focusing on holistic development by incorporating lessons on environmental awareness, physical education and arts. Additionally, Katz (2015) indicated that educational programs that only focus on formal academic skills are more likely to provide opportunities for children to fail and foster negative perceptions of their own potentials.

1.2.1.2 Characteristics of Effective Primary school Teachers

Effective Primary school teachers have to reveal specific qualities to make sure that an enriching learning experience is provided for the children. To begin with, powerful communicative skills, that includes listening, speaking, writing and body language, are important for teachers to deliver knowledge lightly and foster an open environment for children (Slavin, 2012). Another critical characteristic is firm understanding of child development, giving the teachers the ability to employ age appropriate pedagogical procedures and generate a nurturing environment for pupils of different abilities (Marzano 2007).

Furthermore, effective primary school teachers have to evolve a powerful relationship with their pupils to establish trust, respect and a safe environment of learning. This rapport can be constructed through appealing lessons, understanding

individual pupils needs and generating a classroom community that celebrates diversity (Hattie 2009).

1.2.1.3 Identifying and Addressing Learning Difficulties and Behavioral Issues

Identification of pupils' learning difficulties and behavioural is a process in which the teacher play an essential part by observing pupils' performances and behaviors and working in collaboration with other professionals like psychologists and special education teachers to evolve addressed interventions and support strategies (Fuchs & Fuchs 2006). Additionally, This early identification participates in preventing more advanced academic challenges and enable instructors to implement evidence-based interventions such as positive behavioral systems (Mastropieri & Scruggs 2003; Sugai & Horner 2002).

1.2.1.4 Parental Involvement in a Child's Academic Life

Parental action has been shown to impact the child's educational success remarkably (Jeynes 2005). by lasting regular communication with parents and providing chances for them to engage actively in school events and discussions, teachers of primary school may further bolster academic achievement for each student (Hoover-Dempsey & Sandler 1997).

1.2.1.5 The Role of Technology in Primary School Teaching

Technology has become progressively widespread in primary school education, and it provides countless chances to enhance teaching and learning. Teachers may productively use digital tools such as interactive whiteboards, tablets and educational apps to create energetic and appealing lessons that cater to pupils different learning styles (Prensky 2001). Technology can also ease communication between teachers and parents, therefore, it promotes collaboration in supporting a

child's academic progress (Epstein 2010).

1.2.2 Teaching Methods in Primary School

The education in primary school acts as the base for a child's academic life, and effective teaching methods are crucial to making sure that pupils obtain the needed knowledge and skills for a successful outcome in the future. There are several teaching methods used in primary schools and each has its own standards and limitations.

1.2.2.1 Direct Instruction

Direct instruction is a teacher-centered approach which contains clear, explicit and controlled practice (Rosenshine 1986). This method is exceptionally effective for teaching basic skills and knowledge, such as grammar rules, primary mathematics operations and phonics.

One of direct instruction's main pros are that it lays out clear and gradual guidance (Rosenshine, 1986). Additionally, it emphasizes proficiency of basic skills and knowledge (Hattie 2009). On the flip side, it is criticized for being neither appealing nor motivating for pupils besides its limitations in promoting peerless thinking skills (Cuban 2009).

1.2.2.2 Inquiry-Based Learning

Inquiry-based learning (IBL) is a student-centered approach which supports pupils to learn by exploring topics of interest, asking questions, and seeking answers through inquiry (Center for Science, Mathematics, and Engineering Education 2000). This method in particular is effective in supporting critical thinking, creativity and problem-solving.

Another advantage of (IBL) is that it uplifts pupils control of their learning (Hmelo-Silver et al. 2007). Conversely, Kirschner et al. (2006) criticized it because

its effective implementation requires serious teacher guidance and support from a teacher. Another disadvantage of this approach is that it may be time consuming and challenging to conduct in a classroom environment (Cuban 2009).

1.2.2.3 **Cooperative Learning**

Cooperative learning is a teaching method that includes pupils working in small groups to accomplish learning objectives (Johnson & Johnson 2009). This approach promotes social and emotional growth in addition to academic achievement.

An advantage of this method is that it fosters teamwork, interpersonal skills and communication (Johnson & Johnson, 2009). Moreover, it encourages various learners by providing chances for peer assistance and scaffolding (Slavin 1995). On the other hand, collaborative learning demands cautious planning and controlling to guarantee group productivity and constructive interactions (Cohen, 1994). Additionally, it may not be fitting with all activities or subject matter (Cuban 2009).

1.2.2.4 **Differentiated Instruction**

Differentiated instruction requires customizing Instructional strategies and content to meet their various needs, interests and learning styles of pupils (Tomlinson 2001). This approach is exceptionally inclusive and fosters equity.

One of differentiated instruction main pros is that it addresses the learning needs of the individuals in addition to their preferences and abilities (Tomlinson 2001). Additionally, it bolsters up the development of a growth mindset and intrinsic motivation (Dweck 2006). On the flip side, it is criticized for requiring continuing assessment and observing of student progress (Tomlinson & McTighe 2006). Moreover, it can be long-drawn-out and challenging to plan and apply (Bender 2012).

To sum up, there is no one-size-fits-all approach to primary school teaching. as every single method has its integrity and limitations. A varied and flexible

approach that combines several methods of teaching and adaptive to the needs of individual pupils is crucial for providing an effective primary education. By grasping multiple teaching methods, teachers can support the development of a versatile skill set in a better manner and promote a love of learning that will help pupils throughout their academic careers.

1.2.3 Classroom Management in Primary Education Schools

Early childhood and primary classroom management is not a mature field situated within a disciplinary community that might give rise to a rigorous and substantial body of tightly reasoned scholarly texts and refereed research reports. (Carter & Doyle 2014). Classroom management is a key constituent of effective primary school teaching, since it establishes a productive learning environment where pupils may flourish either academically or socially and emotionally.

1.2.3.1 Aspects of Classroom Management in Primary School

Classroom management is a critical aspect of teaching in primary schools. It includes creating a positive learning environment and effectively managing pupils' behaviour to encourage academic success.

1.2.3.1.1 Clear Expectations and Rules

Classroom management is a key constituent of effective primary school teaching, since it establishes a productive learning environment where pupils may flourish either academically or socially and emotionally (Evertson& Weinstein 2013). This collaborative approach boosts pupils to take ownership of their environment of learning and fosters a sense of responsibility as well as autonomy.

1.2.3.1.2 Positive Relationships

In primary school, it is important to promote active relationships between children and teachers in order to foster pupils' academic, social and

emotional growth. Moreover, (Hamre &Pianta 2001) figured out that positive relationships between children and teachers in early primary school were associated to finer academic results and less behavioral issues through eighth grade, when pupils are usually 13-14 years old.

1.2.3.1.3 Supportive and Inclusive Atmosphere

Promoting a supportive and inclusive atmosphere is essential for fostering positive behavior and engagement among primary school pupils (Marzano et al. 2003). Teachers have to celebrate diversity, hold up open communication and provide opportunities for developing positive relationships between pupils.

1.2.3.1.4 Consistency and Follow-through

Consistency is essential to keep going an effective classroom management system (Emmer &Stough 2001). Teachers are recommended to consistently impose rules and expectations, and follow through with outcomes for inappropriate behavior. Only this way will demonstrate to pupils that actions have consequences and motivate them to make positive choices in the future.

1.2.3.1.5 Encouraging Positive Behavior

Teachers can use positive reinforcement techniques like praising and awarding to support positive behaviors and discourage the negative conduct when it occurs (Emmer &Evertson 2013). Teachers should provide positive reinforcement for appropriate behavior and active participation in the classroom (Brophy 2006). For example, Applauding children for their efforts and acknowledging their achievements in can motivate them to maintain high standards of engagement and behavior.

1.2.3.1.6 Implementing Proactive Strategies

Disruptive behavior may cause harm to the environment of learning in primary schools' classrooms which obliges the teacher to take serious action to deal with it. The teacher must set up strategies for their classrooms that include monitoring student behavior, laying out clear expectations and instructions and adjusting the speed and content of lessons to keep going pupils' engagement. Proactive classroom management strategies can be helpful prevent disruptive behavior and keep going a positive learning environment (Colvin 2009).

1.2.3.1.7 Developing Emotional Intelligence and Conflict Resolution Skills

Encouraging emotional intelligence and conflict resolution skills among children in primary school can contribute to a more sweet-sounding classroom environment (Brackett et al. 2011). Empathy should be modeled by teachers along with active listening and respect for others. They should also support pupils to express their feelings and sort out conflicts in a positive manner.

1.2.4 Course Design in Primary School

The process of course design in primary school is a critical and complicated one which demands an in-depth comprehension of the needs, abilities and interests of young pupils. In primary school, the designing of a course includes a structured and careful procedure to guarantee that the curriculum aligns with the standards of education and meets the needs of the pupils.

1.2.4.1 Principals of Course Design in Primary School

Course design is a critical aspect of primary school education. It includes mindful planning and organization of learning experiences to meet the abilities and needs of young learners.

1.2.4.1.1 Focus on Learner-Centered Approaches

The focus in primary school teaching should be on learner-centered approaches which draw attention to the needs, interests and learning styles of individual pupils (Piaget 1954; Vygotsky 1978). This includes creating an environment that inspires exploration, inquiry and discovery, permitting pupils to own their learning and evolve a sense of autonomy and responsibility (Bruner 1961).

1.2.4.1.2 Encourage Collaboration and Social Interaction

Johnson & Johnson, (2009) pointed out that cooperative learning and social interaction are two important aspects in designing primary school teaching courses, as they foster cognitive, social and emotional development. Activities of collaborative learning like group projects and class discussions may aid pupils in developing essential skills like problem solving, communication and teamwork (Slavin 1995).

1.2.4.1.3 Incorporation of Cross-Curricular Themes

Incorporating cross-curricular themes in primary school design may enhance the learning experience and bolsters a deeper comprehension of various subjects (Drake 1998). Fogarty (1991) asserted that pupils will have the ability to apply their knowledge skills in a more dynamic way by making connections between diverse subject areas. Also, they will be able to develop a holistic understanding of the surrounding world.

1.2.4.1.4 Cultivating a Growth Mindset and Resilience

Evolving a growth mindset and resilience in pupils of primary school is crucial to advance learning and academic success (Dweck 2006). Teachers can assist pupils to develop positive attitude to learning and the courage to overcome challenges by emphasizing effort, perseverance and the merit of learning from mistakes (Yeager & Dweck 2012).

1.2.4.1.5 Using Technology to Enhance Learning

Puentedura (2006) asserted that combining Technology into course designing in primary school can provide additional chances for pupils engagement, collaboration and learning. Digital tools and resources can aid differentiated instruction, project-based learning and the development of skills like critical thinking and creativity (ISTE 2016).

1.4.2.1 Aspects of Course Design in Primary School

Course design is a vital component of primary school education. This section will explore several aspects of course design and their on the learning experience of primary school pupils.

1.4.2.1.1 Determining the Learning Objectives

Wiggins & McTighe (2005) stated that the beginning step in primary school's course design is defining the learning objectives. Knowledge, Skills and attitudes are the objectives that pupils need to acquire by the end of the course. Darling-Hammond & Bransford (2005) stated that teachers are recommended to consult the state or national curriculum guidelines in order to develop effective learning objectives, as those guidelines provide a structure for the expected learning results. Moreover, Teachers should consider the development of their pupils in the cognitive, social and emotional sides (Piaget 1952; Vygotsky 1978).

1.4.2.1.2 The Selection of Content

After defining the learning objectives, the next step is selecting the appropriate content which aligns with those objectives. Gay (2000) stated that teachers are recommended to consider the relevance, age-appropriateness and the sensitivity of the content to cultural differences. Furthermore, Trilling & Fadel (2009) pointed out that content which promotes critical thinking, problem-solving, creativity and communication skills should be considered as priority by teachers because those are the crucial competencies of the 21st century.

1.4.2.1.3 Organizing the Learning Activities

The third step is to plan and sequence the activities of learning that will assist pupils to achieve the objectives. Johnson & Johnson (1994) asserted that the activities should be varied, appealing and interactive, enabling pupils to explore, experiment and collaborate with each other. Teachers should consider differentiated instruction too, as it includes providing various pathways for pupils to approach to the content

and demonstrate their learning (Tomlinson 2001). This approach is key for primary school situations where children frequently exhibit a wide range of abilities and learning likings (Tomlinson & McTighe 2006).

1.4.2.1.4 Designing the Assessment Methods

Assessment is an important constituent in the process of course design because it provides beneficial information about the progress of pupils and informs the decisions of instruction (Black & Wiliam 1998). Teachers are recommended to combine formative and summative assessments to monitor the comprehension and performance of the pupils (Stiggins, 2005). Ways of formative assessment like quizzes provide ongoing feedback to both pupils and teachers, meanwhile summative assessments like tests and projects evaluate the achievements of pupils in relation to the learning objectives (Heritage 2007).

1.4.2.1.5 Course Evaluation

The last step in the course design process is to continuously evaluate how effective the course is by data collection and analysis on pupils results, instructional practices and the learning environment (Guskey 2002). The process of evaluation is helpful in identifying areas for improvement and notifies future revisions of the course (Reeves 2006). Also, Teachers should also seek pupils, parents, and colleague's feedback to gain insights into what is right and wrong in the course (Brookhart 2010).

1.2.5 Content Selection in Primary School

The selection of the content is an important aspect of primary school teaching because the determination of the knowledge and skills that children will acquire throughout their educational journey depends deeply on it.

1.2.5.1 Aspects of Content Selection

Choosing the right materials and resources to support student learning and development is an essential part of education in primary school. This process, known as content selection, requires teachers to take into account various factors such as student needs, interests, and abilities.

1.2.5.1.1 National and State Curriculum Guidelines

National guidelines play a key part in forming the content selection for primary school courses, laying out a framework which outlines the possible and predicted learning outcomes and subject matter to be covered (Darling-Hammond & Bransford 2005). These guidelines are referred to frequently as standards of the curriculum, guarantee that the content taught everywhere in schools is consistent, age-appropriate and aligned with pupils' developmental needs (Porter 2004). Moreover, guidelines assist the inclusion of cross-curricular themes such as cultural diversity, digital literacy and environmental education guaranteeing that pupils acquire the most needed knowledge and skills for the current century (National Governors Association Center for Best Practices & Council of Chief State School Officers 2010).

1.2.5.1.2 Age-appropriate Content

The selection of a content that is age-appropriate is crucial to make sure that primary school student are able understand and engage with the material (Copple et

al. 2009). Age-appropriate content has to align with pupils cognitive, social, and development as outlined by several developmental theories, such as those suggested by Piaget (1963) and Vygotsky (1978). For instance, children may benefit from solid hands-on experiences of learning (Tomlinson & Allan 2000).

1.2.5.1.3 Culturally Responsive Content

In the today's multiple classrooms, selecting a content which is culturally responsive and inclusive of the experiences and perspectives of all pupils (Gay 2000). culturally responsive content does not solely validates and states pupils cultural identities but promotes also a cherishing for diversity critical thinking and empathy (Banks & Banks 2013). teachers are recommended to dynamically pursue texts, resources, and examples that illustrate a wide range of cultural backgrounds and have to be prepared to change the curriculum to address matters such as those of stereotypes and bias (Nieto & Bode 2018).

1.2.5.1.4 Interdisciplinary and Real-world Connections

Drake & Burns (2004) stated that another critical element of the selection of content is the combination of interdisciplinary and real-world relationships that can assist pupils make sense of fresh information and apply what they learned to authentic contexts. For instance, teachers could embody social, environmental and ethical matters into the language's study in addition to art, history and geography Also, they could analyze the connections between science, technology, engineering and mathematics (Bybee 2013). This approach doesn't solely boost pupils understanding and memory of the content but promotes the development of problem-solving, creativity and collaboration skills (Trilling & Fadel 2009).

1.2.5.2 Challenges of Content Selection in a Digital and Globalized World

Kellner & Share (2007) pointed out that in the digital technology era and globalization, selecting content for primary schools has become more and more complex and challenging. Teachers are obligated to navigate a wide array of online resources, apps and platforms that frequently differentiate in quality, credibility, and appropriateness (Kirschner & Karpinski 2010). To address the challenges, teachers require ongoing professional development, entrance to reliable resources and aid from colleagues, administrators and parents (Leu et al. 2015).

1.2.6 Materials in Primary School Teaching

It is crucial in primary school education to use different and appealing materials in order to foster learning motivation and success.

1.2.6.1 Importance of Selecting Appropriate Materials

Tomlinson (2001) stated that It is essential to select appropriate materials for teaching in order to promote active learning, ease differentiation and meet the different needs of primary school pupils.

1.2.6.2 Types of Materials

Smaldino et al. (2008) pointed out primary school teachers have a batch of available materials which includes textbooks, workbooks, manipulatives, multimedia resources and digital tools. Grossman & Thompson (2008) stated that textbooks and workbooks frequently act as the basis for the curriculum, providing structured content and activities that serve as guidelines for instruction. Manipulatives like puzzles, counters and blocks enables pupils to explore and visually observe concepts through hands-on learning (Moyer 2001). Multimedia resources like videos and images can

improve the learning experience by providing real-world contexts and engaging pupils senses (Mayer 2009). Finally, digital tools like educational software, websites and apps provide interactive and adaptive learning experiences which serve to individual needs (Cuban 2003).

1.2.6.3 **Integrating Technology**

Jonassen & Jonassen (2003) stated that integrating technology in primary school education can likely transform teaching and learning by advancing student-centered, interactive and collaborative experiences. Cheung & Slavin (2013) pointed out that research has demonstrated that using technology can enhance student motivation, engagement and achievements, especially in subjects like reading and mathematics. Nevertheless, the integration of technology creates challenges that includes limited access to the resources, lack of training for teachers and worries about the safety and privacy of pupils (Ertmer 2005).

1.2.6.4 **Continuous Professional Development**

Garet et al. (2001) stated that to escalate the gains of the teaching materials, teachers need continuing professional development to raise their knowledge, skills and confidence in effectively using these resources. Guskey (2002) asserted that Professional development need to concentrate on pedagogical strategies for incorporating materials into daily instruction along with methods for assessing and adapting materials to meet the different needs of pupils. By participating in ongoing learning, teachers enable themselves to stay updated with new materials, technologies and best practice, increasing their ability to create engaging and inclusive learning environments.

1.2.7 Textbook Design in Primary School Teaching

Textbooks act as a main source of information and guidance for both teachers and pupils in primary school education. How the textbook is designed and presented play a critical role in shaping the learning experience and assisting the acquisition of knowledge and skills.

1.2.7.1 Key Elements of Textbook Design

Designing an effective course includes careful consideration of various vital elements. This section will explore these elements and how they contribute to designing the course successfully.

1.2.7.1.1 Content Selection and Organization

Tyson-Bernstein (1988) stated that It's preferable for the content of textbook in primary school education to be relevant, accurate and aligned with the standards of the curriculum and the objectives of learning. Content selection is key because textbooks must provide age-appropriate and information that is cognitively accessible to pupils (Marsh 2004). On one hand, Content selection and organization ensures the alignment of the textbook with curriculum standards and learning objectives(Tyson-Bernstein 1988). Also, it facilitates the understanding and retention of information for pupils (Marsh 2004). On the other hand, it is criticized for causing inflexibility in addressing the different needs and interests of pupils (Cuban 1992). Additionally, it increases the risk of outdated or biased content (Apple 1992).

1.2.7.1.2 Visual Design and Layout

Woolfolk (2010) asserted that visual design and layout are key elements in textbook design because they may facilitate learning by capturing student's attention

and structuring information in a simply digestible format. Mayer (2001) pointed out that it is preferable for primary school textbooks to incorporate various visual elements like images, graphs and charts to aid comprehension and retention. To begin with, Visual design and layout in textbook increases pupils engagement and motivation (Woolfolk 2010). Moreover, it supports comprehension and retention of information (Mayer 2001). Nevertheless, overemphasis on visual elements can distract from the primary content (Kalyuga 2007). Also, improper or poorly designed visual elements can obstruct learning (Mayer 2001).

1.2.7.1.3 Pedagogical Considerations

Tomlinson (2003) stated that pedagogical foundations should be considered on while designing a textbook, providing chances for active learning, critical thinking and problem-solving. It is preferable for creating an effective primary school learning experience to be inclusive of features such as learning objectives, examples, practice services and assessment materials to assist teaching and learning (Slavin 2009). On one hand, it facilitates a systematic and structured approach to learning (Tomlinson 2003). Also, it provides resources for differentiated instruction and assessment (Slavin 2009). On the other hand, it can limit flexibility in adapting instruction to pupils (Cuban 1992). Additionally, the development of creative learning strategies might be hindered if the textbook-driven instruction is overemphasized on.

1.2.7.1.4 Continuous Improvement and Adaptation

Cuban (2009) stated that textbooks of primary school should be adaptable, combining new content and pedagogical approaches along with addressing the changing needs of teachers and pupils. Continuous improvement and adaptation may be beneficial because it allows for the incorporation of new content, technologies and

pedagogical approaches (Cuban 2009). Nevertheless, it can lead to the lack of consistency in the quality and effectiveness of textbooks over different subjects or grade levels (Cuban 1992).

To sum up, the attitudes of teachers are critical in forming the education and the overall experiences of learning of primary school pupils. Positive attitudes may create an engaging and inclusive learning environment, which may lead to encouragement and success among pupils. Conversely, negative attitudes may hinder pupils' learning and contribute to educational disparities. It is key for school administrators and policymakers to take steps to improve and support teachers' attitudes.

Conclusion

This chapter discusses the concept of English as a Medium of Instruction (EMI) and its popularity worldwide due to the importance of English as a communication tool. The effectiveness of EMI is widely debated and research has shown that attitudes towards it vary greatly. Lecturers using EMI often have strong reservations due to the challenges of transitioning to an all-English classroom. The chapter also explores teachers' attitudes and beliefs towards teaching methods such as Student-Centred Learning in English language classes and examines the impact of student-centred learning practices among primary school teachers on their pupils' performance in English. Additionally, the chapter discusses the design of courses and the selection of materials and textbooks for primary school teaching.

Chapter2: Investigating teachers' attitudes towards the use of the textbook of English for 3rd primary school

Introduction

In the preceding chapter, the existing literature on teacher's attitudes towards the use of English textbooks for primary school pupils was examined. Building on this foundation, the purpose of this chapter is to present the research methodology used in the study to investigate the attitudes of teachers towards the use of "My Book of English" for 3rd year primary school pupils. By employing a questionnaire as the only research tool, the study aims to capture a comprehensive understanding of teachers' assumptions and experiences that will contribute to the continuous discussion in this field.

In this chapter, we present the methodology used to investigate teachers' attitudes towards the use of the textbook of English for 3rd year primary school. We outline our research design, which specifies the overall approach to the study. We also describe our sampling methods, detailing how we select participants for the study and any inclusion or exclusion criteria. Finally, we discuss our data collection procedures, explaining how we administer the questionnaire to participants and collect and record the data.

2.1 Research Design

The ongoing study adopts a quantitative research approach, concentrating on the collection and analysis of numerical data to understand the target population's beliefs and attitudes. This approach enables the researcher to gather information in a well organized way from a larger sample of participants and draw important conclusions based on statistical analysis.

2.1.1 Description of the textbook

'My Book of English' is a textbook for 3rd year primary school classes in Algeria. It was introduced as part of Algeria's move to improve learning and academic and professional opportunities by introducing instruction in English in primary schools. The book was designed by TAMRABET Lounis and CHENNI Abdelfetah, who are respectively the head of Project & Curriculum Designer and Teacher Trainer & Material Writer². The book covers a range of topics including family, friends, school, home, playtime, and more.

2.1.2 Population and Sample

The target population of this study consists of 5000 third-year primary school English teachers in Algeria from a variety of educational backgrounds and teaching experiences. Random sampling technique is used to recruit participants who have experienced using "My Book of English" in their classrooms. As such, the sample of the study is made up of 35 teachers from the overall population.

2.1.3 Data Collection Tool

The only research tool employed in this study is a self-administrated questionnaire. For (Brown 2001) questionnaires are defined as “any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from existing answers” (p. 6). The questionnaire of this research is designed via Google Forms to collect insights into teachers' attitudes towards the use of "My Book of English" for 3rd year primary school pupils. The questionnaire is divided into a number of sections to address diverse aspects of the textbook including its content and layout.

Furthermore, the questionnaire investigates the anticipated language learning and the challenges teachers face in applying it in their classrooms.

2.1.4 Data Collection Procedure

The questionnaire is distributed to the chosen sample electronically by means of Messenger Groups, Emails and Facebook groups and Facebook pages providing them with the flexibility to complete it at their ease. The participants are informed of the anonymity and the confidentiality of their responses. Upon the finalization of the questionnaire, the collected data are securely stored and prepared for analysis.

2.1.5 Data Analysis

The data gathered from the questionnaire will be subjected to inferential statistics analysis. Frequencies, percentages, means and standard deviations will be employed to describe the participants' responses and summarize the findings.

2.2 The Questionnaire

2.2.1 Description of the Questionnaire

This questionnaire aims to collect information about teachers' attitudes towards the use of "My Book of English" for 3rd year primary school pupils. The questionnaire is divided into four sections:

1. Background Information
2. Teachers' Attitude towards the Textbook
3. Teachers' Perception of the Textbook's Effectiveness
4. Improvement and Adaptations

In "Section 1", the questionnaire collects demographic information about the teachers, including their academic qualifications, teaching experience, teaching context and frequency of textbook use. This aids to understand the backgrounds of teachers and how they could influence their attitudes and beliefs.

"Section 2" focuses on teachers attitudes towards several aspects of the textbook, like its relevance to curriculum objectives, organization of content, overall quality, appropriateness for pupils proficiency level, engagement of activities, cultural reliability, encouragement of critical thinking and problem-solving skills, quality of illustrations and visuals and support for teaching strategies. The purpose of these questions in this section is to explore teachers' beliefs on the textbook's content and design. It includes Likert-scale items and Yes/No questions, for (Bhandari 2023) "Likert scales are most useful when you are measuring unobservable individual characteristics, or characteristics that have no concrete, objective measurement. These

can be elements like attitudes, feelings, or opinions that cause variations in behaviour."

In "Section 3", the questionnaire investigates teachers' assumptions of the textbook's effectiveness in teaching diverse learning skills like grammar, listening, reading, speaking and writing. Moreover, it asks about the textbook's role in preparing pupils for assessments and evaluations. This section aims to understand how well this specific textbook meets the objectives of learning and supports the language development of pupils. It includes Liker-scale items as well as

Finally, "Section 4" examines teachers' satisfaction with the textbook, their assumptions on the most effective aspects, and the areas that need improvement. Also, it asks whether teachers supplement the textbook with additional materials and activities, and if so, the types of materials and activities they use. The purpose of this section is to collect insights on how teachers adapt the textbook to better suit their pupils' needs and preferences. It includes open-ended questions that influence how participants respond to questions, "One of the most significant decisions that can affect how people answer questions is whether the question is posed as an open-ended question, where respondents provide a response in their own words, or a closed-ended question, where they are asked to choose from a list of answer choices." (Pew Research Center 2023).

To sum up, the questionnaire provides a comprehensive view of teachers' attitudes, perceptions and experiences with "My Book of English" for 3rd year primary school pupils. The collected information can be employed to inform future revisions of the textbook and control the development of more effective teaching materials.

2.6.2 Analysis of the Questionnaire

2.6.2.1 Background Information

Q1. What is your academic qualification in English language teaching?

Table 2.1 Teachers' Academic Qualification

Academic Qualification	Number	Percentage
Bachelor' degree	18	51.4%
Master' degree	17	48.6%
PhD	0	0%

The responses of the survey suggest that the majority of 3rd year primary school English teachers have either a Bachelor Degree (55.6%) or a Master Degree in English language. This indicates that advanced qualification in English language teaching are viewed valuable for primary school teachers. Further research might explore the particular reasons for the distribution of qualification, and it is obvious that higher education plays an important role in forming skilled and experienced English teachers for primary education in Algeria.

Q2. How many years of teaching experience do you have?

Table 2.2 Teachers' Years of Experience

Years of Experience	Number	Percentage
0-5 Years	26	74.3%
6-10 Years	4	11.4%
11-5 Years	3	8.6%
16 Years or more	2	5.7%

The responses of this question present that the majority of 3rd year primary school teachers have between 0-5 years of teaching experience. This suggests that there may be a high rate of shift in the profession, or teachers are nearly new to the field. An important minor percentage of teachers have 6-10 years of experience (11.1%); meanwhile, an even minor number have 11-16 years (7.4%), and 16 years of experience or more (3.7%), respectively. This data indicates that teaching experience standards are massively jagged towards primary career instructors, which might have implications for the quality and consistency of education provided to pupils.

Q3. Have you been teaching English to primary school pupils?

Table 2.3 Teaching Experience in Primary School

Teaching Experience	Number	Percentage
Yes	18	51.4%
No	17	48.6%

The data collected from this question indicates that 51.4% of the respondents, who are English third-year primary school teachers, have been teaching English to primary school pupils. On the other hand, 48.6% have not had the experience of teaching English to these pupils. This suggests that there may be a variety of factors at play that influences whether one has had the opportunity to teach English at this level, such as location, specific school curriculum, or personal preferences. Encouraging collaborative programs and sharing of teaching strategies among teachers could be helpful to ensure a wider exposure to English teaching experiences in primary school education.

Q4. Where do you teach English?

Table 2.4 Teaching' Setting

Teaching' Setting	Number	Percentage
Public school	32	91.4%
Private school	0	0%
Language institution	3	8.6%

The majority of English primary school teachers teach English in public schools. This is accordant with the board coverage and accessibility of public schools across the different Algerian regions. On the flip side, none of the respondents mentioned teaching in private schools, which can indicate fewer opportunities or personal preferences. Moreover, 8.6% of them work in language institutions, indicating a job market for customized, out-of-school education of language. With these insights, it is easier to understand the several sectors in which primary school teachers work.

Q5. How often do you use the textbook for your 3rd year primary school classes?

Table 2.5 Frequency of Textbook's Use

Frequency of Use	Number	Percentage
Always	2	5.7%
Sometimes	23	65.7%
Often	6	17.1%
Rarely	4	11.4%
Never	0	0%

The given data shows that the majority of third-year primary school English teachers depend on the textbook to a certain extent. Out of the total, the majority of respondents refer to it sometimes, suggesting that while the textbook is a practical resource, they likely combine other teaching methods and supplementary materials. Furthermore, a minor percentage of teachers employ it often, revealing its significance as a foundation of the curriculum. The percentage of those who, rarely 11.1% and always 5.7%, rely on the textbook presents a small yet important number of teachers who prefer to mainly stick to or deviate from the textbook. Interestingly, none of the respondents answered 'never' emphasizing that the textbook maintains some relevance in English education for this grade of pupils.

2.6.2.2 Teachers' Attitude towards the Textbook

Q6. How relevant do you find the content of the textbook to the curriculum objectives?

Table 2.6 Relevance to Curriculum Objectives

Relevance to Curriculum Objectives	Number	Percentage
Extremely relevant	3	8.6%
Very relevant	14	40%
Moderately relevant	14	40%
Slightly relevant	4	11.4%
Not at all relevant	0	0%

The responses gathered from teachers of English for third-year primary schools in Algeria to this question about the relevance of the content of the textbook to curriculum objectives shows that a mixed total of 48.6% of respondents find the content is either extremely relevant or very relevant. This indicates that the textbook aligns decently with the curriculum objectives. The rest (51.4%) of the respondents find the content only moderately or slightly relevant, suggesting that there is room for improvement to guarantee that all teachers find the material adequately aligned. However, it is worth noting that none of the participants found the content to be not at all relevant.

Q7. How do you rate the organization of the content within the textbook?

Table 2.7 Rating of the Organization of the Content

Rating	Number	Percentage
Excellent	2	5.7%
Good	18	51.4%
Fair	12	34.3%
Poor	3	8.6%
Very poor	0	0%

Half of third-year primary school English teachers in Algeria (51.4%) find the organization of content within the textbook to be good. This is followed by the (29.6%) who find it fair. A smaller percentage of teachers view it excellent (5.7%), while a minority (8.6%) rates the organization as poor. None of the teachers rated the textbook's organization as very poor. This indicates that the organization of content within the textbook is generally considered as satisfactory by teachers, but, perhaps, there is a room for improvement to better accommodate the needs of teachers and the pedagogical approaches.

Q8. How do you evaluate the overall quality of the textbook?

Table 2.8 Evaluation of the Overall Quality of the Textbook

Evaluation of the Overall Quality	Number	Percentage
Excellent	1	2.9%
Good	20	57.1%
Fair	12	34.3%
Poor	2	5.7%

The given data reflects teachers' assumption of the quality of "My Book of English" for 3rd year primary school pupils. The majority of the teachers found the book to be of a good quality suggesting that the textbook meets a lot of the academic standards and requirements. An important minor percentage of teachers (34.3%) rated the quality as fair; meanwhile, none rated it as excellent indicating room for improvement in some aspects of My Book of English's content or presentation. A small percentage (5.7%) rated the textbook as poor and the smallest proportion(2.9%) find it excellent, which could be due to crucial shortcomings in the material or limited relevance to teaching practices. Altogether, these varied results emphasize the significance of regular evaluation and developments in educational resources to ensure the effectiveness in the classroom.

Q9. Do you think the textbook is appropriate for 3rd-year primary pupils' English proficiency level?

Table 2.9 Appropriateness of the textbook to Pupils' Proficiency Level

Appropriateness to Proficiency	Number	Percentage
Yes	27	77.1%
No	8	22.9%

The majority of English third year primary school teachers in Algeria (77.1%) believe that the textbook is appropriate for the pupils proficiency level. This suggests that the materials prepared in the textbook may be well-suited for the intended age group and skill level, productively backing students' language development. However, the rest who contradict may indicate that there is room for improvement in the choice of teaching methods employed to accommodate differing learning needs. Further research, including feedback from both teachers and students, is necessary to better understand these viewpoints and make improvement where needed.

Q10. How engaging are the activities in the textbook?

Table 2.10 Engagements of the Activities

Engagements of the Activities	Number	Percentage
Very engaging	2	5.7%
Engaging	17	48.6%
Somewhat engaging	15	42.9%
Not engaging at all	1	2.9%

The responses collected suggest that a majority of 3rd year primary school teachers in Algeria find the activities in the textbook of English very engaging, engaging or at least somewhat engaging. About 54.3% of the respondents rate the activities as very engaging or engaging, meanwhile 42.9% rate them somewhat engaging. From these numbers, it is concluded that the textbook activities are perceived as effective tools for student engagement, demonstrating their potential to capture students' attention and energizing their learning. However, it is noteworthy that a small percentage of teachers (2.9%) find the activities not engaging at all. This may suggest that there is room for improvement, maybe by offering a more diverse range of activities or addressing different student learning styles effectively. Considering the various perspectives, refining the content can eventually lead to a more engaging textbook for all pupils.

Q11. Is the textbook culturally relevant and reliable to your pupils?

Table 2.11 Cultural Relevance to Pupils

Cultural Relevance	Number	Percentage
Yes	27	77.1%
No	8	22.9%

The responses reveal that the greater percentage of third-year primary school teachers in Algeria considers that the textbook to be culturally relevant and reliable for their pupils. This suggests that the majority of educators is satisfied with the content and think it resonates with their pupils' cultural identities. However, a remarkable proportion (22.9%) feels otherwise, indicating that there could be room for improvement in certain textbooks to cater to the several cultural backgrounds of pupils in the classroom. It is critical to take these perspectives into account in order to develop more inclusive and effective teaching materials.

Q12. Do you feel that the textbook promotes critical thinking and problem-solving skills?

Table 2.12 Promotion of Critical Thinking and Problem-Solving Skills

Promotion of Skills	Number	Percentage
Yes	18	51.4%
No	17	48.6%

The answers of this question reveal practically equal split among teachers of third-year primary school English teachers in Algeria regarding whether their textbook promote crucial thinking and problem-solving skills with 51.4% of teachers thinking that their textbooks do support these skills. It may be inferred that these instructions may have noted instances where pupils applied critical thinking and problem-solving approaches during lessons. Conversely, the other half who disagrees might indicate a general concern about the effectiveness of their teaching materials in cultivating these key competencies. Further research could be needed to identify certain factors contributing to this split, and to determine approaches to enhance textbook content in promoting critical thinking skills and problem-solving skills among primary school pupils.

Q13.How would you rate the quality and variety of the illustrations and visuals in the textbook?

Table 2.13 Rating the Quality and Variety of the Illustrations and Visuals

Rating	Number	Percentage
Excellent	1	2.9%
Good	14	40%
Fair	18	51.4%
Poor	2	5.7%
Very poor	0	0%

The responses of this question suggest that the majority of English third-year primary school English teachers in Algeria find the quality and variety of the illustrations and visuals in the textbook to be fair (51.4%). This indicates that the materials are not massively exceptional, and they manage to provide an adequate level of visual quality and variety for teaching purposes. A significant portion (40%) rates the illustrations as good, suggesting room for further improvement. Interestingly, very few teachers rate the illustrations as either excellent or poor; meanwhile, no teachers find it very poor hinting that the textbook visuals do not raise noteworthy contrasts in viewpoints. In general terms, the findings indicate the need for refining and enhancing the visual elements of learning materials to better cater to teacher standards and ameliorate the learning experience of pupils.

Q14. How well does the textbook support your preferred teaching strategies?

Table 2.14 Support of Teaching Strategies

Support of Teaching Strategies	Number	Percentage
Extremely well	2	5.7%
Very well	11	31.4%
Moderately well	16	45.7%
Slightly well	5	14.3%
Not at all well	1	2.9%

The given data indicate a majority of English third-year primary school teachers in Algeria (77.7%) believe that their textbook fosters their preferred teaching strategies to differing extents, ranging from "Extremely well", "Very well" to "Moderately well". This indicates that the majority of teachers find the textbook relatively aligned with their instructional approaches. However, a significant proportion of teachers (22.2%) have described the opinion to be only "Slightly well" or "Not at all well", suggesting a possible need for further improvements or adoptions to better cater to different teaching methodologies. It is vital to constantly assess and enhance textbook content to ensure sufficient support for educators.

2.6.2.3 Teachers' Perception of the Textbook's Effectiveness

Q15. Do you think the textbook effectively teaches the necessary grammatical structures?

Table 2.15 Effectiveness in Teaching the Necessary Grammatical Structures

Effectiveness	Number	Percentage
Yes	21	60%
No	14	40%

The responses to whether the textbook teaches effectively the needed grammatical structures disclose a divided viewpoint among English 3rd year primary school teachers. A majority think it does, indicating that the textbook creditably meets the grammatical objectives for this level. Nevertheless, a significant percentage (40%) of teachers does not see eye to eye, suggesting possible shortcomings or gaps in the presentation of grammar rules and structures inside the textbook. This substantial minority demands further investigation to identify and rectify the perceived limitations of the textbook, ensuring that it may comprehensively address the educational needs of 3rd-year primary school pupils.

Q16. Do you believe the textbook provides sufficient listening opportunities for 3rd year primary pupils?

Table 2.16 Assessing Textbook Listening Opportunities for Primary School Pupils

Providing Listening Opportunities	Number	Percentage
Yes	23	65.7%
No	12	34.3%

The responses of this question reveal a split among teachers of 3rd year primary school English in relation to the adequacy of listening opportunities provided by the textbook for the young learners. A majority of 65.7% agree that the textbook is adequate, indicating that they perceive the existing resources and development of the pupils. Nevertheless, a significant minority of teachers (34.3%) think otherwise, suggesting possible shortcomings or gaps in the textbook's listening opportunities. The variance in viewpoints might be attributed to teaching styles, differing educational philosophies or contextual factors predominating teachers' assumptions of the textbook's effectiveness in facilitating listening skills for 3rd year primary school pupils. Finally, the responses call for further research to spot which particular aspects of the textbook need improvement, in addition to exploring supplementary resources which cater to differing learning styles and pupil needs.

Q17. Are the reading materials in the textbook age-appropriate and interesting for the pupils?

Table 2.17 Evaluating the Age-Appropriateness and Engagement of Textbook Reading Materials for Pupils

Evaluation	Number	Percentage
Yes	27	77.1%
No	8	22.9%

The responses of the question suggest that a majority of English 3rd year primary school teachers (77.1%) believe the reading materials in their textbooks are age-appropriate and interesting for their pupils. This indicates that the materials are normally considered satisfactory for the target age group, capturing pupils' interest while aligning with developmental learning major steps. Nevertheless, there remains a substantial minority (22.9%) that finds the reading materials unsatisfactory in terms of age-appropriateness and appeal. This variance in viewpoints may emerge from various expectations, as well as unique classroom contexts and student demographics. The findings highlight the significance of constant evaluation and adaptation of educational resources to guarantee they remain appealing, relevant, and effective in supporting the different reading needs and interests of 3rd year primary school pupils.

Q18. Does the textbook provide an adequate oral component to enhance pupils' speaking skills?

Table 2.18 Evaluating the Oral Component of a Textbook for Enhancing Pupils' Speaking Skills

Evaluation	Number	Percentage
Yes	17	48.6%
No	18	51.4%

The question results disclose a near-even divide in viewpoints among English 3rd year primary school teachers as to whether the textbook provides a satisfactory oral component to enrich pupils' speaking skills, with 48.6% supportive and 51.4% unsupportive and the data indicates that there is no clear accord on the effectiveness of the oral component in the textbook. The noteworthy split among educators might stem from differing expectations of what constitutes sufficient support for the enhancement of the speaking skill, in addition to the various needs of their pupils. To ensure a comprehensive approach to language development, this data suggests the necessity for further examination of the components of the textbook and potential improvements or supplementary resources to better ease oral language development in the classroom.

Q19. Do you feel the textbook includes enough writing activities to improve spelling and hand writing?

Table 2.19 Evaluating the Effectiveness of Textbook Writing Activities on Spelling and Handwriting Improvement

Evaluation	Number	Percentage
Yes	31	88.6%
No	4	11.4%

The absolute majority of teachers think that the textbook does not incorporate sufficient writing activities to ameliorate spelling and handwriting. Only a small percentage of 11.4% believes that the textbook adequately addresses these aspects, such an important variance indicates strong dissatisfaction with the instructional materials regarding writing activities for spelling and handwriting improvement. This perception underscores the significance of revisiting the textbook's structure and content because the development of writing skills is critical for primary school pupils. The data emphasizes the potential need for supplementary resources or instructional strategies to assure that pupils receive suitable support in these key areas of language development.

Q20. How well do you feel the textbook prepares pupils for assessments and evaluations?

Table 2.20 Assessment Preparedness: Evaluating the Effectiveness of the Textbook

Assessment Preparedness	Number	Percentage
Extremely well	2	5.7%
Very well	7	20%
Moderately well	13	37.1%
Slightly well	11	31.4%
Not at all well	2	5.7%

Teachers have varying views on the effectiveness of a textbook in preparing 3rd year primary school students for English assessments and evaluations. While 25.7% believe it prepares students extremely or very well, 37.1% think it does so moderately well, 31.4% slightly well, and the rest don't think it is effective at all. These mixed opinions indicate that the textbook may need to be revised to better meet evaluation standards and support students' academic progress. The effectiveness of a textbook can depend on factors such as teaching methods, student engagement, and curriculum alignment, and further research is needed to determine how the textbook can be improved.

2.6.2.4 Improvement and Adaptations

Q21. How satisfied are you with the textbook for your 3rd year primary school class?

Table 2.21 Assessing Teachers Satisfaction with Third Year Primary School Textbook

Satisfaction	Number	Percentage
Extremely satisfied	0	0%
Very satisfied	10	28.6%
Moderately satisfied	18	51.4%
Slightly satisfied	6	17.1%
Not at all satisfied	1	2.9%

The feedback on the English textbook for 3rd year primary school students shows that a significant number of teachers (28.6%) are very satisfied and (50%) are moderately satisfied. This indicates a generally positive view of the textbook. However, there is still room for improvement as 17.1% of teachers are only slightly satisfied and a few are not at all satisfied. These results suggest that it would be beneficial to investigate and address any issues with the textbook to improve satisfaction levels and better meet the educational needs of both students and teachers.

Q22. Please choose one aspect that you believe contributes to the effectiveness of an English 3rd year primary school textbook

Table 2.22 Assessing the Most Effective Aspects of a Textbook

Aspects	Number	Percentage
Writing and Handwriting Skills	6	16.7%
Listening and Speaking Skills	2	5.6%
Vocabulary and Phonics	4	11.1%
Activities and Games	7	19.4%
Pictures	3	8.3%
Projects, Role Plays, and Tasks	12	33.3%
Basic Aspects	1	2.8%

Based on the varying importance of each aspect, it is clear that Projects, Role Plays, and Tasks, contributing to (33.3%) effectiveness, stand out as a crucial component for a successful English third-year primary school textbook. In the following paragraphs, I will examine the rationale behind this choice and its potential impact on students' learning.

Projects, Role Plays, and Tasks enable students to utilize and integrate multiple language skills, such as reading, writing, listening, and speaking, to understand and engage with real-world situations. This active learning approach fosters a strong sense of cooperative learning among peers while encouraging

students to think critically, creatively, and practically. Furthermore, role plays stimulate children's imaginations and foster empathy, allowing them to step into different personas or cultural contexts and hence broadening their understanding of others.

Projects and tasks create opportunities for problem-solving and critical thinking skills to emerge. When students actively participate in these activities, they process, synthesize, and apply knowledge, leading to improved retention and understanding of the language. In addition, these hands-on experiences enable students to establish connections between newly acquired linguistic competencies and everyday life, promoting a genuine need to apply language skills outside the classroom setting.

Another underlying aspect that bolsters the significance of projects, role plays, and tasks is their intrinsic alignment with students' varying learning styles. For instance, visual, auditory, and kinesthetic learners benefit from participating in such activities, positively impacting a larger portion of students. Moreover, this multifaceted approach fosters engagement, motivation, and success when learning and mastering a language is concerned.

While the previously mentioned components, such as writing and handwriting skills, vocabulary and phonics, activities and games, pictures, and basic aspects, undoubtedly possess relevance in an English third-year primary school textbook. It is the unique combination of skills, contexts, and learner-centeredness encapsulated in the process of working with projects, role plays, and tasks that contributes to the effectiveness of a language learning resource. By placing an emphasis on this particular aspect, English third-year primary school

teachers can create an environment that holistically supports and promotes linguistic development, ensuring the continued success of their students in both academic and social spheres.

Q23. What aspects of the textbook do you think require improvement?

Table 2.23 Identifying Areas for Improvement in the Textbook

Aspects	Number	Percentage
Writing/Spelling/Handwriting	4	11.1%
Activities	12	33.3%
Content/Presentation	12	33.3%
Listening/Reading	8	22.2%

Upon analyzing and interpreting the responses from English 3rd year primary school teachers regarding aspects of the textbook that require improvement, four primary concerns emerge. First, a minor percentage of respondents (11.1%) express the need for a more robust focus on students' writing, spelling, and handwriting skills, as these foundational linguistic abilities are crucial for young learners acquiring mastery of a language. The second and equally important category of concerns, raised by (33.3%) of the respondents, pinpoints the importance of diverse and engaging activities. These educators believe that the textbook should enhance its pedagogical approach by actively addressing the varying learning modalities of students, such as auditory, visual, or kinesthetic

sensitivities. By effectively accommodating these distinct styles, the textbook can foster a more successful and immersive language learning experience.

The third category involves aspects related to content and presentation of the learning material, encompassing concerns such as cultural relevance, age-appropriate content, and design elements that impact students' motivation and engagement. Educators underline the necessity of crafting a textbook that presents lesson content that is not only visually appealing but also contextually aligned with diverse sociolinguistic backgrounds. Lastly, (22.2%) of the respondents emphasize the significance of striking the right balance between listening and reading exercises in the textbook, given that these comprehensive language abilities form an integral part of the learning process.

The responses reveal a pressing need to address four primary aspects—writing/spelling/handwriting activities, content and presentation, and listening/reading activities. Furthermore, it highlights that an effective English 3rd year primary school textbook should contain an interdisciplinary approach that encompasses these key aspects while promoting a more flexible, engaging, and culturally sensitive learning experience for pupils.

Q24. Do you supplement the textbook with additional materials or activities?**Table 2.24 Supplementing Textbooks: Additional Materials and Activities**

Supplementing Textbooks	Number	Percentage
Yes	31	88.6%
No	4	11.4%

An overwhelming (88.6%) of English 3rd year primary school teachers acknowledge that they supplement the textbook with additional materials and activities. This finding underlines the broader pedagogical concern that existing textbooks might not adequately cater to students' varying learning modalities or offer sufficient content to maintain engagement. Additionally, it underscores the importance of versatility in teaching practices to meet the diverse educational needs of a classroom. Conversely, the (11.4%) who do not supplement the textbook might indicate a perception that the textbook provides a sufficient curriculum, or that these teachers may be limited by external factors like time and resources.

Q25. If you answered “yes” to the previous question, please, state briefly the type of activities and materials added?

Table 2.25 Activities and materials added by those who answered 'yes'.

Category	Number	Percentage
Flashcards	7	20%
Real World Objects	4	11.4%
Listening and Speaking Activities	7	20%
Writing Activities	5	14.3%
Additional Activities and Games	10	28.5%
Matching Activities	3	8.6%
Storybooks and Pictures	3	8.6%
Educational Websites and Videos	5	14.3%
None	2	7.4%

The diverse responses from English 3rd year primary school teachers regarding supplementary materials and activities denote a multifaceted approach to enhancing their pedagogical practices. Flashcards and Listening and Speaking activities, both accounting for (20%) of the respondents' preferences, reflect an emphasis on fostering language fluency and accurate pronunciation. The

incorporation of Real World Objects helps bridge the gap between abstract concepts and tangible experiences, thereby promoting contextual understanding. Further, Writing Activities are employed to improve written expression and organizational skills, while Additional Activities and Games (28.5%) suggest the importance of creating engaging learning environments. Matching Activities and Storybooks and Pictures, each representing (8.6%) of the responses, facilitate concept reinforcement and enhance the language acquisition process. Additionally, the usage of Educational Websites and Videos highlights an integration of technology in modern teaching approaches. The (7.4%) of respondents who do not supplement textbooks might indicate a belief in the sufficiency of the current curriculum or be constrained by factors such as time or resources. Overall, these responses indicate that teachers tailor their classrooms to accommodate diverse learning styles, promote active engagement, and fulfill the educational needs of their students.

Of note, it is impossible in the table above to organize the responses in a way where the percentages merge to make (100%) without repeating responses in more than a single category. This is because the responses consist of overlapping categories and some responses can fit into more than one category.

3. Discussion

The discussion section of this dissertation critically analyzes and interprets the study's findings in relation to the initial research questions and the literature reviewed in chapter one. The investigation aims to understand teachers' perceptions of the textbook and its role in the learning process, including their opinions on its content, structure, organization, and effectiveness in facilitating student learning.

Furthermore, the study explored teachers' attitudes towards the activities included in the textbook by gathering feedback on their relevance, appropriateness, and effectiveness in achieving the intended learning outcomes.

3.1 Key Findings and Interpretation

Our investigation into the attitudes of teachers towards the use of a textbook for English in 3rd year primary school yielded several key findings. Firstly, we found that the majority of teachers viewed the textbook as an important resource in the learning process. Most teachers disclosed that they use it at least sometimes in their 3rd year primary school classes.

They appreciated its overall quality, suitability to the pupils' proficiency level, cultural relevance and to a lesser extent its organization, alignment with the curriculum and support of their preferred teaching strategies. However, they did not firmly agree on these aspects. This was highlighted by their tendency to add supplementary materials (88.6%) and activities to directly support the learning objectives of each lesson and ensure that pupils were practicing and reinforcing the targeted skills and concepts.

The teachers found the textbook's activities engaging and enjoyable, which helps create a positive learning environment where students felt comfortable taking risks and making mistakes. However, they were uncertain if the textbook encouraged active learning, as they disagreed on whether it required students to think critically, solve problems, and apply their knowledge in meaningful ways. They also questioned whether the activities addressed all essential English language skills. They did not believe the textbook included enough writing activities to improve spelling and handwriting or effectively teaches necessary grammatical structures or has a adequate oral activities to enhance speaking skills. While the majority believed it provided

sufficient listening opportunities for students, this may indicate that the textbook was designed to improve specific skills rather than others for learners of this age group, such as the ability to communicate rather than read or write.

The teachers believe that the activities in the textbook are suitable for 3rd year primary school pupils because they are neither too easy nor too challenging. However, they do not think that the textbook integrates real-life context and cultural elements, so they supplement it with additional materials. They also do not rate the quality and variety of illustrations and visuals in the textbook highly (51.4% described as fair and 5.7% as poor). This could negatively impact the learning process by making it difficult to capture pupils' attention.

The teachers also doubt the effectiveness of the textbook in preparing pupils for assessments and evaluations. This could be due to the various flaws they perceive in its materials and activities only (5.7% considered it as extremely well), which prevent it from helping pupils identify areas for improvement and monitor their progress.

3.2 Implications for Practice

The results of this study have several practical implications. Firstly, it is important for schools and educational institutions to consider teachers' opinions on the use of the English textbook for 3rd year primary school students. If teachers have negative views of the textbook, it may affect their teaching and ultimately impact pupils' learning. To address this issue, schools and educational institutions could provide professional development opportunities for teachers to improve their understanding and use of the textbook. This could include workshops or training sessions on effective implementation of the textbook in the classroom. Additionally, schools and educational institutions could involve teachers in the selection of

textbooks. By doing so, teachers would have a say in choosing the materials they use in the classroom, potentially improving their perspective on the textbook.

3.3 Limitations and Future Research

The limitations of this study include the lack of participation from teachers, which forced it to rely on a small data set that may be subject to response bias. Future research could explore how this textbook started with the introduction of English in Algerian primary schools for the first time, affected pupils as they continued their learning journey. A comparative analysis of pupils who started learning English in primary school with this textbook and those who started in secondary school with different textbooks might provide valuable insights into the differences that the nature of the textbooks and teachers' assumptions about them could make.

In summary, this research sheds light on teachers' perceptions of using materials in a language that has recently become mandatory in Algeria. The results reveal a range of beliefs and approaches in the classroom, which ultimately enhances students' learning experiences by identifying areas for improvement.

Conclusion

To sum up, the results of the questionnaire shed light on the prospects of English teachers for 3rd year primary school pupils in Algeria regarding 'My Book of English's' effectiveness, appropriateness and areas for improvement. Whilst the textbook is in general terms perceived as relevant and engaging, there are worries about its organization, quality of illustrations, cultural relevance, and promotion of critical thinking and problem-solving skills. Teachers express concerns also about the textbook's efficacy in enhancing the oral components of pupils, improving spelling and handwriting, and preparing pupils for assessments.

To address these concerns, teachers supplement their teaching with additional activities and materials, indicating the significance catering to diverse learning styles and enriching the pupils' learning experience. The findings highlight the necessity for regular evaluation and improvement of educational resources, besides further research involving different stakeholders, to secure the effectiveness and inclusivity of the textbook and better back teachers in their quest to provide a well-rounded education for their pupils.

General Conclusion

The study sheds light on the views of English teachers for 3rd year primary school pupils in Algeria concerning the effectiveness, suitability and areas for improvement of the 'My Book of English' textbook. Although the textbook is generally seen as relevant and engaging, there are concerns about its structure, illustration quality, cultural relevance, and ability to promote critical thinking and problem-solving skills. Teachers also have concerns about the textbook's ability to improve pupils' oral skills, spelling and handwriting, and prepare them for assessments. To address these concerns, teachers use additional activities and materials to cater to different learning styles and enhance pupils' learning experience.

The findings emphasize the need for regular evaluation and improvement of educational resources to ensure their effectiveness and inclusiveness. Further research involving various stakeholders is necessary to better support teachers in providing a well-rounded education for their pupils. The concept of English as a Medium of Instruction (EMI) and its effectiveness is also discussed. Research has shown that attitudes towards EMI vary greatly and lecturers using EMI often have strong reservations due to the challenges of transitioning to an all-English classroom. The study also examines teachers' attitudes and beliefs towards teaching methods such as Student-Centred Learning in English language classes and the impact of student-centred learning practices among primary school teachers on their pupils' performance in English.

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ملخص

هذه الدراسة تهدف إلى استكشاف مواقف المعلمين تجاه استخدام كتاب اللغة الإنجليزية لطلاب المدرسة الابتدائية السنة الثالثة في الجزائر. مع إدخال اللغة الإنجليزية حديثاً لهذا المستوى لأول مرة في الجزائر، من المهم فهم كيفية تصور المعلمين وتوجههم في استخدام الكتاب المدرسي في فصولهم. ستستكشف هذه الدراسة آراء المعلمين حول فعالية وأهمية الكتاب المدرسي، بالإضافة إلى اقتراحاتهم للتحسين. ستوفر نتائج هذه الدراسة رؤى قيمة حول تطبيق تعليم اللغة الإنجليزية في الجزائر وإبلاغ التطورات المستقبلية في هذا المجال. تجمع هذه الدراسة بيانات حول آراء المعلمين حول استخدام الكتاب المدرسي مع طلاب المدرسة الابتدائية السنة الثالثة. وخلفيات المعلمين وآرائهم حول جوانب مختلفة من الكتاب المدرسي. كما تدرس معتقدات المعلمين حول فعالية الكتاب المدرسي في تعليم مجموعة من مهارات التعلم ورضاهم عنه. يمكن استخدام المعلومات التي تم جمعها لإرشاد التحديثات المستقبلية للكتاب المدرسي وتطوير مواد تعليمية أكثر فعالية.

الكلمات المفتاحية: تعليم اللغة الإنجليزية، كتاب المدرسة، المدرسة الابتدائية، المواقف، تعليم اللغات، الإنجليزية كوسيلة للتعليم.

Résumé

Cette étude vise à enquêter sur les attitudes des enseignants à l'égard de l'utilisation du manuel d'anglais pour les élèves de 3ème année de l'école primaire en Algérie. Avec l'introduction récente de l'anglais à ce niveau pour la première fois en Algérie, il est important de comprendre comment les enseignants perçoivent et abordent l'utilisation du manuel dans leurs salles de classe. Cette étude explorera les opinions des enseignants sur l'efficacité et la pertinence du manuel, ainsi que leurs suggestions pour l'amélioration. Les résultats de cette étude fourniront des informations précieuses sur la mise en œuvre de l'enseignement de la langue anglaise en Algérie et informeront les développements futurs dans ce domaine. Cette étude recueille des données sur les opinions des enseignants concernant l'utilisation du manuel avec des élèves de 3ème année de l'école primaire et recueille des informations sur les antécédents des enseignants et leurs points de vue sur divers aspects du manuel. Elle examine également les croyances des enseignants quant à l'efficacité du manuel dans l'enseignement d'une gamme de compétences d'apprentissage et leur satisfaction à son égard. Les informations recueillies peuvent être utilisées pour guider les mises à jour futures du manuel et pour développer des matériaux d'enseignement plus efficaces.

Mots-clés: enseignement de l'anglais, manuel, école primaire, attitudes, éducation linguistique, anglais comme moyen d'instruction.

Appendices

Appendix 1 : Teachers' Questionnaire

Teachers' attitudes towards the use of « My Book of English » for 3rd year Primary school pupils

Dear Participant, You are invited to contribute in this research study that aims to investigate teachers' attitudes Towards the use of « My Book of English » for 3rd year primary school students. The purpose of the This study is to explore the perceptions of teachers concerning this specific textbook and how it Affects their teaching practices. Your participation in this study is optional, and your responses will be kept confidential, the Questionnaire will take roughly 10 minutes to complete.

Thank you for your participation

Section 1: Background Information

1. What is your academic qualification in English language teaching?

Bachelor' Degree

Master's Degree

Ph. d

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

0-5 years

6-10 years

11-15 years

16 years or more

3. Have you been teaching English to primary school pupils?

Yes

No

4. Where do you teach English?

Public School

Private School

Language Institution

5. How often do you use the textbook for your 3rd year primary school classes?

Always

Sometimes

Often

Rarely

Never

Section 2: Teachers' Attitude towards the Textbook

6. How relevant do you find the content of the textbook to the curriculum objectives?

Extremely relevant

Very relevant

Moderately relevant

Slightly relevant

Not at all relevant

7. How do you rate the organization of the content within the textbook?

Excellent

Good

Fair

Poor

Very poor

8. How do you evaluate the overall quality of the textbook?

Excellent

Good

Fair

Poor

9. Do you think the textbook is appropriate for 3rd year primary pupils' English proficiency level?

Yes

No

10. How engaging are the activities in the textbook?

Very engaging

Engaging

Somewhat engaging Not engaging at all

11. Is the textbook culturally relevant and reliable to your pupils?

Yes No

12. Do you feel that the textbook promotes critical thinking and problem-solving skills?

Yes No

13. How would you rate the quality and variety of the illustrations and visuals in the textbook?

Excellent Good Fair
 Poor Very poor

14. How well does the textbook support your preferred teaching strategies?

Extremely well Very well Moderately well
 Slightly well Not at all well

Section 3: Teachers' Perception of the textbook's effectiveness

15. Do you think the textbook effectively teaches the necessary grammatical structures?

Yes No

16. Do you believe the textbook provides sufficient listening opportunities for 3rd year primary pupils?

Yes No

17. Are the reading materials in the textbook age-appropriate and interesting for the pupils?

Yes No

18. Does the textbook provide an adequate oral component to enhance pupils' speaking skills?

Yes

No

19. Do you feel the textbook includes enough writing activities to improve spelling and hand writing?

Yes

No

20. How well do you feel the textbook prepares pupils for assessments and evaluations?

Extremely well

Very well

Moderately well

Slightly well

Not at all well

Section 4: Improvement and adaptation

21. How satisfied are you with the textbook for your 3rd year primary school class?

Extremely satisfied

Very satisfied

Moderately satisfied

Slightly satisfied

Not at all satisfied

22. Please choose one aspect that you believe contributes to the effectiveness of an English 3rd year primary school textbook ?

Writing and Handwriting Skills

Listening and Speaking Skills

Vocabulary and Phonics

Activities and Games

Pictures

Projects, Role Plays, and Tasks

Basic Aspects

23. What aspects of the textbook do you think require improvement?

Writing/Spelling/Handwriting

Activities

Content/Presentation

Listening/Reading

24. Do you supplement the textbook with additional materials or activities?

Yes

No

25. If you answered “yes” to the previous question, please, state briefly the type of activities and materials added.

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Thank you for your collaboration.