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To Use or not to Use the Course Book

A study of Teachers' Opinion on the Primary Course Book of English

A Dissertation Submitted to the Department of English in Partial Fulfilment of
the Requirement for the Master Degree in "Didactics of language"

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Declaration

We hereby declare that this dissertation entitled “To Use or not to Use the course book: a study of Teachers’ opinions on the primary course book of English” supervised by Ms. Allaoui Soumaya in the academic year 2024/2025, and submitted to the department of English at Chadli Bendjedid University, EL-Tarf, as candidates for the master degree, has not been presented to any other examination board and has not been published before. We certify that all the sources used are cited and acknowledged.

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Dedication

In the name of Allah, the Most Merciful and Benevolent,

I would like to extend my heartfelt dedication to the following individuals:

To myself, thank you for not giving up, for the sleepless nights and the hidden battles this work is an attribute to every struggle that shaped me

To those who believed in me, even when I did not believe in my self

To my esteemed parents, “**Akila**” and “**Bachir**” whose unwavering support and selfless contributions have been a constant source of inspiration throughout this academic journey;

To my Beloved sisters “**Ahlem**” and “**Oumaima**” and my wonderful brothers “**Bilel**” and “**Hamza**” thank you for your support, for lifting me when I was down and for believing in my dreams as if they were your own

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From the bottom of my heart, thank you all, I couldn't have done it without your love and support

Amani

Dedication

In the Name of Allah, the Most Gracious, the Most Merciful

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"Gratitude is not only the greatest of virtues, but the parent of all the others."

-Marcus Tullius Cicero-

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List of Abbreviations and Acronyms

1. **ELT:** English Language Teaching.
2. **EFL:** English As foreign language.
3. **EWL:** Essential Words List.
4. **TBL:** Task Based Learning.
5. **PC's:** Primary Schools.
6. **%:** Percentage.
7. **PSPs:** Primary School Pupils

Abstract

This descriptive cross-sectional study explores the perspectives of primary school teachers on the use of course books in English language teaching. As course books remain a central material in many classrooms, the decision to use, adapt, or reject them has become a critical point of debate in educational practices. The research investigates the extent to which primary teachers rely or do not rely on course books and the reasons for doing so. It also explores the challenges that teachers face in implementing course book-based instruction. This research adopts a mixed-method approach to gather and analyze the data with a diverse group of primary teachers from various schools in El-Taref. The data collection tools involved classroom observations and a teachers' questionnaire. The findings reveal that while many teachers appreciate the structure, consistency, and time-saving benefits provided by course books, others express concerns about their lack of flexibility, cultural relevance, and inability to address diverse learners' needs. Additionally, some teachers supplement or replace course book content with authentic materials or customized activities to enhance learner engagement. This dissertation concludes that the use of course books should be viewed not as a binary choice, but as a flexible tool whose value depends on pedagogical context, teacher autonomy, and student needs. It recommends ongoing teacher training to help educators critically evaluate and adapt course book materials for more effective and inclusive classroom practice.

Keywords: Primary School Teachers, Course Books

المخلص

تستكشف هذه الدراسة الوصفية المقطعية آراء معلمي المرحلة الابتدائية حول استخدام الكتب المدرسية في تدريس اللغة الإنجليزية. ومع استمرار الكتب المدرسية في لعب دور محوري في العديد من الفصول الدراسية، أصبحت مسألة استخدامها، أو تعديلها، أو الاستغناء عنها نقطة جدل رئيسية في الممارسات التربوية. تبحث هذه الدراسة في مدى اعتماد المعلمين على الكتب المدرسية، وأسباب استخدامهم لها أو عدم استخدامها، بالإضافة إلى التحديات التي يواجهونها عند تطبيق التدريس المعتمد على هذه الكتب اعتمدنا لدراسة منهجاً مختلطاً لجمع البيانات من مجموعة متنوعة من معلمي المرحلة الابتدائية في ولاية الطارف، وذلك باستخدام أدواتي الملاحظة الصفية والاستبيان. وقد أظهرت النتائج أن العديد من المعلمين يقدرون ما توفره الكتب المدرسية من تنظيم، وتناسق، وتوفير للوقت، في حين أعرب آخرون عن مخاوفهم من افتقارها إلى المرونة، ومحدودية ملاءمتها الثقافية، وعجزها عن تلبية احتياجات المتعلمين المتنوعين. وأشار بعض المعلمين إلى أنهم يعززون محتوى الكتاب أو يستبدلونه بمواد أصيلة أو أنشطة مخصصة لزيادة تفاعل المتعلمين وتخلص الدراسة إلى أن استخدام الكتب المدرسية لا ينبغي أن ينظر إليه كخيار ثنائي، بل كأداة تربوية مرنة تعتمد فعاليتها على السياق التعليمي، واستقلالية المعلم، واحتياجات المتعلمين. وتوصي بتوفير تدريب مهني مستمر يُمكن المعلمين من تقييم محتوى الكتب المدرسية بشكل نقدي وتكييفه، بما يسهم في تحقيق ممارسات صفية أكثر شمولاً وفعالية.

الكلمات المفتاحية: معلمي المدارس الابتدائية، الكتب المدرسية.

Chapter One

Introduction to the Study

Introduction

Course books have long been a fundamental component of English language teaching, particularly in primary education, where they serve as structured guides for both teachers and students. They provide a well-organized sequence of lessons, exercises, and assessments designed to facilitate language learning. However, their role in the classroom remains a subject of debate. While some educators view course books as essential tools that ensure consistency and curriculum alignment, others argue that they can be restrictive, limiting teachers' ability to adapt lessons to students' diverse needs and learning styles.

This chapter is an introduction to the research study. It presents the statement of the problem, the aims of the study. In addition to the research questions and hypotheses, also describes the adopted methodology. At last, it is concluded with a brief caption about its organization.

Statement of the problem

Even though course books are widely used in primary English classrooms, teachers continue to debate how effective and relevant they really are. For some, course books are valuable tools they provide structure, help with lesson planning, and make sure teaching stays in line with the curriculum. But for others, they can feel limiting, too rigid or outdated.

In Algeria, this issue is especially important. Since English was only recently introduced at the primary level, many teachers especially those new to teaching the language depend heavily on the course book. Yet, we still know very little about how they actually feel about it. Do they find it helpful? Or do they feel the need to adjust, add to, or even avoid it altogether?

The Objectives of the Study

- Examine the role of course books in traditional and modern education systems.
- Explore teachers' opinions on the effectiveness of the primary English course book in language teaching.
- Identify the advantages and disadvantages of using the course book in primary English classrooms.

To Use or not To Use the Course Book

-Investigate whether teachers supplement or replace the course book with other materials and the reasons behind their choices.

-Analyze how the course book aligns with pedagogical approaches and learning outcomes in primary education.

-Provide recommendations for improving course book use based on teachers' feedback.

Significance of the Study

This dissertation seeks to explore this ongoing debate by examining teachers' perspectives on course book use in primary English classrooms. It investigates whether teachers rely on course books as their primary teaching resource, supplement them with additional materials, or replace them altogether. Furthermore, it seeks to understand the advantages and challenges associated with course book use from teachers' viewpoints.

Research Questions

Question1: What are the benefits and challenges associated with using the course books in education?

Question2: How do the perspectives of teachers who use course books differ from those who do not?

Research Hypotheses

Based on the research questions the following hypotheses are generated:

Hypothesis 1: while course books offer essential guidance and structure; their effectiveness depend on how teachers supplement them with alternative resources and adapt them to students' needs.

Hypothesis 2: The preference for using course books is influenced by such factors like teachers' experiences and students' needs; teachers who use it value structure and consistency whereas those who do not prefer flexibility

Methodology of the Research

This study is based on a mixed method (**quantitative** and **qualitative** methods that combines both questionnaires and observation to gain a comprehensive understanding of teachers' opinions on the use of the English course book in primary education.

Participants

Teachers as Participants

16 teachers of English from different PSs were taken under investigation by handing them a questionnaire to be answered.

Data Collection Tools

In order to reach the purposes of the research, data were collected through the use of multiple sources and instruments of evidence for credibility, including a questionnaire that included a set of printed questions that were administered to teachers in order to find out their opinion regarding their use of the primary course book. It is divided into five sections in the form of closed-ended and open-ended questions.

As far as classroom observation is concerned, it is undertaken for the ultimate purpose of discovering the use of the course book by primary teachers during the beginning of the third trimester of the academic year 2024-2025, it applied in different PSs during five sessions.

Structure of the Study

The present dissertation is mainly divided into five chapters:

1. Chapter One: Introduction to the study

This chapter introduces the research topic. It states the research questions and hypotheses, and explains the significance and objectives of the study as well.

2. Chapter Two: Literature Review

This chapter reviews and summarizes relevant literature and studies related to the research topic. It identifies gaps in the existing knowledge of the research.

3. Chapter Three: Methodology

This chapter describes the research design, methodology, and approach used in the study. It explains the data collection methods, sample selection, and any tools or instruments used.

4. Chapter Four: Results

This chapter presents the findings of the research based on the data collected and analyzed. The findings present an interpretation and a discussion in relation to the research questions and objectives. The results are critically analyzed, compared with existing literature, and their implications and significance are discussed.

5. Chapter Five: discussion, pedagogical implications and recommendations

This chapter summarizes the main findings of the research, highlights their implications, and offers recommendations for future research.

Limitations of the Study

The limitation of this study are related to the sample's size, which is limited to a group of primary school teachers, and since the study relies on questionnaires and observations, the data collection may be influenced by personal biases and teaching experiences rather than objective measures of course book effectiveness.

Conclusion

The main focus of the study is to understand how primary school teachers view and use the English course book. The importance of this topic is highlighted, especially in the Algerian context where English is a new subject in the primary curriculum. The research questions, objectives, and methods guiding the study are also outlined. In addition, the structure of the dissertation is briefly presented, along with the study's limitations. The next chapter will review existing research and literature related to the topic.

Chapter Two

Literature Review

Introduction

Course books are, undoubtedly, the most conventional materials in any teaching and learning context, and English language teaching (ELT) classrooms are no exceptions. They “remain the default language learning resource, and that teachers and learners need, want and value them as ready-made language teaching materials” (Mishan, 2021, p. 1). Some scholars even regard this situation as “[the continuing domination of] course book-driven ELT” (Jordan & Gray, 2019, p. 445). Nevertheless, ELT publications, in particular course books, which are “an almost universal element of ELT teaching” as Hutchinson and Torres (1994, p. 315) regarded, are known to exist for a long time and produce lots of money (Mishan, 2021). To name a few, McGraw Hill Education, Pearson, Cengage, Macmillan Learning, Cambridge University Press, and Oxford University Press are some of the top British and American – based educational global course book publishers (Daniel, 2022).

This chapter intends to review and analyze previous studies related to the use of course books in the English language teaching of primary education. It provides an overview about the meaning, the role of the course book and the description of the Algerian English textbook. It also shows the positive and negative impacts of the use of the course book in Algerian primary schools. Furthermore, the chapter deals with teachers’ perceptions about the Algerian course book in the teaching learning education as well as the students’ attitudes and learning progress with the use of the Algerian textbooks in primary schools. Finally, it takes into account the ways for using the primary school course book effectively.

Definition and Role of the Course book

Definition of Course Book

The Course Book is a manual designed carefully for classroom usage that experts prepare to support teaching learning process (Bacon, 1935 as cited in Tarigan, 1986:11). In addition, the course book is a learning media that is usually used in schools and universities to support certain learning programs or fields of study (Buckingham, 1958 as cited in Tarigan 1986: 11). A course book is a resource that provides structured content and materials designed to support the teaching and learning process within the classroom setting.

Role of the Course Book

In the field of English Language Teaching (ELT), a Course book has an important role in language teaching. It provides teachers with ready-made materials and tasks. It also offers teachers the syllabus to follow and some guidance in using the course book. Harmer (2001) stressed that the course book provides a reliable syllabus, standard language, energizing texts, tapes and other accessories such as videotapes. Course books serve multiple roles in the classroom. First, they offer a syllabus by outlining what should be taught and in what order. This helps ensure coverage of language skills and curriculum standards. For teachers, particularly those with limited experience, the course book acts as a roadmap, offering ready-made materials and lesson plans that reduce preparation time and provide confidence in delivering content.

From the learners' perspective, course books provide a sense of structure, which can help them track their progress and stay engaged with the content. They also allow for consistency across classrooms, especially in educational systems where large numbers of students are being taught the same curriculum. Moreover, course books often meet the national educational goals as selected and approved by ministries of education or school authorities. Especially in primary education, which is a delicate stage for young learners still developing basic literacy and study skills, course books can offer essential support through visual elements, scaffolded tasks, and age-appropriate content (Tomlinson, 2011). In relation to the role of course books in English language teaching, it is necessary to evaluate course books. The evaluation of the course book helps teachers determine whether the available materials are suitable for the learning process. In other words, by evaluating coursebooks, teachers can build an appropriate course for their learners based on their needs and level (Cunningsworth, 1995).

There are four reasons why it is necessary to use course books. First, the content of the course book is designed for classroom use to make the teaching-learning process successful. Second, it enables students to review existing material for revision or to prepare for what they need to learn before each session. Third, the course book provides students with reliable materials that guide them in completing their activities. Finally, the course book helps teachers achieve their instructional goals and supports students in meeting their learning needs (O'Neill, as cited in Baleghizadeh & Rahimi, 2011, p. 1009).

To Use or not To Use the Course Book

- A. Other roles of the course book based on various points of views are as follows:(Riasati&Zare, 2010, p. 55) The course book is a framework which regulates a program
- B. In the eyes on learners, having no course book means there is no goal to achieve
- C. Without course books, learners do not take their learning seriously
- D. In many situations, a course book can play the role of a syllabus
- E. The course book offers learning activities and ready-made teaching texts
- F. The course book is a cheap way of providing learning materials
- G.The learner without a course book is overly dependent on the teacher.
- H.The course book means security, guidance, and support, especially for novice teachers.

Overall, coursebooks offer structure, goals, and support, helping both teachers and learners stay organized and motivated throughout the learning process (Triyanto, 2016).

Description of the Algerian Primary School Course Book: “My Book of English”

In today’s globalized world, English has become the main language of communication across nations. In Algeria, it is taught from primary school to higher education. Recognizing the proven benefits and effectiveness of teaching English to young learners in many countries, Algeria has recently implemented English instruction at the primary level. This initiative aims to enhance students’ awareness of both their native language and the target language, while also helping them build confidence and improve their pronunciation and fluency. However, the success of this effort depends on various internal and external factors, prompting stakeholders to seek effective solutions to ensure the quality of the English education in primary schools (Bouguerra, 2015). In the same vein, Belaid (2014) states, “Algeria like the rest of the world is well aware of such key role especially the importance of English dominating communication in development that is seeking and enjoying greater opportunities for realizing benefits in terms of participation, education and partnership”.

In the world of English language teaching, the terms course books and textbooks are often used interchangeably. Many authors and scholars provide similar definitions of a course book as a primary source of data. For example, Douglas (2000) states that “the most obvious and most common form of materials support for language instruction comes through course book”

(p. 136). He further explains that a course book is both a source of information and a tool that provides everything needed for teachers and learners.

“My Book of English” is a textbook designed for primary school students in Algeria, particularly for EFL learning. Algerian primary school course books are designed to provide a comprehensive learning experience for students, covering core subjects and incorporating activities to enhance language acquisition and develop essential skills. They aim to bridge the gap between theory and practical application, connecting learning to daily life and real-world contexts. Experts evaluate these books to ensure whether they align with the curriculum, teaching objectives, and the needs of the students. The textbook is often assessed for its effectiveness in teaching English language skills, vocabulary, and grammar. Moreover, studies have examined the textbook’s content, pedagogical approach, and its alignment with the curriculum (Ministry of National Education, 2022).

For primary-school learners, course books might include all the headwords of the Essential Word List (EWL), which is composed of 800 useful function and lexical words. In their study, Dang & Webb (2016) argued that once learning the EWL lexical items, students are likely “to recognize over 60% of English words” (p. 163). Further research might explore the effects of learning such feasible number of words on vocabulary retention of young learners of English.

The Positive and Negative Impacts of the Use of the Course Book in Algerian primary schools

The Positive Impacts

The course book has always played a central role in language classrooms, and this is especially true in Algerian primary schools. While it brings many benefits to both teachers and students, it also comes with certain limitations that can affect the teaching and learning experience. This section aims at exploring the positive and negative sides of using the course book in the context of Algerian primary education (Harmer, 2007).

One of the most obvious advantages of using the course book is that it provides a clear structure for the lessons. As Cunningsworth (1995) points out, “good textbooks are carefully planned to provide a coherent syllabus and adequate language practice.” In Algerian classrooms, where teaching conditions are not always ideal, having a reliable book to guide the learning journey can make a real difference. For young learners, the course book offers familiarity and security. Harmer (2007) emphasizes that “student’s benefit from the reassuring

framework that course books provide,” which helps reduce their anxiety and builds their confidence in the classroom.

Many primary school course books are also designed to be appealing to children. Bright colors, illustrations, simple stories, songs, and games are used to capture their attention and make learning fun. These elements are crucial at the primary level, where keeping students motivated can be one of the biggest challenges. Furthermore, the course book guarantees adequacy for learners. In many parts of Algeria, especially rural areas, teachers do not have access to many extra resources. In these situations, the course book might be the only available material. As Bouwer (2013) explains, “In resource-limited settings, the textbook often becomes the central and sometimes only educational tool.” Therefore, all the students would have the same learning experience thanks to course books.

From the teacher’s perspective, the course book is also a huge time-saver. Instead of spending hours preparing lessons from scratch, teachers can rely on the book for activities, exercises, and even tests. Richards (2001) notes that “textbooks serve as a training wheel for teachers, particularly those at the beginning of their careers, by providing a tried-and-tested framework for instruction”. Finally, the course book provides students with clear examples of correct English. Through simple dialogues, short texts, and guided exercises, children are exposed to language patterns that help them build a strong foundation for future learning.

The Negative Impacts

Despite its several advantages, the use of the course book is not void of drawbacks. One of the major issues is that many course books do not always fit the students' real-world experiences. Mebarki (2015) highlights that “the content of imported textbooks often overlooks the local culture and context, creating a gap between learners’ lives and their learning materials.” When students do not see themselves reflected in their lessons, their motivation can quickly decline. Another challenge is that course books are designed for the “average” learner. However, every classroom is full of students with different needs, abilities, and learning styles. Ur (1996) reminds us that “no textbook is likely to be perfect for a particular group of learners,” making it essential for teachers to adapt the material to suit their students.

Moreover, a strict dependence on the course book can lead to very rigid lessons. Teachers may feel pressured to “finish the book” rather than focus on what their students

actually need now. Tomlinson (2012) warns, “An uncritical reliance on the textbook can lead to mechanical teaching and learning, with little room for spontaneity or meaningful communication”. Over time, students might also lose their zeal to do the same kinds of tasks, such as filling in gaps or repeating dialogues. When lessons are overly textbook-centered, they risk becoming repetitive and uninspiring, reducing students to passive learners.

Another important point is that course books can quickly become outdated. Without regular updates, they may contain cultural stereotypes or teach methods that are no longer effective. McGrath (2013) argues that “outdated textbooks risk presenting not only obsolete language but also inappropriate cultural assumptions.” This is a real concern, especially in today’s fast-changing, globalized world. Finally, it is important to remember that course books are commercial products. They are often written to appeal to a wide audience, not necessarily to meet the specific needs of Algerian students learning English as a foreign language. In conclusion, using a course book brings important benefits such as structure, motivation, accessibility, and fairness. However, they also contain real risks, such as cultural irrelevance, lack of flexibility, and the danger of boring or repetitive lessons.

Teacher’s Perceptions about the Algerian Course book in the Teaching Learning Primary Education

The perceptions of teachers toward the official Algerian primary school course book are of great significance because teachers are the ones who bring the curriculum to life in the classroom. How teachers view the course book impacts not only how they deliver their lessons but also how students engage with the material. In Algeria, these perceptions are shaped by the realities of the educational context, the content and structure of the course book itself, and the practical challenges faced in primary schools (Richards, 2001).

Many teachers express appreciation for the course book as a basic instructional tool. Particularly in regions where resources are scarce, the course book provides an essential backbone for lesson planning. As Hutchinson and Torres (1994) argue, “the textbook is an almost universal element of teaching. Millions of teachers rely on it as a basis for much of the language input their students receive”. In many Algerian schools, especially in rural areas, the course book may be the only consistent teaching aid available, making it an indispensable resource. Teachers often highlight the positive aspects of the course book’s structure and

organization. The sequence of units, progression of grammar points, and gradual introduction of vocabulary offer a clear path through the school year. This organization is particularly valued by novice teachers who may lack the experience to design a full syllabus independently (Cunningsworth, 1995).

Another key strength identified by many teachers is the visual appeal of the course book for young learners. Colorful images, cartoons, and fun activities motivate primary school students, being highly responsive to visual stimuli. Bright visuals and relatable characters can help bridge the gap between complex language concepts and children's everyday experiences. As Harmer (2007) stresses, "well-designed materials can support attention, motivation, and ultimately learning success." In this regard, teachers view the book as a useful ally. However, despite these positive remarks, there is considerable criticism and dissatisfaction among Algerian teachers regarding the course book's content and pedagogical approach.

One of the most common complaints is the lack of contextual relevance. The topics, examples, and cultural references often feel foreign and disconnected from the Algerian child's reality. A study conducted by Benrabah (2007) pointed out "language textbooks used in Algeria still reflect Western cultural values more than local or regional realities." Teachers have noted that students struggle to relate to content that does not mirror their daily lives, families, celebrations, or environments. As one teacher put it, "When we talk about 'Halloween' or 'snowmen,' our kids just stare at us blankly. They have no experience with these things." This gap between curriculum and context often makes lessons less engaging and meaningful.

Additionally, teachers often criticize the overemphasis on grammar and vocabulary memorization rather than on meaningful communication. Many feel that the course book encourages mechanical learning through drills and repetition rather than genuine interaction. As Allwright (1981) argues, "learners need not just linguistic input, but opportunities to engage meaningfully with language." Teachers report that, even after completing an entire year with the course book, many students can recite vocabulary lists but struggle to form even simple sentences in English. Moreover, teachers are concerned about the lack of flexibility in the course book, which often leaves little room for adaptation to different classroom realities. In Algeria, classes are frequently overcrowded, with more than thirty students per room, and mixed-ability groups are the norm. Strong students find the exercises too easy and boring, while weaker ones get lost quickly (Kerma, 2019).

As Graves (2000) notes, “teachers need the freedom to adapt and modify materials to meet the diverse needs of their learners,” but the rigid design of the course book makes this difficult. Another major point raised is the uneven progression of difficulty across units. Some lessons introduce complex grammar points too early without sufficient scaffolding, while others repeat basic content unnecessarily. This inconsistency creates frustration for both teachers and students. As McDonough, Shaw, and Masuhara (2013) explain, “good textbooks are expected to provide a logical, graded sequence that supports learners’ cognitive development,” something many Algerian teachers feel is lacking in the current book.

Furthermore, teachers are critical of the limited opportunities for skills’ integration. In many units, activities focus heavily on reading and writing, with very little emphasis on listening and speaking. Yet, for young learners, oral skills are crucial. As Nunan (1999) points out, “language is primarily a spoken phenomenon, and learners need ample opportunities for speaking and listening in the target language.” Teachers therefore often find themselves supplementing the book with extra oral activities, songs, role-plays, and games to fill this gap — adding to their already heavy workload.

In addition, there is a perception of pedagogical inconsistency within the book. Some teachers have pointed out that certain exercises are too challenging for beginners, requiring cognitive skills (such as abstract reasoning) that young children have not yet developed. Conversely, other activities are seen as too childish for the higher grades, failing to stimulate students intellectually. As one teacher noted, “Some exercises feel more appropriate for kindergartners, not for ten-year-olds who already think in more complex ways” (Benouareth & Khiari, 2023).

Another serious challenge teachers point out is the absence of clear teacher guidance. While some course books internationally come with detailed teacher’s manuals, including suggestions for adaptation, classroom management tips, and supplementary activities, many Algerian teachers report that the official guide is either missing or insufficient. Dahache (2021) notes that teacher manuals are often provided late or are unavailable, leading to a lack of structured support for educators.

As Tomlinson (2003) emphasizes, “teacher support materials are vital in empowering teachers to use textbooks creatively rather than mechanically.” Without strong support, teachers can feel isolated and overwhelmed. Finally, many teachers express frustration with the pressure to “finish the book” within the academic year, regardless of whether students have mastered the

material. This performance-driven approach, dictated by administrative expectations rather than pedagogical realities, forces teachers to rush through units without giving students time to truly assimilate knowledge. As one teacher lamented, “It’s like we’re running a race — not teaching kids how to love the language” (Bensalem, 2017).

In sum, teachers’ perceptions of the Algerian primary school course book are mixed. While they appreciate its structure, visual appeal, and organizational clarity, they criticize its lack of cultural relevance, insufficient support for real communication skills, inflexible design, uneven difficulty, and lack of proper teacher guidance. Teachers recognize the book as a necessary tool but also feel constrained and frustrated by its limitations (Benouareth & Khiari, 2024).

Their feedback highlights an important truth: no course book can ever be perfect, but it can be improved. As Richards (2001) wisely reminds us, “textbooks must be viewed not as static authorities but as dynamic resources open to adaptation.” Listening carefully to teachers’ voices is crucial in future revisions of the course book, ensuring that the material supports, rather than restricts, effective and engaging language learning for Algeria’s young learners.

Students' Attitudes and Learning Progress with the Use of Algerian Course Books in Primary Schools

The attitudes of students towards learning materials, especially textbooks, play a significant role in their overall academic success. In the context of the Algerian primary education, the English course book is designed to serve as a structured tool for learning, but its impact on students' attitudes and learning progress is not always straightforward. Thus, this section aims at discovering how students perceive the course book and how it influences their learning, with a particular focus on language acquisition, motivation, and engagement.

Students' Attitudes towards the Course Book

The attitude of students toward their course book significantly shapes their engagement with the material. Several studies have shown that textbooks are often the primary instructional material in many classrooms, which means students' perceptions of the course book are critical to their learning experiences. A study by Benrabah (2007) highlights that students’ attitudes towards the course book are often mixed. In general, many students appreciate the visual elements of the book, including illustrations and colorful activities that make the material more engaging for young learners. As Tomlinson (2003) states, "The use of colorful, engaging visuals

in the course book can help to maintain student interest and aid in comprehension, particularly for younger learners."

However, despite these positive aspects, cultural relevance is a major issue. Students often express dissatisfaction with the fact that many of the activities and examples in the course book are culturally distant and do not reflect their local reality. As Richards (2001) points out, "Cultural relevance is an important aspect of materials design, as students are more likely to engage with content that reflects their own cultural context." For example, many Algerian students feel disconnected when the course book includes Western holidays, places, and concepts that are unfamiliar to them. This disconnection can cause boredom or lack of motivation, as some students question the practicality of learning about things that seem irrelevant to their lives. A study conducted by Zoghalmi (2016), students expressed frustration with the irrelevance of certain topics, stating, "We don't celebrate Halloween in Algeria, so why should we study it in our English book? »

Despite these challenges, interactive activities such as games, group discussions, and role-plays included in some versions of the course book improve student attitudes. These activities provide the use of authentic language, making the textbook more engaging and allowing students to relate better to the material. As Hutchinson and Torres (1994) note, "The course book should aim not only to teach language but also to create opportunities for students to practice using the language in real-life situations."

Learning Progress and Skill Development

The effectiveness of a course book in promoting students' learning progress is often linked to its ability to balance language skills such as listening, speaking, reading, and writing. However, in many cases, the Algerian primary school course book received criticism for its narrow focus on reading and writing, while listening and speaking activities are often underrepresented.

According to McGrath (2002), "For students to make meaningful progress in language acquisition, materials need to integrate all four language skills". In the Algerian context, students often perform well in written exercises but struggle with spoken English. A study by Boukhetala (2020) found that "while students could complete written tasks with ease, they showed less confidence in using English during oral activities." This gap is largely due to the

lack of communicative tasks in many textbooks, which fail to provide opportunities for students to practice speaking and listening in a realistic context.

Furthermore, students' progress hinders by the repetitive nature of the textbook's content. Repetition, while useful for reinforcing certain language structures, can become monotonous for students if not paired with engaging activities that encourage critical thinking and creative language use. In some cases, this results in a lack of motivation, as students find the material predictable and uninspiring. In contrast, teachers who supplement the course book with real-life materials such as video clips, songs, and interactive websites have reported that more positive outcomes in terms of student engagement and language proficiency (Richards, 2001). As Graves (2000) suggests, "Effective language learning requires variety in the materials used, so students have opportunities to practice language in different contexts."

Barriers to Learning Progress

Several barriers affects **students' learning progress** with the use of the Algerian course book. These include:

1. **Classroom Dynamics and Overcrowding:** in many Algerian schools, **large class sizes** pose a significant challenge. **Teacher-student ratios** are often high, which limits the teacher's ability to provide individual attention to students. This can hinder the progress of students who may struggle with certain aspects of the language.
2. **Limited Access to Supplementary Materials:** in many schools, teachers lack access to **additional teaching materials** such as audio-visual aids or interactive software. As a result, students are primarily exposed to the **course book**, which may not cater to their varied learning needs.
3. **Teacher Training:** **teacher proficiency** and **training** in using the course book effectively also play a crucial role. According to **Richards and Rodgers (2014)**, "*Teachers need proper training to adapt materials to suit the needs of their students, and this includes modifying or supplementing the textbook when necessary.*"
4. **Socioeconomic Factors:** are related to the **socioeconomic challenges** such as **limited internet access** or **economic hardship** can restrict students' ability to practice English outside the classroom, further limiting their progress.

Positive Outcomes and Opportunities for Improvement

According to Harmer (2007), despite the challenges associated with course book use, there are also positive outcomes when teachers adapt the material and engage students through hands-on, practical tasks. Students tend to show significant improvements in speaking and listening comprehension. Interactive learning, such as group projects or pair work, enables students to practice English in a supportive, low-stakes environment.

Moreover, when teachers incorporate **real-world topics** that resonate with students' lives and experiences, students often show greater **enthusiasm** and **progress**. Tomlinson (2011) emphasizes that "materials should reflect the students' interests and needs to maximize engagement and learning outcomes". In addition, when **teacher-student collaboration** is promoted, where students help shape the direction of the lessons or the content they learn, it fosters a **sense of ownership** and **engagement**. This collaborative approach can encourage participation that is more active and lead to better retention of language skills.

In conclusion, the **Algerian course book** plays a significant role in shaping students' attitudes and their learning progress. While the course book is designed to provide a structured approach to learning English, its effectiveness is limited by factors such as **cultural relevance**, **skill integration**, and **teaching methods**. Students show a mix of positive and negative attitudes towards the course book, with some appreciating its visual elements, while others find its content disconnected from their realities. Despite these challenges, **interactive learning methods** and **adaptations by teachers** can significantly enhance student engagement and language acquisition. To improve students' learning outcomes, it is essential for both the course book and teaching strategies to evolve in response to the needs of **modern learners**.

Ways for Using the Primary School Course Book Effectively

The primary school course book is one of the most important teaching tools, providing structure and content for lessons. However, the success of this tool depends on how it is used in the classroom. Simply following the course book's structure without considering the students' needs or adapting the material will likely lead to disengagement. Effective use of the course book requires creativity, flexibility, and an understanding of students' diverse needs. Below are some practical strategies for using the course book more effectively in primary school classrooms, supported by educational research.

Adapting the Content to Student Needs

One of the most powerful ways to use the course book effectively is by adapting its content to suit the individual needs, interests, and learning styles of students. Not all students learn in the same way, so it is essential for teachers to provide differentiated instruction. According to Tomlinson (2001), differentiation involves modifying content, processes, or products to meet the diverse needs of learners. Teachers can do this by altering the level of difficulty in tasks or providing additional support, such as visual aids or simplified explanations, for struggling students.

For example, if a lesson is about vocabulary related to family, the teacher can give advanced students a more complex task, such as writing a short story about family roles in different cultures, while students who need more support can focus on identifying family members in simple sentences or drawing a family tree. By meeting the students where they are, teachers ensure that all learners are engaged and challenged appropriately (Tomlinson, 2001).

Incorporating Interactive Activities

Traditional course book exercises, which focus on rote memorization and written tasks, can sometimes feel monotonous. To avoid this, interactive activities are a great way to engage students actively. Task-based learning (TBL), which emphasizes learning through real-world tasks, is one method to achieve this (Ellis, 2003). For instance, students can do role-plays to practice dialogues they read in the course book, or engage in-group discussions to share opinions on the reading material. These activities provide students with real-world contexts for language use, improving both fluency and confidence.

Research by Ur (1996) suggests that incorporating peer collaboration through pair or group activities allows students to practice speaking and listening, making learning more dynamic. For example, after reading a text in the course book, students can work in pairs to discuss a question related to the text, helping them to develop both social skills and language proficiency.

Using Supplementary Materials

While the course book is a critical resource, it should not be the only resource in the classroom. The learning experience improves significantly when the course book is supplemented with authentic materials. These include newspapers, songs, videos, or online

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articles, can make learning more relevant and exciting (Nunan, 2003). For example, a lesson on food vocabulary can be complemented with a video recipe or a short news clip about food traditions in different countries, allowing students to see language used in a real context.

In addition, using multimedia materials such as songs or storytelling videos can also help students better understand pronunciation, rhythm, and intonation (Richards, 2001). For instance, a lesson about family members can be supplemented by a video story that shows a variety of family structures in different cultures. This not only enriches the course book content but also helps students connect with the material in a deeper, more meaningful way.

Encouraging Critical Thinking

Encouraging critical thinking is vital for deeper learning. Instead of merely accepting the course book's content, students should be encouraged to question and engage with it critically. According to Bloom's Taxonomy (1956), students should be guided to analyze, evaluate, and create based on the content they study. For example, after reading a passage in the course book, students can be asked to reflect on how the theme relates to their personal experiences or to current events. This encourages students to engage with the material on a deeper level and connect it to the real world.

A study by Mercer (2010) found that discussions and problem-solving tasks help students develop their critical thinking and communication skills. Teachers can encourage students to debate or discuss questions that arise from the course book's lessons. For instance, if the course book introduces a story about a holiday, teachers can ask, "How is this holiday similar to or different from celebrations in your own country?" This encourages students to think critically about cultural differences while using the target language.

Providing Regular Feedback and Assessment

Using the course book effectively also requires regular feedback and assessment to track student progress. Formative assessment allows teachers to gauge whether students are understanding and applying the material, and it provides valuable feedback for future lessons. For instance, short quizzes, group projects, or oral presentations can give teachers a clear idea of how well students are grasping the material (Brown, 2004).

Research by Black and William (1998) emphasizes the importance of feedback in improving learning outcomes. Teachers should provide specific, constructive feedback to students after each assessment, pointing out what they did well and offering guidance on how to improve. Regular feedback not only helps students stay on track but also boosts their confidence and motivation. Moreover, self-assessment and peer assessment are valuable tools for encouraging student reflection. Teachers can ask students to evaluate their own work or that of their peers, helping them develop a better understanding of their strengths and areas for improvement.

Creating a Positive Learning Environment

A positive classroom environment is crucial for students to feel comfortable and confident in their language learning. A welcoming atmosphere encourages students to participate actively in activities, make mistakes, and ask questions without fear of judgment. According to Dörnyei (2001), fostering a positive classroom culture can greatly enhance motivation and learning outcomes. Teachers should encourage students to express their opinions, collaborate, and support one another during lessons.

For example, teachers can create a language-rich environment by displaying language posters, vocabulary charts, and student projects around the classroom. This creates a visually engaging space where students feel immersed in the language and are constantly exposed to the target vocabulary. Furthermore, creating a safe and supportive environment where mistakes are viewed as opportunities for learning can help students build confidence and feel less anxious about using the language (Lightbown & Spada, 2013).

Flexibility and Creativity

Finally, one of the most important ways to use the course book effectively is to remain flexible and creative. While the course book provides a structured outline, teachers should feel free to modify or supplement it based on their students' needs. Research by Richards (2001) suggests that creative adaptation of teaching materials leads to more engaging and meaningful lessons. Teachers can integrate storytelling, drama, or creative writing into the course book activities to make them more engaging and personalized.

For instance, a lesson on family vocabulary can include a creative storytelling activity, where students create their own family stories using the vocabulary they have learned. Teachers can also use technology, such as language learning apps or interactive websites, to supplement course book activities and create an interactive learning experience. This flexibility allows the course book to be a tool that adapts to various classroom contexts, making it more effective in helping students achieve their learning goals (Mishan & Timmis, 2015).

Conclusion

This chapter presents a review of several researches about the Algerian primary school course book, examining its role, benefits, and challenges in the classroom. The course book is undeniably an important resource, providing structure and content for lessons. However, its effectiveness goes beyond simply following the book from cover to cover. The way teachers use it, adapt and supplement its content is what really determines its impact on students' learning.

It is noticeable that the effective use of the course book requires a thoughtful, flexible approach. In this vein, teachers have to use the appropriate material to afford to the unique needs and learning styles of their students. This means incorporating interactive activities, adding real-world materials, and encouraging critical thinking. These strategies keep students engaged and help them connect the material to their own experiences, making learning more meaningful.

The attitudes of both teachers and students toward the course book are crucial. Teachers' perceptions shape how they approach lessons, and when they view the course book as a tool to be adapted rather than a rigid guide, they are more likely to create dynamic, engaging lessons. For students, the course book can either spark interest or cause disengagement. When the content of the course book is relevant and engaging, students' progress improves, and they develop a more positive attitude toward learning.

In conclusion, while the Algerian primary school course book offers a strong foundation for education, it truly shines when used with flexibility and creativity. By adapting it to meet the needs of the students, enriching it with supplementary materials, and fostering an engaging and positive classroom environment, teachers can unlock its full potential. In doing so, the course book becomes more than just a teaching tool; it becomes a powerful part of the learning journey.

Chapter Three

Research Design and Methodology

Introduction

The present chapter aims to explain the adopted methodology of the research. It intends to provide an overview of the research design, method, population and sampling. It also provides a description of the research tools and procedures that are used to collect the necessary data for answering the question related to teachers' opinions about the usefulness of the English primary course book.

The Research Design

The primary objective of this study is to check the effectiveness of the use of Algerian primary course book. To accomplish this goal, a descriptive cross-sectional approach is employed. This approach involves describing and analyzing a specific phenomenon or group at a specific point in time. This study focuses on assessing the use of the course book by teachers during the classroom session. To gather a comprehensive information about the specific context, a descriptive case study design is adopted. This design allows the researcher to observe the participants in their natural classroom environment and gain a deeper understanding of the factors influencing their interaction associated with using a course book. Furthermore, the researcher adopts a mixed-method approach, which involves employing both quantitative and qualitative procedures to collect and analyze the research data that are obtained from classroom observations and the administrated teachers' questionnaire.

Sampling and Population

Teachers as Participants

The present study aims at representing the views and perceptions of primary schoolteachers regarding their use of the primary course book. Therefore, the population encompasses (16 teachers) from different primary schools in El- Taref. The reason behind the selection of this specific sample is to reflect the relevance of their teaching experiences and the varying approaches that they use in the course book.

Data Gathering Tools and Procedures

This study explores the use or not to use of the Algerian course book by primary teachers. For this matter, the researchers decide to make a classroom observation by attending many sessions with some teachers from different levels. In addition, the researchers administered a questionnaire to the teachers taking part in order to get more valid, reliable and accurate answers about the topic under investigation.

Classroom Observation

In this study, classroom observation takes place during the beginning of the third semester in different schools with different teachers and levels. During a period of two weeks, from April, 13th till April, 22nd 2025. Five sessions are attended with the third, the fourth and the fifth-year pupils with forty-five minutes for each session in classes that consist of 25 to 30 pupils. The classroom observation is conducted during 5 sessions that are divided as follows: two sessions are attended with third year and fourth year pupils and just one session is attended with the fifth year pupils.

Teachers' Questionnaire

This study relies on a questionnaire handed to primary school EFL teachers. It consists of five various sections and contains both closed-ended questions, which could be answered using a rating scale, and open-ended questions, which allows teachers to provide more detailed insights about the use or non-use of the primary course book. From the 20 distributed questionnaires, only 16 of them that are answered.

Section One: Demographic Information (Q1-Q3).

This section contains three questions for the sake of gathering personal information about the sample, their gender, years of teaching experience, and their educational background.

Section Two: Course Book Usage and Opinions (Q4-Q7).

This section comprises of 4 questions in which teachers are requested to choose how often they use the primary course book in their teaching and what percentage of their lessons is typically based on the course book, also asking about the reasons for either supporting or opposing the use of the course book.

Section 3: Content and Design (Q8-Q10).

Questions (Q8), (Q9), (Q10) dealt with the content and the evaluation of the design of the course book, and how they rate it.

Section 4: Effectiveness (Q11-Q13).

In this section, teachers have to answer three questions that are concerned with learner engagement and autonomy according to the course book. Also, if its' activities cater to different styles that encourages critical thinking and problem-solving skills.

Section 5: Teachers' Perspective (Q14-Q20).

Questions (Q14),(Q15) provide a chance to know the teachers' opinion about the strength of the primary course book, and which aspects do they think need improvement. While questions (Q16),(Q17),(Q18) target how often do they supplement the course book with additional materials or resources and if they follow the course book strictly and recommend it to other teachers. Finally, questions (Q19), (Q20) are about teachers' opinion of the ways that they think are good for a better use of the primary course book for either teachers or learners. They also intend to know teachers' opinions about the idea of adopting a different course book that better supports students' autonomy and engagement.

Conclusion

In conclusion, this chapter provides an overview of the research design, the population sampling and the research instruments of the current study. Moreover, a detailed description of the research tools used to collect the necessary data, namely classroom observation and a questionnaire for teachers. By utilizing these research instruments, the objectives of the study could be attained by analyzing the data collected o reach a comprehensive and reliable conclusion about the effectiveness of using the primary course book for teachers and students. Thus, the coming chapter is devoted for the analysis of the data collected from both the teachers' questionnaire and the classroom observation.

Chapter Four

Results

Introduction

This chapter covers the analysis and interpretation of the results obtained from the data gathered tools described in the previous chapter. It provides an analysis of the data collected from the classroom observation and then moves to the interpretation of the teachers' responses gathered from the delivered questionnaire. Thus, this chapter presents quantitative and qualitative analysis of the results to prove the utility of the primary English course book depending on the teachers' expertise during their teaching practice.

Analysis of the Classroom Observation

The classroom observation is conducted in this study, as stated earlier, was conducted during the beginning of the third semester, over a two-week period from April 13th to April 22nd, 2025. It involved five sessions across different primary schools to track the use of the course book by the English primary teachers inside the classroom.

Session distribution:

- 2 sessions with 3rd year pupils.
- 2 sessions with 4th year pupils.
- 1 session with 5th year pupils.

Remarks noted:

While engaging in multiple classroom discussions and interactions during the 5 sessions attended with them we noted many remarks such as:

- Teachers appeared confident in modifying lesson plans based on pupils' needs.
- Most teachers did not rely heavily on the course book and preferred to use their own teaching materials (flash cards) or adapt the lessons to better suit the pupils' levels. This flexibility reflected a practical and pupils-centered teaching approach.
- Pupils' responses and participation appeared stronger in classrooms where the teacher was more dynamic and less dependent on rigid textbook structures.

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- Some teachers use the course book only occasionally for example during vocabulary drills or to assign homework, while others ignored it entirely during the observed sessions.
- Pupil engagement is higher in sessions where teachers use games, or interactive tasks instead of strictly following the book.

Teachers' Questionnaire Results and Analysis

The questionnaire is classified into five sections designed to collect data about primary school EFL teachers' opinion regarding their use of the primary course book.

Section One: Demographic Data

Question 1: Students' Gender

Table 1

Teachers' Gender

| Gender | Male | Female |
|----------------|------|--------|
| Number | 2 | 14 |
| Percentage (%) | 38% | 62% |

The table above shows the gender of the participants from primary teachers under study. Clearly, we notice that the majority of the participants are females by 62 % while males constitute only 38 % of the whole sample.

Question 2: Years of Teaching Experience:

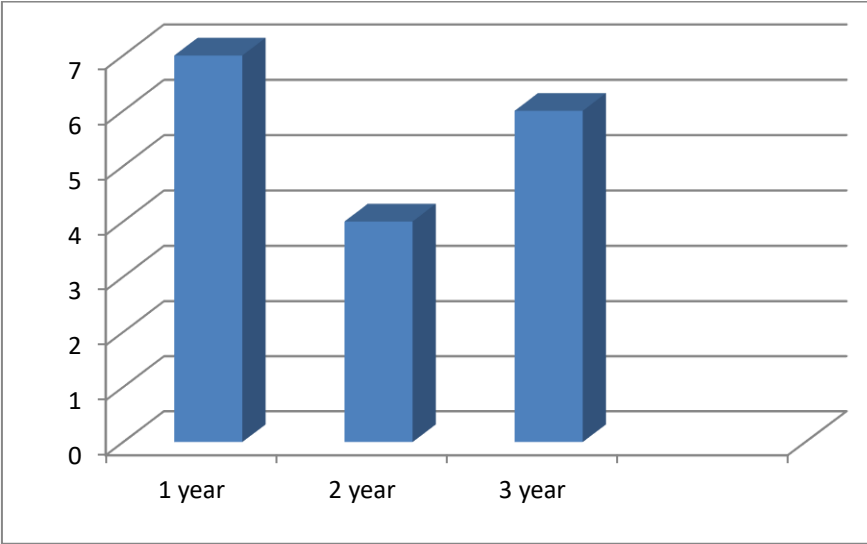


Figure 1.*Teachers Teaching Experience*

The figure above describes teachers’ years of teaching, which shows diversity of their expertise. It demonstrates that the majority of the participants have only 1year (41%) of teaching experience. While (35%) of the participants have 3 years, the minority of them have just 2 years (24%) of teaching experience.

Question 3: Educational Background (Degree/Certifications):

Table 2

Teacher’s Educational Background

| Educational background | Number of teachers | Percentage |
|------------------------|--------------------|------------|
| License | 10 | 65% |
| Master | 6 | 35% |

To Use or not To Use the Course Book

The table shows that the majority of teachers (65%) have a License degree while only (35%) have a master's degree. This indicates that most of the teaching staff have undergraduate qualifications, with a smaller proportion having pursued advanced studies.

Question 4: How often do you use the primary course book in your teaching?

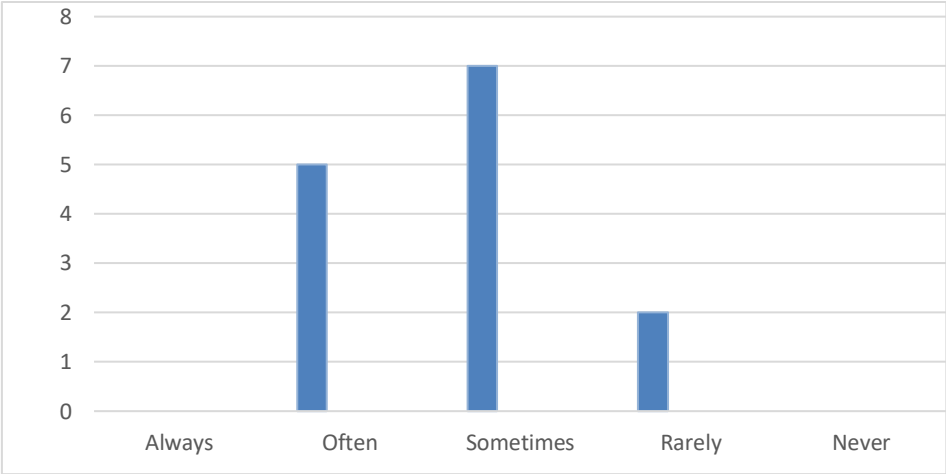


Figure 2. *The Teacher’s Use of the Primary Course Book in Teaching*

The figure above describes that teachers’ use the primary course book with moderate frequency. Seven teachers use it “sometimes” while 5 of them use it “often.” Only two teachers selected “rarely,” and none reported use it “always” or “never.” This suggests that while the course book is a regular component of instruction, it is not followed rigidly.

Question 5: What percentage of your lessons is typically based on the course book?

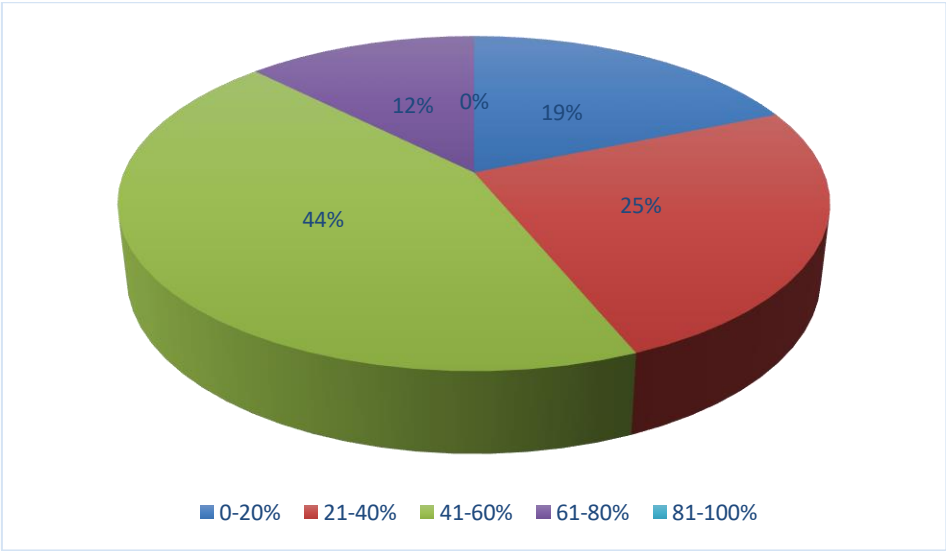


Figure 3.*The Course Book Usage in Classroom Instruction*

The statistical results of the pie chart reveal that the largest group (44%) reported that they rely on the book for preparing their lessons with a high percentage (41–60%), followed by (25%) who use it for their courses with a moderate percentage (21–40%). A small percentage of teachers (12%) depend on it with (61–80%) while a minority of them (19%) have a hardly use of the course book with (0–20%). Finally, none reported that they use it with more than 80% of their lessons. This pattern indicates a balanced approach; where the course book serves as a foundational tool but is often supplemented with additional resources to enhance lesson effectiveness and engagement.

Question 6: Why do you use the course book (You may select more than one)?

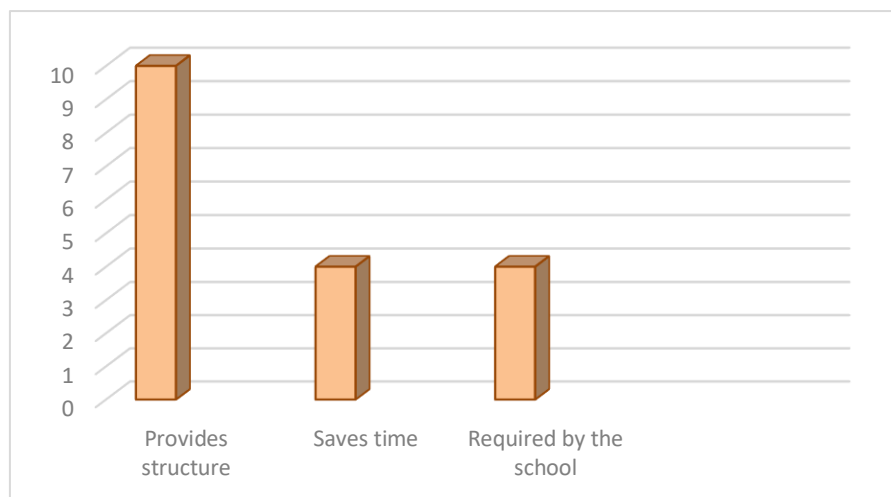


Figure 4.*Reasons for Using Course Book*

The figure above shows that the majority of teachers (10 teachers) use the course book because it provides structure, making it the most selected reason. In comparison, both “saves time” and “required by the school” were selected by only (4 teachers) for each option, suggesting that these are secondary motivations. Overall, the findings highlight that the structured content of the course book is the primary reason for its use, rather than administrative requirements or time constraints.

Question 7: Why do you oppose the use of the course book?

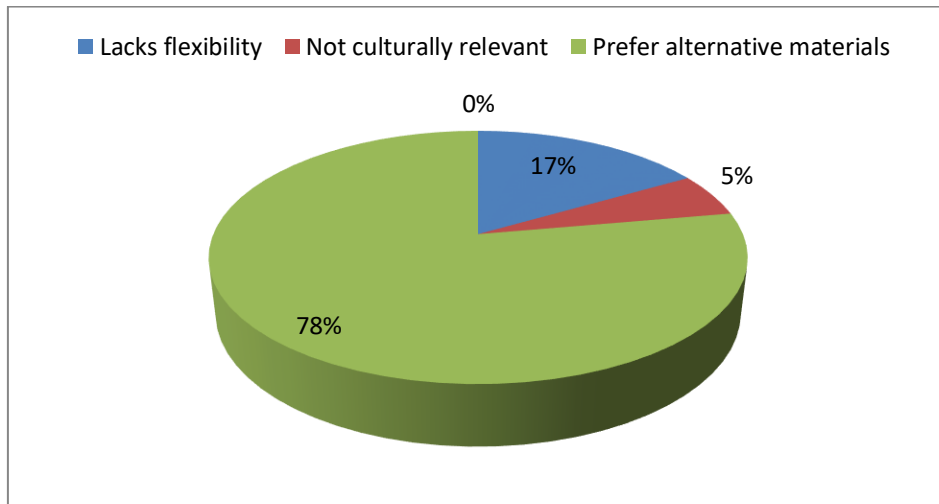


Figure 5.*The Reasons for Teachers' Opposition to the Use of the Course Book*

The responses to this question as reflected in the bar chart reveal that (78%) of the sample prefer “alternative materials” while (17%) choose “lacks of flexibility” and (5%) answered by “not culturally relevant”. This would mean that the teachers are not satisfied about the content of the course book and they just use it as an academic obligation to carry out their teaching process.

Question 8: How would you rate the content of the course book in terms of relevance to the students' needs?

To Use or not To Use the Course Book

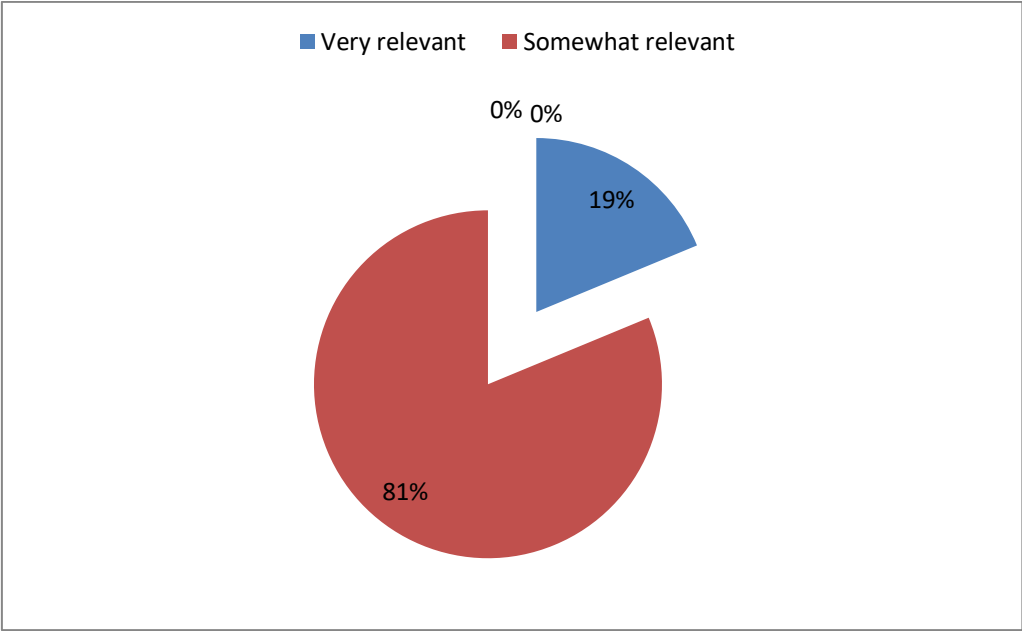


Figure 6. How Relevant Teachers Find the Course Book’s Content

The results show that the majority of respondents (81%) rated the content as somewhat relevant, while a minority of teachers (19%) considered it very relevant. This indicates that although the course book partly addresses learners’ needs, there is a consensus that it may not fully align with students’ specific requirements.

Question 9: How do you evaluate the design of the course book (e.g; visual, layout, font size, etc.)?

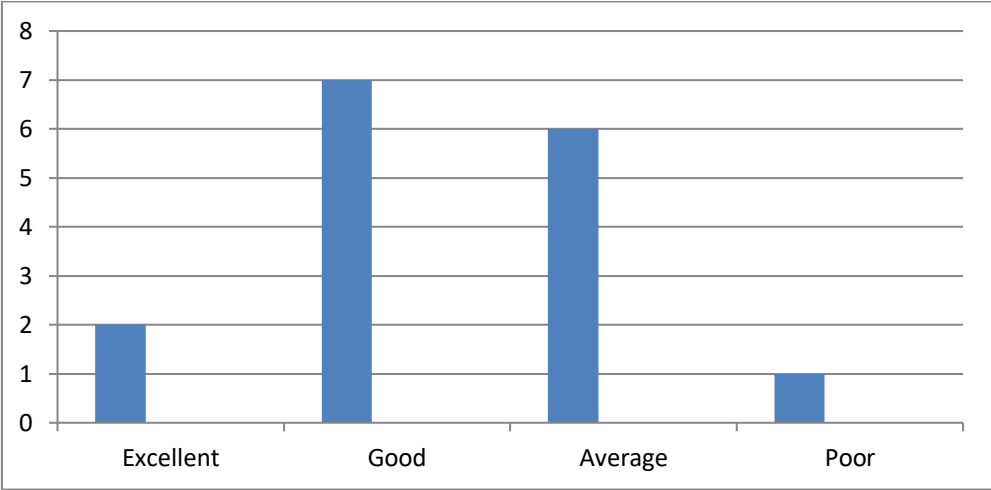


Figure 7. The Evaluation of the Design of the Course Book

The results reveal that the majority of teachers view the course book design positively, with 7 teachers rating it as "Good" and 6 as "Average." This indicates that while many find the visual

elements, layout, and font size acceptable and functional, there is still room for improvement to make the design more engaging and effective. Only 2 teachers rated the design as "Excellent," suggesting that few consider it outstanding. Just 1 teacher rated it as "Poor," which shows that negative perceptions about the design are minimal. Overall, the course book design is generally seen as adequate but not exceptional, highlighting the need for design enhancements to better support teaching and learning.

Question 10: Do you think the course book provides adequate cultural diversity and inclusivity in its content?

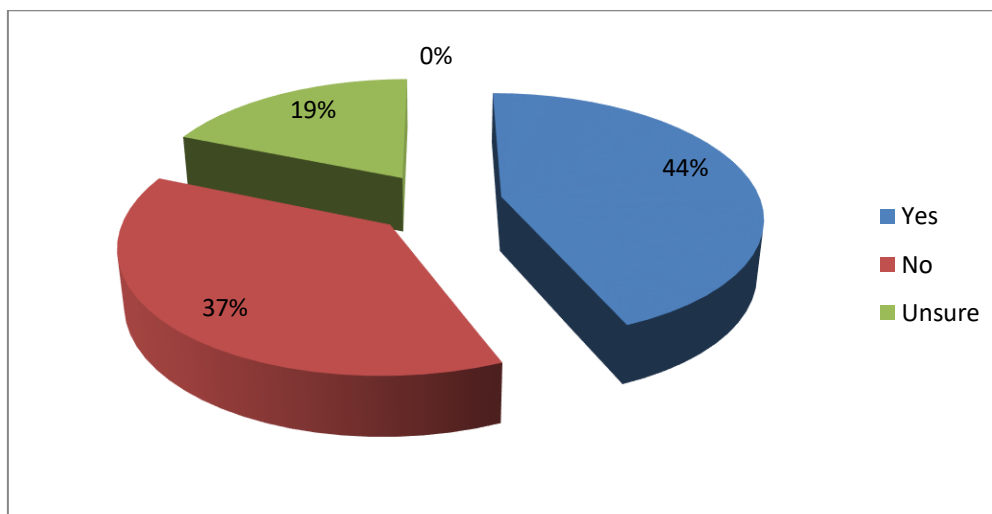


Figure 8. *Teachers' Perceptions on the Course Book's Cultural Diversity and Inclusivity*

Concerning the perceptions of teachers about the English course book's cultural diversity, their selections diverged between "Yes", "No" and "unsure". As expected, the highest percentage of selection is (44%) for teachers who agreed on the presence of cultural diversity in the course book. However, (37%) of teachers who disagreed on the availability of inclusivity and the diversity of culture in the English textbook. The remaining percentage of teachers (19%) are unsure about the inclusion of various cultures as a significant component for students' learning textbook. The results suggest that although some inclusivity is recognized, many teachers see a need for more culturally diverse content to better promote global awareness.

Question 11: To what extent does the course book promote learner engagement and autonomy?

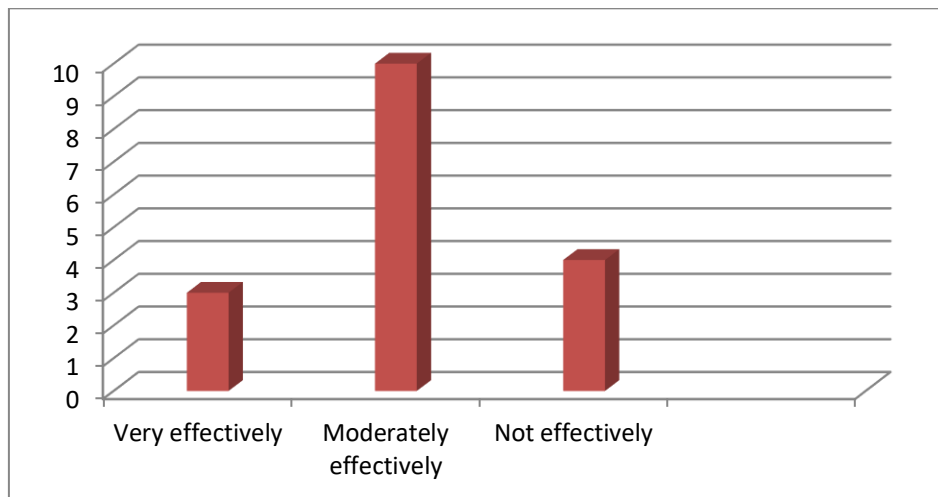


Figure 9. *The Role of the Course Book in Promoting Learner Engagement and Autonomy*

The majority of teachers (10) yielded on the efficacy of the course book in increasing learners' engagement and autonomy to a moderate extent; suggesting that it offers some support for independent learning. A small number of teachers (4) opposed the effectiveness of the course book in helping learners to become self-independent in their learning and benefit from its content in communication exchanges. Only few teachers (3) viewed it as effective, showing confidence in its ability to encourage autonomy. These results indicate that while the course book contributes to support learners' engagement in the classroom, more development is needed to better increase learner independence.

Question 12: Do you believe the activities in the course book cater to different learning styles (visual, auditory, kinesthetic, etc.)?

To Use or not To Use the Course Book

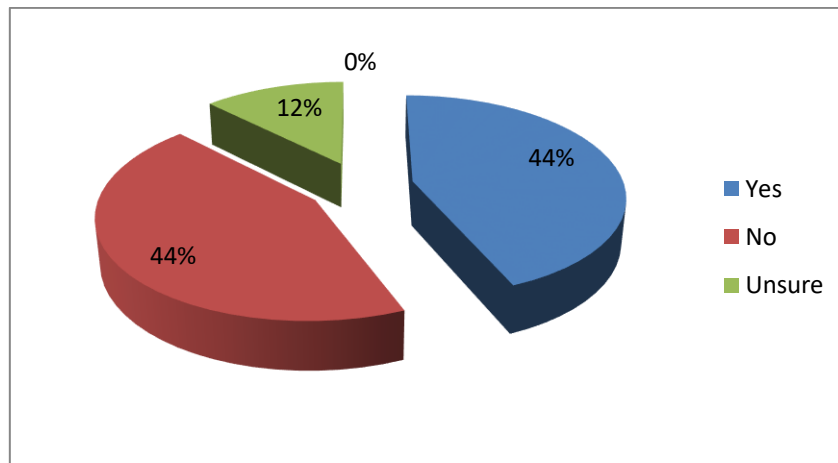


Figure 10. *Teachers' Perceptions about Course Book Activities for Different Learning Styles*

The pie chart presents teachers' responses to whether they believe the activities in the course book address various learning styles. The results show a balanced view: (44%) of the respondents answered "Yes", indicating that they believe the course book accommodates diverse learning preferences. However, an equal proportion, 44%, responded "No", suggesting a significant number of teachers feel that the activities may not be sufficiently inclusive of different learning styles. Meanwhile, (12%) of the participants are "Unsure", reflecting some uncertainty or lack of awareness regarding how well the book meets these needs.

Question 13: Do you feel the course book encourage critical thinking and problem solving skills?

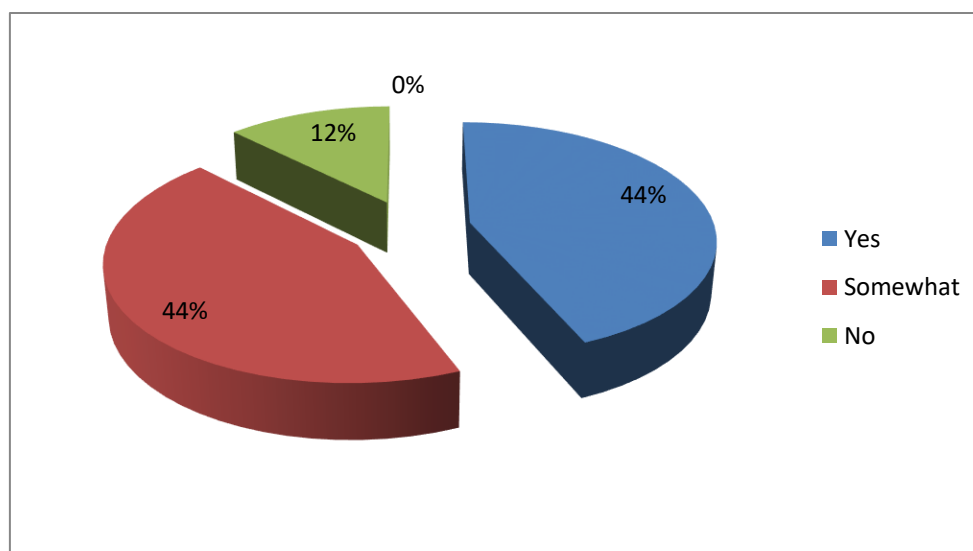


Figure 11. *Course Book and Critical Thinking: Teachers' Views*

To Use or not To Use the Course Book

The pie chart presents teachers' responses to whether they feel the course book encourage critical thinking and problem solving skills. The results show that (44%) of the respondents answered "Yes", and an equal proportion, 44%, responded "Somewhat", whereas (12%) of the participants replied with "No".

Question 14: In your opinion, what are the strengths of the primary course book?

The responses show that teachers find several strengths in the primary course book. Many highlighted its structured progression and logical sequence, which support both teaching and learning. Others noted that it offers contextualized input, helping students improve reading and understanding. The course book is also praised for its useful vocabulary, varied tasks, and clear framework for beginners. However, some teachers mentioned a lack of variety in practice exercises, suggesting the need for more engaging and diverse content.

Question 15: What aspects of the course book do you think need improvement?

For this question, the responses indicate that several aspects of the primary course book need improvement. Many teachers believe that listening and speaking activities are repetitive and lack interactivity. Others pointed out the need for better integration of phonology, grammar, and vocabulary. Some suggested using more visual aids to support learning, while others highlighted limited cultural content that does not reflect student diversity. Reading, writing tasks, and the activity book are also seen as areas that require more variety and effectiveness.

Question 16: How often do you supplement the course book with additional materials or resources?

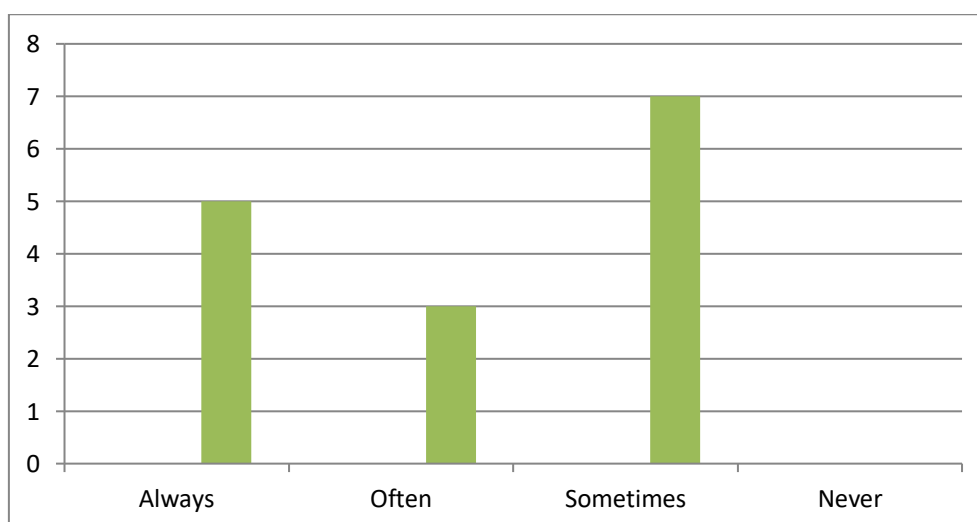


Figure 12. *How Frequently Teachers' Supplement the Course Book with Additional Materials*

To Use or not To Use the Course Book

The results in the graph describe that most teachers (7) do so “sometimes”, indicating that they occasionally enhance the course book. A significant number (5) “always” supplement with extra materials, demonstrating a proactive approach to resource use. Fewer teachers (3) supplement often, while none reported never supplementing. These findings suggest that while many teachers occasionally or regularly add extra resources, which shows the need for the variability of this practice.

Question 17: Do you prefer to follow the course book strictly or adapt its content based on your students’ needs?

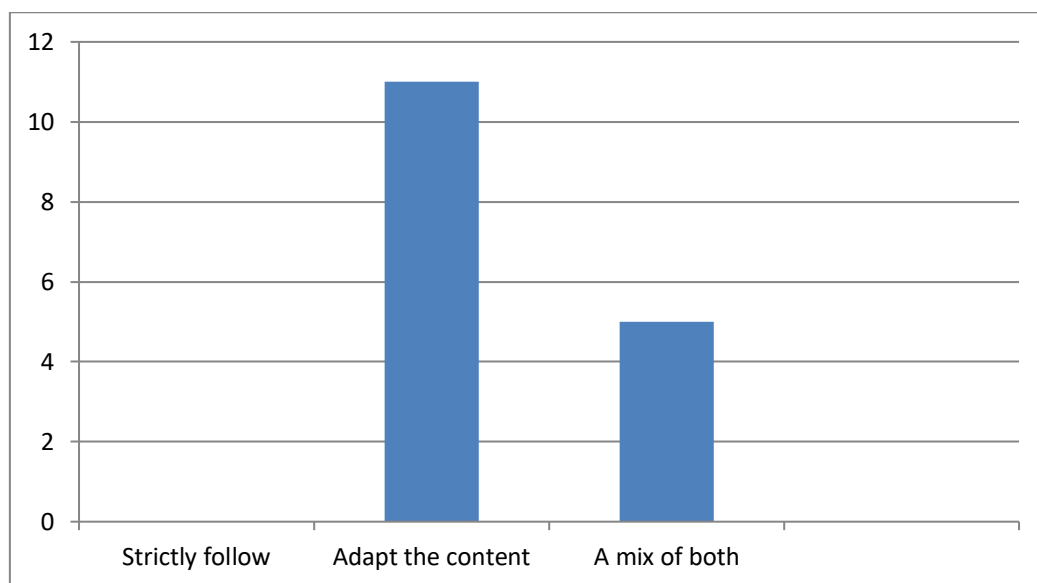


Figure 13. *Teachers’ Preferences Regarding Course Book Use*

For question 17, the results show that the majority of teachers (11) prefer to adapt the course book content based on their students’ needs. A small number of teachers (5) prefer to follow the course book strictly, while very few (1) prefer a mix of both approaches. These findings suggest that most teachers value flexibility and tailoring the content of their lessons to better suit their learners' needs.

Question 18: would you recommend using the current primary course book to other teachers?

To Use or not To Use the Course Book

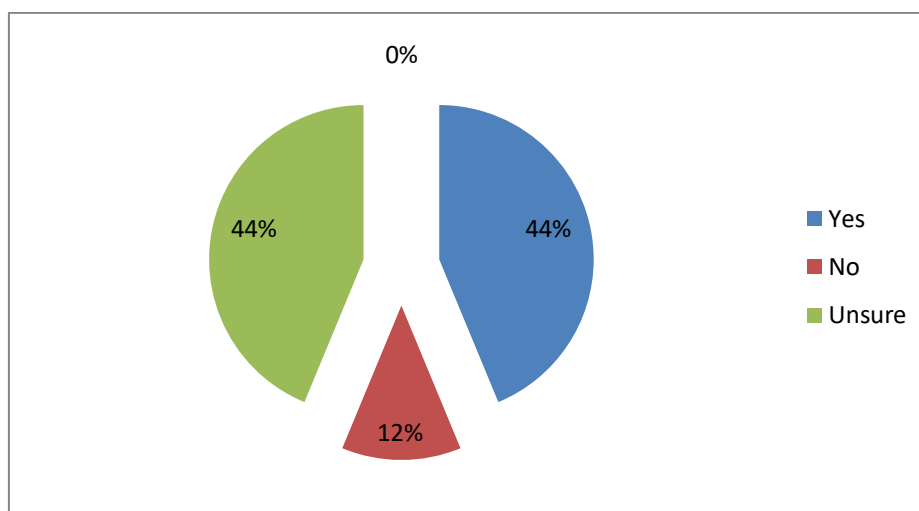


Figure 14. The Recommendation of Using the Primary Course Book to Other Teachers

For question 18, the pie chart shows that an equal percentage of teachers (44%) would recommend using the current primary course book to other teachers, while (12%) would not recommend it. The remaining (44%) are unsure. This indicates a divided opinion among teachers, with many being undecided about recommending the course book.

Question 19: How do you think the primary course book can be improved to better serve teachers and learners?

The responses to this question highlight several ways to improve the primary course book. Teachers suggest adding more varied and engaging tasks that support different learning styles that meet learners' needs. They also recommend using illustrations to aid understanding and allowing more room for teacher creativity. Many believe the book should include real-life communication activities and be better aligned with learners' interests and real-world contexts. Some also pointed out that the fifth-year course book does not match the curriculum, unlike the third and fourth-year books. Simplifying content and removing unnecessary materials are also mentioned as ways to make the book more effective.

Question 20: Would you be open to adopt a different course book if it better supports learners' autonomy and engagement?

To Use or not To Use the Course Book

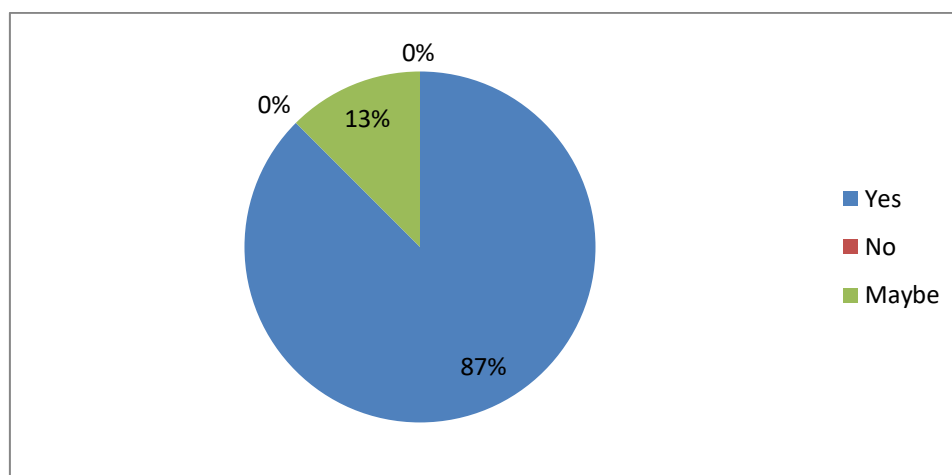


Figure 15. *The adoption of a Different Course Book*

The pie chart for this question reveals that a significant majority of teachers (88%) are open to adopting an alternative course book if it offers better support for learners' autonomy and engagement. A smaller portion (12%) expressed uncertainty or conditional willingness to consider a change, while notably; none of the respondents (0%) was firmly opposed to the idea. These findings indicate a strong openness among teachers to adopt materials that could enhance learner involvement and independence.

Conclusion

This chapter has presented a detailed analysis of the results for the current study, utilizing the data collection tools described in the previous chapter. The analysis started by examining the data obtained from the classroom observation, followed by an in-depth exploration of the participants' responses to the administered questionnaire.

Through the comprehensive analysis of the gathered data, valuable insights have been gained regarding the use of the course book among the participants during the classroom interaction. The classroom observation showed that most teachers did not follow the course book strictly during their lessons. Instead, they replaced its content with self-prepared materials to better meet their pupils' needs. According the analysis of the questionnaire, the results confirmed that while the course book provides structure and many teachers use it to some extent, it is rarely followed rigidly. Teachers highlighted several reasons for their selective use, including a preference for alternative materials and lack of cultural relevance. However, these findings are further discussed in the next chapter; in relation to the research questions and to prove whether the research hypotheses are valid or not.

Chapter Five

Discussion, Pedagogical Implications and Recommendations

Introduction

The present chapter is devoted to the discussions of the findings obtained from the data gathered tools. It seeks to prove whether the results of the research provide answers to the research questions and validate the research hypotheses. It aims to show that the research objectives are achieved regarding the exploration of teachers' views on the use of the English course book in Algerian primary schools, focusing on both its strengths and limitations. Therefore, this chapter discusses the linkage of the results found from the teachers' questionnaire and the classroom observations with the two research questions and their related hypotheses. Moreover, it introduces the pedagogical implications of the study along with the recommendations for teachers, the ministry of education, and school administration. Additionally, it spots some of the limitations that the researchers came across during the research work.

Discussion of the Research Questions and the Hypotheses:

This research work is set to provide an answer to the research questions and hypothesis that are:

Research Question 1:

- What are the benefits and challenges associated with using the course book in education?

Related Hypothesis 1:

- While course books offer essential guidance and structure; their effectiveness depend on how teachers supplement them with alternative resources and adapt them to students' needs.

Research Question 2:

- How do the perspectives of teachers who use course books differ from those who do not?

Related Hypothesis 2:

- The preference for using course books is influenced by such factors like teachers' experiences and students' needs; teachers who use it value structure and consistency whereas those who do not prefer flexibility.

The primary aim of this research is to investigate Algerian primary school teachers' views on the use of the official English course book, with a focus on both its strengths and limitations. To achieve this, data are collected from teachers' questionnaire and classroom observations across various primary schools in El-Taref. These tools provided a well-rounded perspective on how the course book is used, perceived, and adapted in classroom contexts, and helped to answer the two central research questions guiding the study.

Question one:

To answer the first question what are the benefits and challenges associated with using the course book in education? it is worth mentioning that teachers' questionnaire endeavors to answer it. It is noted in the instructors' responses that the course book plays a central role in English language teaching in Algerian primary schools. Most teachers reported frequent use of the course book, often relying on it for the majority of their lessons, as highlighted in (Q 4) and (Q5). They valued its clear structure, logical sequencing, and alignment with the national curriculum, which provided them with a consistent framework for lesson planning and delivery. Teachers also found the course book helped them manage time more efficiently, offering a base for teaching even when other materials or training are lacking as mentioned in the (Q 6).

Nonetheless, the findings also pointed to notable limitations in the course book's design and content (section 3). A recurring concern is the lack of cultural relevance (Q8) and (Q9), as many teachers reported that some themes and topics such as Halloween and other foreign holidays did not resonate with learners' local experiences. This cultural mismatch occasionally resulted in a noticeable decline in students' interest and active participation. In observed classes, teachers who adhered strictly to the course book, without adapting the content (Q10), often faced lower levels of pupils' participation, especially when the material is culturally distant or overly abstract. Moreover, teachers expressed that the course book offer little room for differentiation, making it difficult to cater to mixed-ability classrooms and pupils with varying needs. Despite this, many teachers showed initiative in overcoming these challenges. They

enriched their lessons by incorporating visual aids, games, songs, and role-plays, as highlighted in (Q12) making the learning experience more interactive and enjoyable for their pupils.

Question 2:

The second research question, “How do the perspectives of teachers who use course books differ from those who do not?” can be answered easily after the discussion of the first research question. According to the data corresponding to research question 2, further insights emerged when comparing the practices of novice and experienced teachers. Less experienced teachers are inclined to follow the course book closely, using it as a guiding framework to navigate the demands of classroom instruction. In contrast, more experienced educators demonstrated a greater ability to adapt and supplement course book materials, creating learner-centered activities tailored to learners’ interests and abilities. Teachers working in rural or under-resourced schools, however, reported a heavier reliance on the course book due to limited access to additional teaching materials, which often constrained their ability to diversify instruction.

Another important aspect highlighted by the findings is the course book’s limited effectiveness in promoting learner autonomy and supporting diverse learning styles. Many teachers think that while the course book provide a structured base, it does not adequately encourage independent thinking or active student engagement as mentioned in the (Q13). Teachers expressed a desire for a more flexible and new course book that integrates meaningful, culturally relevant content and fosters interaction, creativity, and learner agency in the classroom. Encouragingly, according to the answers of the last question (Q20) the majority of teachers indicate they would be open to adopting an improved or alternative course book if it better addressed these goals.

In summary, the findings suggest that while the English course book used in Algerian primary schools offers several practical benefits, it also presents considerable challenges that limit its effectiveness. Its success ultimately depends on how teachers use and adapt it to meet their students’ needs. The creative and committed approaches shown by many educators underscore the importance of teacher agency, professional development, and the provision of additional resources in improving English language instruction in primary education.

Pedagogical Implications

The findings of this study have several important implications for English language teaching in Algerian primary schools which come as follows:

To Use or not To Use the Course Book

- First, the flexibility and cultural relevance of the content of the course book is a necessity. In this context, course book designers of the curriculum should take into consideration the reflection of Algerian culture by focusing on the aspects of people's everyday life. This would help increase student interest and engagement.
- Second, teachers especially those who are less experienced or working in rural areas require more training and support. Professional development programs should focus on helping teachers adapt and supplement course book content to better meet diverse learner needs.
- Third, policymakers should pay attention to the unequal access to teaching resources across different regions. Thus, more support to under- resourced schools is needed to provide them resources for helping teachers decrease their reliance on the course book.
- Teachers play a key role in adapting course books to their classrooms. Encouraging teachers to use creative activities and personalized approaches can improve student motivation and learning outcomes.
- The need of young learners to extensive learning materials, placing them in small classes is suitable for them. Teachers can pay closer attention, give faster feedback, and create a positive space. It also helps children interact better with classmates.

In short, this study shows that improving course books, supporting teachers, and addressing resource gaps are essential steps to enhance English teaching in Algerian primary schools.

Recommendations and Suggestions for Further Studies

Based on the results of this research, the investigators suggest some recommendations for teachers and the ministry of education.

Recommendations for Teachers

- ❖ **Use the Course book flexibly:** do not rely only on the course book adapt other activities that suit your learners' needs level and understanding.
- ❖ **Add Creative Activities:** Use songs, games, role-plays, and visuals to make lessons more fun and help pupils understand better.
- ❖ **Pay Attention to each pupil:** Try to check each pupil's work regularly and give personal feedback to support their progress.

- ❖ **Include Cultural Content:** Whenever possible, connect lessons to Algerian culture and daily life to make learning more relevant.
- ❖ **Encourage learner Participation:** Create a friendly environment where pupils feel comfortable speaking and participating actively. Also, it is recommended that teachers should place a stronger emphasis on speaking tasks in order to foster the development of learners' oral communication skills.

Recommendations for the Ministry of Education and the Schools' Administration

The Ministry of Education and schools should update course books by listening to teachers and learners about what helps the improvement of the teaching and learning process. They should give teachers training on technology and how to support independent learning. Schools need better internet and digital tools. Feedback from learners and teachers should be used to improve teaching. Besides, school leaders should support teachers, involve parents, and encourage good teaching.

Suggestions for Further Studies

- **Update Course books:** Make course books that include Algerian culture and everyday life to make learning more interesting for students.
- **Train Teachers More:** Give teachers regular training on how to change and add to the course book, especially new teachers and those in rural schools.
- **Smaller Classes:** Reduce the number of pupils in each class, so teachers can give more attention to each child.
- **More Teaching Materials:** Provide extra materials like pictures, games, and videos to help teachers teach in different ways.
- **Teachers Sharing Ideas:** Encourage teachers to share how they use and improve the course book with each other.

The Limitations of the Study

Although the present work has attained its purposes, there are some unavoidable obstacles and limitations encountered during the course of the research. In this vein, as the practical part of the research is conducted in the primary schools of El-Taref, a number of difficulties hindered it. These include:

- The limited number of teachers, i.e., one teacher functions in more than two PSs, makes it hard to find a suitable number of participants.
- The administrative staff who complained about the presence of the researcher in the establishment, which prevents against collecting data from some teachers and conducting the classroom observation appropriately.
- During the research, there were also complications with teachers, some found that the questionnaire was very long despite being given plenty of time to answer it, and others did not even understand the concept of the research despite multiple explanations of the research's purpose.
- Several headmasters prohibited access to classrooms, preventing us from conducting observations.

Conclusion

This research investigated Algerian primary school teachers' views on the use of the official English course book. The findings showed that while the course book plays an important role in guiding lessons and ensuring alignment with national curriculum standards, it also presents significant challenges. Teachers appreciated its clear structure and practicality, especially in large or under-resourced classrooms. However, they also pointed out several limitations, including a lack of cultural relevance, insufficient focus on speaking and listening skills, and the need for more flexibility to adapt content to pupils' levels and interests.

The study confirmed that although the course book is essential, it is not sufficient on its own. Its effectiveness depends largely on how it is used and adapted by teachers. Many educators go beyond the textbook, enriching lessons with visuals, real-life examples, and interactive activities to better engage learners and address their needs. This highlights the importance of teacher creativity, professional development, and support materials to improve the quality of English language teaching in primary schools. On a more personal level, conducting research in El Taref revealed that young learners are highly motivated about learning English. However, much of the course book's content, felt distant and sometimes confuse them. When teachers incorporate local examples and encourage students to share their own experiences, engagement and confidence improve significantly.

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Appendix

Teachers' Questionnaire

Dear teachers,

This questionnaire is designed to collect data about teachers' opinion on "Use or not to Use the Primary Course Book". Your identity is not disclosed in this anonymous questionnaire. We are thankful for the valuable time that you spend to answer the questionnaire. Your time and efforts are greatly appreciated.

*** Please answer the following questions by either choosing the appropriate answer (using "X") or filling in the provided space.**

I. Section 1 : Demographic Information

1. Gender :

- a) Male b) Female

2. Years of Teaching Experience: ____

3. Educational Background (Degree/Certifications): ____

II. Section 2: Course Book Usage and Opinions

4. How often do you use the primary course book in your teaching?

- Always
- Often
- Sometimes
- Rarely
- Never

5. What percentage of your lessons is typically based on the coursebook?

- 0-20%
- 21-40%
- 41-60%

To Use or not To Use the Course Book

- 61-80%
- 81-100%

6. Why do you use course book? (You may select more than one)

- Provides structure
- Saves time
- Required by the school

7. Why do you oppose the use of the course book?(You may select more than one)

- Lacks flexibility
- Not culturally relevant
- Prefer alternative materials

Section 3: Content and Design

8. How would you rate the content of the course book in terms of relevance to the students' needs?

- Very relevant
- Somewhat relevant

9. How do you evaluate the design of the course book (e.g., visuals, layout, font size, etc.)?

- Excellent
- Good
- Average
- Poor

10. Do you think the course book provides adequate cultural diversity and inclusivity in its content?

- Yes
- No
- Unsure

Section 4: Effectiveness

11. To what extent does the course book promote learner engagement and autonomy?

- Very effectively
- Moderately effectively

- Not effectively

12. Do you believe the activities in the course book cater to different learning styles (visual, auditory, kinesthetic, etc.)?

- Yes
- No
- Unsure

13. Do you feel the course book encourages critical thinking and problem-solving skills?

- Yes
- Somewhat
- No

Section 5: Teacher's Perspective

14. In your opinion, what are the strengths of the primary course book?

.....
.....

15. What aspects of the course book do you think need improvement?

.....
.....

16. How often do you supplement the course book with additional materials or resources?

- Always
- Often
- Sometimes
- Never

17. Do you prefer to follow the course book strictly or adapt its content based on your students' needs?

- Strictly follow
- Adapt the content
- A mix of both

18. Would you recommend using the current primary course book to other teachers?

- Yes
- No
- Unsure

19. How do you think the primary course book can be improved to better serve teachers and students?

.....

.....

20. Would you be open to adopt a different course book if it better supports students' autonomy and engagement?

- Yes
- No
- Maybe

Thank you for your time and precious thoughts.