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Investigating Teachers' Perceptions and Classroom Implementation Practices in Relation to My Book of English in First-Year Middle School Classrooms: A Case Study in Ghardaia and Berriane

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Declaration of Honor

We, Khadidja OULAD HADJ ALI and Manar REZZOUG, hereby declare that this dissertation is entirely the result of our own investigation and that due reference and acknowledgment are made, whenever necessary, to the work of other researchers.

Abstract

Textbooks are an important tool in language teaching. Teachers, on the other hand, are the backbone of the classroom setting who believe, make decisions, and interpret this tool based on their knowledge. This develops their perceptions toward the textbook and how they implement it through strategies of adaptation, selection, and supplementation, in which they help in meeting learners' needs and the merits of learning. Because the prescribed textbook does not always suit teachers, learners' interests, and curriculum goals, this study aims to investigate teachers' perceptions and classroom implementation practices in relation to *My Book of English* in first-year middle school classrooms at Ahmed Herouini, Mohammed Boudiaf, and Ourida Meddad in Ghardaia Province, and Abou El Yakadan and Metalag Metalag in Berriane. This study is particularly significant as *My Book of English* is being implemented for the first time this academic year, within a new educational context in which first-year middle school learners are the first cohort to have received English instruction at the primary school level following recent curriculum reforms. The research explores the perceptions and experiences of eight teachers toward the use of the textbook in terms of content, sequencing, activities, structure, and meeting learners' needs. It also examines the implementation of the lessons through modifying and adjusting this material, and it identifies the materials that the teachers adopt as an alternative to *My Book of English*. To accomplish this study, a qualitative descriptive approach was adopted. Data were collected from eight teachers through classroom observation sessions and semi-structured interviews to gather substantial data. Also, an examination of the textbook sequences and the didactic guide's contents in a comparative way through document analysis was conducted. The findings from the teachers' interviews explored their perceptions, experiences, and attitudes towards the use of the prescribed textbook, instructional decisions regarding curriculum use, and instructional materials. Finally, the study presents the main results and provides pedagogical recommendations for teachers, curriculum designers, and educational authorities.

Keywords: Textbooks, teachers' perceptions, classroom implementation practices, *My Book of English*, language teaching, first-year middle school.

Dedication

Wa mā tawfiqi illa billāh, alayhi tawakkaltu wa ilayhi unib.

And my success is only through Allah.

Upon Him I have relied, and to Him I return.

(Qur'an, 11:88)

To myself, to the soul that refused to give up, and the determination that withstood every challenge. I thank myself for the patience and ambition, and for every moment of perseverance that brought me to this milestone. I take pride in what I have accomplished and what is yet to come.

To the pillars of my life: To my dear father, El-Walid, who has been my immovable mountain and the source of my strength. And to my heaven on earth, my beloved mother, Dalila, whose sincere prayers and boundless love were the fuel for my journey. I dedicate this success to both of you, it is the fruit of the values you planted within me.

To my siblings and lifelong support; to my sisters: Wafa, Anfel and Bissan and my only brother Khaled Amir, thank you for being my joy and my constant support. Your encouragement has been the light on my path, and I am forever proud to have you by my side.

A very special tribute is dedicated to my beloved grandfather, khaled Rezzoug, may Allah have mercy upon him. Your prayers, endless love, and unwavering belief in me have been one of the greatest reasons behind reaching this stage of my life. Although you are no longer here to witness this achievement, your presence remains forever in my heart. I dedicate this success to you with all love, gratitude, and remembrance. May Allah grant you eternal peace and the highest place in Paradise. Ameen.

Manar Rezzoug.

Dedication

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List of Acronyms and Abbreviations

EFL: English as a Foreign Language

ESL: English as a Second Language

ELT: English Language Teaching

CBA: Competency-Based Approach

MS1: First-year Middle School

General Introduction

General Introduction

According to Brown (2000), the teaching profession is one of the most active fields, as it is an unlimited process that never stops learning. The difficulties in the relationship between teachers, learners, and the subject create ongoing questions, answers, and problems that require solutions. These challenges appear whenever entering the classroom to teach. If a teacher endeavors to improve and acquire more knowledge, he will continue to learn and achieve his teaching objectives. He figures out how well a technique works, how learner acquires language, how classroom participation can be improved, and how his personal teaching style impacts learners. These four aspects allow teaching to develop further throughout a lifetime. For teaching to become more structured, it needs a supporting material; “The most obvious and the most common form of material support for language instruction comes through textbooks” (Brown, 2000, p. 136). The primary concern is not simply to select a textbook provided by supervisors, but to use it creatively.

Background to the Study

Language teaching is a major global activity, with many people investing effort to learn new languages. Richards (2001) argues that language teaching worldwide would be difficult to conduct without commercially produced instructional materials, particularly printed textbooks and books. Textbooks represent a central element within most language programs. They offer a systematic starting point that informs both teacher preparation and student engagement (O’Neil, 1982).

Vitta (2021) conceptualized the ELT textbook as a comprehensive, self-contained instrument aimed at providing all necessary materials to facilitate students’ proficiency gains without requiring significant supplementation. Richards (2001) considered textbooks a form of initial training for novice teachers by providing lesson planning ideas and teaching strategies they can use instructional materials have the capacity to shape classroom

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engagement and communication; they serve as a bridge between teachers and learners, providing a structural framework that supports instruction (Littlejohn & Windeat, 1989).

However, textbooks do not always suit learners or teachers. According to Grant (1987), no textbook is ideal, and as a result, teachers must be the master of the material rather than its slave. They should not rely on the textbook blindly or follow it completely, but instead exercise professional judgment by evaluating, adapting, and supplementing its content to suit the specific needs of their learners. This perspective highlights the critical role of teacher decision-making in classroom implementation, demonstrating that effective use of textbooks depends not only on the quality of the materials, but also on the teacher's ability to tailor them to the learning context.

Research on teacher cognition examines teachers' mental processes and is grounded in the view that teachers, as rational decision-makers, constantly evaluate situations and make instructional choices in the dynamic and complex context of the classroom (Farahian, 2011). Educators differ in their perspectives on how textbooks should be used; their viewpoints are critical factors when it comes to choosing the instructional materials used by students (Okitasari & Palupi, 2019). Following educational reforms in Algeria, English is now introduced in the first year of middle school, rather than the second year as it was previously (Belmihoub, 2018). Despite these studies, there remains a gap in understanding how teachers perceive and implement textbooks that they find unsuitable. This demonstrates the need for additional research in this area, specifically the case study of the first-year middle school English textbook in Ghardaia and Berriane as it is a new book.

Research Problem

While textbooks play a key role in language teaching programs, according to Grant (1987), there is no ideal textbook because they sometimes fail to align with teachers' perceptions, learners' needs, and actual classroom practices. As such, this misalignment has

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sparked a debate regarding how teachers perceive this pedagogical tool and how they implement it within specific contexts. Taking the Algerian case into consideration, the introduction of *My Book of English* as the prescribed textbook for first-year middle school highlights this dilemma. Classroom practices in relation to the textbook in both Ghardaia and Berriane show variation in how teachers engage with it. Therefore, it is necessary to investigate how teachers perceive the textbook, how they implement it in their teaching, and what factors influence their instructional decisions. By exploring this gap, the study seeks to understand the relationship between educators' professional beliefs and their practical instructional choices.

Research Questions

To fulfil the objectives of this study, the following questions have to be answered:

MQ: How do teachers perceive and implement *My Book of English* in first-year middle school classrooms in Ghardaia and Berriane?

To fully answer the main question, it has to be expanded into sub-questions:

SQ1: What are teachers' perceptions of *My Book of English* for first-year middle school?

SQ2: In what ways is the content of *My Book of English* integrated and utilized within actual daily classroom practices?

SQ3: What factors influence teachers' perceptions regarding the use of *My Book of English* in first-year middle school classrooms?

SQ4: How do teachers implement their lessons through material adaptation processes to meet both learner needs and pedagogical objectives?

Research Objectives:

This research aims to investigate how teachers perceive and implement *My Book of English* for first-year middle school classrooms in Ghardaia and Berriane. It also endeavors to describe how teachers integrate and utilize the textbook in their teaching practices.

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Additionally, it aims to better understand the factors that influence teachers' perceptions about the use of textbook. Finally, it examines how the implementation of lessons occurs through adapting and supplementing materials to enhance and complete the content or even to replace the textbook, in order to meet both learner needs and pedagogical objectives.

Significance of the Study

This study is significant in English language teaching as it explores teachers' perceptions of the English textbook and its classroom implementation in first-year middle school classrooms in Algeria. It is also significant because the textbook is being implemented with the first-year middle school learners who have previously studied English at primary school, as they represent the first outcome of the implementation of English at primary school level. Since teachers' perceptions influence how textbooks are interpreted, adapted, and used in practice, the findings may offer valuable insights into effective textbook implementation. The study may benefit English language teachers, curriculum designers, and textbook developers, and contribute to research on teacher cognition and textbook use in the Algerian EFL context.

Theoretical Framework

This study is grounded in teacher cognition theory, which serves as the primary theoretical foundation underpinning the research. This theory explains teachers' perceptions, beliefs and knowledge regarding instructional materials, particularly textbooks, and how these elements contribute to shaping their classroom practices and decision-making processes. It also encompasses how teachers interpret, adapt, supplement, and modify teaching materials in response to classroom needs. The study addresses the role of the textbooks in language teaching, examining how it functions as a pedagogical tool and highlights its advantages in supporting both teachers and learners.

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Since the textbook represents the focal point of this research, the study draws on principles of textbook evaluation. It explores the concept of evaluation, the criteria to be assessed, and the key principles used to determine the effectiveness and suitability of instructional materials within a specific educational context.

The research highlights the clear gap between educational policy and classroom practice, as well as between what the curriculum is designed for and what actually happens in the classroom, mainly because prescribed policies and textbooks do not fully consider different teaching contexts, making it difficult for teachers to apply the intended pedagogical goals in real classroom practice.

Rationale of the Study

Textbooks play a significant role in language teaching, as they provide a guidance for teachers and support learners' needs (Richards, 2001). However, they do not always succeed in addressing these needs effectively (Grant, 1987). Accordingly, understanding teachers' perceptions is fundamental to ensuring the effective use of textbooks in the classroom (Elvira, 2016). Teachers hold diverse beliefs and professional perspectives, which influence how they adapt and implement textbooks in practice. Therefore, this study highlights the importance of not only the first-year middle school English textbook itself, but also how teachers perceive, interpret and implement it in classroom practice, with particular reference to the case of Ghardaia and Berriane.

Structure of the Dissertation

This dissertation is structured into two major parts, the theoretical framework and the practical one. The general introduction includes the background of the study, the research problem, research questions, objectives, and the significance of the study. In addition to presenting the theoretical framework and the rationale of the study. Part one consists of chapter one, which is divided into three sections. The first section is about the use of

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textbooks. The second explores teachers' perceptions, while the third focuses on classroom implementation. Each of these sections covers definitions and provides further explanation.

Part two consists of chapter two which focuses on research methodology and adopts a qualitative descriptive research design, data collection methods (classroom observation checklists, teachers' interviews, document analysis), and data analysis procedures, and Chapter Three which focuses on findings and discussion, contains findings of the classroom observation checklists, teachers' interviews, and comparative analysis between textbook sequences and the didactic guide's content. The general conclusion outlines the main findings, limitations of the study, and pedagogical recommendations for teachers and curriculum designers, educational authorities, and for future research. Appendices cover the classroom observation checklist and the teachers' interview questions.

Definition of Key Terms

- **Perception:** an idea, a belief, or an image you have as a result of how you see or understand something. (Oxford University Press, n.d.).
- **Textbook:** a book that contains detailed information about a subject for people who are studying that subject. (Cambridge University Press, n.d.).
- **Classroom:** a room where groups of learners are taught. (Cambridge University Press, n.d.).
- **Implementation:** the act of starting to use a plan or system. (Cambridge University Press & Assessment, n.d.).

Chapter One

**Teachers' Perception
Toward the Use of Textbook
and Classroom
Implementation**

Chapter One: Teachers' Perception Toward the Use of Textbook and Classroom Implementation

Section one: The Use of Textbook

Introduction

According to Crawford (1995), the function of teaching materials is potentially more beneficial than often perceived; they can, for instance, serve as a valuable resource for the professional development of teachers. He points out that a teacher's response to instructional materials is primarily dictated by the degree of alignment between the authors' pedagogical views and the teacher's own professional beliefs. Because textbooks are inherent reflections of their writers' philosophies on language and learning, teachers will perceive and utilize them based on how closely these materials meet their personal expectations.

To ensure a textbook serves as an effective support system, its foundational principles should be transparently addressed and negotiated within the instructional context. However, Crawford (1995) also argues that excessive reliance on commercial materials can result in the deskilling of educators. Using pre-packaged lessons often compromises professional agency, thereby reducing a teacher's capacity for critical reflection and authentic pedagogical response. This is especially problematic when a textbook's contrived language fails to reflect real-world communication, forcing teachers to choose between strictly following the material or addressing their learners' actual communicative needs.

This perspective is supported by Cunningsworth (1995), who claims that "no coursebook designed for a general market will be absolutely ideal for your particular group of learners, but the aim is to find the best possible fit, together with potential for adapting or supplementing parts of the material where it is inadequate or unsuitable" (p.5). He further argues that since no mass-produced textbook can perfectly meet the specific needs of every classroom, educators must select the most compatible resource and actively modify or enhance its content to address any pedagogical deficiencies.

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According to Fraser (2012), students spend the vast majority of their time in the school environment, where learning takes place through various classroom lessons. Each classroom and lesson involve events that a teacher can adopt in order to progress and enhance a deeper understanding of the teaching process (Richards & Lockhart, 1996). This can be supported through guidance in materials design, such as using supplementation and adaptation to fix unsuitable existing materials. These practices contribute to achieving course objectives and meeting learners' needs (McGrath, 2002).

From the 1980s, language program design has included curriculum development processes as a central component. This perspective has become widely accepted in language teaching, leading to the establishment of curriculum development units within ministries of education. These units are mainly responsible for revising and developing national language teaching curricula based on a curriculum development perspective. Curriculum studies is a wide field of investigation that addresses what occurs in schools and other educational settings. It includes how instruction is planned and how curriculum plans are put into practice. In the school context, it refers to the range of knowledge that learners are intended to acquire in educational institutions (Richards, 2001).

1.1. Definition of Textbook

According to Tomlinson (2011), materials are viewed broadly as any resources employed by teachers or learners to support and enhance language learning, including textbooks as a common example. According to him, textbook is "the core materials for a language-learning course aims to provide as much as possible in one book and is designed so that it could serve as the only book which the learners necessarily use during a course" (p. xi), meaning that it contains the essential content of the course, aims to cover everything students need, and functions as the primary tool guiding throughout the course.

A textbook is also known as a coursebook. According to Cunningsworth (1995),

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“coursebooks are best seen as a resource in achieving aims and objectives that have already been set in terms of learner needs. They should not determine the aims themselves or become the aims” (p.7). This statement highlights that a Coursebook should be understood primarily as a pedagogical tool rather than the curriculum itself. The learning aims and objectives of a course are determined beforehand, based on curriculum planning and learners' needs, and the coursebook serves to facilitate the achievement of these predetermined goals. The ultimate purpose of the coursebook, therefore, is to support effective learning outcomes rather than simply completing the units or exercises it contains.

1.2. Role of Textbook

Textbooks play a significant role in supporting language teaching. According to Cunningsworth (1995), coursebooks can fulfil multiple functions in the classroom. They may act as resources for presenting language material, both spoken and written, thereby supporting teachers in introducing new content. They also provide stimulation and ideas for classroom activities, as well as assist teachers in planning and delivering lessons effectively.

In addition, coursebooks can function as a syllabus when they reflect predetermined learning objectives, helping teachers structure and sequence instructional content. Furthermore, they support teachers, particularly those who are less experienced, by guiding their instructional decisions and strengthening their confidence in the classroom. Similarly, Brown (2000) emphasizes that textbooks represent the most prevalent form of instructional material supporting language teachers. He highlights the demanding nature of teaching, noting that teachers already face multiple responsibilities such as lesson preparation, classroom delivery, monitoring progress, and managing classroom dynamics.

In this context, teachers should not be required to create new instructional materials, which underscores the supportive function of textbooks as ready-made resources. This reflects the role of textbooks in assisting teachers by reducing preparation pressure and

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facilitating classroom implementation. In addition to their supportive function, textbooks contribute to creating a structured and predictable classroom environment in which participants can engage more comfortably (Brown, 2000).

The structured setting of the classroom environment allows for several important functions. First, textbooks facilitate negotiation by providing material that encourages interaction between teachers and learners, including discussions of roles, content, and learning strategies. Second, they enhance accountability by making classroom practices visible to both teachers and learners, thereby clarifying what occurs within the teaching process. Third, textbooks provide orientation by guiding teachers and learners on what should be taught, the amount of work to be completed, and the standards to be achieved (Crawford, 1995).

1.3. Limitations of Textbook

Despite their positive potential, instructional materials are often constrained by certain limitations. According to Richards (2001), limitations can manifest on different levels. One of these levels is the fact that textbooks sometimes misalign with learners' needs. As most commercial materials are developed for a standardized global market, they frequently fail to address the specific requirements and interests of local learner populations. This discrepancy necessitates pedagogical adaptation to ensure the content is relevant and effective.

Another aspect is the absence of authentic language. Textbooks frequently contain dialogues and texts specifically designed to meet pedagogical objectives or highlight grammatical structures. Consequently, they often fail to represent authentic, naturalistic communication, which is essential for helping students develop the ability to interact effectively in real-world contexts (Richards, 2001).

Misrepresentation of content is another aspect that cause the failure of a textbook content as the latter frequently presents an idealized version of reality or fails to address real-

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world issues. In order to ensure their acceptability across diverse contexts, controversial topics are often omitted. As a result, the textbook provides a partial representation of reality, highlighting only one perspective and promoting a standardized, idealized middle-class view as the norm (Richards, 2001).

Finally, when a teacher becomes entirely dependent on published materials, they stifle their critical thinking and decision-making abilities. Consequently, the teacher diminishes their professional identity, acting as a receiver of content rather than a facilitator of knowledge (Richards, 2001).

1.4. The Use of Textbook

According to Harmer (2007), most teachers around the world prefer using textbooks because they provide a clear structure and direction for their lessons. The key to using them well is to first get students interested in the topic and explain the tasks clearly before they start working in their books. Instead of following the book exactly as a strict manual, teachers should use it as a “springboard;” a starting point that gives them the freedom to decide which parts to use and how best to teach them in their own classrooms. There are options that could be chosen to the use of textbooks.

1.4.1. Omit and Replace

The initial decision in materials mediation involves determining the necessity of a specific lesson. If a teacher finds that a section lacks fundamental importance or fails to engage the learners, they may choose to omit it entirely. However, if the topic itself is significant but the textbook approach is ineffective, the teacher should replace the material with a superior alternative. While these are valid choices, frequent omission can frustrate learners, especially if they have purchased the book, and may result in a loss of curricular continuity and revision opportunities (Harmer, 2007).

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1.4.2. Change or not to Change

When teachers decide to use a textbook lesson, they may choose to follow it exactly or make changes to better suit their learners. These modifications specifically include adding elements like role-play, re-writing or replacing specific exercises with different materials, re-ordering or reducing the content by cutting certain activities. While these adjustments allow for a more appropriate lesson, it is essential that the teacher maintains a clear and coherent pattern so that students can follow the logic of the lesson and understand the reasons for any changes. Ultimately, using textbook effectively is an “art” that develops with experience and the right approach to lesson planning (Harmer, 2007).

1.5. Textbook Evaluation and Its Principles

Every textbook requires systematic evaluation, as the concept of a perfect or ideal textbook remains unattainable (Grant, 1987). All textbooks possess inherent limitations and constraints. Consequently, textbooks need to be carefully evaluated to determine their appropriateness for specific classroom contexts, their effectiveness in achieving instructional objectives, and their ability to address learners' needs. According to Tomlinson and Farajnezhad (2022), materials evaluation “is a procedure involves measuring the value of a set of learning materials. It involves making judgments about the effects of the materials on the people using them” (p.1). In this sense, textbook evaluation is the process of systematically analyzing teaching textbooks to determine its usefulness and effectiveness for both learners and teachers, based on established criteria.

They further stated that evaluation typically tries to measure learners' and teachers' perceptions of the value of textbooks, the capacity of the textbooks to motivate learners and engage both students and teachers, and the credibility, validity, and reliability of the textbooks. It also considers the value of the textbooks for short-term learning, such as performance in examinations, and for the long-term development of communication skills, as

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well as the support provided to instructors in assessment and lesson preparation. In addition, evaluation examines the alignment of the textbooks with administrative requirements, such as standardization, examination preparation, and syllabus coverage.

An evaluation differs from analysis. According to Tomlinson and Farajnezhad (2022), evaluation is a subjective process that focuses on the users of textbooks and judges their effects. In contrast, analysis is an objective process that focuses on the textbooks themselves and aims to describe them as they are. They also present the principles underlying textbook development, these principles are used to achieve impact through the use of novelty, variety, and attractive presentation to capture learner interest. They are also used to foster a supportive environment that helps learners feel at ease and reduces performance anxiety, and to develop learner confidence by providing tasks that are challenging yet achievable.

In addition, they are used to ensure perceived relevance by selecting content that learners recognize as useful to their personal or professional lives, and to encourage learner autonomy by providing opportunities for students to take responsibility for their own decision-making; they aim to provide exposure to authentic use by presenting language as it is naturally used in real-world contexts; to facilitate “noticing” by drawing the learners’ attention to specific linguistic features of the input (Tomlinson & Farajnezhad, 2022).

These Principles also aim to promote communicative competence through opportunities to use the target language for meaningful purposes, and to accommodate individual differences by offering variety and choice to match diverse affective attitudes and learning styles. They are further used to maximize learning potential through emotional involvement, stimulating both cognitive and affective brain activities, and to provide outcome feedback so that learners can assess the effectiveness of their language production (Tomlinson & Farajnezhad, 2022).

Lastly, The Principles aim to cultivate cultural awareness and sensitivity toward the

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target language community, and to ensure affective engagement by appealing to the learners' emotions and interests (Tomlinson & Farajnezhad, 2022).

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Section Two: Teachers' Perception

2.1. Definition of Perception

According to the Cambridge Dictionary, perception is defined as “a thought, belief, or opinion often held by many people and based on appearances” (Cambridge Dictionary, n.d.). “Perception can be defined as our recognition and interpretation of sensory information” (Dwinata, 2017, p.73). This definition suggests that perception is a process through which individuals receive information through their senses and interpret it based on their prior experiences and knowledge in order to understand their environment. In the educational context, teachers develop perceptions by interpreting various aspects of their teaching environment, including instructional materials, classroom practices, and students.

Perception can also be described as the first interpretation triggered by sensory stimuli, or as the set of cognitive processes that develop in response to these stimuli (Cavieres & López-Silva, 2022). Additionally, perception is a process through which individuals interpret stimuli received by the senses, shaping their responses and guiding their behavior toward the perceived object or situation (Gunawan et al., 2023). Together, these perspectives show that perception is not merely a passive reception of information, but an active cognitive process that influences understanding and behavior, which is particularly relevant in the context of teachers' classroom decision-making.

2.1. Factors that Influence Teachers' Perception

Teachers' perceptions can be shaped by several factors that influence their cognition. Teacher cognition refers to teachers' beliefs, knowledge, and personal theories about teaching and learning. In this study, cognition is understood as teachers' perceptions. One of the main factors influencing teachers' perceptions is contextual factors.

2.1.1. Contextual Factors

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According to Borg (2003), contextual factors are elements that can influence teaching either by modifying teachers' perceptions or by directly affecting their classroom practices, which may lead to a mismatch between perception and practice. Similarly, Bagheri and East (2021) found that contextual factors have the strongest influence on teachers' instructional practices. Their findings indicate that teachers perceive several contextual elements as influential, such as time constraints, teaching materials (e.g., textbooks), and curriculum requirements, including examinations. For example, one teacher explained: "*Exactly the task was this: that they needed to listen and take notes. Because of that I did... because of the instruction in the book, I asked them to take notes... I was supposed to do that as it was the goal of the task in the book*" (Bagheri & East, 2021, p. 47). This example illustrates that the teacher followed the textbook instructions strictly, implementing the activity exactly as prescribed. It shows how textbooks can directly shape classroom practices, influence teachers' actions and reinforce the authority of instructional materials as an important contextual factor in teaching.

2.1.2. The Effects of Learner Variables

The findings of the study showed that learner factors were the second most influential element after contextual factors in shaping teachers' beliefs and classroom practices. Teachers highlighted several learner variables, including students' proficiency levels, motivation, needs, and expectations, which they believed could influence their teaching decisions. As a result, teachers reported that they sometimes adjusted their classroom practices and activities to better accommodate their learners. For example, one teacher explained that when students have lower proficiency levels, she asks them to listen and write the script to support their understanding of the listening task (Bagheri & East, 2021).

2.1.3. Teachers' Prior Schooling Experiences as Learners

Early cognitive maps, developed through the vast amount of time spent as students in

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classrooms, significantly shape teachers' perceptions of their preliminary professional preparation (Borg, 2003). In a later study, Borg (2015) sees that even before entering a teacher education program, pre-service teachers possess pre-established, often implicit, beliefs about classroom practices that are deeply rooted in their prior experiences as learners. Bagheri and East (2021) observed that some teachers avoided specific classroom activities based on their own negative learning experiences. Furthermore, teachers' prior language learning experiences help develop the beliefs and understandings that serve as the primary basis for their initial approach to second-language instruction. These ingrained perceptions, formed long before formal training, often remain a powerful influence throughout their careers (Borg, 2003).

Consequently, it can be argued that teachers do not have to rely solely on positive language learning experiences to enhance their teaching abilities. In fact, negative experiences can be equally valuable, as they may help teachers identify ineffective classroom strategies and determine which practices work best for their own students (Bagheri & East, 2021).

2.3. Teacher Cognition Theory

Teachers are dynamic and thoughtful decision-makers who play a central role in shaping classroom events; therefore, understanding teacher cognition is essential for comprehending the teaching process. According to Borg (2015), teacher cognition is viewed as “what language teachers think, know, and believe and of its relationship to teachers' classroom” (p.1). This definition highlights that teachers' thoughts, knowledge, and beliefs are closely connected to their teaching and directly influence classroom practices. Furthermore, teacher cognition is described as “the beliefs, knowledge, theories, assumptions and attitudes about all aspects of work which teachers have” (Borg, 2008, p. 158). This indicates that teacher cognition encompasses teachers' personal beliefs, professional

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knowledge, and assumptions, which shape how they understand and approach their work.

In addition, language teacher cognition is defined as “an inclusive term referring to the complex, practically-oriented, personalized, and context-sensitive networks of knowledge, thoughts and beliefs that language teachers draw on in their work” (Borg, 2015, p.321). This emphasizes that teacher cognition is a complex and evolving system shaped by personal experiences and teaching contexts, enabling teachers to respond to classroom situations in practical ways. Therefore, teacher cognition can be understood as a largely implicit and personally held system of mental constructs that develops over time through teachers' educational and professional experiences.

The term teachers' mental lives used to refer to “the hidden side of teaching” (Borg, 2015, p.1), which indicates that teacher cognition reveals the unseen mental processes and beliefs that guide teachers' classroom practices. Overall, research on language teacher cognition has significantly enhanced our understanding of how teachers acquire knowledge, how they act in the classroom, and the cognitive processes that underlie their teaching decisions (Borg, 2015).

Teacher cognition theory focuses on teachers' perceptions in the educational field and how these perceptions affect their behavior in interpreting and implementing approaches in their teaching profession to help their learners. The Competency-Based Approach is one of these approaches, which is implemented by teachers and focuses on the outcomes of learning to develop learners' language skills. According to Richards and Rodgers (2014), Competency-Based Approach is a significant movement within the educational field that prioritizes the results or outputs of learning during the development of language programs. It focuses on what learners are expected to be able to do with the language regardless of how they learn it. It is also based on determining the goals of education through specific, quantifiable descriptions of the knowledge, skills and behaviors that learners need to have at

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the end of a course of study.

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Section Three: Classroom Implementation

3.1. Definition of Classroom Implementation

According to Fraser (2012), classroom environment can be defined as “the shared perceptions of the students and sometimes the teachers in the environment” (p.1). This definition indicates that classroom environment is shaped by how both students and teachers see and experience what happens in the classroom. It is not simply a place for learning; rather, it is a space where ideas are shared and where individuals form and express their views about what is going on during the lesson.

“Implementation consists of the process of putting into practice an idea, program, or set of activities and structures new to the people attempting or expected to change” (Fullan, 2007, p. 84). This signifies a transition from theory into practice, translating teaching material ideas into use, such as using a textbook to explain a new lesson to the learners in a way which is meaningful to them and which they are expected to know.

3.2. Strategies of Implementing Materials

According to McGrath (2002), material selection refers to the implementation of textbook materials without any modifications. Adding elements in the form of extending or exploiting existing material can be considered a form of adaptation, in which new materials are introduced. This process is referred to as supplementation. While teachers may not always have the authority to choose the materials they use, they still possess the right to modify and adapt them.

Adaptation aims to make materials conform to learners' needs and interests; it is essential because it motivates them to create a dynamic classroom atmosphere that boosts learning. In reality, when we modify a textbook or align it with specific objectives, our ultimate goal is to enhance the effectiveness of the learning experience (McGrath, 2002).

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In adaptation as addition, there is also extemporization. This process can take many forms, such as replacing an example in a textbook with a familiar one, for instance, vegetables or fruit instead of uncommon ones, rephrasing instructions and explanations that students find confusing, or connecting new items to previously studied items (vocabulary and structures). Extemporization, which is originally oral, although it may involve writing on a blackboard or drawing, is closely related to exploitation; however, the latter requires planned and more elaborate activities. Also, in adaptation as addition, there is extension, which indicates that the teacher adds extra material, such as further items in a task or additional examples, in order to increase understanding (McGrath, 2002).

The fundamental difference between extension and supplementation is that extension refers to more of the same thing. For example, "If the coursebook contains only one short exercise to practice a point which your students find particularly difficult and you devise more items of the same type as the original exercise, this is extension. If you give them another exercise from another source or make up another exercise yourself, this is supplementation" (McGrath, 2002, p. 65).

The distinction here is not simply one of terminology. When we expand upon an exercise, we can be absolutely certain that we are remaining consistent with the design of the original material and contributing to the objectives upon which it is based. In contrast, when we supplement materials, particularly when designing our own, we must be very careful not to introduce a new learning objective (McGrath, 2002).

Finally, exploitation is the innovative use of existing resources (such as texts, tasks, and visuals) to fulfil a purpose that is additional to what is predicted by the textbook author. Therefore, a text may be associated with an image and a set of questions which strive to enhance comprehension proficiency and linguistic resources, but a teacher may use any of these components for further purposes. The picture is used for predicting the content or

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activating vocabulary, while the topic and language of the text are used to encourage discussions about students' own experiences. In addition, the questions serve as examples for students' self-devised questions on the same text (McGrath, 2002).

3.3. The Process of Monitoring the Use of Teaching Materials

According to Richards (2001), teaching materials, whether they come from textbooks, institutional sources, or are prepared by teachers themselves, function mainly as plans for teaching rather than representing the teaching process itself. As teachers use these materials, they often adjust and modify them to suit the needs of specific groups of learners and their own teaching styles. This kind of adaptation is central to effective teaching, as it helps teachers build lessons that work well in their classrooms using the resources available to them.

For this reason, it is important to gather information on how textbooks and other teaching materials are used in the classroom. Such information can serve several purposes, which are as follows: to capture and document effective ways in which teaching materials are used in the classroom; to offer feedback on how well the materials function in actual teaching situations; to keep a record of the changes teachers make, such as adding, removing, or using additional supporting materials; and to create a helpful guide that supports other teachers in making good use of these materials (Richards, 2001).

Monitoring forms include monitoring through observation, which is conducted through classroom visits to observe how teachers utilize materials and to detect how those resources influence the quality of interaction that takes place during a lesson. Monitoring through feedback sessions involves a group of teachers meeting in which they discuss their personal ideas and experiences about materials use (Richards, 2001).

Monitoring through written reports includes using reflection sheets or feedback forms in which instructors could write notes about their thoughts, opinions or their particular

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experiences on material use to report what worked well and what did not, or suggest improvements on using the materials. Monitoring through reviews includes teachers' reviews, where a teacher or group of teachers write reviews on their experiences and impressions, expressing whether they like or dislike the instructional materials they use, and students' reviews, which are based on the comments of learners explaining how they perceive and what they thought about their use of the materials (Richards, 2001).

3.4. Definition of Curriculum

Richards (2001) defined curriculum as "Curriculum development focuses on determining what knowledge, skills, and values students learn in schools, what experiences should be provided to bring about intended learning outcomes. And how teaching and learning in schools or educational systems can be planned, measured, and evaluated... It describes an interrelated set of processes that focuses on designing, revising, implementing, and evaluating language programs" (p.2). The hidden message behind this broad definition is that a curriculum specifies what students must learn, facilitates the classroom experiences through which they learn it, and establishes the methods used to evaluate whether those learning goals were successfully reached.

3.4.1. Curriculum as Planned

According to Macalister and Nation (2020), curriculum design lists items in an organized way to guide what is taught, specifically content and sequencing. It must take into consideration the teaching context where the course will occur, learners' needs, and the key principles of how teaching and learning work. Content and sequencing must consider factors through a set of guidelines. Guidelines for verifying or making decisions about the content and sequencing of a course are as follows: environment factor, needs factor, and principles factor.

For learners, the ideas in the course should be clear enough for learners to comprehend

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the content in the classroom, and they should fit their level. The content should consider what learners anticipate learning in an English course. For teachers, the language used in the course should be sufficiently clear for the teacher to be able to provide models and examples that support the comprehension of the lesson for learners, and it should be fully understood by the teacher (Macalister & Nation, 2020).

For situation, the number of lessons in the course should fit the academic year or term. The content in the course that is taught in the classroom should be useful and applicable in real-life situations. For lacks, the content should be appropriate to the different abilities of learners, whether they are excellent or weak, and it should be balanced between them. For wants, content should consider learners' wants, interests, and preferences, not only what is decided by the curriculum or the teacher. For necessities, the content should address the needs of learners. Regarding the principles factor, frequency means that a language course should focus on commonly used and repeated language items so that learners are exposed to language widely used in real communication, which enhances their learning and allows them to benefit most from their efforts (Macalister & Nation, 2020).

A curriculum is designed to attain a specific goal. To describe the outcomes of these goals, the statement may start with "At the end of this course, learners should be able to..." (Macalister and Nation, 2020 p.102). The initial statement of goals is usually quite brief; the content and sequencing of the curriculum elaborate on these statements of goals deeply and in practical detail within the curriculum design. In a language lesson, goals concentrate on one or more of the following: language, ideas (content), skills, or text (discourse). These four central points are essential for both planning and evaluating course content.

Some courses integrate language items through a systematic organization of lessons around topics. It is worthwhile to verify that the language items used are the most beneficial, even if the selection of content for a course depends on topics, themes, or situations.

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Decisions play a major role in the selection of content, making a reasonable, well-justified decision when choosing content is the most significant part that leads to a successful, well-designed curriculum. This is because even if an excellent teaching and learning process is available, poor content will affect the outcomes of learning efforts negatively. The lessons or units of a course can be sequenced together in different ways. There are two main separate categories: the first is if the material in one lesson is related to the previous lesson, or if each lesson is independent of the other. In the second case, lessons can be presented in any order and it is not mandatory that they all be done (Macalister & Nation, 2020).

3.4.2. Curriculum as Implemented

According to Macalister and Nation (2020), in language lessons, the parts of the curriculum design model are implemented within the everyday teaching practices of the classroom. In each lesson, teachers must make decisions based on the curriculum plan by posing questions such as: Is this item worth the additional time required for explanation? How can this content be introduced clearly in the classroom? And what should be assessed? These questions require curriculum design decisions; therefore, it is essential for teachers to be conscious of the parts of the curriculum design process.

In everyday classroom practice, teachers should consider certain questions before starting a lesson. For example, will my learners find this activity interesting and engaging enough? And will there be sufficient time to complete this activity? These types of questions are related to environment analysis. They focus on the practicality of implementing an activity in the classroom where the teacher is working. Environment analysis aims to ensure that what takes place is likely to be successful because it takes into account and respects the local classroom conditions (Macalister & Nation, 2020).

The success of group work may depend on environmental factors, and the choice of an activity also relies on them. However, if the technique or activity does not work well, it is

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essential to look at this factor to see whether it needs to be changed in order for the activity to succeed. "For example, group work might not be successful simply because the learners are not sitting in a good group work arrangement. Changing the seating arrangement could make the activity successful" (Macalister & Nation, 2020, p.230).

3.5. The Gap between Policy and Practice

Educational institutions are required to follow official national language policies set by the government. However, because ESL and EFL are taught in such a wide variety of settings, it is almost impossible for publishers to create a perfect-fit textbook for every classroom. This mismatch is often why teachers find themselves at odds with ministries of education regarding curriculum goals and testing methods (Brown, 2000).

According to Kalyanpur et al. (2023), there is a significant misalignment between the theoretical aims established in the curriculum framework and the practical content found in the textbook, as well as their implementation through a suitable pedagogical process which occurs when teachers adapt and deliver these materials in the classroom to fit practical realities. In Rizky and Amal's study (2025), as one participant in their study noted during the interview process, "The new curriculum is good, but we still don't really understand how to apply it in large classes with limited time" (p.108). This observation highlights a major gap: teachers might agree with the curriculum's goals, but they struggle to put them into practice because of their actual working conditions. It suggests that a good curriculum isn't enough if it doesn't account for crowded classrooms and restricted lesson time. Essentially, the problem isn't that teachers are unwilling to change; rather, they haven't been shown how to make these new methods work in the difficult, high-pressure environment they face every day.

Conclusion

To conclude, textbooks serve as pedagogical tools that provide structure and support; they also present limitations that may lead to a lack of creativity in educators if they rely

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completely on them without critical thinking. The effectiveness of a resource such as a textbook depends on finding the best fit for both teachers and learners. This requires a range of options in the utilization, involving strategies such as omitting, changing, or replacing content to meet specific learner needs.

Furthermore, because no single textbook is appropriate for every context, the process of evaluation is essential for measuring and making judgments about the usefulness and effectiveness of written materials for their users. Ultimately, it is crucial to understand the principles of materials development because these principles directly contribute to the quality of the learning process. It is clear that teachers are not only passive implementers of the materials prescribed by the curriculum. Instead, they are active decision-makers and critical thinkers whose perceptions, shaped by prior schooling, professional beliefs, and contextual factors, determine how a textbook is mediated in the classroom.

Classroom implementation puts into practice ideas, decisions, and activities which are shared between teachers and learners in the classroom environment. Teachers adopt strategies to implement materials in order to suit learners' needs through adaptation or supplementation. Also, the process of monitoring the use of teaching materials aims to ensure the best use of these materials through forms that document how they are implemented and how the curriculum is planned as a theoretical foundation that translates into practical classroom realities, besides the gap between what is established in the curriculum framework as a policy that should be followed and what should be implemented.

Chapter Two

Chapter Two: Research Methodology

Introduction

This chapter outlines the methodological framework adopted in the present study, which investigates teachers' perceptions and their classroom implementation practices in relation to *My Book of English* in first-year middle school classrooms. It provides the research design and approach in detail. The chapter also describes the study's population procedures and sampling. It clarifies the utilized data gathering methods and the data arrangement procedures employed to ascertain the results.

Additionally, the research work outlines the ethical compliance that was followed to carry out. The aim of this chapter is to provide a clear and systematic account of the methodological procedures adopted for carrying out the research. The chapter enhances the transparency, rigor and validity of the study.

2.1. Research Design and Approach

This study adopted a qualitative descriptive research design, as it sought to explore and gain an in-depth understanding of teachers' perceptions and their actual classroom practices. Qualitative approach is especially suitable for this purpose as it allows to collect in-depth and contextual data on the teachers' experiences, beliefs and instructions. In addition, the study involved classroom observations, teachers' interview and document analysis were comparative between the textbook sequences and the didactic guide's content, allowing for methodological triangulation. This triangulation enhances the validity and credibility of the findings by enabling the comparison of teachers' self-reported practices with their observed classroom behaviors.

2.2. Population and Sampling

The target population for this study comprised English language teachers working in first-year middle school classrooms in the regions of Ghardaïa and Berriane, Algeria. These teachers were directly involved in the implementation of *My Book of English*, which made

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them the most appropriate participants for the investigation. A purposive sampling technique was adopted, whereby eight teachers were selected and participated in the study based on their relevance to the research objectives and their direct experience with the phenomenon under investigation. The case study was conducted in five middle schools, whose names are respectively: Ahmed Herouini, Mohammed Boudiaf, Ourida Meddad at Ghardaia province, Abou El Yakadan and, Metalag Metalag at Berriane.

2.3. Data Collection Methods

Data were collected using qualitative primary data collection methods such as classroom observation checklist, teachers' interview, and document analysis to achieve deep and comprehensive insights into teachers' perceptions and classroom implementation practices of *My Book of English* in first year middle school classrooms.

2.3.1. Classroom Observation

A structured classroom observation checklist was employed to examine actual teaching practices in relation to *My Book of English* by using Likert scale to measure frequency. Each teacher was observed during at least two classroom sessions in order to ensure a more reliable and comprehensive understanding of instructional practices. Through this observation, the degree to which teachers followed, adapted, or supplemented the activities and pedagogical guidance provided in *My Book of English* was examined. In addition, teachers' reliance on alternative instructional materials was explored, along with their adaptation practices, instructional strategies, and the level of learner engagement during classroom activities. Field notes are also taken to capture contextual details that cannot be reflected in the checklist alone.

2.3.2. Teachers' Interview

The semi-structured interviews were conducted with eight teachers, with the sample equally distributed between the two study sites: four teachers from Ghardaïa and four

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teachers from Berriane, selected from five different middle schools of Ahmed Herouini, Mohammed Boudiaf, Ourida Meddad at Ghardaia province, Abou El Yakadan, Metalag Metalag at Berriane in order to ensure richer and more comprehensive data collection and to accommodate participants' preferences and availability. The interview aimed to explore teachers' perceptions of *My Book of English* and to understand current classroom practices in relation to its use in first-year middle school classrooms. In particular, it sought to investigate the reasons behind the non-use of the textbook and to identify the alternative resources or guides used in practice.

The interview also aimed to collect qualitative data that provide insights into the relationship between the intended curriculum and actual classroom implementation. The interviews were not conducted face to face; they were written because the majority of teachers stated they could not answer them in one meeting due to time constraints. Therefore, copies of the interview questions were printed and distributed to the teachers over two days. After a while, the copies were collected from all the teachers and were analyzed.

2.3.3. Document Analysis

Document analysis was conducted in a comparative manner between the sequences presented in the textbook and the content of the teacher's guide, in order to identify similarities, differences, and the extent of alignment between both instructional documents.

2.4. Data Analysis Procedures

The data collected in this study were analyzed using qualitative procedures in order to provide an in-depth understanding of teachers' perceptions and classroom implementation practices regarding *My Book of English*. Classroom observation data followed a qualitative content analysis approach focused on patterns of textbook used, adaptation, supplementation and/or non-use during instruction. The focus of the study was to analyze the teaching strategies, instructional materials, and levels of learners' engagement observed in the

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classroom. Field notes were also included to enhance and back up the observation data interpretation.

The analysis of interview data followed a thematic analysis approach, whereby the written interviews were transcribed, carefully read, and systematically coded. Similar codes were then grouped into broader categories and themes that reflect teachers' perceptions, reasons for non-use of the textbook, and the alternative instructional practices they employ in classroom settings. Furthermore, document analysis data followed a qualitative content analysis approach and was conducted by comparing the sequences of *My Book of English* with the content of the teacher's guide. This comparative analysis aimed to identify areas of alignment and mismatch between the two documents and to better understand how curricular intentions are translated into classroom practice. Finally, data triangulation was applied by comparing findings from observations, interviews and document analysis in order to enhance the credibility and validity of the study's results.

2.4.1. Transcription and Data Preparation

All qualitative data were collected using the classroom observation checklist and its field notes, teachers' interview and document analysis to provide a comprehensive understanding of classroom practice. The collected data were transcribed and then organized for analysis. All data underwent the necessary organization, analysis, and coding in order to get themes and patterns and prepared the data for thematic analysis and supported the reliability and validity of the study through data triangulation.

2.4.2. Coding and Categorization

The process of coding and categorization was used to structure the collected qualitative data after its transcribing phase. Coding included identifying significant statements, recurring ideas, common themes, and other patterns in both observations made during classes and teachers' interviews. Responses and actions that shared similarities were

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grouped into broader thematic categories, such as textbook use, curriculum alignment, teaching practices and official instructional guidance. This process helped organize the data into meaningful themes, allowing for clearer interpretation and comparison of findings across different participants and classroom contexts.

2.4.3. Content Analysis

A qualitative method of content analysis was applied in the case of classroom observation checklist and document analysis in order to analyze the actual teaching practices and instructional materials. This process allowed for an objective interpretation of the data and helped compare what was planned in the official documents with what was actually implemented in the classroom.

2.4.4. Thematic Analysis

Thematic analysis was conducted on the teachers' interview data specifically for extracting repeated patterns, viewpoints, and themes. The process of thematic analysis helped in the systematic interpretation of teachers' experiences to gain a better understanding of the factors that influence their instructional decisions.

2.5. Ethical Considerations

The study was conducted under the principles of ethical research in education. Before starting the data collection, the relevant school authorities were formally asked for permission. All the teachers took part by giving their consent. The participants were thoroughly informed about the objectives of the study and of the nature of their participation. Throughout the research process, their confidentiality and anonymity were maintained strictly. They were allocated codes, teachers (A), (B), (C), (D), (E), (F), (G), (H) instead of their actual names. All the data that had been collected were used solely for research purposes, and kept safely to ensure privacy of information.

Conclusion

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This chapter has presented the methodological framework adopted in the study, including the research design, population and sampling, data collection methods, data analysis procedures, and ethical considerations. A qualitative descriptive approach was employed in order to gain an in-depth understanding of teachers' perceptions and classroom implementation practices related to *My Book of English* in first-year middle school classrooms. The research involved collecting data from different sources, such as classroom observation, teachers' interview, and document analysis, to acquire a better understanding of the situation. The methods described in this chapter allowed for the uniform collection and analysis of data and ensured compliance with ethical standards. The following chapter will present and analyse the findings obtained from the fieldwork.

Chapter Three

Chapter Three: Findings and Discussion

Introduction

This chapter reports the results of the classroom observation checklists, which examined teachers' instructional practices, and learners' engagement during classroom activities which was observed by attending two sessions for each teacher across different middle schools. Results were also derived from teachers' interviews that explored perceptions, experiences, attitudes toward the use of the prescribed textbook, instructional decisions regarding curriculum use and instructional materials as well as document analysis which provided a comparative examination of the textbook sequences and the didactic guide's content.

The chapter presents the findings derived from these three data collection tools in order to address the research questions comprehensively. With the aid of qualitative content analysis and thematic analysis, the data have been categorized into meaningful themes that reveal the extent to which *My Book of English* is utilized in classroom practices, its relationship to the official curriculum, and the factors influencing its implementation by providing a deeper understanding of the textbook's role within first-year middle school English language teaching.

3.1. Overview of Collected Data

The data were collected over three weeks from five middle schools which were in Berriane and Ghardaia province. The study consisted of three main tools to collect data which include first classroom observation checklists, semi-structured teachers' interviews, and documents analysis. Two sessions were observed focusing on teachers' instructional practices, and the extent to which teachers followed the activities and educational guidelines outlined in *My Book of English*, how they adapt and supplement them, and how they enrich these activities.

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Furthermore, it explored the extent to which teachers rely on alternative teaching materials, their adaptation practices, their teaching strategies, and the level of learner engagement during classroom activities. Teachers' interviews offered in-depth insights into their perceptions, attitudes, and instructional decisions regarding curriculum use and instructional materials. In addition, document analysis of the textbook's sequences and the Didactic Guide's content helped to examine the intended curriculum and its alignment with classroom practice. Together, these sources provided a comprehensive dataset that enabled a detailed and reliable analysis of teaching practices and curriculum implementation.

Tools	Purpose	Participants	Period
Classroom Observation Checklist	To observe teachers' instructional practices and learners' engagement during classroom activities	8 Teachers	Three weeks
Teachers' Interview	To explore perceptions, experiences, and attitudes toward the use of the prescribed textbook, instructional decisions regarding curriculum use, and instructional materials	8 Teachers	After observation
Document Analysis	To compare between the textbook sequences and the Didactic Guide's content in order to identify similarities, differences, and the extent of alignment between both instructional documents.	/	After interview

Table 01: Data Collection Methods (prepared by the researchers)

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3.2. Analysis of Classroom Observation Checklists

Teachers	Section (I)	Section (II)	Section (III)	Section (IV)	Section (V)
(A)	Not observed	Rarely/ Consistently observed	Most consistently observed	Consistently observed	Consistently observed
(B)	Not observed	Rarely/ Consistently observed	Most consistently observed	Consistently observed	Consistently observed
(C)	Not observed	Rarely/ Consistently observed	Most consistently observed	Consistently observed	Most consistently observed
(D)	Not observed	Rarely/ Consistently observed	Most consistently observed	Consistently observed	Most consistently observed
(E)	Not observed	Rarely/ Consistently observed	Most consistently observed	Consistently observed	Most consistently observed
(F)	Not observed	Rarely/ Consistently observed	Most consistently observed	Consistently observed	Most consistently observed
(G)	Not observed	Rarely/ Consistently observed	Most consistently observed	Consistently observed	Most consistently observed
(H)	Consistently observed	Mostly not observed	Not/Sometimes observed	Consistently observed	Consistently/ Sometimes observed

Table 02: Analysis of Classroom Observation Checklists (prepared by the researcher)

Chapter Three: Findings and Discussion

3.2.1. Presence / Absence of Textbook Use

The results of the observations of the teachers (A), (B), (C), (D), (E), (F), (G) show that the textbook is not actually integrated into classroom practice at the level of use and organization, and this is compensated for by the official curriculum and alternative teaching materials, which reflects the dominance of the “applied curriculum” in contrast to the clear marginalization of the textbook in the educational reality. However, there is an exceptional case, as it was observed that the teacher (H) actually uses the textbook during lessons, uses its activities and content, and follows its structure to some extent. They confirmed that the textbook is present and integrated into their classroom practices. Taken this case into consideration, this indicates that the textbook plays an effective role in delivering lessons.

3.2.2. Alignment with the Intended Curriculum "Textbook"

The overall results among teachers (A), (B), (C), (D), (E), (F), (G) indicate a clear discrepancy between the textbook and classroom practice, along with a high degree of alignment between classroom practice and the official curriculum. First, lesson objectives do not directly align with those of the textbook, primarily because teachers do not rely on the textbook for their planning and teaching. Instead, lesson objectives are derived from the official curriculum and the instructional guide, which constitute the main pedagogical reference. Second, there is a deliberate discrepancy between classroom practice and the objectives specified in the textbook. This discrepancy is not arbitrary but rather guided by official instructions. Teachers reported that inspectors directed and advised them to prioritize the official curriculum over the textbook. Third, the content taught does not differ from the sequence outlined in the textbook in terms of topics, but rather in terms of structure, organization, method, and objective. Most teachers were observed to follow the topics of the textbook but not its structure (planning), instead relying on the structure outlined in the official curriculum through the didactic guide. Finally, despite not using the textbook, most

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teachers adhere closely to the official curriculum objectives. All teaching decisions, from lesson planning to activity selection, are geared towards achieving the curriculum objectives, not those of the textbook.

However, teacher (H) offers a different perspective. She observed that the lesson objectives perfectly matched those of the textbook, and that the lessons did not deviate from them. Furthermore, unlike the other participants, she did not primarily follow the official curriculum objectives, basing her teaching on the objectives outlined in the textbook itself. This indicates that, in her case, the textbook remains the central educational resource guiding both planning and instruction.

Overall, these findings demonstrate that while the textbook is largely marginalized and replaced by the official curriculum and teaching guide in most classrooms, it can still serve as a central teaching tool in exceptional cases where it is fully integrated into classroom practice.

3.2.3. Adaption and Supplementation of the Textbook

The overall results show that teachers (A), (B), (C), (D), (E), (F), (G) adopt a flexible and adaptive teaching approach, heavily influenced by learner needs and the formal curriculum rather than the textbook. These results confirm a significant pedagogical shift from textbook reliance to a curriculum-based, resource-rich approach that prioritizes adaptation, simplification, and learner-centered strategies, relying primarily on instructional guides and supplementary materials. The textbook plays a limited or marginal role in classroom practice. However, teacher (H) was observed to occasionally simplify curriculum tasks to suit learner levels and occasionally add supplementary materials related to the textbook content. She also reported expanding on textbook tasks with additional explanations and practices, rather than abandoning them. Unlike most teachers, she does not rely on alternative materials as her primary resource. Importantly, she does not completely omit the

Chapter Three: Findings and Discussion

textbook content in favor of alternative pedagogical sequences, indicating that the textbook still plays a central role in her teaching practice.

These findings reveal two contrasting practices. The dominant pattern shows a clear shift from textbook reliance toward curriculum-based planning and alternative resources. In contrast, the exceptional case demonstrates that textbooks can still be effectively integrated into teaching when adapted, expanded, and combined with other resources, rather than replaced.

3.2.4. Instructional Use of the Book/Teaching Materials

The overall findings from most teachers (A), (B), (C), (D), (E), (F), (G) indicate that classroom interaction is active and well-organized, but remains largely independent of the textbook. Teachers consistently use alternative teaching resources instead of the textbook, with the didactic guide, flashcards, visual aids, worksheets, and digital resources playing a key role in lesson delivery. When explaining language content, such as vocabulary and grammar, most teachers rely on a variety of teaching methods, including flashcards, real-life examples, and situational contexts. All these resources are used to simplify and clarify complex concepts for the learner. Questioning practices are more closely linked to the formal curriculum and teacher-designed activities than to the textbook content. Teachers guide learners to ask questions regularly to guide and support learning, check understanding, and reinforce key concepts derived from the curriculum and didactic guide. In addition, classroom teaching strategies address monitoring learner comprehension. Teachers continuously check learners' understanding of instructions and directions, especially when a variety of materials are used during lessons. Instructional guidelines primarily focus on activities derived from the instructional guide or supplementary worksheets, rather than textbook-based tasks. The textbook is rarely used as a reference for classroom activities. Finally, teachers provide continuous feedback during classroom activities to support learners, correct their errors, and

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enhance their engagement. This feedback is integrated into interactive tasks that utilize alternative materials.

In contrast, teacher (H) was observed to consistently refer to, explain, and use the textbook during her teaching. Her questions, vocabulary explanations, task directions, and feedback are all directly based on the textbook content rather than the official curriculum. She also reported checking learners understanding, guiding them through textbook activities, and providing classroom feedback based on the textbook itself. This indicates that, in her practice, the textbook serves as the central instructional reference, shaping both lesson content and classroom interaction.

Overall, these findings confirm that classroom practice is highly interactive and resource-rich, but primarily relies on the official curriculum and supplementary materials. The textbook plays a minimal or almost non-existent role in guiding instruction, while teachers rely on a flexible, multi-resource approach to support learners learning.

3.2.5. Learner Engagement During Classroom Activities

Overall, all teachers received high ratings, with some variation in the consistency of classroom observations, and learners were engaged in the learning process. These indicators were consistently observed with teachers (A) and (B). Learners regularly answered the teacher's questions about the materials used, actively participated in pair and group work, asked clarifying questions, and discussed in class using English during activities. The classroom environment likely demonstrated a high degree of learner interaction, with learner actively responding to the instructional materials.

Teachers (C), (D), (E), (F), and (G) exhibited largely consistent observed behaviors. Learners typically participated in activities, whether through asking questions, engaging in pair and group work, or participating in classroom discussions. They also demonstrated engagement in using English in tasks, even if their use was not always consistent across

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activities. Overall, the level of engagement was positive but varied slightly from lesson to lesson and from class to class. Teacher (H), however, showed an inconsistent pattern of observation, ranging from consistent to sometimes. Learner engagement in answering questions, participating, and using English varied across different activities. Sometimes learners were highly engaged, and at other times their engagement or participation was limited. This indicates a variation in the level of classroom interaction.

Overall, observations suggest that learners are active and engaged during classroom activities, such as answering questions, working in groups, and completing tasks in English. However, the level of consistency varies among teachers, ranging from strong and sustained engagement in some classes to fluctuating participation in others. This suggests that while interactive learning is generally present, its intensity and consistency depend on classroom practices and teaching methods.

3.3. Teachers' Interview Analysis

Themes	Descriptions
Institutional influence on teaching practices	Inspectors and policies shape teaching decisions
Marginalization of the prescribed textbook	Limited textbook use in practice
Reliance on alternative teaching materials	Teachers depend on supplementary materials
Perceived limitations of the textbook	Design and content weakness reduce effectiveness
The necessity to improve the textbook	Revised textbook could regain usefulness
Curriculum/practice gap	A broader discrepancy between the intended curriculum "Textbook" and the implemented curriculum "Actual classroom practices"

Table 03: Teachers' Interview Analysis (prepared by the researcher)

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3.3.1. Institutional Influence on Teaching Practices

According to teachers (A), (B), (C), (D), (E), (F), (G), their classroom practices are strongly shaped by institutional directives, particularly inspector's instruction the prioritize the official curriculum and the didactic guide over the prescribed textbook. This external guidance significantly reduces the textbook's role in teaching. *"The inspector advised and guided us to follow the curriculum and the didactic guide rather than depend on the textbook" Teacher (F).*

3.3.2. Marginalization of the Prescribed Textbook

The textbook is hardly useable at all in the real classroom situation. Generally, teachers (A), (B), (C), (D), (E), (F), (G), consider the textbook either a secondary or neglected resource. Lesson planning, and implementation, based mainly on the curriculum requirement rather than the textbook content. *"I do not use or follow the prescribed textbook in my teaching, instead I follow the steps of the curriculum to organize and prepare my lessons" Teacher (C).*

3.3.3. Reliance on Alternative Teaching Materials

Teachers (A), (B), (C), (D), (E), (F), (G), frequently use supplementary material such as the didactic guide, worksheets, flashcards, visual aids. These resources are viewed as more practical, adaptable and effective for improving learners understanding, engagement and vocabulary acquisition. *"I prefer using flashcards and visual aids because they simplify lessons and motivate learners" Teacher (G).*

"I use the didactic guide of english and worksheets, these materials help me a lot to simplify lessons to my learners" Teacher (A).

Even in the exceptional case of Teacher (H), who was observed to be using the textbook in her classroom practice, she stated in the interview that she uses supplementary

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materials and other sources. *"I use flashcards, worksheets, posters... because they are helpful in terms of size and attraction and more efficient for the learners"* Teacher (H).

3.3.4. Perceived Limitations of the Textbook

The teachers (A), (B), (C), (D), (E), (F), (G) noticed multiple limitations of the textbook which does not conform to the curriculum objectives, difficult language, inappropriate difficulty level, and overuse of time-consuming activities. Due to these limitations, textbooks are not regularly utilized and are dismissed. *"I think they should change all the textbook, because it did not align and follow the curriculum"* Teacher (B).

"Must the textbook align with the curriculum to facilitate our work" Teacher (C).

"I simplify the new lexis because it is difficult for the learners and the textbook is too advanced for their level" Teacher (D).

3.3.5. The Necessity to Improve the Textbook

Some teachers, (F), (E) seem to think that textbooks are useful if they are revised despite the lots of critiques. Improvements were suggested: better curriculum alignment, simplified language, and a better design. This suggests that teachers do not reject entirely the textbook concept, but rather its current form. *"The textbook could be more useful if it were simplified, better organized and adapted to the curriculum objectives"* Teacher (F).

"If the content were clearer and more suitable for learners' level, i would consider using it more frequently" Teacher (E).

3.3.6. Curriculum / Practice Gap

The findings reveal a broader discrepancy between the intended curriculum (represented by the textbook) and the implemented curriculum (actual classroom practices). Teachers adapt their methods according to practical realities, institutional expectations, and learner needs rather than relying strictly on prescribed textbook. *"What is planned in the*

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textbook does not always match the realities of our classroom practices, so we adapt our teaching to what learners actually needs" Teacher (B).

"There is a difference between the textbook content and what we are expected to implement through the curriculum and the didactic guide" Teacher (C).

"The textbook does not match the didactic guide content of English language" Teacher (A).

From the thematic analysis of the interviews carried out among teachers, it reveals that the textbook plays a very minimal part in teaching activities, partly because of institutional guidance and also because of pedagogical reasons. It has been noted that decisions made by teachers on their modes of instruction are majorly driven by the advice given by inspectors and other curriculum considerations. As such, teachers emphasize the curriculum and the didactic guide more than the textbook. This institutional guidance, combined with the textbook's perceived limitations such as complexity, misalignment, and impracticality has contributed to its marginalization. This has led to the use of alternatives resources that more accurately address learners' learning needs and classroom realities. This has been possible due to an adaptive and flexible method of instruction.

However, it is clear that there exists a significant gap between the intended curriculum "Textbook" and the implemented curriculum. The important point here is that the results do not reject the textbook as an educational tool rather, it indicates that the problem lies in its current design and structure, with appropriate revisions, including better curriculum alignment and simplified content, the textbook can actually become useful once again. Overall, the study highlights the need for educational materials to be both institutionally coherent and practically adaptable to ensure effective classroom implementation.

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4.1. Comparative Analysis between Textbook Sequences and Didactic Guide's Content

Theme	Textbook	Didactic Guide
Sequences (Themes)	Three sequences: Habits & preferences, school life, past holidays & trips	Same sequences
Sequence Organization	Devided into sections, situations and sessions	Organized into integrated sequences
Structure	Based on classroom teaching steps and lesson progression	Based on learning outcomes and competencies
Objectives	Focus on how to teach step by step guidance	Focus on what learner should achieve
Activities	Pre-designed, sequential activities (listen,read,write...)	No imposed activities
Teaching Approach	Structured and directive	Competency-Based Approach (CBA)
Flexibility	Fixed sequence and rigid progression	Flexible planning and adaption
Skills Integration	Skills taught separately	Skills integrated within one context
Grammar Teaching	Explicit rules and examples	Contextualized within communication
Interaction	Activities exist but lack of pedagogical guidance	Encourages interaction, group work, participation
Assessment	Self-assessment only	Continuous assessment with feedback
Nature of Content	Practical, detailed, classroom oriented	Theoretical, methodological, general
Function	Tool of classroom implementation	Reference for planning and orientation

Table 04: Comparative Analysis between Textbook Sequences and Didactic Guide's Content

(prepared by the researcher).

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My Book of English and the Didactic Guide are two essential educational resources used in first-year middle school English language teaching. While the Didactic Guide is developed within the framework of the national curriculum and reflects its official pedagogical orientations, The textbook serves as supporting classroom resource, although the extent to which it is relied upon may vary depending on teachers' classroom practices. The textbook provides organized sequences, lessons, and activities that structure daily instruction.

In contrast, the Didactic Guide functions primarily as an official pedagogical reference for teachers, offering curriculum guidelines, instructional orientations, and educational objectives. According to the Didactic Guide of English for Middle School (Ministry of National Education, Algeria), elaborating the didactic guide for the first year of middle school (M.S.1) is crucial as it has become one of the essential documents in education. as a matter of fact, it is a reference document for practitioners. it is developed to align with the competency-based approach and serve as a comprehensive resource designed to support practitioners in delivering the yearly syllabi effectively ensuring consistency and enhancing learner-centered teaching practices. it aims at providing clear strategies and methods tailored to the specific needs of middle school learners and the characteristics of their age group.

Together, these resources play significant roles in the educational process, each contributing differently to the planning and implementation of English language instruction. Understanding their content and organization is essential for examining how teaching practices are structured within the educational system.

The comparative analysis of the textbook sequences and the guide's content reveals similarities in themes. Both books contain three similar sequences, sequence one: habits and preferences, sequence two: school life, sequence three: past holidays and trips, meaning there is an overlap in general themes. However, the textbook divides the sequences into sections and each section there is situations, in each situation there is "sessions", while the guide

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organizes and integrates them into sequences. There are also clear differences in structure (planning), teaching methods, organization, and objectives. In the textbook, the structure is based on a practical pedagogical sequence, outlining how the sequence is taught within the classroom. Therefore, it is divided into lessons and activities, such as listen and interact, listen and consider, read and interpret, write together and write alone. Its aim is to guide the teacher step-by-step in teaching and to demonstrate how to teach through pre-prepared, sequential activities.

In contrast, the didactic guide's structure is based on learning outcomes and competencies, such as interact orally, interpret a written message, ask and answer written questions and write a simple written message. Its aim is to define what the learner should acquire by the end of the learning process without imposing a specific teaching method or focusing on the details of classroom activities. Consequently, the guide clarifies what the learner should learn, but not necessarily how to achieve it. The didactic guide is a theoretical and methodological reference that focuses on the competency-based approach. It advocates learner-centered teaching, integrating skills (listening, speaking, reading, and writing) within a single context, while emphasizing flexibility in planning, continuous assessment, and the use of strategies such as scaffolding, group work, and differentiation based on learner level.

In contrast, the textbook relies on a fixed and sequential organization of sequences, with lessons presented as specific steps, making learning more directed and less flexible. Furthermore, skills in the textbook are often presented separately (each skill in its own section), whereas the guide emphasizes their integration. Similarly, grammar is presented directly in the textbook (rules and examples), while the guide recommends teaching them within a communicative context. Regarding interaction, the guide encourages participation, communication, and group work, while the textbook provides activities (games, songs) but without clear guidance on how to use them pedagogically. Finally, in terms of assessment, the

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guide advocates for continuous evaluation and feedback, while the textbook relies solely on self-assessment activities such as "Now I Can."

In general, it appears that the guide grants teachers greater freedom in choosing the methods and tools to achieve learning outcomes and competencies, while the textbook is more structured but less flexible. This may explain why some teachers tend to rely more on the guide and curriculum than solely on the textbook. This comparison reveals that the difference between the textbook sequences and the content of the didactic guide is not merely a difference in form, but a profound difference in the nature of the content, function, and level of detail.

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Book Contents

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<p>Sequence 1</p> <p>Habits and Preferences</p> <p>P. 11</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #f4a460; color: white;"> <th style="width: 15%;">Sections</th> <th style="width: 65%;">Lessons</th> <th style="width: 20%;">Pages</th> </tr> </thead> <tbody> <tr> <td rowspan="6" style="text-align: center; vertical-align: middle;">SECTION 1 My Habits</td> <td>PROJECT ANNOUNCEMENT MY PORTFOLIO GET READY</td> <td>11 12</td> </tr> <tr> <td>LISTEN AND INTERACT</td> <td>13</td> </tr> <tr> <td>LISTEN AND CONSIDER</td> <td>16</td> </tr> <tr> <td>READ AND INTERPRET</td> <td>21</td> </tr> <tr> <td>WRITE TOGETHER</td> <td>23</td> </tr> <tr> <td>WRITE ALONE</td> <td>24</td> </tr> <tr> <td rowspan="6" style="text-align: center; vertical-align: middle;">SECTION 2 My Preferences</td> <td>LISTEN AND INTERACT</td> <td>26</td> </tr> <tr> <td>LISTEN AND CONSIDER</td> <td>30</td> </tr> <tr> <td>READ AND INTERPRET</td> <td>33</td> </tr> <tr> <td>WRITE TOGETHER</td> <td>35</td> </tr> <tr> <td>WRITE ALONE</td> <td>36</td> </tr> <tr> <td>CHECK YOUR PROGRESS</td> <td>38</td> </tr> </tbody> </table>	Sections	Lessons	Pages	SECTION 1 My Habits	PROJECT ANNOUNCEMENT MY PORTFOLIO GET READY	11 12	LISTEN AND INTERACT	13	LISTEN AND CONSIDER	16	READ AND INTERPRET	21	WRITE TOGETHER	23	WRITE ALONE	24	SECTION 2 My Preferences	LISTEN AND INTERACT	26	LISTEN AND CONSIDER	30	READ AND INTERPRET	33	WRITE TOGETHER	35	WRITE ALONE	36	CHECK YOUR PROGRESS	38
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<p>Sequence 2</p> <p>School Life</p> <p>P. 39</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #90ee90; color: white;"> <th style="width: 15%;">Sections</th> <th style="width: 65%;">Lessons</th> <th style="width: 20%;">Pages</th> </tr> </thead> <tbody> <tr> <td rowspan="6" style="text-align: center; vertical-align: middle;">SECTION 1 My School</td> <td>GET READY</td> <td>39</td> </tr> <tr> <td>LISTEN AND INTERACT</td> <td>41</td> </tr> <tr> <td>LISTEN AND CONSIDER</td> <td>44</td> </tr> <tr> <td>READ AND INTERPRET</td> <td>48</td> </tr> <tr> <td>WRITE TOGETHER</td> <td>49</td> </tr> <tr> <td>WRITE ALONE</td> <td>50</td> </tr> <tr> <td rowspan="6" style="text-align: center; vertical-align: middle;">SECTION 2 My School Life</td> <td>LISTEN AND INTERACT</td> <td>51</td> </tr> <tr> <td>LISTEN AND CONSIDER</td> <td>53</td> </tr> <tr> <td>READ AND INTERPRET</td> <td>57</td> </tr> <tr> <td>WRITE TOGETHER</td> <td>59</td> </tr> <tr> <td>WRITE ALONE</td> <td>61</td> </tr> <tr> <td>CHECK YOUR PROGRESS</td> <td>63</td> </tr> </tbody> </table>	Sections	Lessons	Pages	SECTION 1 My School	GET READY	39	LISTEN AND INTERACT	41	LISTEN AND CONSIDER	44	READ AND INTERPRET	48	WRITE TOGETHER	49	WRITE ALONE	50	SECTION 2 My School Life	LISTEN AND INTERACT	51	LISTEN AND CONSIDER	53	READ AND INTERPRET	57	WRITE TOGETHER	59	WRITE ALONE	61	CHECK YOUR PROGRESS	63
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	WRITE ALONE	88																												
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Figure 01: Book Contents of My Book of English

Source: Ministry of National Education. (2025/2026). My Book of English: Middle

school – Year One (p. 7).

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Topics and Learning Outcomes

Year 1	
SEQUENCE	LEARNING OUTCOMES
① <i>Habits and Preferences</i>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Interact orally and produce an oral message of a predominantly descriptive type describing habits and preferences. <input checked="" type="checkbox"/> Ask and answer oral questions about someone’s habits and preferences. <input checked="" type="checkbox"/> Interpret a written message of a predominantly descriptive type about habits and preferences and identify the text type, its features and characteristics. <input checked="" type="checkbox"/> Describe habits and preferences. <input checked="" type="checkbox"/> Ask and answer written questions about someone’s habits and preferences. <input checked="" type="checkbox"/> Write a simple written message of a predominantly descriptive type about someone’s habits and preferences using the reading message as a model and the writing skills.
② <i>School Life</i>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Interact orally and produce an oral message of a predominantly descriptive type about school life. <input checked="" type="checkbox"/> Ask and answer oral questions about school life. <input checked="" type="checkbox"/> Interpret a written message of a predominantly descriptive type about school life and identify the text type, its features and characteristics. <input checked="" type="checkbox"/> Describe school life. <input checked="" type="checkbox"/> Ask and answer written questions about school life. <input checked="" type="checkbox"/> Write a simple written message of a predominantly descriptive type about school life using the reading message as a model and the writing skills.
③ <i>Past Holidays and Trips</i>	<ul style="list-style-type: none"> <input type="checkbox"/> Interact orally and produce an oral message of a predominantly narrative type about past holidays and trips. <input type="checkbox"/> Ask and answer oral questions about past holidays and trips. <input type="checkbox"/> Interpret a written message of a predominantly narrative type about past holidays and trips and identify the text type, its features and characteristics. <input type="checkbox"/> Tell about past holidays and trips. <input type="checkbox"/> Ask and answer written questions about past holidays and trips. <input type="checkbox"/> Write a simple written message of a predominantly narrative type about past holidays and trips using the reading message as a model and the writing skills.

Table1: Topics and Learning Outcomes–Year 1

Figure 02: Topics and Learning Outcomes – Year 1

Source: Ministry of National Education & National Curriculum Council. (2025).

Didactic guide of English: Middle school – Year 1 (p. 32).

4.2. Triangulated Analysis of Findings

The process of triangulation based on the data gathered from observations, teacher interviews, and document analysis shows very high convergence, which proves the presence of an identical pattern concerning the role of *My Book of English* within the framework of instruction in first-year middle school.

4.2.1. Textbook Marginalization

Classroom observations checklists, teacher interviews, and analysis of documents, all three instruments consistently indicate that the prescribed textbook is not the primary instructional resource in actual classroom practice. During observations, it became clear that teachers (A), (B), (C), (D), (E), (F), (G), most of them rarely rely on the textbook instead, they prioritizing curriculum objectives, the didactic guide, and supplementary materials.

In the interviews, teachers (A), (B), (C), (D), (E), (F), (G), indicated that due to institutional guidelines, instructions of inspectors, and pedagogical principles, they prefer not to focus on the textbook.

Analysis of documents showed the difference in methodology between the textbook and the didactic guide, showing that the guide offers greater flexibility and stronger curriculum alignment than the textbook.

4.2.2. Institutional and Pedagogical Alignment

Both observation and interview findings demonstrate that teachers (A), (B), (C), (D), (E), (F), (G) practices are more strongly influenced by official curriculum requirements, didactic guide recommendations, inspector instructions. The analysis of documents also confirmed that the didactic guide is more consistent with the ideas of competence-based education, flexibility, and learner-centered approaches compared to the textbook. Teachers do not reject institutional requirements instead, they adapt their practices to align with curriculum goals, often at the expense of textbook use.

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4.2.3. Flexible and Adaptive Teaching Methods

Across the three tools, there is clear evidence that teachers (A), (B), (C), (D), (E), (F), (G), (H) adopt flexible instructional strategies supplementary worksheets, flashcards, visual aids, digital resources, modified textbook activities. The observation findings highlighted practical adaptation in classroom settings, while interviews explained the reasoning behind these choices. Furthermore, the structure of the guide allows for greater adaptability than the textbook does. This suggests that implemented curriculum is shaped more by classroom realities and learner needs than by textbook prescriptions.

4.2.4. Textbook Limitations as a Common Factor

Interviews identified several perceived weaknesses: complexity, misalignment with the curriculum, limited practicality. Document analysis objectively confirmed these concerns by revealing: A rigid sequencing process, limited flexibility, skills separation, less focus on integrated competencies. The marginalization of the textbook is not just a matter of teacher choice, but rather a result of its weaknesses.

4.2.5. Divergence: Minority Positive Use

A notable divergence appears in the case of teacher (H), whose classroom observations showed successful textbook-centered instruction. This demonstrates that textbooks are not totally useless but that their effectiveness is based on context, the manner of use by teachers, and possibly their redesign.

Overall Triangulated Interpretation shows a huge gap between intended Curriculum represented partly by the textbook, implemented Curriculum guided primarily by curriculum objectives, didactic guide, and adaptive teaching resources. Factors such as institutional requirements, practical classroom realities, and limitations of textbook contribute to this gap. Methodological triangulation proves that the textbook is largely marginalized, teachers prioritize curriculum and didactic guidance, classroom implementation is flexible and learner-

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centered, institutional and pedagogical realities shape teaching more than prescribed textbook structure, the textbook's limitations are both structural and practical with revision and stronger curriculum alignment, the textbook could potentially regain relevance.

4.3. Discussion of Findings in Relation to Theoretical Framework

The findings of this study strongly support teacher cognition theory, which explains how teachers' beliefs and perceptions shape their classroom practices. The limited use of *My Book of English* reflects teachers' views that the textbook is not aligned with curriculum objectives, complexity, and not well adapted to learners' needs. As a result, teachers rely more on educational manuals and alternative resources. Consistent with this theory, teachers have been found to actively adapt, modify, and supplement instructional materials rather than strictly follow them.

This confirms that teachers are not passive users of textbooks, but rather active decision makers who adjust their practices according to the reality of the classroom. Regarding textbook evaluation, the results highlight several limitations of the textbook, including a lack of flexibility, poor alignment with the competency-based approach, and limited practical usability. These issues explain its marginalization in classroom practice.

Finally, the study confirms that there is a clear gap between educational policy and classroom practice, as teachers prioritize practical and contextual needs over prescribed materials. Teachers' cognition plays a decisive role in mediating the use of instructional materials, they also demonstrate that the effectiveness of textbooks depends not only on their design, but also on their alignment with curriculum objectives and their responsiveness to classroom realities. This discussion reinforces the need for educational materials that are both theoretically sound and practically adaptable, ensuring greater coherence between policy, materials, and practice.

4.4. Interpretation and Synthesis of Results

The study was designed to investigate teachers' perceptions and classroom implementation practices in relation to *My Book of English* in first-year middle school classrooms in Ghardaia and Berriane in order to examine the extent to which the prescribed textbook is effectively integrated into teaching practices, assess its alignment with official curriculum objectives, and explore the relationship between intended educational policy and actual classroom realities through classroom observation checklists, teachers' interviews, and document analysis between the textbook sequences and the didactic guide's content.

The overall findings show a clear and consistent pattern across all three tools of data. First, the prescribed textbook occupies a largely marginalized position in most classroom contexts, as teachers tend to prioritize the official curriculum, the didactic guide, and a variety of supplementary teaching resources over direct textbook implementation. Classroom observation results demonstrated that while learner engagement and instructional effectiveness remain generally high, these outcomes are achieved primarily through adaptive, learner-centered teaching approaches rather than through strict adherence to textbook content.

Similarly, teachers interview revealed that marginalization has been greatly influenced by both institutional and pedagogical factors. Institutional guidance, especially from the inspectors' instructions, encourage teachers to concentrate more on curriculum objectives and didactic planning rather than on the reliance of the textbooks. Moreover, teachers found a number of constraints imposed by the book itself, including its complexity, structural rigidity and insufficient alignment with curriculum requirements. Consequently, teachers have increasingly become dependent on alternative teaching materials such as the didactic guide, worksheets, flashcards, visual aids and digital resources to better address learners' needs.

The analysis of documents confirmed these results by identifying considerable methodological and structural differences between the textbook and the didactic guide. While

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the textbook follows a fixed, lesson-based pedagogical sequence, the didactic guide adopts a more competency-based learning approach, flexible, and learner centered framework. These differences help to explain why teachers find the didactic guide more relevant for their teaching practice.

Overall, the findings show that there is a significant gap between the intended curriculum, partially represented by the prescribed textbook, and the implemented curriculum observed in real classroom practices, instructional practices are not shaped only by prescribed materials; on the contrary, they depend on other factors such as institutional guidance, pedagogical practicality, and learners' needs. Even though the textbook is not ignored as an educational resource, its current design and implementation limit its value from a pedagogical relevance.

The three sources clearly show that the success of curriculum implementation does not merely on the prescribed materials but on the coherence between educational policy, teaching resources, and classroom realities. This highlights the need for educational reform to ensure that the textbooks are institutionally appropriate and aligned, pedagogically practical, and adaptable to different types of learners needs. Ultimately, this coherence may improve the textbook's role as a meaningful and functional component of English language teaching in Algerian middle schools.

Conclusion

This chapter presented and analyzed the findings obtained from classroom observations, teachers' interviews, and document analysis. The results revealed that *My Book of English* plays a limited role in actual classroom practice, as teachers rely more on the curriculum, the didactic guide, and supplementary materials. The findings also highlighted the influence of institutional directives, pedagogical considerations, and classroom realities on teachers' practices. In addition, the discussion confirmed a gap between the intended

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curriculum and implemented classroom practice. Overall, the chapter demonstrated the importance of aligning educational materials with curriculum objectives and learners' needs to ensure more effective classroom implementation.

General Conclusion

General Conclusion

This study aimed to investigate teachers' perceptions and classroom implementation practices in relation to *My Book of English* in first-year middle school classrooms in Ghardaia and Berriane. Qualitative research was employed, incorporating classroom observation sessions, teachers' interviews, and comparative document analysis between the textbook sequences and the didactic guide's content. The research sought to evaluate the textbook's pedagogical role, its practical integration into classroom instruction, and its alignment with official curriculum expectations.

The findings consistently revealed that *My Book of English* plays a limited role in most classroom settings. Rather than functioning as the central instructional resource, the textbook is frequently marginalized in favor of the official curriculum, the didactic guide, and various supplementary teaching materials. Teachers' practices are primarily influenced by institutional directives, inspector guidance, and practical pedagogical concerns, which encourage greater flexibility and adaptation than the textbook's rigid structure often allows.

The study also demonstrated that the textbook and the didactic guide have similarities in terms of their thematic content, and they differ in terms of their structure, methodology, and pedagogical orientation. The didactic guide provides a more flexible, competency based and learner centered framework. Whereas the textbook tends to follow a fixed sequential structure that many teachers perceive as less adaptable to classroom realities and learner diversity. These differences contribute substantially to teachers' preference for alternative instructional resources. It is crucial to note that this study does not imply that the textbook has proven to be ineffective. Rather the reasons for its marginalization seem to be primarily related to the issues of curriculum misalignment, complexity, and lack of adaptability. The findings indicate that with certain improvements, textbooks can prove useful once again.

General Conclusion

In conclusion, this study highlights a significant gap between intended curriculum design and implemented classroom practice. It is important to note that effective educational implementation depends not solely on the existence of prescribed materials, effective implementation of an educational program depends on how far such materials fit into institutional objectives, pedagogical realities and learners' needs. Ultimately strengthening the relationship between curriculum policy, didactic guidance and classroom practice is essential educational reforms in Algeria must focus on developing them to become more consistent and realistic in order to ensure the efficient use of textbooks as learning tool.

Summary of Findings

The findings indicated a huge gap between the intended curriculum represented by the textbook and the implemented curriculum observed in classroom practice. Teachers' instructional decisions are shaped more by institutional instructions, practical teaching realities and learner needs than by textbook prescriptions. The study suggests that while the textbook retains potential educational value, significant revisions and modifications are needed to align well with classroom practices.

Limitations of the Study

In spite of the provided valuable insights into teachers' perceptions and classroom implementation practices in relation to *My Book of English*, this study has several limitations that should be acknowledged. Firstly, the study was initiated later than originally planned due to administrative issues, which led to a delay in the research timeline and limited the time available for data collection and analysis. Secondly, a significant issue turned the methodological point of the study. Originally, the study aimed to examine: teachers' perceptions and classroom implementation of the textbook. Since teachers are instructed not to use it, measuring the implementation of something that is not being used cannot be achieved. In fact, this situation was not a problem to be avoided, but rather a phenomenon

General Conclusion

that warranted investigation because it reveals a gap between curriculum design and classroom reality.

Pedagogical Recommendations

Based on the findings of this study, several pedagogical recommendations are suggested for teachers, curriculum designers, and educational authorities. Teachers are recommended to adopt a balanced and flexible approach by integrating "*My Book of English*" with the didactic guide and supplementary materials, rather than quitting it entirely. They should adapt their activities to suit learners' levels through simplification, scaffolding, and learner-centered practices such as interaction and group work. Meanwhile, curriculum designers should ensure greater alignment between the textbook, the official curriculum, and the didactic guide, simplify the content to match learners' abilities, and adopt a more flexible, competency-based design that integrates language skills and provides clear pedagogical guidance for classroom implementation.

In parallel, educational authorities are urged to promote coherence between policies, materials, and practices by providing specialized teacher training, encouraging collaboration among all stakeholders, regularly revising textbooks based on classroom feedback, and providing adequate teaching resources. Overall, improving alignment, flexibility, and ease of practical use is essential to ensure that the textbook functions as an effective and relevant pedagogical tool in real classroom contexts.

Recommendations for Future Research

Future research could expand on this study by exploring across different settings and schools to determine if the findings are universally applicable. It's also beneficial to include a larger number of teachers from diverse backgrounds in these studies, and, importantly, to gather learners' perspectives in order to gain a more comprehensive understanding of textbook effectiveness and classroom practices. In addition, Long-term research (several

General Conclusion

years, for example) could be conducted to examine how teachers' use of *My Book of English* evolves over time, particularly after training or curriculum changes. Comparing different textbooks or educational levels could also help identify the most effective approaches and how they can be improved. Moreover, future research could investigate the impact of textbook use on learners' achievement and language proficiency, as well as explore the role of digital resources and technology in supporting or replacing traditional textbooks in EFL classrooms.

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Appendices

Appendices 1

Classroom Observation Checklist

Observation Context

School:

Class Level:

Teacher Code:

Date & Time:

Number of Students:

Sequence / Unit Theme:

Lesson Topic:

Session Number:

Stage Observed:

Warm-up

Presentation

Practice

Production

Resource Used in This Lesson:

Textbook used

Other materials (specify)

Mixed use

Observation Objective

This observation aims to examine the degree to which teachers follow, adapt, or supplement the activities and pedagogical guidance provided in *My Book of English* during classroom instruction. It also explores teachers' reliance on alternative instructional materials as well as their adaptation practices, instructional strategies, and learner engagement during classroom activities.

Rating Scale

1 = Not Observed

2 = Rarely Observed

3 = Sometimes Observed

4 = Often Observed

5 = Consistently Observed

Appendices

(I). Presence/Absence of Textbook Use

Observed Behaviour	1	2	3	4	5
1. The teacher uses the textbook during the lesson.					
2. The teacher refers to textbook activities or content.					
3. The teacher follows the sequence or structure of the textbook.					
4. The teacher explains or discusses content directly from the textbook.					
5. The textbook is visibly present and integrated into the lesson.					

(II). Alignment with the Intended Curriculum " Textbook "

Observed Behaviour	1	2	3	4	5
6. The lesson objectives align with those of the textbook.					
7. The lesson deviates from textbook objectives.					
8. The content taught differs from the textbook sequence.					
9. The teacher maintains curriculum goals despite not using the textbook.					

(III). Adaptation and Supplementation of the Textbook

Observed Behaviour	1	2	3	4	5
10. The teacher modifies or simplifies the intended curriculum tasks to suit learners' level.					
11. The teacher adds supplementary materials related to textbook content (examples, visuals, worksheets).					
12. The teacher expands textbook tasks with additional explanations or practice.					
13. The teacher relies on alternative materials as the primary instructional source.					
14. The teacher replaces textbook activities with those found in other sources.					
15. The teacher omits textbook content entirely in favor of alternative pedagogical sequences.					

(IV). Instructional Use of the Book/Teaching Materials

Observed Behaviour	1	2	3	4	5
16. The teacher refers to instructional materials (textbook or others) during the lesson.					

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17. The teacher explains vocabulary or language structures using available materials (textbook or others).					
18. The teacher asks questions based on lesson content or activities.					
19. The teacher checks students' understanding of instructions or tasks.					
20. The teacher directs students to follow specific tasks or activities from the materials used (textbook or others).					
21. The teacher provides feedback during classroom activities.					

(V). Learner Engagement During Classroom Activities

Observed Behaviour	1	2	3	4	5
22. Students respond to teacher questions during activities based on the materials used.					
23. Students participate in pair or group work.					
24. Students ask questions or seek clarification.					
25. Students participate actively in classroom discussions.					
26. Students use English during classroom activities based on the materials used.					

(VI). Field Notes

Appendices

Appendix 2

Teachers' Interview

Dear Teacher,

This interview aims to explore teachers' perceptions of *My Book of English* and to understand current classroom practices in relation to its use in first-year middle school classrooms. In particular, it seeks to investigate the reasons behind the non-use of the textbook and to identify the alternative resources or guides used in practice. The interview also aims to collect qualitative data that provide insights into the relationship between the intended curriculum and actual classroom implementation. We would like to express our sincere gratitude for your cooperation and valuable contribution to the enrichment of this research.

Interviewee Code: _____

Date: _____

1. Do you use the textbook in your teaching?

2. How do you usually organize your lessons in relation to the curriculum found in the textbook?

3. Do you use other materials or resources in your lessons? If yes, what are they?

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4. How do these materials help you in teaching compared to the textbook?

**5. What factors influence your decision to use or not use the textbook?
(e.g., student level, time, instructions, personal preference....)**

6. Do official instructions or inspector guidance affect your classroom practices? (If yes, to what extent?)

7. Do you instruct and encourage your students to bring the textbook and use it in the classroom or at home?

8. What changes would you suggest to improve the textbook?

9. Is there anything else you would like to add about your teaching practices or the use of the textbook?

Appendices

Thank you for your cooperation

ملخص

تعد الكتب المدرسية أداة بالغة الأهمية في تدريس اللغات. ويمثل المعلمون الركيزة الأساسية للفصل الدراسي، فهم يؤمنون بهذه الأداة ويتخذون القرارات بشأنها و يفسرونها بناء على معارفهم، مما ينمي لديهم فهما أعمق للكتاب المدرسي وكيفية تطبيقه من خلال استراتيجيات التكيف والاختيار والتكميل، بما يسهم في تلبية احتياجات الطلاب وتحقيق أهداف التعلم. ولأن الكتاب المدرسي المقرر لا يُناسب دائما المعلمين واهتمامات المتعلمين وأهداف المنهج، تهدف هذه الدراسة إلى استقصاء تصورات المعلمين وممارساتهم في تطبيق كتاب " كتابي للغة الانجليزية " للسنة الأولى متوسط في متوسطات أحمد هرويني ومحمد بوضياف و وريدة مداد بمحافظة غرداية، ومتوسطتي أبو اليقظان و الشهيد مطلق مطلق بمحافظة بريان. يستكشف البحث تصورات المعلمين وخبراتهم في استخدام الكتاب المدرسي من حيث المحتوى والتسلسل والأنشطة والبنية وتلبية احتياجات المتعلمين، كما يحلل تطبيق الدروس من خلال تعديل هذا الكتاب وتكييفه، ويحدد المواد التي يعتمدها المعلمون كبديل لكتاب " كتابي للغة الانجليزية". لتحقيق البحث، تم اعتماد منهج وصفي نوعي. جمعت البيانات من ثمانية معلمين من خلال قوائم مراجعة الملاحظة الصفية، والمقابلات شبه المنظمة، وتحليل الوثائق، وإجراءات تحليل البيانات لجمع بيانات وافية. استكشفت النتائج، من خلال مقابلات المعلمين، تصوراتهم وخبراتهم ومواقفهم تجاه استخدام الكتاب المدرسي المقرر، والقرارات التعليمية المتعلقة باستخدام المنهج، والمواد التعليمية. كما تناولت الدراسة تسلسل المدرسي و محتويات الدليل التعليمي بطريقة مقارنة من خلال تحليل الوثائق. وأخيرا، تعرض الدراسة النتائج الرئيسية وتقدم توصيات تربوية للمعلمين ومصممي المناهج والسلطات التعليمية.

الكلمات المفتاحية: الكتب المدرسية، تصورات المعلمين، ممارسات التنفيذ الصفّي، كتابي في اللغة الإنجليزية، تدريس اللغة، السنة الأولى متوسط.