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**Department of English**

**The Challenges Faced by EFL Teachers in Implementing the First-Year  
Middle School English Textbook in Algeria**

*Middle School Teachers of English in Ghardaïa as a case study*

**Dissertation submitted to the University of Ghardaïa for obtaining the Master's  
degree in Didactics.**

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**Declaration of originality**

*“We 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.”*

**Date:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

## **Dedication**

*First and foremost, all praise and gratitude belong to Allah for granting me the strength, patience, and guidance to complete this work.*

*I dedicate this achievement to the soul of my beloved father, may Allah have mercy on him and grant him eternal peace.*

*To my dearest mother, the strongest and most resilient woman I know, who fought and sacrificed endlessly for us. She has always been my greatest source of strength, love, and encouragement throughout every stage of my life. May Allah protect and bless her abundantly.*

*To my beloved sisters and brothers, who have been more than family to me, they have been my unwavering support and my true backbone throughout this journey. In every step I took, they stood by me as my pillar of strength, offering patience, love and encouragement. During moments of doubt and exhaustion, their presence and words lifted me up and reminded me that I was never alone in this path. I am also deeply grateful to my two nephews and four nieces, whose innocence and joy have brought light and motivation into my life. I sincerely cherish their presence and pray that Allah protects them, blesses them, and keeps them safe and happy.*

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*I also dedicate this work to my dear friends, whose kindness, encouragement, and companionship have supported me throughout this path.*

*Finally, I extend my sincere gratitude to everyone who contributed, directly or indirectly, to the completion of this dissertation.*

**- Bouabdelli Ikrame**

## Dedication

*All praise is due to Allah; my journey began and ends with his grace. Without his divine guidance and his infinite mercy, I would not have taken a single step, nor found the resolve to continue.*

*To the man whose name is my honor and my pride. **To my dearest father**, Abdelkader. Wherever your name is whispered, I am filled with the strength and determination to keep moving forward.*

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support.

## Abstract

English language education in Algeria underwent major reforms to meet the demands of globalization, with the Competency-Based Approach (CBA) at its core. Within this framework, the new first year middle textbook, *my book of English*, serves as a vital pedagogical tool to achieve the national educational goals. However, the successful implementation of this tool in real classroom remains associated with several pedagogical and educational challenges, and research on the specific difficulties teachers face with this new textbook is currently limited. The main objectives of this study are to identify the primary obstacles encountered by EFL teachers in Ghardaïa while using the textbook, explore the strategies they use to overcome these barriers, and evaluate the extent to which the textbook aligns with local pedagogical needs. This research adopts a descriptive mixed-method approach; to collect both quantitative and qualitative data, semi-structured questionnaires were distributed to a purposive sample of 30 middle school teachers. The findings revealed several implementation challenges, particularly learners' low proficiency levels, overcrowded classrooms, limited instructional time, and the lack of teaching resources. Key results also indicate a misalignment between the textbook and official didactic guide, that force teachers to adapt activities, simplify content, and rely on supplementary materials to bridge the gap between theory and practice. These findings suggest that for effective implementation, the future textbooks' design must better reflect the Algerian classroom and cultural realities, alongside the professional training and pedagogical support that authorities should provide to empower teachers as they navigate the changes of the educational reforms.

**Keywords:** Competency-Based Approach (CBA), EFL teachers, textbook implementation, pedagogical and educational challenges, teaching strategies, middle school education, My Book of English, Algeria.

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## **List of abbreviations**

**BEM:** Brevet d'Enseignement Moyen

**CBA:** Competency-Based Approach

**CLT:** Communicative Language Teaching

**EFL:** English as a Foreign Language

**ELT:** English Language Teaching

**LL:** Linguistic Landscape

**MSA:** Modern Standard Arabic

**TBL:** Task-Based Learning

**TPR:** Total Physical Response

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# **General introduction**

## General introduction

### Research background

Over the last decades, the English language has gained increasing importance in Algeria due to globalization, international communication, scientific research, and technological advancement (Belmihoub, 2018a; Fodil, 2019; Kaid Slimane, 2025). As a result, the Algerian educational system has introduced several reforms to improve the teaching and learning of English. Central to these reforms is the introduction of the Competency-Based Approach (CBA). This approach prioritizes the learner's ability to use the language in authentic, real-life situations rather than relying on rote memorization.

Within this framework, the textbook is pivotal in shaping the teaching and learning process. It serves as a primary source of content, a guide for teachers, and a support for learners. In the 2025-2026 academic year, the Algerian Ministry of National Education introduced a new textbook, "*My Book of English*", for first-year middle school learners. This book represents an important step in implementing the principles of the Competency-Based Approach. However, the success of such a tool depends largely on its effective implementation by teachers in real classroom contexts.

Nonetheless, the implementation of the textbook is rarely conducted in an ideal condition, as teachers often face multiple challenges that may limit its effectiveness and hinder the successful achievement of the intended learning outcomes. Therefore, it becomes necessary to investigate these challenges in order to better understand the reality of classroom practices and propose possible improvements.

### **Statement of the problem**

Recently, the Algerian Ministry of National Education has introduced the new first-year middle school English textbook “*My Book of English*”, as a part of ongoing educational reforms aimed at improving the teaching and learning of English. The textbook represents the significant effort by the ministry to implement the Competency-Based Approach (CBA). However, the successful implementation of this pedagogical tool in Algerian classrooms remains problematic. Teachers often face multiple challenges that limit the effectiveness of the textbook and hinder the achievement of intended learning outcomes. As a result, they are frequently required to address these challenges through various adjustments and teaching strategies. Therefore, it is necessary to investigate the nature of these challenges, the strategies teachers use to overcome them, and the practical improvements they propose.

### **Research questions**

This study aims to answer the following questions:

- What are the primary challenges that EFL teachers in Ghardaïa face when implementing the first-year middle school English textbook?
- What strategies do these teachers use to overcome these obstacles and meet their learners’ needs?
- To what extent does the textbook align with the practical needs of both teachers and learners in the local context?

### **Research hypotheses**

To answer the aforementioned questions, we hypothesize the following:

- EFL teachers face significant challenges, in implementing the new English textbook, that range from factors such as learners' low proficiency level to lack of resources, large class sizes, and limited time.
- Teachers frequently tend to adapt the textbook, simplify the content, use supplementary materials to cope with these difficulties.
- The Textbook does not fully align with the practical needs of teachers and learners in local classroom context.

### Research objectives

This research attempts to meet the following objectives:

- To identify the primary challenges that EFL teachers in Ghardaïa encounter when implementing the first-year middle school English textbook.
- To explore the practical strategies and adaptations teachers use to overcome these obstacles and meet their learners' needs.
- To assess the extent to which the textbook aligns with the practical needs of both teachers and learners in the local context of Ghardaïa.
- To provide practical recommendations to improve the effective implementation of the textbook.

### Research significance

The significance of this study lies in its contribution to a deeper understanding of the actual challenges that EFL teachers encounter when implementing the new first-year middle school English textbook "*My Book of English*" in Algerian classrooms, particularly in Ghardaia. Since the textbook has been recently introduced as part of educational reforms based on the Competency-

Based Approach (CBA), it is essential to examine how it functions in real teaching context to understand the daily difficulties teachers face.

Furthermore, this research lies in giving voice to teachers' experiences, concerns and classroom practices. It highlights potential gaps between the textbook's design by curriculum developers and the realities of Algerian middle school classrooms, where issues such as learners' low proficiency level, limited instructional time, overcrowded classes, and lack of resources may hinder effective implementation. By investigating the strategies teachers use to overcome these constraints, the study may help other educators adopt practical solutions for improved teaching and learning.

In addition, the findings of this study may offer valuable insights for textbook designers, inspectors, and educational authorities by drawing attention to the aspects that require improvement in future textbook development and teacher training program. Academically, this research contributes to the growing field of EFL textbook implementation studies in Algeria, especially since the research on the newly introduced textbook remains limited, and may provide a useful reference for future research on educational reforms and English language teaching in Algerian middle schools.

### **Research design**

This study adopts a descriptive research design using a mixed-methods approach. This design is appropriate for exploring challenges in a real classroom context by collecting both quantitative and qualitative data in order to obtain a more comprehensive understanding of the research problem. The study is conducted in public middle schools in Ghardaïa, involving a purposive sample of 30 EFL teachers. Data is collected using a semi-structured questionnaire with 27

questions, including closed-ended questions addressing the evaluation and implementation of the textbook, as well as open-ended questions exploring teachers' perspectives and experiences.

### **Dissertation structure**

The dissertation is divided into two parts; the theoretical part and the practical part. The theoretical part comprises two sections. The first section provides an overview of the linguistic landscape in Algeria, including multilingualism, the historical background of languages in Algeria, the place of English in the Algerian educational system, educational reforms, and the Competency-Based Approach adopted in Algerian schools. The second section presents a general overview of textbooks, their role in the educational process, and the common constraints related to textbook implementation. It also introduces the first-year middle school English textbook, its structure, pedagogical orientation, integration of language skills, and its instructional design. The practical part of the dissertation focuses on the research methodology and the analysis of the data obtained from the questionnaire administered to EFL teachers from different middle schools in Ghardaïa. It also discusses the findings related to the challenges teachers face while implementing the first-year middle school English textbook and the strategies they use to overcome these difficulties.

**Chapter one:  
Literature Review**

### Introduction

Sociolinguistics and educational research are combined in this chapter to provide a comprehensive overview of the theoretical and contextual background of the present study. It begins by examining the linguistic landscape of Algeria, whose multilingual nature has been shaped by historical, cultural, and political factors. The coexistence of Arabic, Tamazight, French, and the increasing presence of English is analyzed in relation to language use, identity, and communication in both public and educational contexts. The chapter also explores the development of the Algerian educational system, with particular focus on the shift toward the Competency-Based Approach (CBA), which has significantly influenced teaching practices and learning outcomes.

Furthermore, attention is given to the position of English within this multilingual and educational framework, highlighting its growing importance in education, employment, and global communication. The chapter also examines the concept of the textbook as a central pedagogical tool, discussing its definitions, roles, and significance in the teaching-learning process. In addition, it addresses the challenges associated with textbook implementation in real classroom settings.

Finally, an overview of the first-year middle school English textbook in Algeria is provided, focusing on its structure, pedagogical orientation, and alignment with contemporary teaching approaches. Through this integrated review, the chapter establishes a solid foundation for understanding the key variables of the study.

### Section One: The Algerian linguistic and educational context

#### 1. Linguistic Landscape in Algeria

Algeria's linguistic diversity, shaped by historical, social, and cultural factors, represents one of the most complex linguistic landscapes. This linguistic situation is the result of the interaction of several languages throughout history, including Arabic, Tamazight, French, and English. The presence of these languages in public spaces reflects the relationship between language use, everyday communication, and Algerian society (Kaid Slimane, 2025).

Algeria's linguistic status is mainly the result of major historical events such as the Arab-Islamic expansion and French colonization, which played an important role in shaping the linguistic identity of the country. After independence, Arabic became the official language as part of the Arabization policy, while French remained widely used in administration, education, and business. Tamazight represents the indigenous identity, and English has recently gained importance due to globalization and international communication (Fodil, 2019; Kaid Slimane, 2025).

Moreover, the linguistic landscape in Algeria can be observed through public signs such as street signs, advertisement, company names, shop signs, and social media. Some signs are written in one language, while others combine two or more languages, which reflects multilingualism and language contact in Algerian society. The use of foreign languages, especially French and English, is often associated with prestige; modernization, and economic development (Fodil, 2019).

The relationship between language and society in Algeria shows the influence of globalization, education, and language policy on language use in public space. Arabic remains the most visible language in official domains, while French and English are often used in business, advertising, and technology. This distribution of languages reflects the social, cultural, and

## Chapter one: Literature Review

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economic roles of each language and shows the complexity of Algeria's linguistic landscape (Kaid Slimane, 2025).

### 1.1. Definition of the Linguistic Landscape

Landry and Bourhis (1997) defined Linguistic Landscape (LL) as the visibility and prominence of languages on public and commercial signs in a given territory or region, Road signs, billboards, street names, shop signs, and public announcements all contribute to the linguistic picture of a country. They argued that the linguistic landscape reflects the relative strength, while also serving both informational and symbolic functions by providing useful information to the public (Landry & Bourhis, 1997).

Building on this definition, Shohamy and Gorter (2008) extend the concept of linguistic landscape to include a wider range of semiotic resources found in public spaces beyond written texts. They argue that LL encompasses not only written forms but also visuals, sounds, symbols, and even digital and virtual displays. From this perspective, the linguistic landscape is viewed as a multi-layered and dynamic phenomenon shaped by social, political, and cultural factors (Shohamy & Gorter, 2008).

Moreover, Shohamy and Gorter emphasize that the linguistic landscape is not a neutral reflection of language use, but rather a site of contestation and negotiation where various actors (such as government, corporations, and individuals) compete for influence. As they note, the study of LL provides important insights into multilingualism, language policy, identity formation, and social relations in a given context (Shohamy & Gorter, 2008).

Given these criteria, it can be argued that the term "Linguistic Landscape" refers to deeper social and cultural realities rather than just the existence of languages in public areas. The linguistic

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landscape in Algeria, where languages like Arabic, French, and increasingly English coexist and interact, is a prominent example of multilingualism. This variety demonstrates how languages use is dynamic and how public spaces may be used to represent social change and identity.

### 1.2. Multilingualism in Algeria

Algeria is characterized by a complex multilingual ecosystem in which several languages and dialects coexist and interact. This context involves the presence of Arabic, Berber varieties, and French, forming a dynamic system of language use (Bouhadiba, 2010). This multilingualism is also regionally distributed, as different parts of the country are associated with different linguistic practices.

Algerian Arabic (Darija) is the most widely spoken variety and serves as the primary means of daily communication across the country, particularly in urban centers such as Algiers, Oran, and Constantine. It also reflects regional variation and includes lexical borrowings from French and Spanish, especially in the northwestern regions (Bouhadiba, 2010).

Modern Standard Arabic (MSA) functions as the official language and is used in formal domains such as education, administration, and media (Belahcen, 2021). In addition, French remains highly influential, particularly in urban and northern regions, where it is widely used in higher education, business, and administration (Fodil, 2019; Belmihoub, 2018).

In recent years, English has gained increasing importance, especially among younger generations and in academic and professional context (Belmihoub, 2018).

It can be argued that multilingualism in Algeria represents both an advantage and a challenge. On the one hand, exposure to multiple languages may enhance learners' linguistic awareness. On

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the other hand, it may create difficulties for EFL teachers, as student come from diverse linguistic backgrounds, which can affect their understanding and use of English in the classroom.

This multilingual environment has also influenced language teaching and learning practices in Algeria, particularly in the field of English language education where learners come from diverse linguistic backgrounds.

Multilingualism influences English language teaching in Algeria because learners come from different linguistic backgrounds and may not have the same level of exposure to English. This situation requires EFL teachers to adapt their classroom practices and teaching strategies according to learners' needs. Although multilingualism may support language awareness, it can also create challenges related to comprehension and classroom interaction (Bouhadiba, 2018; Belmihou, 2018).

### **1.3. Historical Background of languages in Algeria**

The language situation in Algeria is a complex and long-standing issue rooted in series of historical events, invasions, and cultural contacts. These influences shaped the linguistic profile of the local population, originally composed mainly of Berber speakers (Benrabah, 2007a).

Overtime, various linguistic combinations emerged, reflecting the country's sociohistorical development. These include Berber-Punic, Berber-Latin, Berber-Arabic, and later Berber-Arabic-French, all of which contributed to the present linguistic landscape (Benrabah, 2007a).

Arabic was introduced in the 7<sup>th</sup> century with the Arab conquest and gradually became closely associated with religion and national identity. This situation was later affected by French colonization (1830-1962), during which French was imposed as the dominant language in administration and education (Benrabah, 2007b).

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Since independence in 1962 Algerian Arabic, Tamazight, and French have coexisted as major means of communication. In an effort to restore national identity, the government implemented Arabization policies to promote Standard Arabic as the official language (Benrabah, 2013).

Although Arabization strengthened the position of Arabic in education and public institutions, it did not lead to the disappearance of other languages. Instead, Algeria continues to be characterized by multilingualism, where Arabic, Tamazight, French, and increasingly English coexist and perform different social functions (Benrabah, 2013; Belmihoub, 2018). This linguistic diversity influences language learning practices, as English is taught within a multilingual environment where learners are frequently exposed to Arabic and French.

However, rather than eliminating multilingualism, these policies intensified linguistic tensions. Today, Algeria's linguistic landscape remains complex, dynamic, and deeply influenced by its historical background (Benrabah, 2013).

This historical background shows that the current linguistic situation in Algeria is the result of successive cultural and political influence.

### **1.4. The Presence of English in Algeria**

English has become increasingly important in Algeria in recent years due to globalization and the need for international communication. Although Arabic and French remain the dominant languages, English is gaining importance in education, science, technology, and employment.

Belmihoub (2018a) explains that English is considered an important language for accessing scientific and technical knowledge. Many Algerian students believe that English is necessary for understanding research and developments in science and technology. The study also shows that a large number of students support the use of English as a medium of instruction in higher education,

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especially in scientific and technical fields. This demonstrates the growing academic importance of English in Algeria.

In addition to education, English is also associated with employment professional opportunities. Blemihoub (2018a) indicates that students consider English an important skill for career development and access to better job opportunities. While French still plays an important role in the Algerian labor market, English is increasingly viewed as a valuable language for international communication and economic opportunities.

Regarding language attitudes, Belmihoub (2018b) states that English is generally perceived positively by Algerian students. It is often associated with globalization, modernity, and access to knowledge. Unlike French, which is sometimes linked to the colonial past, English is usually perceived as a natural international language. This positive perception explains the increasing interest in learning English among young people.

Furthermore, English is used within a multilingual context in Algeria. Belmihoub (2018b) explains that students support multilingualism where English is used alongside Arabic and French rather than replacing them.

This reflects the sociolinguistic situation of Algeria, where different language coexist and serve different social and educational functions.

Similarly, Fodil (2019) highlights the growing presence of English in Algeria, particularly in education and public spaces. The author explains that English is increasingly visible in the linguistic landscape, especially in shop signs, advertisement, and commercial areas.

This growing visibility shows that English is expanding beyond education into public and commercial communication.

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Overall, the presence of English in Algeria is growing in education, employment, and public space, which reflects the influence of globalization and international communication on the Algerian linguistic landscape.

This indicates that English is not replacing other languages but rather becoming an additional resource in Algeria's multilingual context.

### 1.5. Code Switching in Algeria

Code switching, as discussed by Kertoubi (2015), is one of the most common linguistic practices in multilingual communities. It occurs when speakers alternate between two or more languages within the same interaction. This phenomenon reflects the speakers' ability to navigate between different linguistic systems and use them flexibly in communication.

In the Algerian context, speakers frequently switch between Arabic and French, which demonstrates their bilingual or multilingual competence. This practice also reflects aspects of identity and social belonging. Kertoubi (2015) notes that code switching creates a smooth flow in discourse, even though different linguistic systems. These shifts often occur naturally within sentences, showing how languages interact in everyday communication.

Moreover, Bouchiba Ghlamallah (2015) emphasizes that code switching should be viewed as a normal and functional communicative practice. It enables speakers to use their full linguistic repertoire and adapt their speech according to different context, thus enhancing communication and meaning expression.

In addition, code switching serves several communicative functions. According to Kertoubi (2015), speakers may switch codes to fill lexical gaps, clarify ideas, or adapt to their interlocutors

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and situations. Therefore, it represents both a linguistic and social strategy used in daily interactions.

Overall, code switching in Algeria reflects in country's multilingual reality. As highlighted by Kertoubi (2015) and Bouchiba Ghlamallah (2015), it is natural, effective, and widely used feature of everyday communication.

This reflects the flexibility of Algerian speakers and their ability to use different languages according to the context, and also it considered an important communicative strategy in multilingual classrooms because it helps learners understand lessons and facilitates interaction between teachers and students (Kertoubi, 2015; Bouchiba Ghlamallah, 2015).

### **1.6. Language and Identity in Algeria**

Algeria has a highly complex sociolinguistic situation, which is clearly reflected in the relationship between language and identity. The country is well known for its linguistic diversity, where multiple languages coexist and perform different social and symbolic functions, as noted by Benrabah (2007, 2013). Individuals use these languages to construct their identities. Classical Arabic is associated with Islamic religion and culture, while first languages such as Algerian Arabic and Tamazight are closely linked to national reality. French, and to a lesser extent English, are primarily used in economic and professional contexts.

Furthermore, ideological conflicts in Algeria have often been expressed through language. As a result of colonial history and post-independence language policies, particularly Arabization, linguistic tensions have emerged within society (Benrabah, 2013). Despite being a multilingual society, these policies attempted to impose a unified linguistic identity.

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In addition, language is not only a means of communication but also a social practice that reflects identity. According to Cherrad Bencherfa (2002), speakers, especially students, draw on a variety of linguistic resources in their everyday interactions. Through these practices, they position themselves within specific communities and express their social identities.

In conclusion, language constitutes a central component of identity in Algeria's complex multilingual context. The coexistence of multiple languages demonstrates that identity is not fixed, but rather shaped by social, cultural, and historical factors. Therefore, language can be considered a key element through which individuals negotiate their place in society and express a sense of belonging.

### **2. Historical overview of reforms in the Algerian educational system**

Algeria, has implemented reforms since independence in 1962, is among the most significant examples of educational reorganization globally. The nation pursued these reforms to develop and modernize its national education system. The framework involves the 1976 reform and the comprehensive 2000 reform, and progressive implementation starting in 2003 reflects the nation's idea of the connection between academic knowledge and learners' practical skills. The Algerian educational system contains various elements of reform such as learner abilities and practical skills, as well as the principles, for instance, equipping citizens for today's challenges (Hamadi, 2020).

To better understand the evolution of the Algerian educational system, it is important to examine the major phases of educational reforms that have shaped its development since independence.

### **2.1. Major reform phases:**

#### **2.1.1. Post independence Foundations (1960s-1970s):**

After achieving freedom in 1962, the new state of Algeria began making changes to this system, with one reform of the education system in 1971 which defined the nine-year basic education cycle, with the aim of increasing the population's access to education. There were further reforms, which in 1976 extended compulsory education to ten years, and made education free at all levels. Furthermore, it pushed the responsibility for providing education entirely under state control and limited private sector participation in the education system. Together, these reforms played a role in defining the institutional parameters of the Algerian education industry after independence (Clark, 2006).

Overall, post-independence educational reforms in Algeria aimed at expanding access to education and establishing a national system under state control. These reforms played a crucial role in increasing literacy rates and ensuring free and compulsory education for all citizens. However, they also focused more on quantitative expansion rather than the quality of education, which created challenges that later reforms attempted to address.

#### **2.1.2. Arabization drive (1970s-1980s):**

Algeria's Arabization policy in the 1970s and 1980s was part of a broader strategy aimed at reducing French influence and restoring national identity after independence (Grandguillaume, 1983). The government gradually introduced Modern Standard Arabic (MSA) as the main language of instruction across different educational levels, depending on available resources (Mouili, 2024).

However, several scholars argue that Arabization did not eliminate multilingualism, but rather intensified linguistic tensions within Algerian society (Benrabah, 2013). Although literary

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subjects were fully Arabized, French continued to play a significant role in scientific and technical fields due to the lack of resources and qualified teachers (Mouili, 2024).

It can be argued that while Arabization aimed to unify the nation linguistically, it faced practical limitations, highlighting the gap between language policy and actual language use in Algeria.

### **2.1.3. Competency shift (The early 2000s):**

The educational reforms in the early 2000s marked a clear shift toward a competency based educational system in Algeria. As Gasmi (2020) noted, the competency-based reform was officially adopted in 2002 and transformed the traditional teacher centered one, where students take an active role in their learning process. This reform emphasized values such as autonomy and responsibility, encouraging learners to construct their own knowledge. One of the main pedagogical orientations within this reform was the Competency-Based Approach (CBA). According to Gasmi (2020), CBA differs from traditional methods of knowledge transmission in that it considers learners as an active participant and enable them to use acquired skills in real life situations.

Hamadi (2020), also indicates that the second major phase was progressively implemented starting from 2003. The reforms aimed at establishing an educational system focused on developing competencies rather than the accumulation of theoretical knowledge. The 2008 Law (08-04) further reinforced this orientation by emphasizing the importance of enabling learners to mobilize and use their knowledge effectively (Hamadi, 2020).

Both authors highlight that this competency shift represents a significant transformation in the Algerian educational system, marking a move from knowledge-based instruction to competency-based learning.

### 3. The place of English in the Algerian educational system

The role of English in the Algerian educational system has changed significantly in recent years. Algeria is characterized by a multilingual context, where Arabic, Berber, French, and English coexist as a result of historical factors. Benrabah (2007) asserts that colonization and Arabization have significantly influenced Algerian language policy, which explains the continued dominance of French in administration and education. However, English has gradually gained importance particularly in the fields of technology, scientific research, and higher education. In Algeria, English is taught as a second foreign language after French and is introduced at the middle school level (Kouicem, 2019). Kouicem (2019) explains that despite its growing importance, the promotion of English still faces several obstacles, including sociocultural, pedagogical, political, and economic factors. Nevertheless, recent educational reforms indicate an increasing interest in strengthening the status of English in Algeria.

Saad Allah (2023) states that the introduction of English in primary education, along with its growing use in higher education, reflects Algeria's orientation towards globalization and scientific developments.

This shows that English is more widespread today than in the past, particularly due to technological advancement, the internet, and global communication. English has gained an important place in the Algerian educational system due to its role in science, technology, and international communication (Benrabah, 2007; Kouicem, 2019).

Globalization and technological development have contributed to the spread of English through digital communication, social media, and online learning platforms (Saad Allah, 2023).

Therefore, English is becoming an essential language in the Algerian educational system, and its importance is expected to increase in the future.

### **4. Definition and Principles of the Competency-Based Approach**

The Competency-Based Approach (CBA) is an educational approach that focuses on helping students perform effectively in real-life situations rather than simply memorizing facts. Bader & Hamada (2015) assert that CBA is organized around competencies rather than subject matter, emphasizing students' ability to use language rather than their knowledge about it. Similarly, Chelli (2010) describes it as an outcome-based approach that structures learning around measurable knowledge, skills, and abilities that learners are expected to demonstrate at the end of instruction.

Competency, therefore, involves the integration of knowledge, skills, and attitudes that enable learners to perform appropriately and solve problems in various contexts, particularly real-life situations (Bader & Hamada, 2015; Chelli, 2010). This approach is based on several key principles, including the integration of different learning components to ensure effective performance (Chelli, 2010) and a focus on observable and measurable outcomes, where learners are evaluated based on what they can do rather than what they know (Bader & Hamada, 2015). In addition, CBA adopts a learner-centered perspective in which learners actively construct their knowledge through interaction and task-based activities, making learning more meaningful and relevant (Bader & Hamada, 2015). It also emphasizes problem-solving and real-life application by placing learners in situations that reflect everyday challenges (Chelli, 2010).

The Competency-Based Approach aims to develop learners' ability to use language effectively in real-life situations through interaction and active learning (Badr & Hamada, 2015; Chelli, 2015).

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The integration of technology and multimodal activities supports learner autonomy and communicative competencies within the Competency-Based Approach (Hamadi, 2010).

Furthermore, assessment in CBA is continuous and criterion-based, focusing on the demonstration of competencies rather than traditional testing methods (Bader & Hamada, 2015).

Another important principle is the development of life skills, such as autonomy and communication, which prepare learners for both academic and social contexts (Bader & Hamada, 2015; Chelli, 2010).

This highlights that the CBA approach represents a significant shift from traditional memorization-based teaching to a more practical and effective model of education. However, its implementation may face challenges, particularly when teachers lack sufficient training or when classroom conditions are not suitable for learner-centered practices.

### **Section two: Textbook implementation and ELT context**

#### **1. Definition of textbook**

It is widely recognized in academic literature that providing a singular, exhaustive definition of a “Textbook” is a difficult task because it serves as much more than a simple pedagogical material. Rather than being just a book, it represents a curated collection of knowledge, concepts, and principles specifically tailored for a course of study. It is typically authored by eminent experts—including teachers, college professors, and educational specialists—who work as the academic architects of the learning journey.

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From a broad educational perspective, dictionaries generally define the term Textbook as a book that teaches a particular subject used in a certain educational setting (Oxford Advanced Learner's Dictionary, 2010), containing detailed information intended for student who are studying that subject (Cambridge Advanced Learner's Dictionary and Thesaurus, 2003). In educational terminology many scholars have also provided different definitions; Richards and Schmidt (2002) defined “a textbook as a book on a specific subject used as teaching / learning guide” (p.550). The textbook in this sense provides content that helps guide instructors and learning activities within a course.

Within the English language teaching (ELT) discipline, the concept of the textbook is often defined in more specific pedagogical terms. Sheldon (1987) refers to a textbook as a published book specially designed in order to help language learners improve their linguistic and communicative abilities. Likewise, Tomlinson (2011) considers the textbook to be the “core materials for a language-learning course” (p.11), integrating the four primary skills and pronunciation activities, grammatical explanation and vocabulary practices.

Other scholars highlighted the educational value of textbooks as an essential learning resource. According to Alan Cunningsworth (1995), textbooks in ELT are multifaceted pedagogical resources. A textbook serves as an effective material for presenting language, a source of ideas and activities, an essential linguistic reference for students, and self-directed learning. He also notes that they provide a syllabus reflecting predetermined language objectives, and offer support for novice teachers who have yet to gain confidence.

Hutchinson and Torres (1994) state that textbooks serve as a guide for teachers to plan and deliver lessons and for learners to review knowledge. They consider it as a structured record of the content has been covered in the course, asserting that “the textbook is an almost universal element

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of (English language) teaching... No teaching-learning situation, it seems, is complete until it has its relevant textbook.” (p. 315).

Textbook is defined variously by different authors depending on the context in which it is used. but they share one thing in common: textbook is a primary source of material for both teacher and learner this comprehensive definition is the most suitable for the current study, as it acknowledges the textbook's essential role for both parties in the educational process.

### **2. The role of Textbook in the Educational process**

The textbook has maintained its status as the primary teaching instrument in formal education since the 19<sup>th</sup> century. Sheldon (1988) symbolized the textbook as “the visible heart of any ELT program” (p.237). Experts like Hutchinson and Torres (1994) explain that no teaching-learning process feels complete without a relevant book. Beyond being just a pile of paper, a textbook acts like “a teacher, a map, a resource, a trainer, an authority” Cortazzi and Jin (1999, p.199). This continuity from the 19<sup>th</sup> century origins to its modern “universal” status suggest that textbook is not merely a resource, but a dynamic instrument that facilitates the teaching and learning process.

#### **2.1. Lesson and syllabus organization**

The textbook is essential for providing the necessary structure required to organize the educational process. Cortazzi and Jin (1999) describe the textbook as a “map”, this metaphor represents its role in providing a structured program that guides both teachers and learners. Textbook functions as a syllabus by reflecting pre-determined learning objectives and deciding the order of instruction (Cunningsworth, 1995). While a syllabus outlines the broad program goals and

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objectives, textbook is the tool that translates these goals into “pedagogical action” (Derouag, 2023). It serves as the “tangible manifestation of the curriculum in action” (Nunan, 1988, p.98). Using standardized textbook, ensures that all students from the same level are receiving the same quality and type of information regardless in which class they are in. Textbook provides consistency within a program across different classes of the same level (Graves, 2000; Basturkmen, 2010, as cited in Gak, 2014).

From a classroom management perspective, the textbook is a powerful tool for maintaining order. Hutchinson and Torres (1994) discuss the theories of Prabhu (1992) who views lessons as “Social events” that are naturally unpredictable and potentially stressful for everyone involved. To reduce this stress textbook facilitates “Social routinization” by providing fixed classroom procedures that both teachers and learners seek to feel secure. This organization is beneficial because “the good lesson...is the clearly structured one” (Wong-Fillmore, 1985, as cited in Hutchinson & Torres, 1994, p 319).

Beyond individual lessons, textbook serves four primary organizational roles as identified by Cunningsworth (1995):

- 1- A syllabus of language objectives.
- 2- A reference source for students to track their progress
- 3- An effective resource for self-directed learning.
- 4- A source of ideas and activities for classroom practices

With this capacity, textbook saves teachers significant time that would have been spent on creating or finding resources from scratch.

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### 2.2. Instructional guidance and supports for Educators

The textbook serves as a vital professional tool by offering practical and psychological support that enhances teacher's performance. It provides a level of practical efficiency that is a primary benefit for the practitioner, researchers observe that using a standardized book significantly reduces material preparation time (O'Neill, 1982; Richards, 2001; Sheldon, 1988; Ur, 1988). This allows educators particularly those with heavy workloads to focus their energy on the delivery of the lesson and the management of classroom interaction rather than the exhaustive creation of primary materials from scratch (Hutchinson & Torres, 1994; Richards, 2001)

Beyond logistical aid, the textbook provides the confidence and security necessary for effective teaching, specifically for those new to the profession (Cunningsworth, 1995; Gak, 2011). It offers a reliable framework of reference for inexperienced teachers who may feel insecure about their language knowledge or find the task of adapting material is a major challenge (Gak, 2011; Ur, 1988). Additionally, Cunningsworth (1995) highlights that for non-native teachers, the textbook serves as a source of reliable language models ensuring that students are exposed to accurate English in every lesson. Consequently, scholars characterize this as a “trainer” role, where the textbook (often supported by a detailed Teacher’s Guide) provides novice teachers with specific instructions, “how-to-do-it” advice, and pedagogical guidance required to build their skills (Cortazzi & Jin, 1999; Cunningsworth, 1995; Richards, 2001). By providing this structured support, the textbook ensures that even less experienced teachers can maintain a high level of instruction while developing their own professional expertise.

Furthermore, textbooks are recognized as powerful “agent of change” within the educational process. As argued by Hutchinson and Torres (1994), these materials serve as a primary vehicle

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for professional training, especially when a school system introduces new teaching methods. They help teachers implement innovative ideas gradually within a supportive environment, which significantly reduces the stress and the “burden of responsibility” for educational innovation. In Algerian context, during periods of radical reform such as the implementation of the Competency-Based approach (CBA), the textbook acts as a vital tool for navigation. According to Ghetas (2017), by providing a structured framework and guides, these materials allow teachers to transition from older methodologies, like the Audiolingual method, to modern communicative and competency-based models without being overwhelmed by the complexities of the reform.

From the discussion above, it can be understood that textbook is more than just a source of information; it is a professional tool that supports teachers by saving preparation time and improving classroom performance. It also provides guidance, confidence and reliable language models, especially for novice and non-native teachers. Ultimately, the textbook helps teachers develop their teaching skills and adapt to new methods during educational reforms.

### **2.3. Pedagogical support for learners**

The textbook plays a foundational role in the learning process as the primary source of contact between the student and the target language. For many learners, having a physical book satisfies a psychological need for something concrete to work from and take home for further study. In his view, Sheldon (1988) highlights that learners generally trust in published materials more than teacher-produced resources because they believe in books written by eminent experts to have more academic validity.

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One of the most important pedagogical purposes of the textbook is providing psychological security by acting as a “road map” for the course, ensuring that learners know exactly what to expect and what it is expected of them in return; as a consequence, it reduces the anxiety of the unknown (Graves,2000 & Basturkmen, 2010, as cited in Gak, 2011).

Furthermore, the textbook serves as an essential “yardstick of progress” (Roberts, 1996, p.375); because the material is presented in a structured and ordered sequence, student can measure their own achievement and track what they have learned compared to what still needs to be covered. This visibility of learning objectives is a key motivator for students.

Finally, textbook is a crucial tool for fostering learner autonomy and according to Cunningsworth (1995) it is an “an effective resource for self-directed learning and self-study” (p.7). Torres (as cited in Hutchinson & Torres, 1994) maintains that the textbook acts as a “guide” for both internal and external activities, supporting learners as they study independently and prepare for assessments. Similarly, Cunningsworth (1995) identifies it as a reference source for grammar and vocabulary that enables students to continue their education outside the classroom. By providing a clear framework for revision and independently study, the textbook empowers learners to take more responsibility for their own development, effectively bridging the gap between classroom instruction and real-world language use.

Overall, the textbook provides a strong sense of trust and a clear structure for the learner. By guiding them step by step, it reduces the anxiety of the learning process. This organization helps learners monitor their own progress and become more autonomous. Therefore, they can effectively practice English at home.

### 3. Common constraints of textbook implementation:

While textbook is described as “the visible heart” of any ELT program, its implementation is often hindered by significant contextual, teacher-related, learner-related, and institutional obstacles. Scholars argue that the massive use of ready-made materials, without proper adaptation, can be viewed as an educational failure (Swales, 1980). Similarly, Sheldon (1988) observes that textbooks are often “seen as poor compromises between what is educationally desirable on the one hand and financially viable on the other” (p.237).

#### 3.1. Contextual and institutional constraints:

The implementation of textbooks is often hindered by a combination of contextual and institutional obstacles that prevent the curriculum from being delivered effectively. These constraints reflect a conflict between what is financially or logistically viable and what is educationally desirable in a school system.

The physical and logistical environment of the school frequently serves as a primary barrier to effective use of textbook. Abdelaty (2023) highlights that many schools face a lack of resources, including insufficient technology infrastructure and a lack of audio-visual equipment necessary to support modern communicative methodologies. In the Algerian context, researchers Boumella and Bouhzem (2017) found that overcrowded classrooms are often the classes that contain between 31 and 35 pupils, making group work and individuals interaction difficult to manage.

These environmental challenges are often worsened by institutional constraints, which Littlejohn (1998) identifies as “excessive institutional power” (as cited in Tibebu, 2017, p.266). This systematic pressure appears in heavy teacher workloads and bulky textbook content that is too

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large to be completed within the actual time allowed in academic year. Consequently, teachers often feel an institutional obligation to prioritize covering the material over pedagogical engagement.

Furthermore, the implementation process is restricted by exam-oriented systems. According to Tibebe (2017), teachers feel forced to follow the material “cover to cover” like a mandatory script because national achievement tests (like BEM in Algeria) are thought to be based solely on the textbook. This means that even if a textbook is designed with the best modern methods, the physical lack of resources (contextual) and the strict rules of the exam system (institutional) force the teacher to accept a lower quality of instruction just to survive the school year.

Drawing these perspectives together, these systemic hurdles show that teaching quality is often sacrificed by administrative rules and school conditions. When these various constraints meet, the textbook implementation ceases to be a creative process; instead, it becomes a heavy burden to the practitioner. These pressures force a shift from true student engagement to mere curriculum coverage, which effectively hinders teachers' creativity.

### 3.2. Teacher-related constraints

The success of a textbook depends largely on the person using it; however, the teacher's own professional background and mindset can often become a barrier. Scholars warn that if a teacher relies too much on a ready-made book, they lose their creativity. Littlejohn (1992, as cited in Hutchinson & Torres, 1994) argues that highly structured books can lead to the de-skilling of teachers, because “the precise of instructions which the materials give reduce the teacher's role to one of managing or overseeing a preplanned classroom event” (p.316). Similarly, teachers who follow the textbook as their major instructional decisions, they reduce themselves to the status of a technician merely presenting materials to students (Richards, 2001).

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For novice instructors, the textbook is often a security blanket that they are afraid to leave. Grant (1987, as cited in Tibebe, 2017) observed that “new teachers always feel an obligation to complete all tasks in the textbook” (p. 260) treating the book as an obligatory script instead of a helpful guide. Also, many teachers have not been taught how to adapt or evaluate a book to fit their lesson. According to Tibebe (2017), teachers are often unable to adapt materials due to a “lack of awareness, expertise and confidence” (p.253). However, there are some teachers that resist the new ideas or methods introduced by a new textbook. Marris (1986) describes this point as “the conservative impulse” (as cited in Hutchinson & Torres, 1994, p.321), where teachers prefer to stay using their own knowledge because changes make them feel insecure.

Ultimately, these perspectives demonstrate that a textbook cannot be successful in isolation. Whether teachers are insufficiently trained to adapt materials or choose to reject new methods, their role remains restricted. Consequently, the teacher becomes a barrier to effective implementation, preventing the book from meeting the actual needs of the students.

### 3.3. Learner-related constraints

From students’ perspective, the primary obstacle in textbook implementation is often a paucity of motivation or boredom due to the rigid nature of the textbooks. Researchers argue that textbooks often fail to engage students because they are not designed with the learner interest.

A major hurdle to the successful implementation of textbooks, is the lack of relevance of the student daily life. The fact that most textbooks are designed for the “global market” means they do not consider the cultural values or interests of the local students. If “the textbook doesn’t take the student’s background knowledge into account” learners feel disconnected and lose interest

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(Graves, 2000 and Basturkmen, 2010, as cited in Gak, 2011, p.80). Similarly, Abdelaty (2023) highlights that a “mismatch between textbook content and local context” (p. 41588) makes it extremely challenging for teachers to provide meaningful language learning. Furthermore, when a textbook focuses excessively on a foreign culture, it may create a psychological barrier. Prodromou (1988) and Alptekin (1993) argue that forcing learners to express themselves within a culture they know very little about can lead to “stereotyping, prejudices, misconceptions and sometimes unwillingness to learn” (as cited in Radić-Bojanić & Topalov, 2016, p.142). In this case, student’s desire to participate in class reduces when they are not exposed to culturally familiar information.

In addition to cultural barrier, textbooks often fail to meet the linguistic needs of mixed ability class. Ur (1996) asserted that textbooks are often inadequate in terms of supplying the specific learning needs of every learner. Essentially, this is because textbooks often follow a singular approach that discourages lower-level students with difficult vocabulary while failing to provide enough of an intellectual challenge for advanced learners.

Drawing these arguments together, the value of a textbook diminishes if it remains disconnected from the learner’s reality. When materials ignore local cultural values or fail to address the linguistic diversity of a mixed ability classroom, they create a psychological barrier that leads to boredom. Therefore, for an effective textbook implementation, it must align with the learners’ background and practical needs.

### **4. Presentation of First middle school English textbook.**

#### **4.1. Overview and general structure**

The launch of “*My book of English*”, middle school year one represents a major advance in the Algerian landscape. The textbook was officially introduced by the Algerian Ministry of

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National Education, and was specifically developed for 11 years old learners. It considers the primary instructional resource for the 2025-2026 academic year, serves as a critical bridge between what pupils learn at the primary school to formal middle school competency. The project was led by head of the project Nadia Bouaifel, alongside a distinguished team of Middle School Inspectors: Salima Babouhoune, Fethi Miloudi, and Mohamed Boubakeur Liman.

The textbook is designed to provide gradual support for learner's progress; the book also features a colorful and modern layout. While the main instructional content covers 89 pages, the addition of extra materials increases the overall length to around 96 pages. The journey begins with a diagnostic section titled "How Much Do You Remember?", which aims to evaluate the pronunciation skill and syntactic abilities before introducing new competencies. To engage a diverse learning style, the textbook organization was made using multimodal learning, which combines texts, visuals and auditory cues. A prime example is the "Magic Mirror Game" (p.44), which uses visual puzzles to reinforce grammatical concepts. At the end of the book, students have access to Bilingual Dictionary, a list of irregular verbs, and listening scripts to support their independent learning. The book introduces two main characters, twins named Ilyes and Amina, who connect with their friends from across Algeria through a school WhatsApp group giving the book a modern feel.

### 4.2. Sequence and Section Organization

The textbook is divided into three core sequences; each one is meticulously split into two distinct sections to manage the thematic progression:

- Sequence 1: Habits and Preferences.
  - Section 1: My Habits: Focuses on daily routines and telling time.

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- Section 2: My Preferences: Focuses on likes, dislikes, and hobbies.
- Sequence 2: School Life.
  - Section 1: My School: Covers school facilities, subjects, and supplies.
  - Section 2: My School Life: Focuses on student rights, duties, and extracurricular activities.
- Sequence 3: Past Holidays and Trips.
  - Section 1: About My Holidays: Introduces means of transport, weather, and landmarks.
  - Section 2: My Last Trips: Focuses on narrating past events and using irregular verbs.

The sequence Map (p.91) serves as a roadmap for teachers, outlining the specific communicative, linguistic, and pronunciation objectives for every section.

### 4.3. Integrating of Language Skills

The first Middle School textbook uses an integrated skills approach. This means it connects the four language skills in every sequence.

- Listening and Speaking: The “Listen and Interact” and “Listen and Consider” lessons are designed so learners listen to stories or conversations to check understanding before being asked to speak confidently through role-play and repetition tasks.
- Reading: in the “Read and Interpret” lesson, the book aims to create smart readers. Learners are taught specific strategies like skimming for the general idea and scanning for details, helping them to decode meaning from texts and developing reading skills.

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- Writing: The textbook uses two steps to help pupils learn. It begins with “Write Together”, where pupils work in groups to share ideas and plan their work, before finally reaching “Write Alone” which encourages individual to become creative, independent writer.

### 4.4. Pedagogical Orientation

#### 4.4.1. The Competency-Based Framework:

This textbook is primarily guided by the Competency-Based Approach (CBA), which the authors clearly mention is based on the theories of constructivism and socio-constructivism. This represents a shift from traditional teaching to a learner-centered approach where learners construct their own knowledge through experience rather than just receiving it from the teacher. The implementation of constructivism is visible in the “Get Ready” sessions at the start of every sequence (e.g., p.12, 40, 65), which activate learners’ prior knowledge by using familiar images of daily life to bridge the gap before introducing new English content. Simultaneously, the book’s framework incorporates socio-constructivism through the mandatory “Write Together” sessions (e.g., p.23, 35, 49, 74), which are designed as Group Work to ensure that learners learn language as a social tool through collaboration. Within this framework the book uses Communicative language teaching (CLT) and Task-Based Learning (TBL) to ensure every lesson serves a practical purpose. CLT is seen in activities like the “Hobby Cards” (p. 29), where students must use the language to discuss real preference with a partner. The TBL approach is most clearly seen in the “My Portfolio” project. For instance, in Sequence 1, the “Creative Storytelling Project” (p.11) serves as a major task where learners must mobilize their acquired skills to produce a final, illustrated story. According to the official Didactic Guide, a portfolio is “a collection of works, documents, or projects that showcase a learner’s skills, experiences, and achievements... representing {their} progress and personal growth over the year” (Ministry of National Education,

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2025, p.59). This project combines writing samples, vocabulary, and drawings from each sequence to show how much the learner has improved in English over the year.

### 4.4.2. Learner roles and social interaction

The core pillar of the textbook design is the creation of learner-centered environment that represent the needs of 11 years old learners.

- Roles: according to constructivism principles, the learner is the heart of the learning process. Instead of being passive listeners, they become active participants who engage in tasks and take responsibility of their learning, such as “My Portfolio” project (p.11, 39, 64). The teacher acts as a classroom management and guider, creating a safe environment for learning were making errors seen as a natural part of the learning journey.
- Interaction: based on socio-constructivism, the textbook emphasizes that learners acquire language better through interactions and collaboration. This is implemented through “Write Together” sessions (e.g., p.23, 35, 49, 74) and pair work strategy like “Think-pair and share”, where learners share ideas and solve problems as a team.

### 4.5. Instructional design and Task organization

The textbook follows a coherent instructional design, ensures that learner move gradually from initial engagement with content to more independent language use.

- Each sequence begins with “Get Ready” session, which introduces the topic and activate the prior knowledge of learners.
- The lessons move logically from receptive stage such as “Listen and Interact”, “listen and Consider” and “Read and Interpret”, where learners listen to or read stories to understand information. Moving towards productive stage as in “Write Together” and “Write Alone”,

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where learners are encouraged to produce language independently. This progression is designed to move from collaborative group work to individual autonomy.

The tasks in the first middle school English textbook are designed to be meaningful and practical reflecting the real-life interests of 11 years old learners.

- Most activities are organized as communicative tasks rather than simple grammar drills. These tasks involve real-world contexts, such as describing habits, expressing preferences and talking about school life.
- The textbook provides multimodal support for different learning style. This means tasks deliver input through various channels:
  - Visual: using pictures, colorful illustrations and maps to help learners visualize new vocabulary.
  - Auditory: using songs and listening scripts to help students hear the language
  - Active and interactive: the book includes activities such as role-play, games, and acting out situations.

By organizing tasks in this way, the textbook ensures that the content is accessible and engaging for all learners, regardless of how they are.

### Conclusion

English language teaching in Algeria operates within a complex multilingual system where different languages interact and influence both teaching and learning practices. To navigate this landscape, recent educational reforms had embraced the CBA, that aimed to promote more learner-centered practices and to develop learners' ability to use language in real-life situations. However, the success of these reforms is linked to the tools used in the classroom, especially the textbook. As a central element in the teaching process, the textbook is expected to reflect these pedagogical changes and serves both teachers and learners. Yet, its implementation is not always straightforward. Differences between the design of content and the classroom reality, as well as the diversity of learners' needs, may create difficulty for teachers in practices. In this context, the first-year middle school English textbook represents an attempt to align with modern teaching principals, but how it is interpreted and implemented in real classroom setting will determine how it is actually used.

Overall, this literature review has established a comprehensive and coherent understanding of the main concepts and variables of the study. It also highlights the gap between the theory and practice, which justifies the need to investigate the challenges faced by EFL teachers in implementing the new textbook. This, in turn paves the way for the practical part of the research, where these issues will be explored through empirical investigation.

**Chapter two:  
Methodological framework**

# **Chapter two: Methodological framework**

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## **Chapter two: Methodological framework**

### **Introduction**

This chapter outlines the methodological framework that aims to analyze the challenges faced by EFL teachers while implementing the first-year middle school English textbook “My Book of English”. The study is based on a sample of 30 English language teachers working in different middle schools in Ghardaïa, which makes understanding their classroom experiences particularly important for improving the teaching and learning process. To collect accurate and useful data, a questionnaire was distributed to the teachers. It included both closed-ended and open-ended questions in order to gather quantitative and qualitative data. This chapter presents a description of the participants, the data collection tools and procedures, the methods used for analyzing the questionnaire.

### **2.1. Research Design:**

This study adopts a descriptive research design using a mixed-method approach. This design is particularly appropriate for this study as it allows us to explore and describe the challenges encountered by EFL teachers in real classroom context, while also collecting both quantitative (to identify broad trends in teacher agreement) and qualitative data (to capture detailed teacher insights), the study aims to achieve a comprehensive understanding of the implementation process.

### **2.2. Research Setting:**

The study was conducted in public middle schools in Ghardaïa during the academic year 2025/2026. It focused on first-year middle school classes where the English textbook is implemented.

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To ensure diversity and representativeness, the research was carried out across three regions within the province of Ghardaïa, namely: **Ghardaïa** (Thnia, Ben smara), **Dhayet Ben Dahoua**, and **Metlili**.

The selected middle schools include:

- In **Ghardaïa**:
  - **Thnia**:
    - Martyr Herouini Ahmed Middle School.
  - **Ben Smara**:
    - Martyr Bouchalga Sassi Middle School
    - Martyr Rabie Ben El Habib Middle School.
- In **Dhayet Ben Dahoua**:
  - Martyr Laiouratte Miloud Middle School.
  - Martyr Bouhamida Said Middle School.
  - Martyr Lasгаа Mohammed Middle School.
- In **Metlili**:
  - Ahmed Ben Bouker Middle School.
  - Martyr Dehane Mohammed Middle School.
  - Martyr Talbi Ahmed Middle School.
  - Martyr Ben Chaâcha Ahmed Ben Mohammed Middle School.

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- Martyr Ben Chaâcha Kada Middle School.
- Martyr Ahmed Boudiaf Middle School.

This distribution allowed us to collect data from teachers working in different educational contexts, which enhances reliability and validity of the findings.

### **2.3. Research Sample:**

The sample of this study consists of 30 EFL middle school teachers working in public schools in Ghardaïa.

The participants were selected using a purposive sampling technique, as they are directly involved in teaching first-year middle school classes and implementing the English textbook.

Teachers with different levels of professional experience were included in order to obtain diverse perspectives on the challenges faced during textbook implementation.

### **2.4. Data Collection Tools:**

#### **2.4.1. Teachers' Questionnaire:**

Data collection is an essential component in conducting research, as it helps achieve the study's objectives and answers its research questions.

A semi-structured questionnaire was administered to EFL teachers to collect the necessary data. It consisted of twenty-seven (27) questions, combining both open-ended and closed-ended questions.

The closed-ended questions included:

- Yes/No questions.

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- Multiple-choice questions.

The open-ended questions allowed teachers to express their opinions, describe the challenges they face, and suggest possible improvements.

The questionnaire covered:

- Teachers' background information.
- Their perception of the textbook.
- Challenges faced during implementation.
- Strategies used.
- Suggestions for improvement.

### **2.5. Data Collection Procedures:**

The data were collected during the 2025/2026 academic year. The questionnaire was distributed through a dual-mode approach (in-person at the participant middle schools and online) to maximize the response rate and accommodate teacher schedules.

Clear instructions were provided to ensure the validity of the data and were informed that their responses would remain anonymous and used strictly for scientific purposes. A total of 30 questionnaires were distributed and later collected for analysis.

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### 2.6. Data Analysis:

#### 2.6.1. Questionnaire Analysis:

This section presents the analysis of the data collected through the teachers' questionnaire. The aim is to identify the main challenges faced by EFL teachers while implementing the first-year middle school English textbook.

The analysis is divided into two parts:

- Quantitative analysis (closed-ended questions), presented using frequencies and percentages.
- Qualitative analysis (open-ended questions), analyzed thematically.

The results are presented and interpreted question by question.

#### **Conclusion:**

This chapter has established the methodological framework of the study and clarified how the data were collected and analyzed. This ensures that the research is reliable and valid. The following chapter presents the results obtained from the data analyses and offer a detailed discussion of the main findings.

# **Chapter three: Results and Discussion**

# Chapter three: Results and Discussion

## Chapter three: Results and Discussion

### Introduction

This chapter presents and discusses the results obtained from the teachers' questionnaire. The findings are divided into two main sections: quantitative data from closed-ended questions and qualitative data from open-ended questions. The findings are presented and interpreted question by question in order to provide a clear understanding for that EFL teacher encounter when implementing the first-year middle school English textbook.

### 3.1. Quantitative Analysis

#### Section One: Professional Background

##### Question 01: Gender

This question aims to identify the gender distribution of the participants.

**Table 3.1: Teachers' gender distribution**

Options	Teachers number	Percentage
Male	3	10%
Female	27	90%
Total	30	100%

The results indicate that the majority of the participants are female teachers 90%, while a smaller proportion are males 10%. This reflects the general trend observed in middle school education, where female teachers are more represented.

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### Question 02: Age

This question aims to identify the age distribution of the participants.

**Table 3.2: Teachers' age distribution**

Options	Teachers number	Percentage
20-30	9	30%
31-40	12	40%
41-50	7	23.3%
50+	2	6.7%
<b>Total</b>	<b>30</b>	<b>100%</b>

The results indicate that the majority of teachers (40%) belong to the 31-40 age group, followed by 30% aged between 20 and 30. In contrast, smaller proportions are aged 41-50 (23.3%) and 50 and above (6.7%).

This distribution suggests that the sample is mainly composed of middle-aged teachers, combining both professional experience and adaptability. Such a profile is likely to provide balanced and reliable insights into the challenges of implementing the English textbook.

### Question 03: Teaching experience

This question aims to identify the teaching experience of the participants.

## Chapter three: Results and Discussion

Table 3.3: Teachers' teaching experience

Options	Teacher number	Percentage
1-5 years	11	36.7%
6-10 years	5	16.7%
11-15 years	5	16.7%
16+	9	30%
<b>Total</b>	<b>30</b>	<b>100%</b>

The results show that the largest proportion of teachers (36.7%) have 1-5 years of teaching experience, followed by 30% with more than 16 years. Smaller percentages are recorded for those with 6-10 years and 11-15 years of experience (16.7% each).

This distribution indicates that the sample includes both novice and highly experienced teachers, which provides a variety of perspectives. Such diversity enhances the reliability of the data, as it reflects different teaching practices and experiences related to textbook implementation.

### **Question 04:** Academic qualification

This question aims to identify the academic qualifications of the participants.

## Chapter three: Results and Discussion

Table 3.4: Teachers' academic qualifications

Options	Teachers number	Percentage
Licence	15	50%
Master	13	43.3%
Other	2	6.6%
Total	30	100%

The results reveal that half of the participants (50%) hold a Licence degree, while a significant proportion (43.3%) have a Master's degree. A small percentage (6.6%) reported having other qualifications.

This distribution indicates that the sample is composed of teachers with a solid academic background, with a considerable number holding advanced degrees. This enhances the credibility of their responses, as they are academically qualified to evaluate the English textbook and identify the challenges related to its implementation.

**Question 05:** Have you received formal training on the Competency-Based Approach (CBA)?

This question aims to identify whether teachers have received formal training on the Competency-Based Approach (CBA).

## Chapter three: Results and Discussion

**Table 3.5: Teachers' training in the Competency-Based Approach**

Options	Teachers number	Percentage
Yes	19	63.3%
No	11	36.7%
<b>Total</b>	<b>30</b>	<b>100%</b>

The results indicate that a majority of teachers (63.3%) have received formal training in the Competency-Based Approach, while 36.7% have not.

This suggests that most participants are familiar with the principles of the Competency-Based Approach, which may support effective implementation of the English textbook. However, the presence of a considerable proportion of untrained teachers may lead to differences in classroom practices and could contribute to some challenges faced during textbook implementation.

**Question 06:** How long have you been teaching 1<sup>st</sup> year middle school?

This question aims to identify the length of the teacher's professional experience in teaching first-year middle school students.

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Table 3.6: Teachers' years of experience in teaching first-year middle school

Options	Teachers number	Percentage
Less than 1 year	10	33.3%
1-3 years	5	16.7%
4-6 years	3	10%
7+ years	12	40%
<b>Total</b>	<b>30</b>	<b>100%</b>

The results indicate that the largest proportion of teachers (40%) have more than 7 years of experience teaching first-year middle school. This followed by 33.3% with less than one year of experience, while smaller percentages are recorded for those with 1-3 years (16.7%) and 4-6 years (10%).

This distribution shows a combination of highly experienced and newly assigned teachers at this level. Such diversity provides varied perspectives, as experienced teachers may have a deeper understanding of the textbook, while less experienced teachers may face more difficulties in its implementation.

### **Question 07:** Average number of students per class

This question aims to determine the average number of students in each class, in order to understand class size in the studied context.

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Table 2.7: Average class size

Options	Teachers number	Percentage
Less than 25	1	3.3%
25-35	15	60%
36-45	10	33.3%
More than 45	1	3.3%
Total	30	100%

The results show that the majority of teachers (60%) reported having between 25 and 35 students per class. This is followed by 33.3% of teachers who indicated class sizes ranging from 36 to 45 students. Only a small proportion of respondents reported having less than 25 students (3.3%) or more than 45 students (3.3%).

These findings suggest that most first-year middle school classes are moderately to highly populated. The predominance of classes containing 25-35 students may provide relatively manageable learning environments compared to overcrowded classrooms. However, the considerable percentage of classes with 36-45 students indicates that many teachers still face large class sizes, which may affect classroom management, student participation, and the effective implementation of teaching methods and textbook activities. In addition, overcrowded classes can limit teachers' ability to provide individualized attention and may create challenges in maintaining learner engagement.

## Chapter three: Results and Discussion

### Section Two: Evaluation of the Textbook Implementation

This section presents teachers' opinions regarding the implementation of the first-year middle school English textbook. It focuses on evaluating the textbook in terms of content, design, and relevance, based on a Likert scale.

#### A. Textbook Content and Design

**Statement 01:** The textbook appropriate for linguistic level of first year-middle school

This statement aims to examine teachers' opinions about the appropriateness of the textbook to learners' linguistic level.

**Table 3.8: Teachers' opinions about the appropriateness of the textbook**

Options	Teachers number	Percentage
Strongly Agree	1	3.3%
Agree	20	66.7%
Neutral	5	16.7%
Disagree	3	10%
Strongly Disagree	1	3.3%
<b>Total</b>	<b>30</b>	<b>100%</b>

The results indicate that the majority of teachers (66.7%) agree that the textbook is appropriate for the linguistic level of first-year middle school learners, while a small percentage (3.3%) strongly agree.

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However, 16.7% of the participants expressed a neutral opinion, and 13.3% (10% disagree and 3.3% strongly disagree) showed negative attitudes toward the textbook.

This suggests that, although the textbook is generally considered suitable, some teachers believe that it may not fully match students' linguistic abilities. This mismatch may create certain challenges during classroom implementation.

**Statement 02:** The content is well-organized

This statement aims to evaluate teachers' opinions about the organization and logical sequencing of the textbook content.

**Table 3.9: Teachers' opinions about content organization**

Options	Teachers number	Percentage
Strongly Agree	1	3.3%
Agree	17	56.7%
Neutral	9	30%
Disagree	4	13.3%
Strongly Disagree	1	3.3%
<b>Total</b>	<b>30</b>	<b>100%</b>

The findings reveal that the majority of teachers (56.7%) selected “*Agree*”, indicating that they consider the textbook content to be well-organized and logically sequenced. In addition, a small percentage (3.3%) strongly agree, which further supports the positive evaluation of the textbook's structure.

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However, a notable proportion of respondents (30%) expressed a neutral opinion, suggesting that the organization of the content may not be entirely satisfactory for all teachers. Moreover, 13.3% of the participants disagree and 3.3% strongly disagree, indicating that some teachers perceive weakness in sequencing or clarity of the textbook content.

Overall, these results suggest that, although the textbook is generally viewed as a well-organized, there is a considerable percentage of teachers who remain uncertain or dissatisfied. This implies that improvements could be made to enhance the clarity and logical progression of the content.

**Statement 03:** The topics are relevant to pupils' interests and needs

This statement aims to explore teachers' opinions about the relevance of the textbook topics to pupils' interest and needs.

**Table 3.10: Teachers' opinions about the relevance of the textbook topics**

Options	Teachers number	Percentage
Strongly Agree	2	6.7%
Agree	16	56.7%
Neutral	6	20%
Disagree	4	13.3%
Strongly Disagree	1	3.3%
Total	30	100%

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The results indicate that the majority of the teachers (56.7%) agree that the textbook topics are relevant to pupils' interests and needs, while a smaller proportion (6.7%) strongly agree.

However, 20% of the participants expressed a neutral opinion, and 16.6% (13.3% disagree and 3.3% strongly disagree) showed negative attitudes.

This suggests that although the textbook topics are generally considered relevant, some teachers believe that they do not fully match pupils' interest and needs. This may reduce students' motivation and engagement during classroom activities.

**Statement 04:** the textbook integrates the four language skills effectively.

This statement was included to determine whether teachers believe the textbook provides a balanced and cohesive integration of the four language skills (listening, speaking, reading, and writing).

**Table 3.11: teachers' perceptions of skill integration in the textbook**

Options	Teachers number	Percentage
Strongly agree	2	6.7%
Agree	18	60%
Neutral	6	20%
Disagree	3	10%
Strongly disagree	1	3.3%
Total	30	100%

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The results show that a large majority of the participants (66.7%) have a positive view. Specifically, 60% agreed and 6.7% strongly agreed that the textbook is effective in its integration. In contrast, 20% of the respondents held a neutral position, while a combined 13.3% disagreed or strongly disagreed with the statement.

These results indicate that while the majority of the teachers find the textbook's integration of the four skills successful, the presence of neutral and dissenting voices means the textbook might still need some changes to make sure all four skills are taught equally well.

**Statement 05:** the instructions are clear and understandable for beginners.

This statement was included to evaluate whether teachers believe the textbook's instructions are simplified and clear enough for beginner-level students to follow without difficulty.

**Table 3.12: Teachers' perception of the clarity and understandability of instructions**

Options	Teachers number	Percentage
Strongly agree	2	6.7%
Agree	17	56.7%
Neutral	7	23.3%
Disagree	2	6.7%
Strongly disagree	2	6.7%
<b>Total</b>	<b>30</b>	<b>100%</b>

The results show that a majority of the participants (63.4%) had a positive response, with 56.7% agreeing and 6.7% strongly agreeing that the instructions are clear. In contrast, 23.3% of the respondents remained neutral, while a total of 13.4% either disagreed or strongly disagreed with the statement.

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These results indicate that most teachers consider the textbook's instructions accessible for beginners. However, the notable percentage of neutral and negative responses suggests that certain instructions might still be too complex or could be further simplified to better suit the proficiency level of beginner learners.

### B. Pedagogical effectiveness

**Statement 06:** The textbook supports the implementation of the Competency-Based Approach.

This statement was included to determine whether teachers believe the textbook is consistent with the principles of the CBA.

**Table 3.13: Alignment of the Textbook with the CBA**

Options	Teachers number	Percentage
Strongly agree	1	3.3%
Agree	18	60%
Neutral	6	20%
Disagree	4	13.3%
Strongly disagree	1	3.3%
Total	30	100%

The results show that a majority of the participants (63.3%) expressed a positive view, with 60% agreeing and 3.3% strongly agreeing that the textbook supports this approach. In contrast, 20% of the respondents held a neutral position, while a combined 16.6% (13.3% disagree and 3.3% strongly disagree) expressed a negative view.

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These results indicate that while most of teachers believe the textbook is effectively aligned with the Competency-Based Approach, the presence of neutral and dissenting responses means that some elements in the book may still need adjustment to fully meet the requirements of this specific methodology.

**Statement 07:** The activities promote learners' communicative competence.

This statement was included to determine if teachers believe the textbook activities successfully help learners develop the ability to communicate effectively in the target language.

**Table 3.14: Teachers' perceptions of communicative competence promotion**

Options	Teachers number	Percentage
Strongly agree	2	6.7%
Agree	14	46.7%
Neutral	6	20%
Disagree	6	20%
Strongly disagree	2	6.7%
<b>Total</b>	<b>30</b>	<b>100%</b>

According to the table, a majority of the participants (53.4%) expressed a positive view, with 46.7% agreeing and 6.7% strongly agreeing that the activities are effective. Meanwhile, 20% were neutral, and 26.7% either disagreed or strongly disagreed.

These results show that while more than half of the teachers find the activities helpful for communication, though a significant portion remains unconvinced or neutral.

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**Statement 08:** The textbook encourages learner autonomy.

This statement aimed to see if the textbook helps students take responsibility for their own learning.

**Table 3.15: Teachers' perceptions of learner autonomy encouragement.**

Options	Teachers number	Percentage
Strongly agree	0	0%
Agree	15	50%
Neutral	8	26.7%
Disagree	6	20%
Strongly disagree	1	3.3%
<b>Total</b>	<b>30</b>	<b>100%</b>

As shown in table 2.15, exactly 50% of the respondents agreed that the textbook encourages autonomy, though notably no participants (0%) strongly agreed. 26.7% of teachers remained neutral, while 23.3% expressed a negative view.

The fact that half of the teachers agreed suggests the textbook provides some opportunities for independent learning, but the lack of “strongly agree” response indicates that the support for learner autonomy may be limited or insufficient.

**Statement 09:** The activities are adoptable to different learning styles.

This statement was used to evaluate whether teachers believe the textbook activities can be adopted to meet various learning styles without needing major changes.

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Table 3.16: Adoptability of activities to diverse learning styles.

Options	Teachers number	Percentage
Strongly agree	0	0%
Agree	13	43.3%
Neutral	8	26.7%
Disagree	8	26.7%
Strongly disagree	1	3.3%
Total	30	100%

The results show a mixed response; while 43.3% of teachers agreed that the activities are adoptable, 26.7% were neutral and another 30% disagreed or strongly disagreed.

These findings indicate that many teachers find it difficult to use the textbook content for learners with different learning styles as it is. This means that the activities may be perceived as too rigid and could benefit from more variety to suit different types of learners.

### C. Practical Constraints

**Statement 10:** The time allocated is sufficient to cover the textbook units.

This statement was included to assess whether the official time assigned is enough for teachers to finish the textbook units.

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Table 3.17: Sufficiency of time allocation for textbook units

Options	Teachers number	Percentage
Strongly agree	3	10%
Agree	5	16.7%
Neutral	3	10%
Disagree	12	40%
Strongly disagree	7	23.3%
Total	30	100%

The results presented indicate that a significant majority of 63.3% expressed a negative view, with 40% disagreeing and 23.3% strongly disagreeing that the time is sufficient. Only 26.7% of participants gave a positive response, while 10% were neutral.

These results clearly show that the allocated time is inadequate for most teachers. The high level of disagreement suggests that the textbook content may be too dense to be covered effectively within the current time limits.

**Statement 11:** The textbook contains an appropriate amount of content.

This statement aimed to explore teachers' perceptions of the adequacy of the content included in the new first-year English textbook.

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**Table 3.18: Participants' perceptions of the appropriateness of textbook content**

Options	Teachers number	Percentage
Strongly agree	2	6.7%
Agree	14	46.7%
Neutral	7	23.3%
Disagree	7	23.3%
Strongly disagree	0	0%
Total	30	100%

These results indicate that 53.4% of the participants believe the content amount is appropriate (46.7% agree and 6.7% strongly agree). However, 23.3% remain neutral and another 23.3% disagreed.

While the majority is satisfied with the amount of content, nearly half of the respondents are either neutral or find the amount inappropriate.

**Statement 12:** Class size negatively affects textbook implementation.

This statement was designed to see if large numbers of students in one classroom make it harder for teachers to use the textbook effectively.

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Table 3.19: Impact of class size on textbook implementation.

Options	Teachers number	Percentage
Strongly agree	8	26.7%
Agree	15	50%
Neutral	1	3.3%
Disagree	6	20%
Strongly disagree	0	0%
Total	30	100%

The findings show a very strong majority of 76.7% of respondents agreed that class size is a problem, with 50% agreeing and 26.7% strongly agreeing. Only 20% disagreed, and a tiny 3.3% were neutral.

These results indicate that class size is one of the biggest obstacles for teachers. It suggests that even if a textbook is good, having too many students in class prevents it from being implemented as intended.

**Statement 13:** lack of teaching resources hinders effective use of the textbook.

This statement was used to determine if a shortage of tools (like audio-visual aids) prevents teachers from using the book properly.

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Table 3.20: The effect of resource scarcity on textbook use

Options	Teachers number	Percentage
Strongly agree	6	20%
Agree	15	50%
Neutral	4	13.3%
Disagree	5	16.7%
Strongly disagree	0	0%
Total	30	100%

According to the provided results, 70% of the teachers agreed (50% agree and 20% strongly agree) that a lack of resources is a hindrance. Only 16.7% disagreed, while 13.3% were neutral.

This high level of agreement shows that most teachers feel they do not have the necessary equipment to support the textbook. This indicates that the effectiveness of the book is often limited by the school environment.

**Statement 14:** Pupils low proficiency level creates difficulties in using the textbook.

This statement aimed to investigate if the pupils' low English level makes the textbook difficult for teachers to implement effectively.

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Table 3.21: Impact of students' proficiency on textbook usage

Options	Teachers number	Percentage
Strongly agree	10	33.3%
Agree	18	60%
Neutral	0	0%
Disagree	2	6.7%
Strongly disagree	0	0%
Total	30	100%

The results show an overwhelming majority (93.3%) of teachers agree that students' low level is a major difficulty, with 60% agreeing and 33.3% strongly agreeing. Only 6.7% disagreed.

These findings indicate a serious gap between the level of the textbook and the actual proficiency of the students. This suggests that the textbook might be too advanced for the learners it was designed for.

### D. Teaching Practices

**Statement 15:** I frequently adapt textbook activities to suit my learners' level.

This statement was included to see how often teachers change the book's activities to make them easier or more relevant for their students.

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Table 3.22: adapting textbook activities to learners' level.

Options	Teachers number	Percentage
Strongly agree	7	23.3%
Agree	13	43.3%
Neutral	4	13.3%
Disagree	5	16.7%
Strongly disagree	1	3.3%
Total	30	100%

The table's results show that 66.6% of teachers regularly adapt activities (43.3% agree and 23.3% strongly agree). Only 20% disagreed or strongly disagreed, while 13.3% were neutral.

This indicates that most teachers do not follow the book exactly but instead modify it to fit their students' needs. This reinforces the idea that the textbook's original content may not always match the students' level.

**Statement 16:** I use supplementary materials to support the textbook.

This statement aimed to find out if teachers use outside resources (like extra worksheets or videos) to support the textbook.

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**Table 3.23: Teachers' use of supplementary materials to support the textbook.**

Options	Teachers number	Percentage
Strongly agree	14	46.7%
Agree	13	43.3%
Neutral	0	0%
Disagree	3	10%
Strongly disagree	0	0%
<b>Total</b>	<b>30</b>	<b>100%</b>

An overwhelming 90% of participants reported using extra materials, with 43.3% agreeing and 46.7% strongly agreeing. Only 10% disagreed.

These results show that teachers consider the textbook is not enough on its own. The heavy reliance on outside materials suggests that the textbook lacks some essential elements that teachers have to find elsewhere.

**Statement 17:** I omit or skip certain activities due to constraints.

This final statement was included to see if teachers are forced to skip parts of the book because of certain reasons.

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**Table 3.24: Teachers' tendency to skip textbook activities due to constraints**

Options	Teachers number	Percentage
Strongly agree	10	33.3%
Agree	18	60%
Neutral	0	0%
Disagree	2	6.7%
Strongly disagree	0	0%
<b>Total</b>	<b>30</b>	<b>100%</b>

The finding in the table above shows that 93.3% of teachers skip activities (60% agree and 33.3% strongly agree). Only 6.7% said they do not skip activities.

This very high percentage indicates that the textbook is rarely completed as written. It suggests that due to the various constraints mentioned earlier (like time and student level) teachers are forced to leave out significant parts of the curriculum.

### 3.2. Qualitative Analysis

This section analyses the qualitative data collected from the three open-ended questions in the teacher questionnaire. To analyze these responses, a thematic analysis was used to identify shared patterns and recurring ideas among the 30 participants. The analysis not only describes teachers' responses but also provides brief interpretations to highlight the significance of the emerging themes.

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**Question 1:** In your opinion, what are the main challenges you face when implementing the 1<sup>st</sup> year middle school English textbook?

Teachers identified several major obstacles when using the textbook, which can be grouped into the following themes:

- **Lack of curricular alignment:** Many teachers noted a serious mismatch between the textbook and official documents. They stated that the textbook objectives and the didactic guide “are not parallel” and that the textbook is “not aligned with the didactic guide” or the “new teaching program”. This recurring concern suggests a lack of coherence between curriculum components, which creates confusion for teachers when planning and delivering lessons.
- **Level mismatch and content difficulty:** A prime concern is the “gap between the content of the book and the level of the learners”. Teachers reported that the textbook is “sometimes too difficult for students to understand” and contains a “huge amount of new lexis in each lesson”. Additionally, some content was described as “strange to our society”, suggesting a lack of cultural relevance. This indicates that the textbook does not sufficiently take into account learners’ actual proficiency levels or sociocultural context, which may negatively affect comprehension and engagement.
- **Mismatch and shortage of teaching resources:** Teachers highlighted technical and pedagogical problems, noting that “audio-texts(scripts) are not the same” as those in the textbook. They also mentioned a “lack of engaging materials”, “lack of visuals”, and “not enough simple activities” to motivate students. This suggests that the textbook alone is not sufficient to support effective teaching, requiring additional effort from teachers to compensate for these shortcomings.

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- **Time constraints and content overload:** Practical issues are a major burden. Teachers frequently cited “limited time”, “long units”, and the “large amount of content” as a reason why it is difficult to cover the material properly. This reflects a mismatch between the prescribed content and the time allocated for teaching, and this what make full implementation unrealistic.
- **Classroom constraints (mixed ability and large classes):** another important challenge concerns classroom realities, such as “mixed ability levels” and “large class sizes”. These factors make it difficult to implement certain textbook activities effectively. As one teacher explained, “large classes... make some activities difficult to implement”. This highlights the gap between textbook design and actual classroom conditions, particularly in terms of mixed ability and class size.

**Question 2:** what strategies do you use to overcome these challenges?

To address these issues, teachers reported using several practical strategies to help their students:

- **Adaptation and simplification:** The most common strategy is “adapting or simplifying the activities” to suit the students’ proficiency. Teachers often “break down complex activities into simpler steps” and use “simple and clear language”. The dominance of this strategy shows that teachers do not rely on the textbook as it is, but actively modify it to meet learners’ needs.
- **Use of supplementary materials:** Since the textbook is often viewed as insufficient, teachers are “obliged to create personal materials”. This includes using “structured worksheets”, “flashcards”, “pictures”, and “videos” to make the lessons more

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understandable. This reflects teachers' role as material designers rather than mere textbook users.

- **Flexibility and content selection:** Many teachers do not follow the book strictly. They “select only what is suitable”, “reorganize the lessons”, “focus only on the most important objectives”. Some even “skip or replace some activities” that do not match their students' needs. This suggests a partial rejection of the textbook and highlights the need for greater flexibility in its design.
- **Engagement and interactive techniques:** to increase participation, teachers use “group work”, “pair work”, and interactive method like “TPR (Total Physical Response)”. They also use “games” and “songs” to motivate learners. This indicates a shift toward more communicative and learner-centered teaching practices, despite the limitations of the textbook.

**Question 3:** what suggestions would you propose to improve the textbook and its implementation?

The participants offered several recommendations to make the textbook more effective for future use:

- **Alignment and structural changes:** Teachers suggested “aligning the textbook with the didactic guide” and ensuring it follows the official syllabus. They also recommended “redesigning the book with a clearer structure”. This confirms that lack of alignment is a central issue that needs to be addressed at the design level.
- **Content reduction and localization:** A major suggestion is to “reduce overload and focus on essentials” while “simplifying the language”. Teachers also want content that

## Chapter three: Results and Discussion

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fits the “Algerian context” by including “local and familiar names, places, and situations”. This reflects the need for a textbook that better matches learners’ level and their real-life context.

- **Improved resources and visuals:** Respondents recommended adding “digital resources”, “more visuals”, and “accessible audio materials”. They also suggested adding “more communicative activities” rather than just focusing on grammar. This highlights the importance of improving or providing more visuals, audio, and interactive materials to enhance learners’ engagement and comprehension.
- **Teacher involvement and training:** Finally, teachers requested “organizing professional trainings” to help them manage classroom constraints. They believe it is important to “engage teachers, not just inspectors”, in the process of designing and evaluating the textbook. This suggests that improving the textbook alone is not sufficient; supporting and training teachers is equally essential for effective implementation.

In general, these findings suggest that the textbook is not always practical to use or not even followed in real classrooms. Teachers rely on their own strategies to overcome its limitations. This points to the need for a more suitable and flexible textbook.

### 3.3. Discussion of Results

The present study aimed to investigate the challenges faced by EFL teachers while implementing the first-year middle school English textbook “*My Book of English*” in Algerian middle schools, particularly in Ghardaïa. The results obtained from the teachers’ questionnaire reveal that although the textbook is generally perceived positively in terms of its organization,

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teaching approach, and integration of skills, several significant challenges hinder its effective implementation in classroom practice.

One of the most prominent challenges identified is learners' low proficiency level. The majority of participants reported that pupils experience considerable difficulty in understanding and using the textbook content, especially communicative activities. This finding indicates a mismatch between the linguistic demands of the textbook and learners' actual abilities. It also supports the argument highlighted in the literature review, concerning the difficulties of applying communicative and competency-based activities with mixed-ability and low-level learners. For instance, tasks like the "Security Camera Live Broadcast" (p.54) or the formal introduction of irregular verbs in Sequence 3 (p. 81) and their use in complex reading tasks like Dylan's postcard (p. 85), represent a significant linguistic burden for beginners. For a beginner who is already struggling with basic English, having to master real-time communicative reporting and complex grammatical structures like the past simple and the present continuous at the same time makes the language acquisition process significantly more challenging. Consequently, teachers tend to simplify activities and adapt tasks, in order to facilitate comprehension and encourage learners' participation.

Beyond linguistic difficulty, a closer look at teachers' perceptions regarding the relevance of topics (table 3.10) reveals a gap between the textbook's modern themes and the students' actual world. While the book uses a "school WhatsApp group" (p. 3), an "Instagram story" (p. 23), and a "Facebook post" (p. 77) to appear contemporary, teachers noted in the qualitative analysis that some content feels "strange to our society". In reality, students are digital natives who often learn more authentic English from informal environments like "video games" (e.g., Play station) than from artificial school version of technology. This mismatch suggests that by imposing these

## Chapter three: Results and Discussion

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themes, the textbook may fail to fully capture the interest of 21st-century learner, potentially leading to the pedagogical colonization of their digital identity by ignoring the natural way they actually interact with English outside classroom.

Another major issue concerns classroom conditions, particularly overcrowded classrooms and insufficient instructional time. Teachers reported that large class sizes restrict interaction and make it harder to implement learner-centered activities that the textbook requires. This problem is directly linked to the interactive nature of the manual, which follows the Competency-Based-Approach (CBA). For instance, every sequence includes mandatory “Write Together” sessions (e.g., p. 23, 49, 74) that require students to form groups to share ideas and solve problems as a team. However, in a class where 33.3% of teachers reported having 36 to 45 learners, moving desks to work as a team creates chaos and noise. This evidence confirms that the book designers did not plan for real situation of crowded Algerian classrooms. They created activities for an ideal small class, making the manual very hard to use in real local middle school. Furthermore, the time allocated is often insufficient to complete textbook sequences, especially with beginners who require more explanation and practice. These results align with previous studies, which underline the negative impact of contextual constraints on curriculum implementation.

Furthermore, the lack of adequate teaching resources represents a significant barrier. Teachers reported a shortage of visual-aids, audio-materials, and pedagogical support, which forces them to rely heavily on supplementary materials. This not only increases teachers’ workload but also highlights the limitation of the textbook when it is used in environments with limited resources. Such findings confirm that successful textbook implementation depends not only in written content, but also on the availability of institutional and material support. This result is well supported in the previous studies, concerning institutional constraints.

## **Chapter three: Results and Discussion**

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In addition, another concern raised by teachers is the lack of alignment between the textbook, the didactic guide, and the practical needs of classroom instruction. Many teachers indicated that they rely primarily on the teaching guide, while using the textbook selectively. This suggests that teachers perceive a gap between the prescribed materials and actual teaching practices. This finding reinforces the earlier studies, that effective implementation requires coherence between teaching objectives, teaching materials, and the learners' contextual needs.

Finally, in a response to these classroom constraints, teachers appear to play an active and adaptive role in overcoming these challenges. Most participants reported modifying activities, selecting relevant content, using supplementary materials in order to address learners' needs and interests, and compensate for certain textbook limitations. This supports the literature review's argument that textbooks should be used flexibly rather than applied rigidly in the classroom.

Overall, the findings of the present study validate the research hypotheses proposed at the beginning of the dissertation. The data confirms that teachers face major obstacles regarding proficiency, classroom conditions, and the availability of resources. It further validates that teachers must act as material designers, adapting and simplifying the content to bridge the gap between the theoretical design of the textbook and the actual needs of the learners.

### **Conclusion**

In conclusion, the results analyzed in this chapter provide a clear understanding of teachers' perspectives, and successfully validate the research hypotheses regarding the textbook implementation. The findings confirm that pedagogical, institutional, and contextual constraints alongside learners' low proficiency, create a significant gap between the textbook design and its practical application in Algerian middle school classrooms. To overcome these challenges, teachers currently rely on adaptation and designing supplementary materials to bridge this gap and support effective textbook implementation.

# **General Conclusion**

### General conclusion

The first-year middle school English textbook was introduced within the framework of the recent educational reforms in Algeria, which aim to improve English language teaching and develop learners' communicative competence. However, it has been observed that many EFL teachers face several difficulties while implementing this textbook in real classroom settings, particularly in the context of Ghardaïa. In light of this, the research attempts to investigate the problems teachers encounter during textbook implementation and identify the strategies they use to overcome these difficulties. The research poses the following questions:

1. What are the primary challenges that EFL teachers in Ghardaïa face when implementing the first-year middle school English textbook?
2. What strategies do these teachers use to overcome these obstacles and meet their learners' needs?
3. To what extent does the textbook align with the practical needs of both teachers and learners in the local context?

To address these research questions, the study was based on the following hypotheses:

1. EFL teachers face significant challenges, in implementing the new English textbook, that range from factors such as learners' low proficiency level to lack of resources, large class sizes, and limited time.
2. Teachers frequently tend to adapt the textbook, simplify the content, use supplementary materials to cope with these difficulties.
3. The Textbook does not fully align with the practical needs of teachers and learners in local classroom context.

## GENERAL CONCLUSION

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The research was divided into three chapters. The first chapter, the theoretical part, presented an overview of the linguistic landscape in Algeria, the historical development of the educational reforms, the place of English within the Algerian educational system, and the Competency-Based Approach. It also discussed the role of textbook in the teaching and learning process, the constraints affecting their implementation, and the pedagogical organization of the first-year middle school English textbook.

The second chapter, the practical part, focused on the research design, the sample, the data collection tools, and the procedures used for data analysis. It also presents the questionnaire administered to a sample of 30 EFL teachers from different middle schools in Ghardaïa.

The third chapter was devoted to the presentation, analysis, and the discussion of the data collected through questionnaire. The findings are interpreted in related to the research questions and hypothesis, and are further discussed in light of previous studies in the field to provide a comprehensive understanding of the challenges faced by EFL teachers during textbook implementation.

Regarding the first hypothesis, the findings revealed that EFL teachers face significant challenges when implementing the first-year middle school English textbook. These challenges are mainly related to learners' low proficiency level, lack of teaching resources, overcrowded classrooms, and limited instructional time. In addition, teachers reported that classroom conditions and limited resources make the implementation of textbook activities more difficult. Therefore, the first hypothesis is confirmed.

## GENERAL CONCLUSION

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the second hypothesis proposed that teachers tend to adapt textbook content and use supplementary materials in order to facilitate learning. The findings of the questionnaire analysis revealed that the majority of teachers frequently simplify activities, modify lessons, and rely on additional teaching materials to respond to learners' needs and classroom constraints. Consequently, the second hypothesis is confirmed.

The third hypothesis suggested that the textbook does not fully correspond to the practical realities of the classroom context. The results demonstrated that many teachers consider the textbook partially misaligned with learners' actual proficiency levels, classroom conditions, and available instructional resources. Therefore, the third hypothesis is also confirmed.

In conclusion, the research explored the challenges faced by EFL teachers in implementing the first-year middle school English textbook in Algeria. The findings revealed that although the textbook represents an important pedagogical tool, its implementation remains affected by several contextual and institutional constraints.

### **Recommendation:**

- Providing middle school EFL teachers with continuous pedagogical training to help them overcome the challenges encountered during textbook implementation.
- Revising the prescribed textbook to ensure that its content, activities, and objectives are more suitable for learners' needs and proficiency levels.
- Ensuring greater alignment between the textbook and the didactic guide in order to avoid confusion and facilitate the teaching process.

## **GENERAL CONCLUSION**

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- Supplying schools with adequate teaching materials and technological resources to support classroom practices effectively.
- Adopting flexible teaching strategies and integration supplementary materials to compensate for the limitations of the textbook.
- Allocating sufficient instructional time to enable teachers to complete textbook activities and achieve the intended learning objectives.
- Taking teachers' feedback and classroom realities into consideration when evaluating or designing future textbooks.

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# **APPENDIX**

## Appendix

**Teachers' Questionnaire**

**Title: The Challenges Faced by  
EFL Teachers in Implementing the  
First-Year Middle School English  
Textbook in Algeria  
Teachers of Ghardaia as a case  
study**

**Dear Teacher,**

You are kindly invited to complete this questionnaire, which aims to investigate the challenges faced by EFL teachers in implementing the first-year middle school English textbook. Your responses will remain anonymous and will be exclusively used for scientific purposes.

**Section One: Professional Background****1. Gender:**

Male  Female

**2. Age:**

20-30  31-40  41-50  50+

**3. Teaching experience:**

1-5 years  6-10 years  11-15 years  16+

**4. Academic qualification:**

Licence  Master  Other: .....

5. **Have you received formal training on the competency-based approach (CBA)?**

Yes  No

6. **How long have you been teaching 1<sup>st</sup> year middle school?**

Less than 1 year  1-3 years  4-6 years

7+ years

7. **Average number of students per class:**

Less than 25  25-35  36-45  More than 45

## Section Two: Evaluation of the Textbook

### Implementation

**Instruction:** Please indicate your level of agreement using the following scale:

(Strongly Agree- Agree- Neutral- Disagree- Strongly Disagree)

#### A. Textbook Content and Design

1. The textbook is appropriate for the linguistic level of first year-middle school learners.

Strongly agree  Agree  neutral

Disagree  Strongly disagree

2. The content is well-organized and logically sequenced.

Strongly agree  Agree  neutral

Disagree  Strongly disagree

3. The topics are relevant to pupils' interests and needs.

Strongly agree  Agree  neutral

Disagree  Strongly disagree

4. The textbook integrates the four language skills effectively.

Strongly agree  Agree  neutral

Disagree  Strongly disagree

5. The instructions are clear and understandable for beginners.

Strongly agree  Agree  neutral

Disagree  Strongly disagree

## B. Pedagogical Effectiveness

1. The textbook supports the implementation of the competency-based approach.

Strongly agree  Agree  neutral

Disagree  Strongly disagree

2. The activities promote learners' communicative competence.

Strongly agree  Agree  neutral

Disagree  Strongly disagree

3. The textbook encourages learner autonomy.

Strongly agree  Agree  neutral

Disagree  Strongly disagree

4. The activities are adoptable to different learning style.

Strongly agree  Agree  neutral   
 Disagree  Strongly disagree

**C. Practical Constraints**

1- The time allocated is sufficient to cover the textbook units.

Strongly agree  Agree  neutral   
 Disagree  Strongly disagree

2. The textbook contains an appropriate amount of content.

Strongly agree  Agree  neutral   
 Disagree  Strongly disagree

3. Class size negatively affects textbook implementation.

Strongly agree  Agree  neutral   
 Disagree  Strongly disagree

4. Lack of teaching resources hinders effective use of the textbook.

Strongly agree  Agree  neutral   
 Disagree  Strongly disagree

5. Pupils low proficiency level creates difficulties in using the textbook.

Strongly agree  Agree  neutral   
 Disagree  Strongly disagree

**D. Teaching Practices**

1. I frequently adapt textbook activities to suit my learner’s level.

Strongly agree       Agree       neutral   
Disagree       Strongly disagree

2. I use supplementary materials to support the textbook.

Strongly agree       Agree       neutral   
Disagree       Strongly disagree

3. I omit or skip certain activities due to constraints.

Strongly agree       Agree       neutral   
Disagree       Strongly disagree

### Open-Ended Questions

. In your opinion, what are the main challenges you face when implementing the 1<sup>st</sup> year middle school English Textbook?

→.....  
.....  
.....

19. What strategies do you use to overcome these challenges?

→.....  
.....  
.....

20. What suggestions would you propose to improve the textbook and its implementation?

→.....  
.....  
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### ملخص البحث

شهد تعليم اللغة الانجليزية في الجزائر عدة إصلاحات تربوية تهدف إلى تحسين الكفاءة التواصلية لدى المتعلمين، حيث يشكل النهج القائم على المقاربة بالكفاءات (CBA) جوهر هذه الإصلاحات. وفي هذا السياق، تم ادراج الكتاب المدرسي الجديد *My Book of English* للسنة الأولى متوسط، باعتباره أداة بيداغوجية لتحقيق الأهداف التعليمية الوطنية. غير أن تطبيق هذا الكتاب داخل الأقسام يواجه عدة تحديات بيداغوجية وتعليمية. تهدف هذه الدراسة إلى تحديد أبرز التحديات التي يواجهها أساتذة اللغة الانجليزية كلغة أجنبية بولاية غرداية أثناء تطبيق الكتاب المدرسي الجديد، واستكشاف الاستراتيجيات التي يستخدمونها للتغلب على هذه التحديات، وتقييم مدى توافق الكتاب المدرسي مع الاحتياجات التربوية المحلية. تعتمد هذه الدراسة على المنهج الوصفي ذي الطابع الكمي والنوعي، باستخدام استبيان وُزِعَ على 30 أستاذاً للسنة الأولى متوسط. أظهرت النتائج أن الأساتذة يواجهون عدة تحديات في تنفيذ الكتاب، من بينها ضعف مستوى التلاميذ، ضيق الوقت، إكتظاظ الفصول الدراسية، ونقص الوسائل التعليمية. كما تشير النتائج الرئيسية إلى عدم توافق بين الكتاب المدرسي والدليل البيداغوجي، مما يجبر الأساتذة على تكييف الأنشطة التعليمية، تبسيط المحتوى، واستخدام وسائل تكميلية من أجل تسهيل تطبيق الكتاب وتحقيق أهداف الدرس. وخلصت الدراسة إلى أن فعالية تطبيق الكتاب المدرسي ترتبط بضرورة تصميم كتب مدرسية تراعي واقع الفصول الدراسية والسياق الثقافي الجزائري، إلى جانب توفير تكوين مهني ودعم بيداغوجي يساعد الأساتذة على التكيف مع متطلبات الإصلاحات التعليمية.

**الكلمات المفتاحية:** المقاربة بالكفاءات (CBA) ، أساتذة اللغة الإنجليزية كلغة أجنبية، تطبيق الكتاب المدرسي، التحديات

البيداغوجية، استراتيجيات التدريس، التعليم المتوسط، *My Book of English*، الإصلاحات التربوية.