

***An Evaluation of the Algerian Primary School English Textbook: A Comparative Analysis of “My Book of English” and the British “English Junior Textbook for Grade 1”***

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*Received: 14/05/2024*

*Accepted: 17/07/2024*

*Published: 31/07/2024*

***Abstract:***

*This study undertakes a comparative analysis of the Algerian primary school textbook “My Book of English” and the British “English Junior textbook” for the first grade. By systematically examining the content, pedagogical approach and cultural relevance, the study seeks to shed light on the effectiveness and suitability of the Algerian new EFL textbook. This research focuses also on exploring teachers’ attitudes towards the primary school EFL textbook. This comparative study contributes to gaining insights which can be of great help for curriculum developers, textbook designers, and primary school EFL teachers, contributing to enhanced language learning experiences for primary school pupils.*

***Keywords:*** *Algerian Primary School EFL Textbook; EFL Instruction; English Junior textbook; My Book of English.*

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## **1. INTRODUCTION**

Textbooks are a crucial component of English as a Foreign Language (EFL) instruction, serving as a primary source of input for language learners, typically developed based on a syllabus and targeted towards achieving specific quality and learning objectives. As such, they play a significant role in shaping the learning experience and influencing learner outcomes. In recent years, there has been an increasing emphasis on the role of textbooks in the EFL classroom, particularly with regards to their design, content, and effectiveness.

For the time being, the Algerian government has bet on teaching English for young learners at primary schools. It is a revolutionary decision that requires crucial factors that should work in tandem to achieve this honourable goal which is enabling the youth to use the English language as far as it is regarded as a common Lingua Franca. Among these inevitable factors is the textbook which is considered as an effective teaching material for both teacher and learner alike. The current research paper is a comparative study between the Algerian textbook “My Book of English” and the British “English Junior textbook” for the first grade. The analysis considered the linguistic, cultural, and pedagogical differences between the two textbooks, and assessed their respective strengths and weaknesses in terms of supporting learners’ development of English language skills. The study provided insights into the suitability of the Algerian textbook for primary school English language teaching in Algeria and informed decisions regarding the selection and development of English language teaching materials for this age group.

Studying and comparing textbooks from different countries can improve education by learning from their diverse approaches and experiences (Budiarsih, 2022). Furthermore, according to Tomlinson (2012), comparing textbooks enables scholars to navigate in different societies to know what skills are highly esteemed. In addition, textbook comparison is salient for giving educators an eye to the pros and cons of the textbooks for better improvements and achievements as well. By assessing content quality, identifying differences and similarities, examining pedagogical approaches, promoting critical thinking, and fostering inclusivity, educators and students can make informed decisions about which textbooks are best suited for their needs.

The current study aims at answering the following questions:

- What are the distinctions in pedagogical approaches, teaching methodologies, activities, and strategies employed in the Algerian

EFL textbook and the British textbooks, and how do these differences influence the effectiveness of English language instruction at Algerian primary schools?

- How well do the new Algerian EFL textbook align with national primary school curriculum standards and learning objectives, and what areas require further consideration or adjustment?
- What are 3rd year primary school EFL teachers' attitudes towards the effectiveness of "My book of English" to teach English for Algerian primary school learners?
- What implications can be drawn from the research findings for improving EFL education, teacher training, student engagement, and policy-making in the context of Algerian English language instruction?

## **2. Methodology**

Following a mixed-method design, the present study sought to collect qualitative and quantitative data through comparing the two textbooks relying on an eclectic checklist, as well as an online questionnaire which was distributed to third year primary school EFL teachers. The sample consists of 25 participants who were randomly selected from sixty-nine primary schools in Souk Ahras, during the academic year 2022-2023.

### **2.1 Description of the Checklist**

According to (Sheldon, 1988), there is no one universal checklist that can be used in all circumstances. That is why a ready-made checklist will be neither relevant nor effective to this study. Consequently, the used checklist is eclectic. The checklist utilised throughout the current investigation was inspired from the checklists suggested by Tomlinson (2012), Sheldon (1988) and Cunningsworth (1995). This checklist to textbook analysis focuses on analysing various aspects of the textbook, including its format, content, vocabulary, grammar, activities and exercises, illustrations, and cultural relevance. The checklist consists of multiple questions that helped us to gather data for analysis and interpretation, contributing to the overall evaluation of the textbooks' effectiveness in supporting English language learning.

### **2.2 Description of the Teachers Questionnaire**

The questionnaire includes 27 questions addressing the participating teachers' perspectives on teaching 3rd year primary school pupils the English language in addition to French, along with their attitudes towards the used English textbook introduced for this level. Additionally, the questionnaire sought insights regarding the incorporation of culture, teaching of values, and

suggestions for improvement.

### 3. Results

#### 3.1 A Detailed Description of the British “English Junior Textbook”

The British “English Junior Textbook” has 126 pages with 10 units. Each unit is structured to introduce pupils to new vocabulary, essential grammar concepts, and language skills in a progressive manner. This textbook follows a communicative and learner-centred approach, aiming to develop the four language skills, along with incorporating vocabulary, grammar, and cultural elements.

The main objectives of this textbook are:

- Improving pupils’ language skills to enable effective communication in English.
- Introducing new words and expressions; building learners’ vocabulary and language repertoire.
- Teaching essential grammar concepts and structures to provide a strong foundation in English grammar.
- Developing critical thinking skills through thought-provoking exercises and activities.
- Catering to different learning preferences and individual needs of pupils.

**Table N<sup>0</sup>(01):** Organisation and Structure of the British “English Junior Textbook”

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Greeting	Making Friends	Colours, Shapes & Sizes	My Body	My School
Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
My Family	Today Is ...	My Jobs	My Classroom	Shopping

Each unit consists of 4-5 lessons, varying depending on the specific unit content. Each unit starts with an engaging opening activity designed to introduce the theme and capture pupils’ attention, often utilising images or questions related to the theme. The structure of the unit includes vocabulary building, introducing key words through visuals and simple definitions. Listening and speaking activities follow, exposing pupils to spoken English relevant to the theme and providing opportunities for discussions, role plays, or presentations. Reading sections feature passages aligned with the theme, accompanied by comprehension questions and activities that encourage reading aloud or identifying details. Grammar and language use lessons reinforce foundational grammar concepts related to the theme, followed by practice exercises centred on sentence structure. Writing tasks encourage

pupils to express themselves in connection with the theme, ranging from short sentences to creative writing. Real-world applications link the theme to practical situations. Each unit ends with a transition to the next unit, accompanied with a brief assessment for pupils about what they have learned in the previous unit. This approach provides a balanced language learning experience encompassing the four language skills, while connecting lessons to pupils' daily life and broader contexts.

### **3.1.1 Cultural Aspects**

Right from the first unit it appears the culture of the society which sanctifies family, relationships and making friends. The book contains various characters, among them: "David" a six year old boy who lives in Bangkok. Introducing a character from a specific location and culture showcases these cultural values from the perspective of a child, making it relatable and engaging for the readers. This approach helps pupils to connect with the content and understand how cultural aspects influence everyday life and interactions. Moreover, there is an example where a girl called "Windy" meets "Don's" family at his house. This example illustrates a cultural practice common in England, where a girl visits the home of her male friend "Don" to meet his family.

### **3.1.2 Activities**

The British textbook serves a dual purpose, functioning as both a comprehensive course book and an engaging textbook. Moreover, the quantity of tasks varies from one unit to another. For instance, in the first unit, there are 5 activities, while the second unit contains 4 activities, and the fourth unit comprises 7 activities. The activities provided in the British junior textbook are: 1. Write the missing letters; 2. Matching; 3. Complete the sentences; 4. Tick the right answer; 5. Fill in the blank; 6. Circle the word.

### **3.1.3 Illustrations**

The textbook is replete with high-quality images that serve as meaningful visual aids, effectively conveying concepts and enhancing comprehension. These images are thoughtfully integrated throughout the content, enriching the learning experience by providing visual context and reinforcing key ideas. Additionally, the inclusion of visually appealing graphics not only captures pupils' attention but also supports different learning styles, making the material more accessible and engaging.

### **3.1.4 Grammar and Vocabulary**

The book aims to teach simple grammatical structures and simple vocabulary. The table below shows the covered grammatical structures and the vocabulary:

**Table N<sup>0</sup>(02):** The Grammatical Structures and the Vocabulary covered in the British Junior Textbook

Grammatical Structures	Target Vocabulary
<b>-Capital letters and punctuation</b> <b>-Verb to be in simple present</b> <b>-Personal pronouns</b> <b>-Wh questions (what, who, where when)</b> <b>-Possessive apostrophe</b> <b>-Verb to have in present</b> <b>- Modal verb (I can) ability</b> <b>- Modal verb (I must) necessity</b> <b>-Adjectives small big short long</b> <b>-Contracted forms ...its I'm</b>	-Greetings -Colours, shapes and sizes -Parts of the head -School objects -Classroom materials - Family members - Days of the week -Numbers from 0 to 10 - Different types of work - Shopping

### **3.2 A Detailed Description of the Algerian Textbook “My Book of English”**

The Algerian “My Book of English” is a specialised English language textbook designed for 3<sup>rd</sup> grade primary school pupils in Algeria. This textbook serves as a comprehensive resource to support EFL learning and development among Algerian learners. The textbook has 62 pages with six units. Each unit is structured to introduce pupils to new vocabulary, essential grammar concepts, and language skills in a progressive manner. This textbook too follows a communicative and learner-centred approach, aiming to develop the four language skills along with incorporating vocabulary, grammar, and cultural elements. It also aims to enhance language confidence through engaging themes and interactive activities.

The main objectives of this textbook are:

- Enhancing pupils’ language proficiency by focusing on the four language skills. More precisely, it aims to enable effective spoken and written communication in English.

- Deepening pupils’ connection to Algerian culture, customs, and experiences through introducing relevant content. In other words, the textbook seeks to foster an appreciation for cultural heritage while learning the English language.

- Introducing age-appropriate and culturally relevant vocabulary.

- Providing a solid foundation in grammar concepts and structures; offering clear explanations and examples to enhance pupils’ grammatical understanding.

- Catering the individual needs of pupils by providing a range of activities that accommodate different learning styles and fosters a personalised learning experience.

**Table N<sup>0</sup>(03):** Organisation and Structure of the Algerian Textbook “My Book of English”

Unit 1	Unit 2	Unit 3
Me, my family and my friends	My school	My home
Unit 4	Unit 5	Unit 6
My playtime	My pets	My fancy birthday

Each unit is divided into two sections; each section is divided into four lessons; each lesson lasts for 45 minutes. Each section begins with the "I Listen and Repeat" lesson; it is designed to enhance vocabulary and oral comprehension. The second lesson is about, "I Read and Discover"; it employs phonemic awareness to distinguish between graphemes and phonemes while imparting short vowel drills. The third lesson is devoted to "I Read and Write." Each unit includes a family of letters that pupils are supposed to write in their lower case in section one while in the upper case in section two.

The fourth lesson, "I Play Roles", encourages pupils to immerse themselves in interactive language exercises that draw from the acquired knowledge. It is a combination of all the grammatical structures and vocabulary that pupils have learned. It summarises all the previous prerequisites; it is a collaborative activity with peer-to-peer engagement. Here the teacher is merely a guide rather than an information provider. It promotes learner-centred learning in meaningful communicative situations similar to their daily life activities and routines.

### **3.2.1 Cultural Aspects**

Right from the first unit the reader can notice the culture of the society which sanctifies family and relationships. The book contains 19 characters, among them: “Tinhinane”, a nine-year-old girl who is from Bordj Badji Mokhtar. This example was written to shed light on the diversity of our culture. According to (Kim, 2020), illustrations and photos should reflect the nation’s ethnic diversity. The young girl is depicted black in the textbook to reflect that she is from the Algerian Sahara. She is making friendship with “Meriem” and “Yassine” who are from Algiers. Also, the characters’ names reflect the national culture because the names differ from one district to another in Algeria. The names and personalities of the characters should mirror the nation’s cultural diversity and social acceptance. Additionally, activity six in unit two “My school” on page twenty one exhibits a veiled teacher with her pupils, one of whom is a handicapped pupil, demonstrating the nations culture in which women dress according to their religion, wearing

veils, along with the integration of handicapped individuals in community life like schooling, and tolerance towards them. This also highlights the importance of inclusive education. Furthermore, the book mentions the “Fennec” as a creature which holds the esteemed position of being Algeria’s national animal and serves as a symbol of unity and resilience in the face of challenges. This textbook has also mentioned an English character named Peter. This example was strategically chosen to highlight the international awareness and openness of Algerian pupils to diverse cultures beyond their own. (Valdes, 1986) stated that, it is nearly hard to teach a foreign language without incorporating its cultural context. This demonstrates that the educational curriculum in Algeria seeks to cultivate not only local knowledge but also an appreciation of the different cultures, encouraging a sense of curiosity among the pupils.

### **3.2.2 Activities**

The textbook serves a dual purpose: functioning as both a comprehensive course book and an engaging textbook. Moreover, the quantity of tasks varies from one unit to another. The activities range from simple to more challenging to suit all learning styles. According to (Tomlinson, 2012), topics and texts from real-world situations should be included in the activities, which should be sufficiently challenging to accommodate both weak and good learners. This illustrates the variation of tasks within the studied textbook. Notably, each unit incorporates a specially selected song that harmonises with the thematic essence of the unit. For example, in the second unit titled "My School," the featured song revolves around school supplies. What listed below are some activities provided in the Algerian textbook:

1. Tick the right answer,
2. Listen, look and say,
3. Listen, say and show,
4. Read and circle,
5. Listen and repeat,
6. Listen, look and do,
7. Read and colour,
8. Listen, look and match,
9. Listen, look and sing the song,
10. Look, read and complete the words,
11. Look and write,
12. Read and speed-spell the words,
13. Answer by yes or no.

### **3.2.3 Illustrations**

The analysed textbook contains a generous number of images. It is worth noting that the quality of these visuals might not be at its peak, yet, their inherent meaningfulness remains intact, effectively conveying the intended messages. As (Budiarsih, 2022) believes, learners prefer visuals and pictures over words in textbooks because they make learning and understanding easier for them. The pictures of the Algerian textbook do a good job of making sure pupils understand things better and stay interested



in what they are learning. Moreover, according to (Cunningsworth, 1995) books designed for children can use illustrations to assist them gain an aesthetic appreciation for beauty and arts.

### **3.2.4 Grammar and Vocabulary**

According to (Tomlinson, 2012), the prominent role that grammar plays in communicative situations is how to organise words and structures to get coherent and comprehensive statements either spoken or written, hence grammar monopolises two skills speaking and writing. Accordingly, with basic vocabulary, the textbook seeks to teach simple grammatical structures. In the same vein, (Sheldon, 1988) stated that the textbook vocabulary and grammatical structures need to be presented in ways that are suitable to the learner’s level, and they should also be reinforced consistently. The following table summarises the vocabulary words and grammatical structures covered in the textbook:

**Table N<sup>0</sup>(04):** The Grammatical Structures and the Vocabulary covered in the Algerian Textbook “My Book of English”

<b>Grammatical Structures</b>	<b>Target Vocabulary</b>
-Verb to be in simple present	-Greetings
-Personal pronouns	-Family members
-Question words what where when	-Colours
-Possessive pronoun have has	-Numbers from 0 ...10
-Adjectives small big short long	-Days of the week
-Negative forms....I haven’t	-School objects
-Contracted forms ...it’s I’m	-School subjects
-Adjectives of place next to opposite	-Rooms in the house
	-Some toys (doll, ball, car train, kite...)
	-Some pets (cat, dog, canary...)
	-Birthday objects
	-Face parts
	-Feelings and emotions

### **3.3 A Comparative Analysis of the Algerian Textbook “My Book of English” and the British “English Junior Textbook”**

These textbooks, designed for young learners in different cultural, linguistic and educational contexts, showcase distinct features in content, language approach, and cultural relevance. By understanding these variations, we gain valuable insights into how each textbook caters to the specific needs and preferences of pupils in Algeria and Great Britain. Additionally, it aims to see how we can make youth learn English like native speakers and be native-like users of the English language. This can be inspired by observing and analysing the content and the order of introducing that content. Using an

eclectic checklist, our comparison is organised into eight main aspects, namely: Format, Design, Organization, Grammar, Vocabulary, Illustration, Activities, and Culture.

The textbooks may adopt similar instructional approaches, such as using a communicative and learner-centred methodology. They engage students through interactive activities, promote learner-centeredness, and encourage active participation in language learning. Moreover, both textbooks are designed specifically for young learners, ensuring age-appropriate content, language complexity, and cognitive development. They consider the learning needs and abilities of young learners, tailoring the material to suit their level of understanding. In addition, both textbooks are acknowledged for addressing topics that are mostly culturally appropriate and relevant, reflecting their consideration for aligning content with cultural contexts. While the British textbook is predominantly focused on culturally relevant topics, it lacks opportunities for pupils to learn about other different cultures. In contrast, the Algerian textbook presents some opportunities for such learning like the English culture.

Overall, both textbooks strive to facilitate engaging and supportive language learning experiences but exhibit variations in content, design, and instructional approaches. Despite the distinctive features of both textbooks, they share noteworthy similarities in various aspects of their design, content, and language teaching methodologies. By identifying these parallels, we gain valuable insights into the core principles that underpin effective language instruction for young learners.

The content section explores the variety of topics covered, alignment with learner interests, suitability for different learning styles, and accuracy and currency of the content. Both textbooks are observed to mostly align with learners' interests and completely suit all learning styles, reflecting their comprehensive approach. Additionally, the arrangement of topics and themes in both textbooks is considered highly logical, emphasising their structured presentation. While the British textbook is evaluated as very accurate, the Algerian counterpart is noted as somewhat accurate, suggesting room for improvement. In terms of content currency, the British textbook is completely up-to-date, while the Algerian version requires some enhancement. Both textbooks are highly suitable for pupils' needs and features because both of them include highly age-appropriate topics for young learners. This analysis underscores the strengths of both textbooks in catering to various learning styles, logical presentation, and age-appropriate content. However, it also suggests potential areas for improvement in content

accuracy and up-to-dateness in the Algerian textbook.

Concerning language skills development, both textbooks share a common goal of developing the four language skills. They incorporate activities and exercises to promote practice and proficiency in these skills, providing opportunities for pupils to engage with the language actively.

The vocabulary covered in both textbooks is deemed highly appropriate for the grade level, and the introduction of vocabulary is consistently portrayed as logical and orderly. Moreover, both textbooks frequently repeat new vocabulary to reinforce learning. The sentence length is considered highly suitable for the pupils' level in both cases. This analysis underscores the proficiency of both textbooks in effectively presenting and reinforcing vocabulary.

The grammar section investigates the teaching approach (deductive or inductive), coverage of essential grammar rules and concepts, clarity of explanations and examples, and the comprehensibility of the grammar rules for students. Both textbooks cover essential grammar rules and concepts. They provide clear explanations and examples, allowing students to develop a solid understanding of English grammar. More precisely, the British textbook employs a balanced combination of deductive and inductive approaches in grammar teaching. It incorporates some simple structures, comprehensively introduces all personal pronouns, and covers most essential grammar rules. While the Algerian textbook covers some personal pronouns; only (She, he and, it). It employs an inductive approach to grammar teaching; there are no grammar rules mentioned explicitly. Additionally, the British textbook is commended for clear explanations and examples of grammar rules, contributing to the ease of understanding for pupils.

For the activities and exercises section, the results revealed that both textbooks primarily focus on assessing knowledge and comprehension through their activities. Notably, the Algerian textbook provides a range of different activities that demonstrate a range of new vocabularies and structures, while the British English textbook takes a slightly more moderate approach. The Algerian textbook also stands out for offering a diverse range of activity types, providing learners with varied tasks. Besides, both textbooks emphasise the incorporation of real-life examples to contextualise language learning.

The illustrations section evaluates their ability to provide a supportive environment, clarity, relevance to the content, proximity to the text, and use of visual aids. We found that in the British textbook, illustrations are prominently noted for providing a highly supportive environment,

characterised by their exceptional clarity without any confusing details. Similarly, the Algerian textbook illustrations contribute to a moderately supportive environment, though they maintain clarity while featuring a few potentially confusing elements. Both textbooks are recognized for the high relevance of their illustrations to the content, reflecting their alignment with textual material.

### **3.4 The Analysis of Teachers Questionnaire**

First of all, the participating teachers were asked about their opinions concerning the incorporation of the English language in the third grade at primary school. The teachers' responses reflect a range of viewpoints regarding this decision. About 64% of the participants emphasised the international significance of the English language and believe that early exposure to such a widely used language can be highly beneficial for children. According to them, the incorporation of English into the Algerian educational system is a positive step forward. In contrast, 36% of the participants disagreed with this view. Some of them hold a belief that starting English education in the fourth grade of primary school would be a better decision. Others believed that this decision made young learners grappling with two foreign languages, French and English. This counter-opinion highlights the potential challenges of balancing the demands of multiple languages at an early age. These varied responses collectively underline the complexity of decisions surrounding language education policies, encompassing global relevance, individual beliefs, and practical considerations.

The second question was devoted to unveil the participants' perceptions concerning the alignment of the new English textbook with the learning objectives and goals of the curriculum. The majority of the participating teachers, 84% to be precise, have expressed a positive perspective by selecting "Very well" or "Well enough". This reflects their satisfaction and indicates that they believe that the new English textbook corresponds with the curriculum learning objectives and goals. Additionally, 16% of the participants believe that the new textbook "partially" aligns with the learning objectives, which reflects a required improvement. Notably, none of the teachers have indicated poor alignment, which suggests a positive perception among the teachers' responses.

After this, the teachers were asked about the strengths and the weaknesses of the new English textbook. All of them described the textbook as appealing to pupils due to its inclusive coverage of essential learning content. Its adaptability to learners' level, age, and diverse learning styles is emphasised, suggesting that it is suitable for pupils' needs. The presence of

numerous visual aids and engaging activities for speaking skill indicates its effectiveness in promoting comprehension among pupils.

Concerning the weaknesses, some teachers noted that there are concerns about teaching phonetics at that age which may cause confusions for pupils and challenges for instructors. Some teachers highlighted an issue with the quality of the pictures, indicating dissatisfaction with the visual elements provided in the textbook. Also, a lack of balance between speaking and reading was signalled by few participants. Most importantly, some teachers stated that there are some lessons within the textbook that align with those taught in 1<sup>st</sup> and 2<sup>nd</sup> grades at middle school. This indicates that some activities were considered too advanced for the pupils' level. In the same vein, the participants stated that no workbook is provided to facilitate learners' practical application of learned concepts. Maybe the most probable significance for this issue could be that the book includes different assignments and could possibly be identified as an all-in-one textbook and workbook.

The participants also stated the lack of support or a teacher guide believing that even if some assistance is present, it may not fully meet teachers' needs. This is closely related to the next question which was devoted to examine teachers' views on the extent to which the content of the new English textbook allows for flexibility in varying learning strategies. The majority of the participants (88% of them) think that there is either a moderate or a high flexibility of the content, indicating that they can change their teaching and make adjustments to ensure reasonable variation in learning strategies. The teachers demonstrate a multifaceted utilisation of various components within the textbook to enhance their instructional methods.

In the same vein, the teachers were asked about the challenges they have encountered while using the textbook. Many of them highlighted the difficulty of conducting activities directly within the textbook itself. These teachers express a preference for an accompanying workbook, indicating that having a separate resource for activities could enhance the usability and organisation of the teaching material. The second challenge identified pertains to the reading skills of pupils, because they are new to the language. This underscores the initial struggles that learners might face when engaging with the content of the new English textbook. Moreover, teachers find it challenging to allocate an appropriate amount of time for covering the material in a comprehensive manner while adhering to time constraints within their teaching schedule.

#### **4. Discussion**

This study adopted a mixed-method approach, combining qualitative and quantitative methods. It aimed to gather data through a questionnaire administered to twenty-five third-year primary school EFL teachers. Additionally, the analysis of the two textbooks was conducted using an eclectic checklist to ensure a comprehensive analysis. The research findings revealed that both textbooks exhibit a positive visual appeal, with well-structured content that is conducive to the learning process, ensuring accessibility for the target age group. The alignment of content with pupils' interests and styles is a shared strength, enhancing engagement and comprehension. Additionally, the logical arrangement of topics within the textbooks contributes to a structured and coherent learning experience. Regarding vocabulary proficiency, both textbooks excel in presenting age-appropriate vocabulary in a clear and orderly manner. The incorporation of vocabulary repetition for reinforcement aids in solidifying understanding, and the suitability of sentence lengths support effective comprehension and application. In the field of grammar instruction, both textbooks employ a balanced approach, combining deductive and inductive teaching methods. This ensures that learners receive a comprehensive understanding of fundamental structures, grammar rules, and personal pronouns. Activities and exercises within the textbooks predominantly focus on assessing knowledge and comprehension. The Algerian textbook distinguishes itself by offering a diverse range of activities that introduce new vocabulary and structures, contributing to a more varied learning experience. Both textbooks, however, emphasise real-life examples to contextualise language learning, promoting practical language use. Illustrations are used in facilitating understanding, and both textbooks incorporate them to support content. The British textbook stands out for its exceptional clarity, while the Algerian counterpart maintains a good balance of clarity. Cultural relevance is addressed in both textbooks, with differing approaches. While the British textbook focuses predominantly on local culture, the Algerian textbook introduces pupils to diverse cultural contexts. These insights offer pupils opportunities to explore and appreciate different cultures, enhancing their global awareness.

On the other hand, the questionnaire was distributed online to a group of third-grade English teachers from different primary schools, ensuring diverse perspectives from teachers in various settings. The teachers' responses offer a range of viewpoints on the integration of English language instruction in the 3rd grade curriculum. Some teachers emphasised the global

significance of early English exposure, viewing it as beneficial for pupils. However, others suggested starting English education in later grades. Concerns were raised by some teachers about the challenges of introducing multiple foreign languages to young learners. These varied viewpoints highlight the complex considerations in language education policies. Teachers' perceptions of the alignment between the new English textbook and curriculum goals varied. The majority of teachers indicated that the alignment was satisfactory, while others believe that there is room for improvement. All teachers acknowledged the strengths of the textbook, including its adaptability to different learning styles, emphasis on speaking skills, and provision of age-appropriate vocabulary. However, teachers also identified weaknesses, such as challenges in teaching phonetics, variances between activities and audio content, and dissatisfaction with visual elements. Challenges were noted in terms of teaching ethical values and the flexibility of the content. Teachers also pointed out the lack of a teacher guide and pupils workbook.

## **5. CONCLUSION**

This study analysed the Algerian "My Book of English" and compared it with the British "English Junior textbook" for grade 1. It uncovered shared aspects such as language skill development, grammar coverage, and learner-centred approaches. Differences included visual appeal, structure, length, and activity types. In addition, the research findings revealed that the participating EFL teachers appreciated the Algerian textbook's adaptability and strengths in teaching English to primary school pupils. Hence, we finally came out with some pedagogical implications and practical guidance for optimising language instruction at Algerian primary schools. Namely, textbook designers should incorporate visually appealing elements in teaching materials to enhance engagement and comprehension. Also, they should ensure well-structured content that aligns with pupils' interests and learning styles. Besides, they need to employ a balanced approach to grammar instruction, combining deductive and inductive methods. This ensures a comprehensive understanding of grammar rules and structures. Moreover, teachers should be given an opportunity for flexibility and adaptability in order to cater to different learning strategies and needs. In addition to that, the highlighted weaknesses should be well addressed, especially the challenges related to teaching phonetics and the development of dedicated workbooks and teacher guides. So, by implementing these pedagogical implications, teachers can enhance language instruction, create engaging learning experiences, and promote the development of young

learners' language skills.

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