



Starting from the Grassroot: Exploring Teachers' and Learners' Views, Wants,  
and Uses of their English Textbook in Western Algeria Secondary schools.

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## Dedication

To the loving memory of my young cousin, Mouhamed EL Amine Bouacha.

To my beloved mother, for her endless love and sacrifices.

To my sisters and my brothers, the joy of my life.

## Abstract

New trends in English language teaching (ELT) have flourished around the world in an attempt to modernise education and pedagogy. Algeria, like many developing countries, has sought to improve its educational system and cater for its local needs through an educational reform that introduced the Competency-Based Language Teaching approach in all secondary schools across the country. This teaching approach was implemented through newly developed and prescribed textbooks by the Ministry of National Education to enable teachers to structure language learning effectively. However, during these initiatives, the teachers and learners, being the actual textbook users, have been marginalised during the different design processes and their voices have been ignored. Furthermore, studies on how teachers and learners use and interpret materials in second-language classroom contexts are scarce. In response, this exploratory study seeks to investigate Algerian secondary schools teachers' and learners' views, wants, and uses of their English textbooks. In doing so, this study aims to find out the actual value of the prescribed textbooks from the end-users' perspectives voicing their suggestions and uncovering their textbook use. This study is deemed vital not only because it contributes to an under-researched area of material use, but it also gives voice to teachers and learners by focusing on their insights and experiences.

Using a convergent mixed-method case-study design, questionnaires were administered to 51 teachers and 135 students, 60 sessions of classroom observations were undertaken, semi-structured interviews were conducted with 10 teachers, and 12 focus groups interviews were carried out with 60 students. The quantitative and qualitative data were analysed using different procedures (e.g., descriptive analysis, thematic analysis, individual and cross-case analysis) to shed light on a comprehensible picture of the end-users' perceptions and uses of the textbook materials. The findings revealed that the teachers and learners demonstrated an acute awareness of effective materials as they identified several features that were lacking and, as such, desirable to be included in their textbooks. These features were attractive design, life-like texts and tasks, and relevant, varied, and innovative content and resources that challenge learners and allow them to develop their critical thinking. The findings also showed that the teachers' use of the textbook was moulded by their own beliefs, knowledge of students' profiles, pedagogical preferences, experience, and training which all accumulate to determine how the material was enacted in the classroom. Regarding the students' use of the textbook, the findings demonstrated that their use was shaped by the way they perceive the materials and the role of their teacher. The study concludes by recommending a bottom-up approach through the inclusion of teachers and learners in the decision-making and design processes. It also highlights several implications for different stakeholders including decision-makers, designers, trainers, and teachers.

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## List of Abbreviations

ALM	Audiolingual Method
CAL	Critical Applied Linguistics
CBLT	Competency-Based Language Teaching
CLT	Communicative Language Teaching
CPD	Continuous Professional Development
CT	Critical Theory
DoE	Directorate of Education
EFL	English as a Foreign Language
ELT	English Language Teaching
ENS	Ecole Nationale Supérieure
ESL	English as a Second Language
GTM	Grammar Translation Method
HE	Higher Education
ICTs	Information and Communication Technologies
L1	First-language
L2	Second-language
MHESR	Ministry of Higher Education and Scientific Research
MENA	Middle East and North Africa
MNE	Ministry of National Education
SLA	Second Language Acquisition
ZAD	Zone of Actual Development
ZPD	Zones of Proximal Development

## Chapter 1: Introduction

### Introduction

This chapter sets the scene for the current study whose aim is to explore English as a foreign language (EFL) teachers' and learners' views, wants, and uses of their prescribed English textbooks in Algerian secondary schools. First, it presents a brief overview of the research in section 1.1 and introduces the personal motivation for undertaking it in section 1.2. Then, it describes the rationale and purpose of the enquiry in section 1.3. This is followed by an outline of the research aims and questions in section 1.4 and the significance of the study in section 1.5. Lastly, the chapter ends with an outline of the thesis organisation in section 1.6.

#### 1.1. Background and Scope of the Research

The global spread of English as an international language which is not merely the property of native speakers (Hall, 2017) has led to the emergence of new trends in ELT against the prevailing cultural monopoly. Such trends have blossomed to decentralise education and release pressures to conform to Western educational models. As such, researchers' attention shifted from considering knowledge transmission to knowledge construction; from prepacked methods to situated methodologies; from controlled classroom settings to everyday class context and ecologies; and from generalised and global to specific and local contexts (Ur, 2013; Canagarajah, 2016; Hall, 2017). These shifts have called for various ways that embolden teachers and learners as active agents rather than passive implementers and recipients (Breen and Littlejohn, 2000; Graves, 2008; Allwright and Hanks, 2009; McGrath, 2013, 2016; Tomlinson and Masuhara, 2017). As such, countries around the world have embraced different policies to transform the ELT status quo.

In view of participating in the 21<sup>st</sup>-century globalised world and keeping up with its demands, Algeria, like many other countries, has adopted a series of ambitious educational reforms in a bid to enhance the quality of education. In early 2000, the Algerian Ministry of National Education (MNE) called for national curriculum reforms to initiate some changes in the schools favouring the use of the Competency-Based Language Teaching (CBLT) as the approach that presents the solution for all ills and issues in language education (See section 2.4.2 in Chapter Two). According to the MNE, the rationale for adopting the CBLT approach

was to emphasise the notion of learner-centredness and autonomy, develop students interpretive, interactive, and productive competencies, and teach them how to mobilise their knowledge, attitudes, and skills to function both in higher education (HE) and the workplace. As a consequence, new syllabuses and textbooks have been compiled based on the adopted approach and disseminated to all schools to facilitate the implementation of the reform.

However, while the MNE claimed that the CBLT approach generates new active roles for teachers and learners, they have actually largely marginalised them during the different decision-making and design processes in spite of the fact that they are the actual curriculum enactors and textbook users (See section 3.7 in Chapter Three). In addition, the implementation of CBLT was carried out without adequate consideration of contextual factors like the country's human, material, and financial resources (Miliani, 2010; Messekher, 2014; Bouhadiba, 2015; Gherzouli, 2019). The Algerian researcher, Idri (2012), argues that the reform was only a matter of "official documents" (p.2174) as no work has actually been carried out on the ground with the teachers to familiarise them with their new work conditions. As such, the textbooks remained, in most cases, the sole official course materials guiding teachers and demonstrating the CBLT approach. These textbooks have also been used by the MNE for the purpose of standardising education which, in reality, limits the scope for teachers to exercise autonomy in their teaching. Hence, the imposition of the CBLT approach along with the prescribed textbooks are not appreciated by teachers who relentlessly continue to complain and debate, until today, about their dissatisfaction with the language education system as we shall see in the next chapter.

## 1.2. Personal Interest in the Research

The current study is inspired by my personal experience as a secondary school learner of English and a graduate student in English at the University of Abd El-Hamid Ibn Badis in Algeria. During my school experience, I used to compare the topics and illustrations of my English textbooks with those of other language textbooks like French and Arabic. I disliked their abstract topics, long texts, and the way they looked. I used to feel more excited when the teacher of English did not ask us to take out our textbooks, read the text, or do the activities. However, no teacher ever enquired about our opinions, likes, or dislikes. Being raised by a mother who teaches English, I have always been interested in this language. I used to watch a lot of English movies, series, and documentaries. I even used to imitate what they say and try



to mimic it. I believed firmly then, as I do now, that if only my English textbook taught me something practical and life-like similar to the movies and documentaries I used to watch instead of discussing things that do not interest me or are unlikely to be used in real-life.

After graduating from secondary school, which lasts three years (See section 2.3 in Chapter Two), I entered university to obtain a Bachelor's degree then a Master's degree. Throughout that time, I clearly remember when my mother, a secondary school teacher, used to come home and prepare her lessons. Since I was studying English language and linguistics, she used to ask me if I am aware of any interesting materials that she could use in her class to make learning more enjoyable. When I asked her why she wanted other materials, she used to reply, "they get bored of the textbook". The discussions I had with my mother about the selection, design, and use of the textbook materials were influential. I realised the limited support that the EFL teachers received and the lack of resources and supplementary materials they had to work with. I became increasingly interested in the way the Algerian textbooks are compiled and the reason why they cause such tensions amongst the teachers.

After graduating from university in 2016, I was awarded a scholarship from the Algerian government to pursue a PhD in the UK. At the time, when I started thinking about a topic for my PhD, my main thought was that it should be something that I am personally passionate about. I wanted to create the learning materials that, as a teenager, I thought were interactive, interesting, and practical. As such, I decided to investigate Algerian English textbooks so I could pursue my interest and passion in understanding better how materials could be developed to enhance students' learning. I started reading the literature on teaching materials and I became curious about the perspectives and experiences of teachers and students in the use and interpretation of textbooks with which I deal in more details in chapter Three. My interest in the research topic arose even more when I realised the unequal power relationship between the decision-makers and designers and the end-users (i.e., teachers and learners) who are the backbone of any educational reform but, still, are not included in the quest to improve education. The rationale and purpose of the current study are reported in the following section.

### 1.3. Rationale of the Research

Teaching materials in general and textbooks in particular play a ubiquitous role in the teaching and learning processes in EFL classrooms around the world (Hutchinson and Torres, 1994; McGrath, 2002, 2006, 2013, 2016; Tomlinson, 2003, 2008, 2011, 2013; Guerrettaz and Johnston, 2013; Harwood, 2014; Garton and Graves, 2014a, 2014b; Mishan and Timmis, 2015; Tomlinson and Masuhara, 2017; Guerrettaz et al., 2021). In contexts where textbooks are nationally prescribed, as in Algeria, teachers and learners have little or no control over their selection, design, and evaluation processes. The decision-makers and designers at the level of the MNE appear to have overlooked the importance of teachers' and students' participation in such processes and the effect of their marginalisation on the reform implementation. However, since teachers and learners are the primary users of textbooks, I believe that material design and evaluation should be carried out by those who are best positioned to make valid comments and judgments about the value and relevance of the materials in their context of use (Breen, 1987; Tomlinson, 2003, 2011, 2013; McGrath, 2013, 2016; Garton and Graves, 2014b).

Furthermore, and taking into account the country's socio-economic situation, I decided to focus on textbooks rather than digital technologies given that textbooks remain the sole available tools for teachers and learners in the absence of other supporting materials and technological tools in the Algerian schools. It is also relevant to add that, in such context, the end-users' voices and experiences are rarely examined or heard regarding the materials they use routinely. Tomlinson and Masuhara (2017) argue that little research has been conducted on teachers' wants, suggestions, and expectations. The current study takes Tomlinson and Masuhara's (2017) suggestion a step further and provides both teachers and learners with the opportunity to voice their recommendations regarding the different textbook features as well as their desired roles in the different decision-making and design processes.

After reading the literature, I realised that surprisingly much of language textbook research focus on their design and general content. How teachers and learners use materials is taken for granted (Menkabu and Harwood, 2014). Although studies investigating the content of textbooks are valuable in determining what is present or missing from them, they often fail to cater for the dynamic nature of the way in which they are exploited and enacted in the classroom. Over 24 years ago, Moulton (1997) pointed out that relatively little research has



been carried out to explore how teachers and students use textbooks. 17 years later, Garton and Graves (2014b, p.7) alert that:

It is precisely how teachers use materials to serve the purpose of teaching learners, their insights and decisions making, as well as learners' attitudes towards and use of materials that is currently missing from the literature.

Fortunately, there has been an interest in the area of material use and the role of teachers and learners as active agents in their learning and teaching processes over the past few years (e.g., Tomlinson, 2003, 2011, 2013, 2016a; Gray, 2016; Harwood, 2010, 2014; McDonough et al., 2013; McGrath, 2013, 2016; Garton and Graves, 2014b; Mishan and Timmis, 2015; Azarnoosh et al., 2016; Tomlinson and Masuhara, 2017; Guerrettaz et al., 2021). While some researchers have attempted to shed light on the multifarious nature of material use, there is much more to be explored to obtain a fuller understanding of teachers' and learners' conception and use of the textbook materials. The section below outlines in detail the research aims and questions.

#### 1.4. Aims and Questions of the Research

Based on the above-stated gaps and guided by an exploratory-critical agenda, this study employs a mixed-method case-study design (See section 4.4 in Chapter Four) in order to provide first and second year secondary education teachers and learners with the opportunity to evaluate the EFL textbook they are using and voice their perspectives based on their classroom experiences. More specifically, the present study seeks to:

- assess the effectiveness of first and second year secondary school English textbooks, prescribed over 15 years ago by the MNE, from the standpoints of their actual users (i.e., teachers and students).
- voice the teachers' and learners' perspectives, wants, and suggestions based on their classroom experiences.
- explore, describe, and demystify the teachers' and learners' use of the prescribed textbook materials.

In order to achieve the above-mentioned aims and shed light on the end-users' critical role as active agents in their teaching and learning processes, the study raises the following research questions:

- RQ1: what are Algerian EFL teachers' and students' views and perceptions of the English textbooks that they use?
- RQ2: what do teachers and students want to find in their English textbook and what role they would like to play in their design?
- RQ3: how do teachers and students utilise the textbook materials?
  - a. how do teachers re-interpret the textbook materials? What adaptations do teachers make, how, when, and why? How do students react to the teacher's adaptations? What factors influence teachers' use of the textbook?
  - b. how do students exploit the textbook materials inside and outside the classroom?

### 1.5. Significance of the Research

The findings of the current study are anticipated to contribute to the body of knowledge in several ways. First, the study derives its importance from its setting. More specifically, it seeks to explore the effectiveness and use of two locally produced English textbooks in Algeria from the perspectives of their end-users. McGrath (2006) contends that understanding the end-users' attitudes towards their textbooks will contribute to understanding the way they utilise and exploit them. Indeed, the teachers' and learners' views can act as directives for designers as they tend to determine the degree to which they use them (Tomlinson, 2013a). Although several Algerian local researchers have investigated teachers' views about their textbooks (Belouham, 2008; Bacher, 2013; Ait Aissa, 2017; Bouhania, 2020), there has been no account of how both teachers and learners view and use their English textbook, what roles they want to play in their design, and what features they want to find in them. As such, one potential significance of this research is to expand our understanding of how secondary school EFL teachers and learners in a city in the west of Algeria conceive and use their English textbooks and what suggestions and recommendations they make. This is hoped to set the scene for further studies to be conducted.

Furthermore, and most importantly, the current study differs from other research on language textbooks as it adopts a bottom-up approach. That is, it focuses on teachers and learners who are at the receiving end and seeks to emancipate their roles due to the absence of their voice and agency in the decision-making and design processes. Its ultimate purpose is to illustrate, using the textbook as an example, the discrepancy that exists between the ideals as proposed by the MNE and the teachers' and students' practices in the classroom. The crucial aspiration, therefore, is to empower teachers and learners to voice their views, reflect on their lived experiences as textbook users, and shed light on their willingness, ability, and role as decision-makers, co-designers, and evaluators of materials. Such attempts are hoped to have profound implications for policy and decision-makers, material designers, and teacher trainers by informing them about the extent of the end-users' satisfaction with their textbooks, the way they utilise them, the factors that influence their use, and their wants and expectations. This might also inspire them to consider the crucial contribution and the active and positive involvement that teachers and learners can have in the improvement of the ELT situation (See section 9.3 in Chapter Nine).

In addition, many researchers argue that the area of material use has not been adequately explored as there is sparsity in research on how textbooks, as learning tools, are exploited in the classroom and how their users react and respond to them (Tomlinson, 2012b; Harwood, 2014; Garton and Graves, 2014b; Larsen-Freeman, 2014). Hence, by exploring teachers use of the textbook, their adaptations, and the rationale behind them, the study has the potential to make a meaningful contribution to the limited literature in the area of language textbook use and classroom-based research not only in the Algerian context but also in other EFL settings. Moreover, Harwood (2014) argues that the little body of research that exists focuses more on teachers' views and use of the materials. Little attention is given to learners' perceptions and use of the materials, although they are co-producers of knowledge and not only consumers as we shall see in section 3.7 in Chapter Three. Thus, a further significance of this study is to explore students' use of the textbook inside and outside the classroom and their reactions to their teachers' adaptations.

## 1.6. Structure of the Thesis

The current thesis is organised into nine chapters.



Chapter One introduces the enquiry by presenting its background and scope, explaining the motivation and rationale for conducting it, describing the aims it seeks to achieve, outlining the research questions it raises, as well as highlighting the significance it holds and providing the way it is organised. Chapter Two aims to inform the reader about the setting in which this study took place. It provides contextual information regarding the country's geographical and linguistic profile and describes its educational system and the ELT situation with a special emphasis on secondary education which is the main focus of the study. Chapter Three situates the study within the field by reviewing the literature on the different frameworks and approaches to materials design, evaluation, and adaptation while examining the teachers' and learners' roles in such processes. The chapter then places the current study in the under-explored area of materials use. Chapter Four positions the research within the theoretical and methodological frameworks adopted. It also explains the choice of the paradigmatic position, the research design, the research instruments, and the pilot study. Chapter Five describes the research setting, the sampling approach, the participants, and the data collection and data analysis procedures. The chapter also reflects on the ethical measurements and the strategies used to ensure research quality and rigour. Chapter Six integrates both quantitative and qualitative data gathered from the questionnaires and interviews to presents the findings regarding the views and wants of first and second year teachers and learners. Chapter Seven presents the findings regarding teachers' and learners' use of the textbook materials. Chapter Eight interprets and discusses the findings in reference to the research questions and the relevant literature. Chapter Nine concludes the research by reviewing the main findings, stating the contribution to knowledge, considering the research implications and limitations, recommending areas for further research, and reflecting on the research journey.

## Chapter 2: Study Context

### Introduction

As this study aims to explore Algerian EFL teachers' and students' views, wants, and uses of their English textbooks, it is central to describe the context in which the textbooks are being utilised and the study is being conducted. Such background information will help the reader to contextualise the experiences of teachers and students who participated in this study and understand how it shaped their views and uses of the textbook. The chapter starts with a brief account of the country's geo-political milieu in section 2.1 highlighting its linguistic diversity and the status of foreign languages (section 2.2) which has impacted the educational sector. It then reviews, in section 2.3, the educational system and the management structure of the schools with a particular focus on secondary education. Next, the chapter presents an account of the ELT situation in secondary school in section 2.4 outlining the different teaching approaches introduced after the country's independence and describing the latest reform agenda undertaken through a new teaching approach entitled Competency-Based Language Teaching (CBLT) and implemented through a series of textbooks. The last section (2.5) describes the secondary school ELT textbooks designed following the introduction of CBLT with a special emphasis on the first and second year textbooks which are under study (The reason for this emphasis will be explained below).

### 2.1. Algeria's Profile

Before describing Algeria's educational sector, it is important to consider relevant information about its geo-political and linguistic profile. Geographically, Algeria is the largest country in the Maghreb and Africa with 2.381.740 square kilometres, 80% of which is a vast expansion of the Sahara Desert in the south. Bordering the Mediterranean Sea, between Morocco and Tunisia, Algeria is well-known for its richness in oil and natural gas. It has the second-largest oil reserves in Africa and the sixteenth in the world (CIA World Factbook, 2021). The Algerian population is estimated to be around 43,5 million inhabitants in 58 cities which are overwhelmingly young with 43% below the age of 24 (CIA World Factbook, 2021). Most of the population live in the northern region with Algiers, the capital, being the most populous. The increasing youth population causes many challenges in terms of the educational system and employment market (Benrabah, 2013).



In the geo-political context of the Mediterranean Sea, Algeria is a key country that constitutes a significant global energy supplier of oil and gas to Europe and other markets. Despite this, the country's socio-economic situation is far from developing successfully with the fluctuating oil revenues and the growing population. The governing system is a semi-presidential republic with the president as the key figure alongside the prime minister. Recently, Algeria has been witnessing exceptional changes in its history. On the 22<sup>nd</sup> of February 2019, Thousands of Algerians come out to the streets in peaceful demonstrations against the candidacy of Abdelaziz Bouteflika for a fifth term and all forms of corruption (Zeraoulia, 2020). Until nowadays, Algerians continue to protest against the leaders who control the country to enact change within the whole political and economic sectors.

Due to its colonial history, the country enjoys a diverse linguistic profile. This is noticed in the co-existence of different languages, namely Modern Standard Arabic as the official language, Algerian Arabic with its geographic varieties as the colloquial dialects, Tamazight (the Berber language) with its varieties, French being the colonial and first foreign language, along with English as the second foreign language. Each language -especially language in education- occupy its particular socio-cultural position as we shall see in the following section. Figure 2.1 below presents the map of Algerian dialects.



Figure 2. 1. Map of Algerian dialects (Source, Simabrankov, 2012)

## 2.2. Status of Foreign Languages in Algeria

The foreign languages spoken in the Algerian territory have gained different socio-linguistic and political status that are reflected in the classroom in which this study took place. Nowadays, the main compulsory foreign languages taught are French and English. Other foreign languages (e.g., Spanish, Italian, Russian, and German) are taught as subjects in secondary school or specialities in higher education.

### 2.2.1. Status of French

Algeria absorbed an extremely heavy colonial impact by the French who exercised control over the country for 132 years (from 1830 to 1962 when Algeria gained its independence). Benrabah (2005) argues that “the influence was so deep that the Algerian society was never the same” (p.46). Through policies of cultural imperialism and “linguistic Frenchification” (Benrabah, 2013, p.13), they attempted to create a “French Algeria” (Queffélec et al., 2002, p.19) using French as the official language for education and administration. They also closed local schools, marginalised Arabic, and declared it to be a foreign language in 1938. After the country’s independence in 1962, the illiteracy level went up to 90% with merely 5.5% of Algerians literate in Arabic (Benrabah, 2013). The Algerian government saw the French language as a stain on the country’s identity. They undertook different reforms to make Algeria Algerian again. The first Algerian president, Ahmed Ben Bella [1962-1965], introduced the Arabisation policy in 1962 to transform the country linguistically, re-establish the lost Algerian Arab-Muslim identity, and limit the French language dominance. The Arabisation policy brought Arabic into the spotlight by gradually imposing it as the official language used in all sectors to replace French (Al-Khatib, 2008; Chemami, 2011).

In 1971, the government reformed the structure of the schools and decided to “algerianise” language teaching by creating local syllabuses and textbooks (Hayane, 1989). Despite this effort, the government encountered a shortage of trained teachers of Arabic and started hastily recruiting them from other Arab countries mainly from Syria and Egypt. However, these teachers were not qualified or aware of the local reality which negatively impacted the educational system (Benrabah, 2013). Moreover, French remained the preferred language of the ruling class and Algerians’ knowledge of Modern Standard Arabic remained limited to Algerian Arabic or Berber. It is of relevance to mention here the distinction between Modern

Standard Arabic and Algerian Arabic. The latter is characterised by numerous borrowings from a mixture of languages like Modern Standard Arabic, French, Turkish, and Spanish. French has survived in a kind of bilingualism used by the government, the media, and their organisations and a kind of code-switching used in Algerian dialects (Le Roux, 2017; Benelhadj Djelloul, 2018).

### 2.2.2. Status of English

In the footsteps of globalisation, English continues to have an indisputable status as a global lingua-franca which has gained prominence in education, in general, and foreign language teaching, in particular. Following the Arabisation policy, Algerian language planners became aware of the role of English in the world especially in the oil and gas industry -Algeria's main income revenues- and worked towards substituting English for French. In 1993, the government decided to introduce English as an optional foreign language in primary education assuming that it will gradually replace French with the younger generations. Contrary to the government's expectations, only 10% of parents registered their children to study English. This, however, has served to highlight the profile of English within the Algerian society (Benrabah, 2013).

Since 2000, English has become the "magic solution" that may open the doors to Algeria towards modernisation and globalisation (Miliani, 2000). English is now formally taught as a second foreign language from the first year of middle school, providing in total seven years of English instruction. In HE, it is a field of study whereby students hold a degree in English and is also taught as a compulsory module in all specialities. In 2013, the US embassy with the Berlitz Center introduced a programme that offers English classes to Algerian learners of all ages and levels. Besides, the government sent hundreds of University students and teachers to inner-circle countries to obtain Master and Doctorate degrees as part of a national reform discussed below in section 2.4.2 (Belmihoub, 2018). The country's educational system is discussed in the next section.

## 2.3. The Educational System in Algeria

The socio-political and economic unrest during the Black decade (referring to the rise of Islamic fundamentalist terrorism in the late 1980s and the 1990s) has hermetically closed the



country for over a decade and resulted in a fall in foreign language uptake. The Algerian government saw the need for educational reforms due to the lack of adequate human and material resources for teaching, the increasing number of students, and the inadequacy of the infrastructure (Bouhadiba, 2015). In 2002, supervised by UNESCO, the government formed a national committee to review and modernise the educational sector. A series of reforms have been implemented since 2005 renewing all schools' syllabuses and textbooks. Figure 2.2 below presents the current school system.

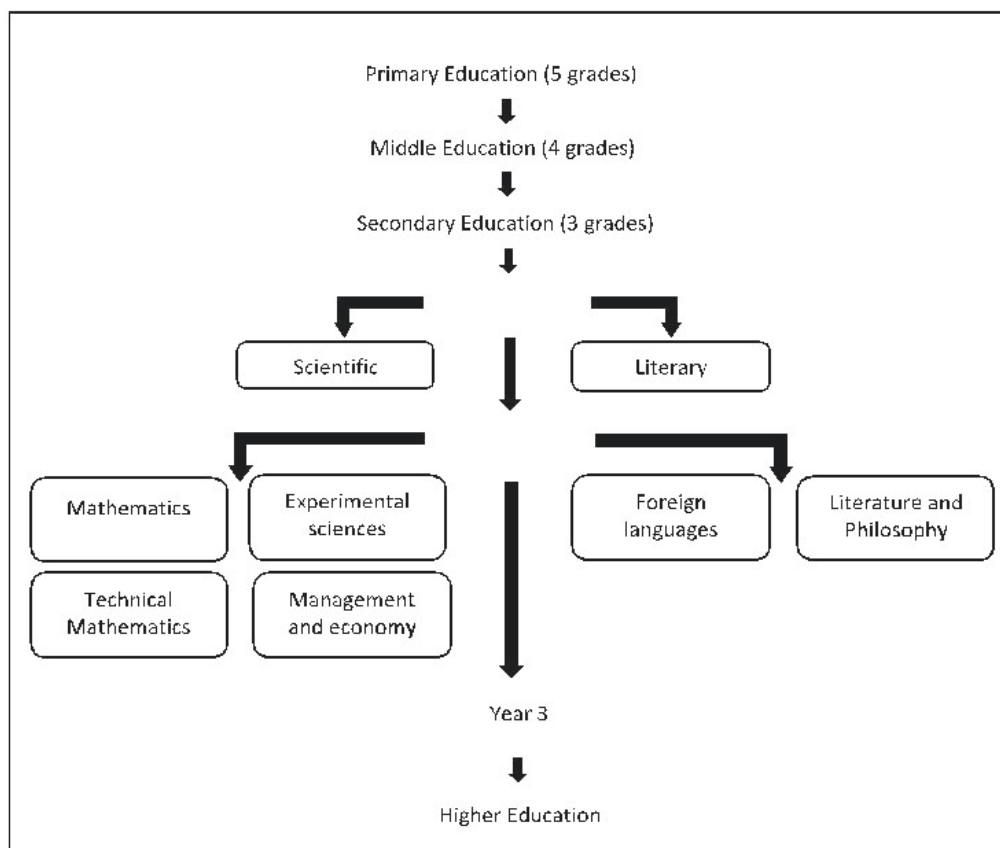


Figure 2. 2. The school system in Algeria

The Algerian educational system is fully subsidised by the state and consists of primary, middle, and secondary education which fall under the control of the Ministry of National Education (MNE) and HE under that of the Ministry of Higher Education and Scientific Research (MHESR). The academic year starts in September, ends in June, and consists of three trimesters for schools and two semesters for the university. Pre-primary education is optional and mostly offered at schools to children aged three to five. However, children must enrol in primary education which comprises five years. French is introduced in the third year. At the end of the fifth year, students sit for a national examination that allows them to transfer to middle school. The middle school involves four years of schooling. Preceded by three



years of French instruction, English is introduced in the first year. At the end of the fourth year, students undertake a national examination which allows them to access secondary education.

Secondary school education, which is the main focus of this study, lasts three years and prepares students for HE. In their first year, students are directed into two routes: literary and scientific streams that are divided in the second year into other branches as illustrated in figure 2.2 above. At the end of the third year, students sit for the national Baccalaureate exam which serves as a university entrance requirement. In HE, depending on the stream followed and grades obtained in secondary school, those successful students are referred by the MHESR to study a Bachelor's degree that can be followed by a Master or Doctorate in different universities across the country or join vocational training schools such as the 'Ecole Nationale Supérieure' (ENS), specialised to train school teachers.

So, Algerian secondary school teachers of English come from two different routes: ENS and university. At ENS, candidates enrol in a one-year general preparation course before they are directed to their specialist route (i.e., whether to be primary, middle, or secondary school teachers) according to the grades they obtain. During their training period, candidates are taught subjects in order to develop their competence and mastery of the language, enhance their knowledge about the different teaching methods and strategies, and help them become teachers. At the end of their training, candidates at ENS are offered some kind of real-life training (for a period of 4 to 6 weeks only) within the schools where they practice what they have learned under the guidance of a mentoring teacher.

Unlike candidates at ENS, university students are not specifically trained to be teachers since the aim has never been so. The BA and MA courses provide students general courses on literature, linguistics, phonetics, and so on and require them to write a thesis at the end of their studies in order to be granted the BA or MA degree. To meet the shortage of teachers, the MNE organises recruitment contests, usually in the form of written and oral exams, for candidates who hold a degree in English to join the teaching profession. The successful candidates are offered the teaching position with a number of seminars and workshops when they start the teaching practice. However, these BA and MA graduates lack practical aspects of teaching as they are not provided with adequate pre-service training which makes them lost once engaged in the teaching practice (Messekher, 2014). Moreover, there does not seem

to be any adequate continuous professional development courses organised at secondary school levels that equip teachers with the necessary skills and competencies to engage in effective teaching (Bouhadiba, 2015, Melouka and Saadia, 2020). The in-service training provided is limited to a number of lectures and seminars led by the school inspector with little opportunities for teachers to exchange and share their experiences or enquiries (Melouka and Saadia, 2020).

### 2.3.1. Management Structure in Algerian Schools

The present study examines English textbooks specifically designed for secondary schools which apply similar policies designated by the MNE. Figure 2.3 shows the management structure in Algerian schools.

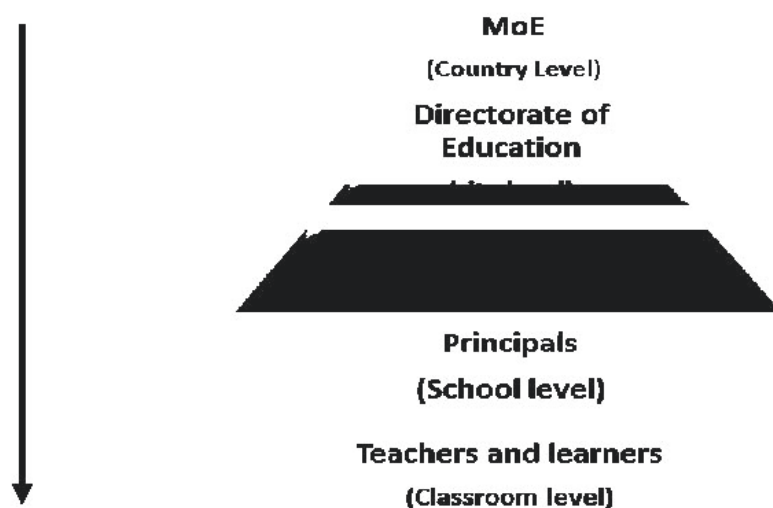


Figure 2. 3. Hierarchy of the Algerian school management system

The decision-making structure in Algerian schools is a centralised top-down system. This is because any educational decision regarding the design of national examinations, the design implementation, and delivery of the curriculum, teaching methods, syllabuses, textbooks, and teacher training is made by the MNE (Bouhadiba, 2015). The MNE is the sole decision-maker responsible for developing educational guidelines and giving instructions to different Directorates of Education (DoE) in the cities. The DoE supervises the schools in both rural and urban areas in the city and appoints inspectors who regularly visit teachers at their workplace to assess their teaching and oversee the appropriate implementation of the MNE guidelines. The inspectors run two official training workshops during the whole year along

with plenary sessions and supervisory training practices explaining the approach and ministerial decisions. School principals occupy administrative roles and are responsible for placing teachers and learners in different classes and levels, setting their timetables, and checking their attendance. At the bottom of this hierarchy comes teachers and learners as executors who follow the rules and implement the plans. Given the strict top-down educational policy, the content and form of the lesson, tests, and exams are usually obtained from the MNE. The language syllabus and textbook are used as tools to standardise learning and ensure educational quality. Teachers have no freedom to deviate from the prescribed syllabus and the guidelines of the MNE (Gherzouli, 2019).

## 2.4. ELT in Algerian Schools

Considering the status of English in Algeria as reported in section 2.2.2 above, learning English becomes a priority for Algerian policymakers in order to eradicate the French language influence and gain ground in areas of globalisation and modernisation. Consequently, the ELT status quo has received great attention and fundamental reforms. Before describing the current ELT state, it is necessary to outline the teaching approaches and methods adopted after the country's independence with the Competency-Based Language Teaching (CBLT) being the last (2005) in a succession of global approaches.

### 2.4.1. History of ELT in Algerian Secondary Schools

Algerian policymakers adopted various methods to foreign language teaching in their attempt to modernise education and meet the country's economic requirements. Each method was adopted as "the final solution to the ills of inert learning" in order to "capitalise on the flaws of the previous one" (Bacher, 2013, p.67). These approaches, as we shall see, are introduced to teachers through textbooks that are developed by the MNE selected "expert" writers without their consultation. These expert writers are a number of elected inspectors and university teachers who are not acquainted with the everyday life of secondary school teachers and learners in the classroom. Moreover, the implementation of these ongoing teaching methods and approaches places teachers in a paradoxical position whereby they are: "happy for the change and apprehensive from the change" (Bacher, 2013, p.68). Some of these methods are briefly reviewed below.



The Grammar-Translation Method (GTM), inherited from the French teaching programmes in the 1960s, was introduced to Algerian English teachers and students through *'L'anglais par Action'* (1960) and *'L'anglais par Littérature'* (1969) textbooks. This teacher-centred method, which emerged from the notion that language is a system of forms, focuses on learning grammatical rules and vocabulary items using memorisation and drilling. It is criticised for dismissing learners' intellectual competencies. Cook (2008) argues that GTM "does not teach people to use the language for some external purpose outside the classroom" (p.239). In Algeria, due to the socio-political changes that characterised that period, GTM proved to be inefficient in enhancing students' everyday conversation due to the lack of practice opportunities. This urged the MNE to introduce a new teaching approach.

Consequently, the Audio-Lingual Method (ALM), which has its roots in the behaviourist tradition, replaced GTM in Algeria in the late 1960s. It was practised using Broughton's (1965) *'Success with English 1 and 2'* textbooks. This method stresses listening and speaking as the main skills for language proficiency. ALM is said to allow learners, through techniques of repetition and mimicry of a set of language patterns, to generate language spontaneously in real-life situations (Larsen-Freeman, 2000). However, it is criticised for focusing on teaching language habits rather than teaching the language itself. Chomsky contends that learners are considered machines that respond to stimuli. They are unable to use the habits acquired outside the classroom due to the intensive repetition which reduces their motivation (Hall, 2017). In Algeria, ALM was rejected because it failed to produce a lasting impact on foreign language teaching or enhance learners' cognitive skills in making meaning of their learning (Bacher, 2013). For this reason, it was replaced by the structural approach.

The Structural Approach (SA) was implemented in Algeria during the 1970s using Alexander's (1967) *'Practice and Progress'* and *'Developing Skills'* textbooks. Richards and Rodgers (2014) maintain that in SA, language is viewed as "a system of structurally related elements for the encoding of meaning, the elements being phonemes, morphemes, words, structures, and sentence types" (p.54). It considers languages as a set of structures and to learn a language, learners need to learn those structures and patterns of words and sentences that develop their lexis and enrich their vocabulary. Grammar is learned automatically through repetition and drilling. SA is criticised for its over-emphasis on language form which might result in learners' failure to communicate. This harmonised with when "linguistics began to look at language, not as an interlocking set of grammatical, lexical, and



phonological rules but as a tool of expressing meaning” (Nunan, 2003, p.6). In Algeria, SA failed to adapt to the multilingual context and there was a lack of suitable materials for it. Besides, it focused on language usage at the expense of use as students were taught structures that they are unlikely to meet in reality (Miliani, 2000). This led to the adoption of yet another teaching approach.

The Communicative Language Teaching (CLT) approach was introduced in Algerian schools during the 1980s along with the very first locally-produced Algerian textbooks ‘New Lines, *Midlines, and Think it Over*’ for secondary schools. CLT has become the dominant paradigm widely used around the world due to its emphasis on communicative competence, a term developed by Hymes (1972). Its focus is not merely on how to produce grammatically correct sentences but on how to use language appropriately to perform meaningful communication (Richards and Rodgers, 2014). However, CLT is criticised for its overemphasis on fluency at the expense of accuracy. Grammar was expected to emerge naturally but students were unable to use adequate structures in the classroom. In Algeria, even if they reached a certain level of language proficiency, learners could not communicate effectively in English because they were not exposed to it outside class (Medjahed, 2011). Moreover, the textbooks developed by the Algerian writers were concerned with memorisation and were criticised for their monotonous and uncommunicative content (Baiche, 2009). Hence, the situation along with the country’s political unrest in the 1990s (the Black Decade) which severely disrupted its socio-cultural and economic situation and prompted the MNE to initiate a new educational reform.

#### 2.4.2. The Current ELT Situation and CBLT

The year 2000 represented a reopening for Algeria to the outside world and triggered the need for learning English. In 2005, Algerian officials embraced different policies by creating new teaching syllabuses and textbooks with the firm belief that the use of the Competency-Based Language Teaching (CBLT) approach as the method that is declared to take Algeria through the 21<sup>st</sup>-century (Medjahed, 2011). This approach was generalised to the teaching of all schools’ curricula to develop students’ intellectual competencies and bridge the gap between school life and real-life (Benadla, 2013). The nature of CBLT is described below.

#### 2.4.2.1. The Nature of CBLT

CBLT is an educational movement that was developed in the US during the 1970s and later for training programmes during the 1980s and 1990s in the UK, Germany, and Australia. According to Richards and Rodgers (2014), CBLT is grounded in a “functional and interactional perspective on the nature of language” (p.143). It defines learning through acquiring know-how acts i.e., competencies. A competency “consists of a description of the essential skills, knowledge, attitudes, and behaviours required for the effective performance of a real-world task or activity” (Richards and Rodgers, 2014, p.144). Thus, the focus is no longer on what learners know but on what they can do with what they know. CBLT shares some features with CLT as it is also based on the notion of communicative competence. Nevertheless, CBLT is criticised for being excessively reductionist as learning is being limited and automatised to merely achieving a set of aims and acquiring a list of competencies (Richards and Rodgers, 2014). The scholars also report that the concentration on “behaviour and performance rather than on the development of thinking skills” (p.148) makes CBLT a prescriptivist approach that advocates what people can do and not what they know. Besides, Richards (2006) argues that CBLT focuses on observable learning outcomes, however, most learning is not observable and hence evaluating learners’ performance is not always feasible. Furthermore, and despite its focus on the notion of learner-centeredness, it takes learning out of learners’ hands by prescribing a standardised list of competencies that are difficult to match to learners’ needs and classroom activities (Hall, 2017).

#### 2.4.2.2 CBLT in Algerian Secondary Schools

According to the MNE, the aim of ELT in secondary schools following the CBLT approach is to enable students to be competent language communicators with intercultural awareness and competence to integrate and cooperate within the globalised world (MNE, 2005). Algerian experts writers developed new syllabuses and textbooks which are said to manifest the approach within a pedagogical change from teacher-centred to learner-centred; from knowledge-based instruction to competency-based; and from basic knowledge transmission to knowledge co-construction through interaction; from aspects of memorisation to analysis and synthesis (MNE, 2005). Therefore, the syllabuses contain in their introduction strands of objectives that focus on developing learners’ communicative and intercultural competence and cultivating their autonomy and critical thinking. These objectives are hoped to be

achieved by developing three main competencies which are said to be translated in the prescribed textbooks:

- the interactive competency: the ability to interact orally in English.
- the interpretive competency: the ability to interpret oral and written English texts.
- the productive competency: the ability to produce proper and accurate English conversations and essays.

Nevertheless, these objectives seem to be theoretical and aspirational. In practice, the approach has not been received with great passion by teachers and students (Toualbi-Thaalibi, 2006; Medjahed, 2011). Many Algerian educators and teachers contend that there exists a huge gap between “the objectives as spelt out in the documents and the reality on the ground in its various shades and shapes be it at school or outside the school” (Bouhadiba, 2015, p.7). Moreover, teachers were not adequately informed about the reform or trained to use the CBLT approach. They found themselves in an ambiguous situation hardly understanding its principles and continuously wondering about how to use it (Miliiani, 2010; Messekher, 2014). The only documents they received outlining the principles of this approach and its implementation were the few introductory pages included in the teacher’s guide, the syllabus, and the prescribed textbooks. This raises questions about the curriculum and textbook design policy in the Algerian context as while they claim that the reform initiates a change in the teachers’ and students’ roles, they marginalised them contrary to the MNE expert designers whose presence was considered more prominent.

Three years after the implementation of the approach, under the UNESCO supervision, the MNE organised a project to evaluate the reform. It focused on verifying the re-structuration of the schools, the use of the CBLT approach, and the competence of teachers. Nevertheless, the evaluation results were much more theoretical and included recommendations for what needs to be modified for better teaching under CBLT which continues to be seen as the most viable aspect for optimal language learning. The evaluation mainly focused on the importance of organising training workshops to translate the aim of the curriculum to teachers and ensure the implementation of the approach’s objectives (Bouhadiba, 2015). Needless to say, that this top-down action did not consider the teachers and learners in the classrooms as these were not, in any way, consulted by the reviewers called upon by the MNE. Teachers and students, being the actual implementers, were ignored throughout this



top-down method prescription and textbook design which resulted in their resistance and frustration. This has sparked the motive for this study which seeks to explore the end-users' views, wants, and uses of their prescribed English textbooks.

#### 2.4.2.3. Teachers' and Learners' Roles as Proposed by CBLT

CBLT in Algeria is said to have transformed teachers' and learners' roles in the classroom. However, such transformation, as we shall see below, is purely hypothetical and speculative.

The teacher's role under CBLT is supposed to endorse a shift from being the sole authoritarian and knowledge holder to a facilitating advisor. S/he is supposed to assist learners towards competency acquisition, engaging them in constructing knowledge, and providing opportunities and feedback to achieve the target objectives (MNE, 2005). The approach requires teachers to implement individualised instruction while creating a relaxed atmosphere that permits them to be autonomous and competent (Chelli, 2010). In order to fulfil such roles, the MNE maintains that teachers need to be qualified and adequately trained. Hence, secondary school teachers of English are required to graduate from the 'Ecole Nationale Supérieure' (ENS), specialised to train secondary school teachers, or need to obtain a Master's degree in English. However, as mentioned earlier in section 2.3, the preparation of teachers in the Bachelor's and Master's programmes seems problematic because while the MHESR oversees HE and prepares student-teachers differently across the country, the MNE is responsible for recruiting and training them in schools with little connexion between the two ministries. In other words, there is a weak coordination between the two bodies that prepare students during their pre-service education and the one that employs them and provides their in-service training. Messekher (2014) argues that novice teachers arrive at the classroom without quality training that "equip them to fully understand and face the classroom realities they will have to deal with" (p.74).

In the same vein, Boukhentache (2020) contends that since the introduction of CBLT, teachers have been supplied with theoretical knowledge only without adequate "practical applications for day-to-day classroom instruction" (p.103). Miliani (2010) also maintains that the CBLT approach "has generated uneasiness for teachers" (p.71) due to the lack of training, the heavy syllabuses and timetables, the overcrowded classes (between 35-40 students), and the lack of teaching aids (Bouhadiba, 2015). Such work conditions proved to be also



challenges hindering teachers' adaptations as we shall see throughout the participating teachers' comments in Chapters Six and Seven. Furthermore, the MNE requires teachers to employ the approach adopted and fulfil the syllabus embodied in the textbook within the timeframe proposed without putting in place any measures to facilitate teachers' adaptation. As a result of this top-down policy, discrepancies exist between the MNE intentions through CBLT and teachers' practices as will be revealed later on by the findings of this study.

As for learners, they are proposed to play an active role in the learning process rather than be viewed as empty vessels needing to be filled. They are seen as responsible for their learning and are expected to develop cognitive and metacognitive strategies that facilitate their learning, reaching higher levels of analysis, synthesis, and evaluation. Through the mandated textbooks, the CBLT is said to introduce learners to different problem-solving tasks that enable them to use the language in realistic situations. They begin, under the teacher's supervision, to build on and analyse prior knowledge, construct their own, and become gradually autonomous (MNE, 2005). Although Algerian learners recognise the role of English as an open ticket to the outside world, they are exposed, apart from the classroom, to little English as opposed to French which remains the dominant language in everyday life. This, in turn, places a large emphasis on the teacher and the teaching and learning quality.

Bouhadiba (2015) maintains that students are "pushed to remain in a defensive learning position" (p.11), but not only. They are also assessed during the academic year through exam formats fully prescribed by the MNE. The components of these exams focus on reading comprehension, grammar, vocabulary, and writing with no speaking sub-section although the ultimate aim is said to develop students' communicative skills. This makes learners' concerns reduced to attending classroom activities and passing tests and exams. Furthermore, and regarding the country's socio-economic situation, students are not provided with tools such as personal computers or the internet to facilitate their learning inside or outside the school. As a result, the teacher's status remained secondary to that of the textbook (Bouhadiba, 2015).

In early 2000, the president of the reform programme, Farid Adel, described the CBLT approach as the apt approach that will answer the 21<sup>st</sup>-century world demands and changes. Yet, 11 years later, he criticised the approach for being "a bad answer to a real problem" that is principally based on memorisation and repetition as described by Elwatan newspaper (2011). The reason for such apparent inconsistency, I believe, is because the approach has

been adopted without any consideration of its implications on the teachers and students who are said to be important partners in the learning process as we shall see in the literature review. The policy-makers neglected the country's complex linguistic and socio-economic reality as they limited themselves to a top-down strategy for the reform's implementation. In this regard, Bacher (2013, p.67) notes:

The emulation of the experience of CBLT with practically no regard for teachers' awareness, infusion of resources, and needs analysis, the three prerequisites for reforms, may jeopardise the contingent nature of the methodology in its Algerian version.

However, it is still widely believed that teaching methods in many contexts are seen as responsible for teachers' and learners' progress or in this case lack of it when, as we shall see in detail in the next chapter, that the situation is more complex (See section 3.2 in Chapter Three). While teachers and learners are currently viewed differently and their role is unquestionable, global methods have ceased to be considered as the only determining variable within more multifaceted instructional environments. Therefore, the teachers' and learners' participation in this study can yield constructive and informative results.

So far, I have considered the ELT situation in Algeria, and we shall specifically examine the English textbooks at the secondary school level which are the object of this investigation.

## 2.5. Secondary School ELT Textbooks Following CBLT

As previously mentioned, this study aims to explore how secondary school teachers and learners view and use one aspect of their teaching and learning, i.e., their textbook, and what they want to find in it. According to the MNE (2005), the aim of English teaching in secondary schools is to develop learners' interactive competencies and communicative skills to pave the way for HE studies and the professional job market. The objectives of ELT in secondary schools following CBLT are said to be reflected in the textbooks issued by the MNE. After four years of English in middle schools, students enter secondary schools for three years where they are exposed to English through a time load of three to five hours per week. Table 2.1 below summarises the English study load at different levels and streams.

Year	Stream	Time load (weekly)	The textbook
First Year	Scientific stream (S)	3 h	At the Crossroads
	Literary stream (L)	4h	
Second Year	Experimental Sciences (ES)/ Mathematics (M)/ technical mathematics (TM)/ Management and economy (ME)	3h	Getting Through
	Foreign Languages (FL)	5h	
	Literature and Philosophy (LP)	4h	
Third Year	Experimental Sciences (ES)/ Mathematics (M)/ technical mathematics (TM)/ Management and economy (ME)	3h	New Prospects
	Foreign Languages (FL)/ Literature and Philosophy (LP)	4h	

Table 2. 1. English at the secondary level

In general, secondary school teachers teach four to six classes from different streams and levels with a workload of 20 to 22 hours of teaching per week. In addition, they are responsible for lessons, tests, and exam preparations, marking, keeping records of their teaching and school meetings, and attending inspectors visits and meetings all of which can cause a drain on them. The textbooks which exhibit the CBLT approach are the only official books used in schools and published by the national office of school publications to be purchased by all students from the school administration. These textbooks are organised in thematic teaching units. Each unit deals with a specific topic or theme suggested by the MNE's designers and provide students with opportunities to explore language skills, functions, forms, and related strategies. The writers of all three textbooks claim to provide a competency-based learning course that develops learners' interaction, interpretation, and production. The reading texts in the textbook are said to be selected from various sources (e.g., newspapers, magazines, letters). These prescribed textbooks are "part of the mechanisation of the educational experience" (Hadley, 2018, p.302). They are used as measures of classroom progress by which teaching and learning can be evaluated by the MNE who, as Miliani (2010) asserts, largely concentrate on managing the high number of students in schools.

Since this study seeks to explore how first and second year teachers and students conceive and utilise their textbooks, it is vital to provide a description of the textbooks under scrutiny.



### 2.5.1. First Year Textbook

“At the Crossroads” is the official first year textbook designed in 2005 by the MNE’s selected authors (Riche et al., 2005). According to these authors, the textbook is said to be designed to reinforce and stretch the competencies being already acquired at middle school by introducing new structures (First year syllabus, 2005). Students who enter secondary schools are expected to have developed basic skills and learning strategies to cope with communicative situations. The scientific and literary streams at the first year have the same English syllabus but different English time load as seen in table 2.1. At the end of the first year, students should produce a written or oral composition of ten sentences on the topics of the textbook units. Although the designers confidently claim that the textbook supports the development of the communicative and functional aspect of the language, the participating teachers’ and learners’ views about the different textbook features highlight opposite results as we shall see in the findings chapters.

The textbook contains five units with 20 hours of teaching load per unit. Each unit contains four sequences which, in turn, comprise three to four rubrics. Sequence one (listening and speaking) and sequence two (reading and writing) aim to enable students to produce oral and written discourses. In listening and speaking, students are expected to develop their listening and comprehension skills through different practices before ending the section with a ‘your turn’ rubric for students to practice the skills taught. In reading and writing, students are expected to share ideas and opinions on different topics related to the unit theme. This sequence includes a rubric entitled ‘write it right’ in which students use their knowledge to compose a written discourse. Sequence three (developing skills) aims at integrating the four skills with attitudinal patterns in problem-solving situations. This sequence includes the rubric ‘stop and consider’ which is viewed as a deductive reference section and a training phase for the use of grammar, syntax, and phonology. Sequence four (consolidation and extension) aims to consolidate writing skills through ‘write it out’ rubric and develop problem-solving social skills through ‘work it out’ rubric. At the end of the unit, students are assigned group projects and are asked to follow an instruction checklist for the attainment of these projects. The last rubric ‘check your progress’ is said to be a self-evaluation checklist for students to assess their learning.



### 2.5.2. Second Year Textbook

'*Getting Through*' is the official second year textbook issued in 2006 by the MNE. At this level, students are specialised in different streams, as explained in section 2.3, based on their overall yearly attainment. According to the authors, the textbook aims to reinforce the acquired knowledge in the first year and introduce the third year. It considers 'the social and educational background of our learners, as well as the cultural values of Algeria' (Riche et al., 2006, p.3) although, as shown in the findings chapters, the participants' comments about cultural values are actually reported to be barely attended.

The textbook has eight units with a 15-hour teaching load. The scientific and literary streams have different syllabuses which cover several units all within one textbook. Each unit consists of five main parts. In 'discovering language', students learn and discover the grammar, vocabulary, spelling, and pronunciation to be dealt with in the unit. The 'developing skills' rubric comprises two sections: 'listening and speaking' which focuses on the listening skills, and 'reading and writing' which gives emphasis to writing skills. According to the authors, at these two stages students are supposed to develop their language and higher-order skills (thinking, analysing, synthesising...etc) even though the findings displayed in Chapters Six and Seven indicate the opposite. The three competencies (interacting, interpreting, and producing) described in the syllabus are incorporated at this stage. In 'putting things together' rubric, students carry a project to practice the acquired language skills and display their social and personal competencies. 'Where do we go from here' rubric is dedicated to self-assessment through grids and portfolios for students to monitor their progress. 'Exploring matters further' rubric contains reading texts and activities related to the unit's theme to broaden students' knowledge. Unlike the first year textbook, '*Getting Through*' contains a grammar reference section at its end for students to refer to.

According to Thornbury and Meddings (2009), "most teachers-perhaps 99%- work in contexts where the use of a coursebook is mandated" (p.86). This remark echoes the general practice in Algerian schools. Although teachers and learners are the textbook users, their needs and interests were ignored during the development processes of these textbooks and their feedback was not solicited. However, these textbooks have always been a problem due to the challenges they pose to teachers and students. In his study on secondary school textbooks, Aouine (2011) confirms that the textbooks do not develop learners' higher-order

skills or critical thinking skills. Bouhadiba (2015) also argues that the textbooks “do not reflect the real needs and gestalt of the learner” who is “disillusioned [...] right from the start by the vocabulary and a choice of words that are totally alien to him” (p.11). Given the nature of the activities he analysed, Boukhentache (2018) also concludes that the textbooks adhere more to traditional teaching systems as they “tend to focus more on the linguistic content in the view of equipping the learners with a good knowledge of the language” (p.57). He also contends that these textbooks “do not interpret authentically the recommendations set up in the syllabus” (p.62) as learners are incapable of achieving the objectives specified. In her recent study, Hadi (2020) also found that the first year textbook does not allow learners to be autonomous because they cannot use it without the teacher as also revealed by this study. In addition, since their production, the textbooks have not been updated or revised. They are routinely reprinted and reused with their mistakes and drawbacks.

Considering these circumstances and bearing in mind the MNE’s heavy guidelines, I wonder whether and how the users of these materials in such instructional settings can make the most of their voices to inform us about the quality of the work they do based on these materials? I also wonder about how their views on the textbooks would compare with the designers’ positive claims?

## Conclusion

This chapter has reviewed the background for the Algerian educational context, the role of English, and the approaches to ELT, in general, and in secondary schools, in particular. It has highlighted the various conflicting variables and prevalent weaknesses in the adopted teaching approach that moulded a plethora of attitudes toward the teaching of English and the mandated textbooks. The participants of the present study are secondary school teachers and students whose views and perspectives are ignored in the decision-making processes and textbook design although they are not mere consumers of a product of knowledge that others impose on them. As such, it would be valuable to investigate the way teachers and learners use their textbooks and provide them with a voice to express their views and suggestions.

Having established the local context of this research, the next chapter will examine the literature related to this study.

## Chapter 3: Literature Review

### Introduction

Considering that this study focuses on teachers' and learners' textbook conception and use, this chapter presents an overview of the literature related to language textbooks and the teachers' and learners' roles as designers, evaluators, and re-interpreters of materials. It opens with a discussion of key debates pertinent to the English language curriculum and syllabus and the move of the ELT field to the post-method era. It then examines the textbook and the different roles it plays in the language classroom. Subsequently, the chapter engages in a critical review of the different models and approaches to textbook development, evaluation, and adaptation emphasising the teachers' and learners' roles as co-producers of knowledge rather than mere implementors and consumers. The chapter concludes by discussing the relationship between the textbook and its users and the importance of their voices and experiences. It also reviews some empirical studies in order to identify the gap in this body of literature and place the current study at the under-examined research of textbook use.

### 3.1. The English Language Curriculum and Syllabus

Although this study's focus is on teachers' and learners' views, wants, and uses of textbooks primarily designed following the CBLT approach in Algeria, I found it necessary to examine the terms curriculum and syllabus through different overlapping perspectives. Hence, this section does not explore all aspects of curriculum and syllabus but examine key debates on their design and the value of teachers' and students' involvement in their development.

The terms curriculum and syllabus are open to a variety of uses and definitions. For instance, they are used differently in the UK and the USA. From an American perspective, curriculum and syllabus are used interchangeably to refer to the British sense of the term syllabus (Hall, 2017). A curriculum refers to "the content of a particular language programme (or subject area) or the step-by-step guide that sequences and structures content, specifying what is taught (but not necessarily what is learned)" (Hall, 2017, p.219). In this case, a curriculum or syllabus entails selecting and grading both what to teach, how to teach it, and in what order. From a British perspective, a curriculum is "a product of someone's reasoning about what education is, whom it should serve and how" (Graves, 2008, p.149). It describes and



prescribes the entire adopted instructional process (e.g., content, materials, and methods) for skills and values' implementation. Nonetheless, in some contexts, the "curriculum may only be implicit, inferred, for example, from the textbooks or assessments used by an institution" (Hall, 2017, p.219). The textbook, in this instance, represents the curriculum, the syllabus, the skills being taught, and the approach adopted similar to the English textbooks introduced to teachers and learners in the study context whereby the curriculum and syllabus, following CBLT, are embodied in the prescribed textbook as noted in section 2.4.2.2 in Chapter Two.

In recent decades, many researchers have proposed different models for developing, implementing, and evaluating curriculum. J. D. Brown (1995) illustrates what he refers to as a "systematic approach to curriculum development", arguing that language teaching and learning is a dynamic system of correlated parameters both in theory and practice. He stresses that curriculum developers should demonstrate a thorough understanding of both the theoretical (approach and syllabus) and the practical (techniques and exercises) aspects of a curriculum framework. In her seminal work, Graves (2008) presents an alternative view of curriculum which contains "planning, enacting, and evaluating" (p.152). She proposes the term "curriculum enactment" which depicts "the teaching and learning processes that happen in the classroom" (p.152). Graves refers to those teaching and learning experiences that shape a curriculum in a given socio-cultural and educational setting (See section 4.2 in Chapter Four for a discussion about the Socio-cultural Theory). This significantly relates, as will be discussed later, to the concept of negotiation and empowerment. For Graves (2008), a curriculum is not merely the experts' plan but the result of a collaboration between those who decide (policymakers and designers) and those who implement (teachers and students).

Similarly, Hall (2017) notes that syllabus design is part of curriculum design because it translates the curriculum's philosophy into various systematic steps. Hence, it is bound to many factors such as second language acquisition (SLA) theories, common trends and practices, programmes objectives, learners' needs and backgrounds, and the educational context. Syllabuses are categorised as per their content, that is whether they focus on structure (structural syllabus), functions and notions (functional-notional syllabus), situations (situational syllabus) or based on SLA and learning principles which emphasise the learning process (procedural syllabus, negotiated syllabus, task-based syllabus). As opposed to product-oriented syllabuses which focus on the outcomes, process syllabuses are not pre-set. They are learner-centred and "internally generated" (Clarke, 1989, p.134) as they specify the

learning experiences (tasks and activities). Such types of syllabuses view learning as a process whereby negotiation is the key feature and where teachers and learners work together to “authenticate materials through their cognitive and affective engagement” (Charles and Pecorari, 2016, p.77). Learners develop language proficiency through constant exposure to it and continuous participation in meaning construction in a given socio-cultural context (See section 4.1 in Chapter Four). They are invited to design and negotiate with the teacher some aspects of their learning like materials, topics, tasks, or assessment methods (Breen and Littlejohn, 2000). This can promote teachers and learners as co-partners and active agents which “connect the notion of the syllabus with its enactment in the classroom” (Graves, 2008, p.166). Indeed, several empirical studies suggest that teacher-students and student-student interaction influence students’ cognitive and affective outcomes (Velde et al., 2006; Brookfield, 2012, 2013).

Nevertheless, although curriculum and syllabus may function as a contract which guides and informs teachers and learners about what to expect, they may be disempowering and restricting by imposing content and teaching methods. Akbari (2008b) raises the issue of bias in deciding the content of a curriculum or a syllabus. According to him, “people who have the power to make decisions in society at large are the ones who also have the power to design and implement the educational system” (2008b, p.276). As such, the curriculum and syllabus reflect the needs and interests of the designers and policymakers while marginalising teachers and learners. In this scenario, teachers and learners, as Hargreaves and Shirley (2011) argue, “are the end-point of educational reforms. The last to hear, the last to know, the last to speak. They are mainly the objects of reforms, not its participants” (p.1). This is a common phenomenon in countries like Algeria where the top-down system and the disconnection between the decision-makers and the enactors are reflected in teachers’ and learners’ use of the textbooks and which this study aims to shed light on.

### 3.2. The Post-Method Perspective

As discussed in the previous chapter, English in the world and in Algeria is widely recognised as a powerful lingua franca for international communication. The ELT field has witnessed a succession of language teaching approaches and methods that flourished in response to emerging changes in society and new trends in linguistics (Cook, 2003). Anthony (1963) viewed methods as part of a hierarchy between approaches and techniques. While an



approach entails a set of “theories of what language is and how it is learnt”, a method is seen as “a coherent set of learning/teaching principles [...] which is implemented through specific types of classroom procedures” (Ur, 2013, p.468). Adopted from the US, the CBLT approach was introduced through ELT textbooks as the ‘best’ method for effective language teaching in Algerian secondary schools. Nevertheless, recently, the debate about the best method for language teaching has taken new directions. The large-scale methodological projects conducted during the 1960s and 1970s which focused on classrooms as a social context, have shown that teaching methods like the Grammar Translation Method and Audio-Lingual Method are not the sole determining variable for successful language teaching (Scherer and Wertheimer, 1964; Smith, 1970). This view is emphasised by researchers like Pennycook (1989), Prabhu (1990), and Allwright (1991) who recognise the limitations of methods in practice. Pennycook (1989) contends that methods have “diminished rather than enhanced our understanding of language teaching” (p.597). Prabhu (1990) was equally persuasive in his argument and notes that the search for the “best” method is pointless since, on the one hand, teaching methods industrialised in western contexts and exported globally may not be appropriate for other settings, and on the other hand, teachers rely on their “sense of plausibility” i.e., ability to “operate with some personal conceptualisation of how their teaching leads to desired learning” (Prabhu, 1990, p.172).

Recently, several attempts were made to nudge the ELT field towards “the realisation [...] that what is needed is not an alternative method but an alternative to method” (Kumaravadivelu, 2006b, p.67) such as Allwright’s (1991, 2003) Exploratory Practice framework and Kumaravadivelu’s (1994, 2006, 2012) Macro Strategic framework. Kumaravadivelu refers to this as the “post-method” pedagogy and claims that the term method refers to theorists’ proposals not to teachers’ practices. He urges the need to “transcend the constraining concept of method” (Kumaravadivelu, 2006b, p.67) and “empower practitioners to construct classroom-orientated theories of practice” (Kumaravadivelu, 1994, p.29). He conceptualises the post-method condition as an alternative to method informed by three intertwining principles namely: “particularity” (the particular and unique social, cultural, and political context of teachers and learners), “practicality” (the link that must occur to bridge the gap between theory and practice by engaging teachers in research about their practices), and “possibility” (the extent to which the socio-political consciousness of teachers and learners affect their understanding of themselves and their society) (Kumaravadivelu, 2012, p.12-16). Despite these initiatives, countries like Algeria



still view teaching methods as being “universally valid” (Ur, 2013, p.468). Teachers in these contexts are “not completely free to pick and choose how they teach [...] and what methodology to follow” (Hall, 2011, p.101) which hinder their “sense of plausibility” and influence their practices. One of the aims of this study is to explore how teachers perceive and use the prescribed textbooks designed following the CBLT approach which is claimed to effectively take EFL in Algerian schools through the 21<sup>st</sup>-century as seen in Chapter Two. More specifically, and using questionnaires, classroom observation, and interviews, the study sought to uncover the teachers’ textbook use and classroom-oriented practices to shed light on the need and importance of their empowerment and inclusivity in the different design and decision-making processes.

In line with the ELT field’s move to the post-method era, the critical turn began to gain strength and position in TESOL in the 1990s and early 2000s with the seminal works of Freire (1970), Giroux (1988, 1989), Pennycook (1990, 1999, 2001), Shor (1992), Kumaravadivelu (1999), and Benesch (2001, 2010) to mention a few. Such critical scholars introduced concepts of power, identity, voice, and agency to language teaching. They called for critical pedagogy (CP) as a way to challenge the colonisation of the mind and the teaching and learning theories and practices that exclude teachers’ and learners’ experiences and voices and prevents them from rethinking their teaching and learning. CP emerged as an approach that seeks social justice and change through education by giving voice to the marginalised and empowering them to critically question and act upon their conditions. It rejects the dominant top-down systems and practices that replicate aspects of inequality, discrimination, and marginalisation within society and consider teachers and students as mere consumers of reproduced social and cultural ideologies (Shor and Freire, 1987; Giroux, 1989; Pennycook, 1991, 2001).

Scholars working within the tradition of critical pedagogy argue that the term method is aligned with ideologies and biases as language teaching is regarded as a political act whereby what, why, and how English is taught or learned can be traced back to how policymakers perceive ELT goals and principles (Kincheloe, 2008; Pennycook, 2010; Benesch, 2010; Giroux, 2018). This situation makes teachers “feel frustration at being told how to teach, sensing that there is little concordance between what the concept purports to describe and what is actually happening in their classrooms” (Pennycook, 1989, p.589). Apple (1990) and Shor (1992) also point to the existence of a hidden curriculum whereby students are

conditioned to accept hierarchical structures of power and become obedient members of society. As such, CP advances a praxis agenda for educational change by encouraging teachers and learners to reconstruct the meaning of education and examine “knowledge in the deeper structure” (Giroux, 2003, p. 51) that allow them to disrupt power imbalances and strive for democratisation, equality, and empowerment. In this respect, Freire (1970) and Giroux (1988), the pioneers of CP, emphasise dialogue as a key criterion for questioning the surrounding conditions and mechanisms and transforming the living conditions. They insist on allowing learners to bring in their personal experiences and negotiate and question aspects and issues that are relevant to their own learning and education. In effect, the current study adopts the praxis model as it seeks to give voice to teachers and learners and emancipate their roles as co-designers, co-evaluators, and co-adapters of materials.

To conclude, given the uniqueness of each learner and context, the post-method and critical pedagogy turns empower teachers to “theorise from practice and practice what they have theorised” (Kumaravadivelu, 1994, p.30). They encourage teachers to develop their “situated methodologies”, a term coined by Ur (2013, p.470) to refer to shifting trends from pre-packaged methods to actual classroom decisions driven by teachers’ expertise, experiences, and classroom dynamics rather than mechanically following prescribed guidelines. Such a shift entails that teachers are not technicians but decision-makers who understand the uniqueness of their learners and tailor methods and materials according to their needs and classroom context (Hall, 2017). Nevertheless, although methods have lost their vitality, Akbari (2008a) argues that in certain EFL contexts, like Algeria where this study took place, they “have not been replaced by the concept of post-method but rather by an era of textbook-defined practice” (p.647). One of the present study’s aims is to explore how teachers exploit the prescribed textbooks designed following the CBLT approach which is claimed to be the key solution to educational ails in Algeria. The next section reviews the literature on teaching materials in general and ELT textbooks, in particular.

### 3.3. ELT Materials

Recently, ELT materials have received much attention from researchers due to their direct effect on the input quality and quantity, the syllabus organisation, and the teaching methodology. This harmonises with the growing belief that teachers and students do not simply implement materials, but they utilise and adapt them in their own ways (Harwood,



2014). The term materials is an umbrella term that covers “anything that assists teaching and learning” (Hall, 2017, p.233). As such, materials can be “instructional (informing the learner about the language), experiential (exposing learners to language in use), eliciting (encouraging learners to use the language), and exploratory (aiding learners to discover language use) (Tomlinson, 2012b, p.143). They can vary from traditional (e.g., textbooks, teacher’s book, adverts, teacher-made materials) to technological (e.g., e-textbooks, audio and video materials, computers, etc.). The most common type is the textbook or the coursebook. Henceforth, the use of the term material in this chapter refers to the textbook which role is discussed below.

### 3.3.1. The Role of the ELT Textbook

Despite the recent technological developments that have impacted the ELT field, textbooks continue to play a substantial role in the teaching and learning processes (Tomlinson and Masuhara, 2017). Yet, their form has recently undergone significant changes from traditional paper textbooks to more flexible and electronic forms (e.g., e-textbooks). Scholars tend to distinguish between three types of textbooks: “global” which are written for a general international audience; “local” which are tailored to satisfy specific national learning outcomes in a given context, and “glocal” which are localised or adapted versions of global textbooks (Garton and Graves, 2014b; Hadley, 2018). Unlike global textbooks, Tomlinson and Masuhara (2017) argue that the advantages of local and localised textbooks lie in “the possibility of doing needs and wants analysis rather than just market research” (p.164). However, these remain assumptions, as Garton and Graves (2014b) note since there is little research on their success in meeting the needs and interests of their audience. Hence, studies conducted on local textbooks like the present study are needed.

In all shapes, textbooks are “the primary source of teaching ideas and materials for many teachers around the world” (Hall, 2017, p.234). An example of this role is played in the Algerian classrooms where textbooks serve as the core of the course. This makes textbooks, as Akbari (2008a) argues, more influential than methods in determining learners’ discourse and input. Many researchers have debated its role and have taken sides in favour of or against textbooks. While it is not the purpose of this study to reach a clear consensus, it is important to examine the two views that have emerged.



### 3.3.1.1. The Pro-textbook View

Hadley (2018) defines language textbooks as “collections of pedagogic materials that seek both to stimulate language learning and to support language instruction” (p.298). Indeed, in many educational scenarios, textbooks support teachers during new curriculum implementation by presenting the new approach and providing much of the language input and practices in the classroom (Razmjoo, 2007). As such, they often function as a de facto syllabus, shaping the curriculum, and providing both teachers and learners with a common ground about what to expect (Cunningsworth, 1995; McGrath, 2006; 2013; Garton and Graves, 2014b). Many researchers assert that textbooks are the product of experts’ long experience and research and thus maintain quality in many ways (Tomlinson, 2003, 2011; Harwood, 2005). Besides, Richards (2006) notes that textbooks expand teachers’ repertoire and help to train them about how to present content or teach skills. If used flexibly, they can play a role in “providing suggestions for new approaches and activities” (Charles and Pecorari, 2016, p.79). In such situations, the textbook “becomes a form of insurance” (McGrath, 2013, p.13) for untrained teachers and save the time and efforts they spend on materials preparation.

For learners, textbooks are “a cost-effective way to provide [...] security, system, progress, and revision” (Tomlinson, 2012b, p.158). They provide a self-study reference for language structure, pronunciation, and practice which assists them in tracking their progress, localising their learning experiences, minimising their dependence on teachers, and developing their autonomy (Tomlinson, 2008). Gray (2016) views textbooks as useful in exposing learners to language use and stimulating cultural discussions. However, such claims in favour of textbooks’ practicality are deemed by their opponents as “less than inspiring” arguments (Hadley, 2014, p.206).

### 3.3.1.2. The Anti-textbook View

While many scholars recall the benefits of using textbooks, others have criticised their use in language learning contexts. In his seminal article, “what do we want teaching material for?” Allwright (1981) maintains that “management of language learning is far too complex to be satisfactorily catered for by a pre-packaged set of decisions embodied in teaching materials” (p.9). Certainly, no textbook can be appropriate for the different learners’ needs, interests,

and contexts as no learners or contexts are similar. In the case of global textbooks, where “publishers are motivated primarily by profit” (McGrath, 2013, p.29), textbooks tend to be criticised for being written for everyone ignoring the teachers’ and learners’ specific needs and contexts. They are “value-laden” (Garton and Graves, 2014b, p.5) as they present an idealised view of reality and display what Prodrinou and Mishen (2008) describe as “methodological correctness” (p.194) referring to the approaches and methods developed in western contexts which might be paradoxical to local needs and realities. Littlejohn (2012) adds that considering the time needed for their development, trial, and publishing, global textbooks remain behind new language teaching trends. He criticises their fixed format for being “a standardised packaging” (Littlejohn, 2012, p.291), often based on the presentation, practice, and production approach that is no longer supported by current research.

In the same vein and reporting on a survey conducted in 12 countries, Tomlinson (2008) raises several criticisms against textbooks. In his view, textbooks exhibit their own rationale and tend to reflect the authors’ pedagogical and linguistic preferences. He maintains that 85% of ELT textbooks are selected by administrators while 15% by teachers with none chosen by learners. He also argues that by imposing pre-prepared content, teachers are disempowered and learners are underestimated. This is emphasised by Richards (2006) who holds the view that, if used as the basis of classroom’s decisions, textbooks may limit teachers’ creativity and reduce their role to technicians who teach the book instead of the language. In their investigation of teachers’ views and uses of a medical textbook in Saudi Arabia, Menkabu and Harwood (2014) argue that textbooks might be “tools of institutional control... [which] leave teachers with almost nothing to decide on, as they merely act out pre-planned procedures” (Menkabu and Harwood, 2014, p.146). Furthermore, and as argued in section 2.5 in the previous chapter, Bouhadiba (2015) notes that the Algerian EFL textbooks do not cater for learners’ needs and their environment. He argues that these local textbooks become a target for users’ bitter criticism as teachers are constantly complaining about their failure to match students’ profiles and contexts.

Although these critics are against the available forms of textbooks, they are not necessarily against their centrality in teaching. However, from a critical perspective, Freire ([1973] 1993) asserts that textbooks dehumanise learners and strip them from their agency because they tend to “cast the illiterate in the role of the object rather than the subject of his learning” (p.49). Gray (2010a, 2016) also contends that textbooks are ideological systems for

conveying the dominant groups' economic, political, and cultural interests and values. Similarly, Thornbury (2001) contends that language learning, which is "contingent on the concerns, interests, desires, and needs of the users" (p.11), is best achieved through teacher-student classroom interaction which can be hindered by having language input pre-set in a textbook. Postman (1996) also views textbooks as "enemies of education" and "instruments for promoting dogmatism and trivial learning". He argues that "they may save the teacher some trouble, but the trouble they inflict on the minds of students is a blight and a curse" (p.116).

In conclusion, educators' opinions about the role of the textbook are disparate. Many scholars urge for a compromise view whereby teachers and students are given role in making sense and determining the textbook's value. Crawford (2002) asserts that textbooks need to be considered as flexible input sources to be exploited since "what is learned, and indeed, learnable, is a product of the interaction between learners, teachers, and the materials at their disposal" (p.82). Therefore, before moving beyond, I find that the issue is not related to whether textbooks should be used or not but how they are used to promote learning rather than restricting it. This, in any way, might not be possible in contexts where textbooks are centrally prescribed by the MNE as in the case of Algeria. Such a situation, as seen by this study, leads to teachers' re-interpretation of the material as we shall see in Chapter Seven. But, since textbooks are at the service of teachers and students, their design is of great importance. This is discussed in the following section.

### 3.4. Material Development

Many ELT professionals focused their attention on textbooks since they tend to be widely varied and are affected by different factors like social and institutional norms. According to Tomlinson (2016b), material development (MD) started gaining ground as an academic field from the mid-1990s. He defines MD as "a practical undertaking involving the production, evaluation, adaptation and exploitation of materials intended to facilitate language acquisition and development" (2016b, p.2). It appears from the literature on MD that researchers draw from a wide range of SLA theories and learning principles to describe the different frameworks for MD (Cunningsworth, 1995; Islam and Mares, 2003; Tomlinson, 2003; 2011; 2013; Jolly and Bolitho, 2011; Maley, 2014, 2016; Bao, 2016; Tomlinson and Masuhara, 2017) to name a few. Some of these MD approaches are reported below.



### 3.4.1. Approaches to Material Development

Tomlinson's (2003, 2013a) model for MD incorporates SLA and learning theories such as Krashen's Input Hypothesis (1985), Schmidt's Theories of Noticing (1990), and Swain's Output Hypothesis (1993) and links them to many interactive factors including teachers' and learners' needs, contextual factors, language use, and the programme goals and objectives. Tomlinson's model emphasises the need to provide different resources that have the potential to engage learners and activate their critical thinking dispositions, analytical abilities, and reasoning skills. He contends that MD should stem from learning principles and teachers' "sense of plausibility" and notes that "materials need to be written in such a way that the teacher can make use of them as a resource and not as a script" (Tomlinson, 2010, p.97).

Tomlinson provides guidelines on how instructional practices can facilitate language learning by focusing on learners' needs and interests and how to maximally satisfy them. He suggests a list of steps that may enhance the material's quality such as analysis of the target users' needs; selecting the syllabus, pedagogical approach, and frameworks for developing the material; drafting and trialling a sample unit; revising the approach, frameworks and syllabus; selecting or developing texts; producing and monitoring the material; and trialling, revising and editing the material (Tomlinson, 2013a). However, even if the material is designed following these principles, teachers and students should be allowed to comment and reflect on it since "no pre-prepared materials can ever meet the needs of any given classroom" (Harwood, 2010, p.4). Tomlinson acknowledges such facts and urges the need to obtain continuous feedback from different stakeholders like publishers, teachers, and students. Yet, as we shall see later, such a recommendation is not necessarily taken on, especially in contexts where textbooks are imposed on teachers and learners as in the case of the participants of this study.

Based on their investigation of the end-users' ideas about the content of a textbook, Jolly and Bolitho (2011) proposes for material writers and language teachers a flexible, dynamic framework for designing inclusive materials. The authors argue that "the further away the author is from the learners, the less effective the material is likely to be" (2011, p.128). Therefore, materials should incorporate tasks with authentic language input that involve learners' cognitive processes and allow them to think critically about language use and usage. Their model focuses on the contextual factors, pedagogical matters, users' needs, interests,

and preferences, and how they exploit the materials. It consists of a list of procedures presented as a pathway with several possibilities and interaction between the following steps:

- identification of the need for materials
- exploration of need
- contextual realisation of materials
- pedagogical realisation of materials
- production of materials
- student use of materials, and
- evaluation of materials against agreed objectives.

(Jolly and Bolitho, 2011, p.112–113)

Jolly and Bolitho also offer some principles which are crucial to MD and which are in the realm of teachers and learners such as (i) flexibility, (ii) engaging content, (iii) use of adequate skills and practices, and (iv) a balanced approach to both accuracy and fluency. They also stress the importance of the teacher's role in evaluating the materials' suitability and adapting them to their specific context.

In the same vein, Maley (2014) proposes a flexible and dynamic set of principles for effective materials which are paraphrased as follows:

- interesting content which makes materials interesting to learn (Intrinsic interest)
- engaging tasks which make learners carried along with them (Engagement leading to flow)
- motivating materials both cognitively and emotionally stimulating learners' thinking and reflection (Depth of cognitive and affective processing)
- flexible materials allowing teachers to adapt and exert choice (Flexibility/ adaptability)
- tasks that are open to different interpretations and further discussions (open-endedness)
- significant material that is in a considerable amount (non-triviality)
- personalised material that is relevant to learners' lives and experiences (relevance)
- varied material with good balance in content (variety)

- aesthetic and appealing materials that boost learners' motivation and creativity (creativity)
- concise content with maximum effect (Economy/elegance)

In a later publication, Maley (2016, p.24) attempts to structure MD in a chart of three columns with several possibilities and interactions. He argues that aspects from the three columns can be combined to generate different types of materials:

- input types: referring to the contributors e.g., people, topics, realia, visuals, audios, oral accounts, projects, etc.
- processes: referring to the different procedures of handling the output e.g., generic time, mode, techniques, task-types, etc.
- outcomes: referring to the product e.g., material, pedagogical, educational, psychological.

Maley (2016) stresses the vital role of the end-users' creativity and contends that "designing and writing materials needs to allow space for the creative spark if it is not to become a soul-destroying manipulation of Lego elements, leading almost inevitable to cloning" (p.27). As such, materials should incorporate tasks with authentic language input that involve learners' emotional and cognitive processes and allow them to think critically about language use and usage. He also emphasises the vital role of teachers in evaluating the materials' suitability and adapting them to their specific context.

In summary, one can note that the process of effective MD needs to systematically harmonise several variables (classroom context, school culture, teaching resources, educational goals and objectives) with teachers' factors (training, teaching style, expertise and experience), and learners' factors (levels, needs, aims, interests, age, learning style, and linguistic and cultural background) on one hand and the latest trends in SLA and language learning that are not context-dependent on the other. This "interconnected dynamic relationship" (McGrath, 2013, p.xi) entails that material effectiveness depends on the teachers' and learners' attitudes and experiences and institutional and social contexts. Therefore, in local contexts, conducting a thorough analysis of the contextual factors and the end-users' needs and wants "should be the starting point for devising syllabuses, courses, materials, and the kind of teaching and learning that takes place" (Jordan, 1997, p.22). However, the present enquiry indicates that



inadequate needs analysis leads to undesirable results that become apparent when the material is put into use. As we shall see in Chapter Six, the teachers in this study revealed that they have never taken part, directly or indirectly, in the textbook design processes. Their feedback was not solicited and their job was merely to execute what was designed from above resulting in a pedagogical and experiential mismatch between the designers' assumptions and the end-users' practices and expectations.

Having examined issues related to MD and because one of the study's aims is to investigate the effectiveness of the textbooks from the teachers' and students' viewpoints, the next section discusses relevant processes of material evaluation.

### 3.5. Material Evaluation

Since no textbooks can ever meet all learners' needs, it is not surprising that teachers are invited to select and evaluate them to match their context. Material evaluation (ME), as Tomlinson (2013b) notes, is a form of enquiry through which different stakeholders (e.g., material developers, researchers, teachers, and learners) can make firm judgments on the material's value and efficiency. Tomlinson differentiates between evaluation and analysis. He argues that while analysis is an objective descriptive activity concerned with what is in the material, how it is, and why; an evaluation involves making "judgments about the effects of materials on their users" (Tomlinson and Masuhara, 2017, p.54). Littlejohn (2011) also notes that despite their different roles and processes, analysis can either be part of an evaluation or complement it.

Due to the fast-growing spread of global textbooks, evaluation has become an integral part of any effective material development as it critically judges the planning, production, and implementation processes by following definite guidelines and criteria (Rea-Dickins and Germaine, 1992). Nevertheless, while scholars have stressed the importance of ME, they concentrated on developing evaluation models for selecting materials. McGrath (2013), alternatively, considers ME as having massive implications for those involved in it. He contends that the value of textbooks can only be determined from the end-users during their actual use which allows them to be not only consumers but also decision-makers and knowledge producers. He calls upon teachers to take charge of evaluating or re-designing materials to enhance their effectiveness. However, it should be noted that there is little place

for teachers or learners as evaluators when textbooks are already pre-established by a governmental body. As such, this study seeks to provide teachers and learners with the opportunity to evaluate the prescribed textbooks they are using and hopefully contribute to their empowerment and awareness.

### 3.5.1. Approaches to Material Evaluation

Recently, the field of ME triggered much of the researchers' attention who suggested applying rigorous, systematic, and principled procedures to adequately devise and select materials (Mishan and Timmis, 2015). However, as there exists no one universal textbook that fits all contexts, there exists no one model of evaluation.

#### 3.5.1.1. "Levelled" and Checklist Approaches to Material Evaluation

Since the 1990s, several evaluation approaches have emerged with varied principles and priorities. For instance, many researchers suggested a "levelled" approach to ME (Litz, 2005, p.10) in which a first level overview is conducted before an in-depth one (Cunningsworth, 1995; Ur, 1996; Ellis, 1997; McGrath, 2002). Cunningsworth's (1995) work provides a reasonable illustration of this approach. He differentiates between "impressionistic" and "in-depth" methods. The impressionistic method involves examining the material to get a general impression or make a preliminary selection through reading the outline page and skimming through the content. An in-depth evaluation involves a careful examination of selected items to obtain details of their content. Cunningsworth suggests combining an impressionistic overview with an in-depth evaluation by selecting some representative features from the whole materials (e.g., topics, dialogues, activities) and examining them in detail to obtain a coherent evaluation. The "levelled" approach has been labelled differently, for instance, Ur (1996) refers to it as "general" and "specific" evaluation, Ellis (1997) as "predictive" and "retrospective" evaluation, and McGrath (2002) as "first-glance" and "in-depth" evaluation.

McDonough et al., (2013) also proposes a model which consists of external, internal, and overall evaluation. An external Evaluation offers "an overview of how the materials have been organised" (McDonough et al., 2013, p.70) based on the designers' claims, the introduction, the table of content, the unit's presentation, the physical appearance ... etc. An external evaluation is similar to Tomlinson's "pre-use" evaluation mentioned below. Scholars

argue that there is no need to conduct further analysis if this stage's results show that the material is unsuitable. An internal evaluation offers a profound analysis to investigate the extent to which the results of the external evaluation “match up with the internal consistency and organisation of the materials as stated by the author/publisher” (p.75). McDonough et al.,'s (2013) internal evaluation is similar to McGrath's (2002) “in-depth” evaluation.

The researchers note that to achieve an effective internal evaluation at least two textbook's units should be examined in terms of the presentation of skills, sequence and grading of language input, level of engagement, and suitability to learning and teaching styles. An overall evaluation suggests a complete inspection of the material's suitability in terms of its:

- usability (how far the materials could be integrated into a particular syllabus as 'core' or supplementary?)
- generalisability (is there a restricted use of 'core' features that make the materials more generally useful?)
- adaptability (can parts be added/extracted/used in another context/ modified for local circumstances?), and
- flexibility (how rigid are the sequencing and grading? Can the materials be entered at different points or used in different ways?)

(McDonough et al., 2013, p.60-61).

It is important to highlight here that although these levelled approaches call for evaluating the material's effectiveness, they focus on identifying the potential value of the materials rather than their actual value when they are enacted in the classroom by teachers and learners which, in my opinion, is the determining variable. As such, I believe that researchers should also focus on the use of the textbook and its influence on the users which the present study aims to explore.

Researchers also propose checklists usually in the form of systematic and comprehensive statements which determine the extent to which the material fulfils a set of criteria (Sheldon, 1988; Cunningsworth, 1995; McGrath, 2002; Razmjoo, 2007, 2010; Littlejohn, 2011). These checklists include features such as aims and objectives, content and assessment methods, learners' factors (needs, abilities, interests, attitudes, learning styles, levels, age, learning experiences), teachers' factors (proficiency levels, teaching methods, personal teaching style,



ability and freedom to adapt, supplement the material), the sociopolitical context, the educational system, local values, the status of the language in the country and so on. However, one notes also that checklists are criticised for being general, suggestive, and prescriptive ignoring contextual specificities. Hence, they are inapplicable to different materials in different contexts (Tomlinson, 2003).

Tomlinson and Masuhara (2017) argue that “no checklist can ever be transferable from one evaluation context to another” (p.58-59). Thus, the evaluator’s task is to devise systematic evaluation tools guided by the literature and the specific contextual realities. Tomlinson (2015) recommends that evaluation should be based on two criteria sets: local that are exclusive to the users’ learning context and universal that can be applied “to any language learner in any language-learning situation anywhere” (p.280-281). For this reason, to evaluate the textbooks in this study, two questionnaires, whose design is detailed in section 4.5 in Chapter Four, were specifically devised for teachers and students considering the available evaluation criteria to offset the weaknesses of one method by the strength of another.

### **3.5.1.2. Tomlinson’s Framework to Material Evaluation**

Researchers have also suggested different ME frameworks, highlighting the teachers’ and learners’ relevance as material evaluators. Tomlinson (2003, 2013) recommends that evaluation should involve both teachers and learners as they are the actual users who can give useful opinions about the material. He suggests that, rather than working solely as a distant judge, the evaluator should develop a working relationship with the end-users to facilitate the evaluation process. Tomlinson proposes three types of evaluations: pre-use, whilst-use, and post-use. Tomlinson’s “pre-use” evaluation is similar to Cunningsworth’s (1995) “impressionistic” method and McGrath’s (2002) “first-glance” method as it “consists of a teacher flicking through a book to gain a quick impression of its potential value” (Tomlinson, 2014, p.23). Pre-use evaluation involves defining the material’s potential suitability and adequacy by scanning, for instance, the material’s physical appearance, its content pages, or the topics selected. However, it is criticised for being insufficient in making firm judgements as it examines materials from the outside without going deeply in evaluating the suitability of the content (Richards, 2014).

“Whilst-use” evaluation assesses the material in use to verify “how well the book functions in the classroom” (Richards, 2014, p.32). It is more reliable than pre-use because it “depends on monitoring the use of the book and collecting information from both teachers and students” (Richards, 2014, p.32) that is drawn from actual classroom use rather than predictions. Tomlinson lists some basic points to be considered in whilst-use evaluation which are employed in the study’s surveys and interviews such as:

- clarity of instructions
- clarity of layout
- comprehensibility of texts
- credibility of tasks
- achievability of tasks
- achievement of performance objectives
- potential for localisation
- practicality of the materials
- teachability of the materials
- flexibility of the materials
- appeal of the materials
- motivating power of the materials
- impact of the materials
- effectiveness in facilitating short-term learning

(Tomlinson, 2013c, p.32-33).

Tomlinson (2013c) notes that such aspects can be assessed through classroom observation, feedback sessions, and users’ reviews to triangulate the findings and limit the evaluator’s subjectivity. Undeniably, whilst-use evaluation is more objective because it assesses not only the material’s effectiveness but also how and why it is used. Despite its trustworthiness, there seems to be a paucity of research using whilst-use criteria due to access issues that might hinder the evaluation process (Tomlinson, 2013c; Richards, 2014). Using multiple data sources, this study addresses this scarcity by using whilst-use evaluation to gain vigilant scrutiny of the textbook’s effectiveness from the teachers’ and learners’ perspectives.

The third type of evaluation following Tomlinson is “post-use” evaluation which involves measuring “the actual effects and outcomes of the materials on the users after its use” (Tomlinson, 2013c, p.34). It is, as Tomlinson argues, the most valuable evaluation stage as it gives information on the material’s efficiency and enables teachers and learners to draw on their experiences in deciding whether to continue using it in the future. Tomlinson (2013c) lists some criteria to measure the material’s effectiveness after its use using tests of what students have been taught, exams and after-class diaries and reports.

Overall, there appears to be a wide range of ME models which consider both macro and micro approaches depending on the evaluator’s purpose. McGrath (2006), who investigated teachers’ and learners’ attitudes about their English textbook in Hong Kong using metaphors and similes, argues that both teachers’ and learners’ views are significant in ME and cannot be disregarded as they can affect how they use the material. However, in contexts where the MNE regulates teaching and learning with prescribed textbooks and strict instructions, attempts for ME are merely approached by the ministry or its experts. Teachers’ and students’ voices are neglected presumably because they do not have the expertise to analyse, criticise, or form opinions, although they are the actual users and might demonstrate some abilities as material evaluators based on their experience of using textbooks (Breen and Candlin, 1987). Henceforth, one of the study’s aims is to humanise the process of evaluation with the end-users’ involvement in order to obtain sound judgments on the material effectiveness in their context of use.

Another reason for which materials are evaluated as noted by McGrath (2013) is to reflect on what to adapt or supplement. This is reported in the next section.

### 3.6. Material Adaptation

Since no globally or locally produced textbook can ever meet the specific learners’ needs, one of the evaluation’s outcomes is to inform the task of how best to use materials to compensate for any incongruences between content, context, and desired outcomes. Material adaptation (MA) is the process by which materials are tailored for uses that are different from what the designers intended (McGrath, 2013). Hence, it is conducted with a previous evaluation of what is there and what needs to be changed. However, adapting materials does not necessarily mean that they are completely defective. MA aims to offset the material’s



shortcomings and enhance its relevance to the context. Tomlinson and Masuhara (2017) view MA as “a necessity rather than an option” (p.83) and argue that it has wider implications in developing teachers’ awareness, criticality, and professionalism. Saraceni (2003) argues that adaptation is “the most relevant and useful link between the reality of the classroom and the research findings” (p.73) which needs to be well studied to inform teachers about its different techniques and sustain them in developing their adaptive and creative skills.

Given that teachers and learners do not only consume materials but re-interpret and use them in their own ways, it is important to review the different approaches to MA that have been suggested in the literature as we shall see in the following sections.

### 3.6.1. Approaches to Material Adaptation

Researchers have proposed frameworks for customising materials to cater to learners’ specific profiles (McGrath, 2002, 2013; Maley, 2011, 2014, 2016; McDonough et al., 2013; Harwood, 2014). McGrath (2013) proposes a model for MA which consists of four aspects: techniques (how), foci (what), timing (when), and reasons and purposes (why). This study employs McGrath’s framework to explore teachers’ adaptations. This is because McGrath has illuminated several issues regarding textbook use as he tried closely to synthesise and “standardise the nagging inconsistencies of terms...between adaptation studies” (Tomlinson and Masuhara, 2017, p.105), and which this study has examined as we shall see in section 7.2 in Chapter Seven.

#### 3.6.1.1. Techniques of Adaptation

McGrath (2013) outlines five adaptation techniques: addition, omission, replacement, change and supplementation which are reported below.

- **Addition** refers to the process of providing additional materials to the one proposed without changing its content. It takes three forms: extemporisation, expansion, and extension. Extemporisation refers to the teacher’s spontaneous response to an emergent problem or opportunity by paraphrasing instructions or giving examples. Expansion entails adding materials that are different in type to the one suggested, thus making the process qualitative in nature. Extension involves adding materials that are similar in type to the one suggested, thus making the process quantitative in nature.

- Omission entails deleting materials to reduce unsuitable parts due to contextual constraints.
- Replacement refers to the teacher's decision to substitute the unproductive textbook's suggestions with materials of the same nature.
- Change is the process of altering the form, intended use, structure, or order of the suggested material. It includes: simplification, complexification, re-writing, and restructuring. Simplification refers to the process by which "materials are made easier for learners" (McGrath, 2013, p.69). Complexification implies "increasing the level of difficulty" (McGrath, 2013, p.69). Re-writing entails closely relating the material to learners' backgrounds and interests. Restructuring implies reorganising the materials differently to match learners' needs, levels, and course objectives.
- Supplementation refers to the teacher's decision to add materials of a different format to the one already proposed.

McGrath (2013) differentiates between adaptation and supplementation and describes the overlap between them on a continuum from adaptation forms undertaken to existing materials (e.g., addition) to the introduction of totally new materials. Yet, while both forms stem from recognition of the mismatch between the material and the context, it is the degree of such disparity that is behind teachers' decision on whether to adapt or supplement.

### 3.6.1.2. Forms and Timing of Adaptation

For forms of adaptation, McGrath notes that teachers might adapt four aspects either solely or in combination:

- language: the language of instructions, explanations, examples, the language in exercises and texts and the language learners are expected to produce.
- process: forms of classroom management or interaction stated explicitly in the instructions for exercises, activities and tasks and the learning styles involved.
- content: topics, contexts, cultural references.
- level: linguistic and cognitive demands on the learner.

(McGrath, 2013, p.138)

McGrath also maintains that adaptation can either be part of a lesson plan or a natural response during the lesson. Islam and Mares (2003) made a similar distinction between pre-planned and spontaneous adaptation. Richards (2014) notes that teachers tend to change their plans based “on the spot decisions relating to timing, affective factors, and response to learner difficulties” (Richards, 2014, p.33) which account for the differences in their use of the same materials. Hadley (2018) also argues that experience and familiarity with the material allow teachers to make appropriate decisions in flexibly exploring materials as they “have internalised so many pedagogic ‘recipes’ that they can adjust to whatever people, conditions, or ‘ingredients’ they happen to encounter” (p.302). McGrath (2013) acknowledges the importance of experience and teacher education in forming and informing teachers to be good material adapters to best serve their class particularity which is also reinforced by the present study as we shall see in section 7.4.2 in Chapter Seven.

### 3.6.1.3. Reasons and Purposes of Adaptation

Researchers have also offered insights into teachers’ reasons and purposes of adaptation. Bosompen (2014, p.112-114), who explored how and why Ghanaian teachers adapt materials, presents the following reasons:

- deficiencies in textbooks: to offset the textbook’s shortcomings.
- learner needs: to make the textbook work for their students by mediating its content
- stimulation, variety, and exploration: to stimulate students’ participation and interest by providing engaging contents that spice the lesson.
- learner assessment: to ensure students’ understanding, and
- creativity and method exploration: to test their skills and explore their creative abilities.

Similarly, Tomlinson and Masuhara (2017, p.102-103), refining their 2004 publication, grouped their adaptation reasons from different studies into five categories:

- teaching environment: referring to the cultural or institutional factors which prompt teachers’ adaptation e.g., preparing students for exams or skipping culturally sensitive content.



- **learners:** referring to learners' factors (e.g., age, language, level, interests, and learning styles) which urge teachers to adapt such as adapting a text to students' level.
- **teachers:** referring to teachers' factors (e.g., beliefs, personality, teaching styles, and experience) which encourage teachers to adapt like having a different teaching style.
- **course:** referring to the course' objectives which may prompt teachers to adapt.
- **materials:** referring to the proposed texts or tasks which might be outdated or demotivating to students and urge teachers to change them.

From a different perspective, McGrath (2013, p.66) lists some principles that are said to justify the changes made to the material. He contends that materials need to be:

- perceived as relevant by learners (localisation)
- be up to date (modernisation)
- cater for differences in learning styles (individualisation)
- encourage learners to speak/write about themselves and their experiences (personalisation)
- engage the whole person (humanisation)
- be appropriate to learners' level/offer an appropriate level of challenge (simplification, complexification, differentiation)
- be varied (variety)

It appears from the above reasons for MA that teachers, in their different contexts, play a central role in mediating the textbook content since the decision about what, how, when, and why to adapt or not seem to remain that of the teacher (See section 7.2.5 for the participating teachers' reasons for adaptation). Edge and Garton (2009), supporting this view, assert that "the teacher's purpose is not to teach materials at all: the purpose is to teach the learners, and the materials are there to serve that purpose" (p.55). Yet, there might be factors that influence how teachers exploit materials as reported below.

### **3.6.2. Factors Influencing Teachers' Adaptation**

One oft-cited study on material discussions is that of Shawer (2010a) who explored 10 highly experienced and qualified EFL teachers use of materials. Using multiple sources of data

(observation, pre-and post-observation interviews, group interviews, teachers' lesson plans, and student' input), he identifies three practice categories:

- curriculum-transmitters: referring to those two teachers who consider the textbook as the "single source of pedagogical input" and closely followed it page by page.
- curriculum-developers: referring to three teachers who adapt and supplement aspects of materials to best serve their learners' needs.
- curriculum-makers: referring to five teachers who depart from their learners' needs then tailored materials without relying on the textbook or the teacher's guide.

Shawer argues that teachers' classroom decisions can influence what learners can potentially learn. He reported that the teachers who were curriculum makers or developers enhanced their students' learning gain as their primary aim was to cater for their learners' needs. The teachers also developed their pedagogical and professional skills in curriculum development. In another publication, Shawer (2010b) argues that curriculum-developers and curriculum-makers improve their subject and pedagogical knowledge as they explore pedagogical practices when they creatively adapt and supplement the materials. He concludes that contextual factors do not seem to exhibit a direct effect on teachers' textbook use since curriculum-makers worked at the same schools with curriculum-developers and curriculum-transmitters. The results of the present study also reveal similar influencing factors which are discussed in Chapter Eight.

In their investigation of an experienced teacher's use of a medical English textbook, Menkabu and Harwood (2014, p.158) identifies the following factors:

- learners' factors (their language level and motivation)
- teachers' factors (their content knowledge, teaching beliefs and preferences)
- environmental factors (class size and available facilities), and
- institutional factors (classroom time limits and the system's exam-oriented nature).

Similarly, Humphries (2014) outlines the following factors that influenced four teachers' use of a new textbook in a rural technical Chinese college:

- sociocultural factors (e.g., the school's culture and the purpose of learning)

- awareness and confidence, training, student issues
- understanding and previous language teaching and learning experience, and
- perceptions of the materials' quality.

It appears that the identification of some of these factors might be internally related to teachers' beliefs, experience, and expertise. Others appear to be contextual and not in the teachers' hands like those that are operative at their workplaces (e.g., heavy workloads, large classes, and rigid managerial guidelines). Recently, researchers have shifted their attention to examine the correlation between teachers' beliefs, referred to as "espoused theories" and their practices referred to as "theories in action" (Argyris and Schön, 1974) (Borg, 2006, 2010, 2011; Wette, 2009; Basturkmen, 2012). Basturkmen et al., (2004) examined the relationship between three teachers' beliefs and practices regarding their focus on form in an ESL classroom context. They indicate that teachers tend to "eradicate the mismatch by bringing their espoused theories more in line with their practical theories which they develop through their experience of 'cases' of what works for them" (p.269). It is therefore important to explore, as I do it in this study, how teachers' beliefs, skills, and knowledge influence their textbook use since, as Borg (2003) argues, they tend to make "instructional choices by drawing on complex, practically-oriented, personalised, and context-sensitive networks of knowledge, thoughts, and beliefs" (p.81).

### 3.7. The Textbook and Its Users

In the Algerian context where the MNE prescribes the teaching method, teachers are handed textbooks which determine what and how they teach. However, Littlejohn (2011) differentiates between two types of materials: "materials as they are" referring to "the writers' proposals" and "materials-in-action" referring to "what happens in classrooms and what outcomes occur when materials are brought into use" (p.181). Guerrettaz et al., (2018) argue that material use refers to "the ways that participants in language learning environments actually employ and interact with materials" (p.38). Indeed, since learning opportunities are created from the interaction between teacher, learners, and materials in a given context (Allwright, 1981), a textbook refers merely to the designers' intended curriculum, not the users' enacted one as we shall see in section 4.2 in Chapter Four. Its value can only be determined by the ways teachers and learners exploit it and the way such use enables language learning.



Yet, most textbook research publications focus on ‘how to’ design, implement, and evaluate textbooks’ content. There is a paucity of research on “how the textbook is used and the anticipated and actual effects in the classroom on teacher and learners -information are gathered only by extending our analysis to include textbook users” (Harwood, 2014, p.10). In this respect, Tomlinson (2013a) emphasises the end-users’ role in bridging the gap between applied linguistics theory and material design practice. He contends that “it would help materials developers if we knew more about what teachers actually do with the materials they are given to use as well as what they would like their materials to help them do” (Tomlinson, 2013b, p.46) which the present study aims to contribute to. He also argues that there is little research on teachers’ and students’ wants, although they are the ideal designers of materials providing that they are aware of their needs, levels, and desires. He differentiates between needs and wants by noting that “wants can be distinguished from needs when there is a preference even though it may not be necessary, obligatory, encouraged, or assumed” (Tomlinson, 1998, p.244).

In an era of “methodological uncertainty” (Hall, 2017, p.140) and where teachers rely on their “sense of plausibility” (See section 3.2 above) in implementing contextualised methodological principles, it seems crucial to have well-informed decisions from all participants involved in the teaching and learning process. Many scholars advocate the centrality of personal opinions which are frequently understood to reflect individuals’ voices. Indeed, teachers’ and learners’ personal views and perceptions impact their teaching and learning processes. However, researchers tend to focus more on the learners’ mental processes involved in learning presumably that they are both cognitively and socially homogeneous. Learners’ individuality and what they contribute tend to be overlooked. Allwright (1979) refers to such a situation as “learners’ under-involvement”. He calls upon seeking a balance by allowing learners to participate in managing their learning since, as Slimani found (1989, 1992) that they are capable of creating their own learning opportunities in spite of the centrality of the teacher’s discourse.

Thornbury (2001) also urges teachers towards “(re-)orienting themselves in the direction of their learners [...] as co-participants in the shared classroom culture” which might “rescues language teaching from the realm of the humdrum” (p.394). Saraceni (2013) takes this argument a step further and pleads for allowing learners to negotiate not only “what they should learn and how they should learn but also what they should learn through or with -that

is, materials” (McGrath, 2013, p.79). Tomlinson (2013a) also pleads for humanising materials by viewing learners as co-writers of materials that emerge from their needs and experiences which may result in greater commitment and learning.

In their book “The Developing Language Learner”, Allwright and Hanks (2009) focus on the learners’ role as active agents since “only the learners can do their own learning”, and it is they “that either will or will not effectively complement the efforts of teachers and of other, more background language professionals (like textbook writers and curriculum developers)” (Allwright and Hanks, 2009, p.2). Such acknowledgement of the role of learners as potential agents entails a shift of the traditional roles of teachers from transmitters to facilitators and learners from receivers to contributors and co-designers of materials that emerge from their needs and experiences. The result is a negotiated syllabus (Breen and Littlejohn, 2000) that is internally generated which may lead to greater commitment and learning. As such, both teachers and learners should be offered the opportunity to voice their views, articulate their needs, interests, and wants, and exercise their desired roles in decision-making regarding their teaching and learning. This is in line with the learner-centered philosophy and critical pedagogy dominating most contemporary literature and which this study has adopted.

### 3.7.1. Earlier Empirical Studies

There is a vast body of literature on textbooks’ content analysis, focusing on textual functions and exploring various issues like gender, ethnicity, cultural and social issues, authenticity and so on (e.g., Dominguez, 2003; Gilmore, 2004, 2007; Lee and Collins, 2008; Yuen, 2011). Nevertheless, little is known about how teachers and learners use textbooks which led to a lack of “understanding of the relationship between materials and other important components of the classroom experience” (Guerrettaz and Johnston, 2013, p.781). Garton and Graves (2014b) also argue that there is a scarcity of “classroom-based studies into the actual patterns of teacher adaptations and their effect on students, or on teachers’ use of supplementary or teacher prepared materials and learners’ engagement with them” (p.665). Harwood (2017) and Tomlinson and Masuhara (2017) call for more attention to research in mainstream education which might enlighten issues in ELT research through their in-depth qualitative case studies. They refer precisely to studies conducted on first-language (L1) textbooks use (e.g., Lambert, 1999; Smagorinsky et al., 2002; Collopy, 2003; Remillard, 2005; Ziebarth et al., 2009; M. Brown, 2009; Remillard and Heck, 2014) which recognise the interlink between



teachers' role and contextual factors on how and why textbooks are used (Harwood, 2017). To situate my study in its relevant context, I shall review below earlier empirical studies on ELT textbook use to highlight how my study distinguishes itself.

Since one of the study's aims is to explore learners' views and uses of their textbook, I shall briefly review Cherchali's (1988) study on Algerian learners' perceptions. The study was conducted when Algeria had just reformed its educational system and decided to 'algerianise' textbooks in order to appeal to learners' interest and context. Cherchali's study was among the first Algerian studies on learners who have been neglected by the MNE officials during the design and evaluation processes. She noted that information about how learners learn and what are their needs seem to come from other sources (teachers and material designers) rather than the learners. Using questionnaires, interviews, group discussions, class recordings, and learner diaries, Cherchali studied the reactions of 136 secondary school learners to their textbooks. As I indicate in the next chapter, some of her interview questions were used in the present study as they are relevant to access learners' opinions.

Cherchali's results revealed differences in the participants' views and language use based on their exam or test results. The learners who were satisfied with the textbook were weak or average learners who had one-sided opinions about its utility and believed in the educational system superiority. The strong learners, in contrast, analysed the textbook from different perspectives and used it differently to achieve their learning goals. Moreover, the majority of learners perceived their textbook as a weak source of learning because it did not match their needs and interests. However, they found their teachers to be more influential who, as shown by the lesson scripts, deviated from the designers' proposals. Although Cherchali's study has set the scene for the current research as it takes place in the same educational and national context, the present study differs from her work as it explores how both teachers and learners perceive and use their textbooks and what they want to find in them.

In the same vein, Guerrettaz and Johnston (2013) were among the first to investigate material use in L2 classrooms. The researchers sought to explore the relationship between grammar-oriented textbook '*Azar*' and an advanced ESL grammar classroom at an American university. The researchers adopted a classroom ecology approach (van Lier, 1996; Tudor, 2001) by theorising the classroom as an ecosystem which comprises the textbook and other elements including teachers, students, materials, curriculum, and classroom discourse.



Guerrettaz and Johnston found that the textbook functioned as a de facto curriculum as 83% of classroom interaction was determined by the material. The suggested clues, quizzes, tests, and written works provided to learners triggered their discussion. Learners also used the target form and phrases of the material to generate spontaneous interaction opportunities which reflected their identities, experiences, and socio-cultural context. This implies that the material, which mediated the curriculum's structure, influenced the topic, type, and organisation of classroom discourse. The researchers concluded that classroom textbook use is not determined by the designers' intentions but by the interaction between the material and the learners. Such a study is deemed important since it lays some theoretical and methodological implications (classroom ecology) for studies on textbook use.

However, in their attempt to investigate the relation between the material and the learners, Cherchali (1988) and Guerrettaz and Johnston (2013) overlooked the teacher's role in mediating the material and the factors influencing their use. Many scholars emphasise the correlation between the classroom variables (e.g., teacher's factors, students' factors, environment, materials) which shape the use of the materials and warn against measuring their effects separately (Garton and Graves, 2014b; Tomlinson and Masuhara, 2017). Indeed, teachers play a central role in mediating the material based on their beliefs and skills in exploiting materials to their best advantage as shown by the present study.

Grammatosi and Harwood (2014) also conducted a non-evaluative case-study to examine how and why an experienced teacher (John) exploited the mandated textbook in a pre-sessional academic programme at a British university. Grammatosi and Harwood are among the few studies to conduct a qualitative classroom-based study on the use of textbooks in ELT. In their study, they mainly referred to research in mainstream education given that "textbook consumption studies are solely lacking in the ELT literature" (Grammatosi and Harwood, 2014, p.200). Using repetitive cycles of observation, pre-and post-interviews during one semester, the researchers explored the factors and reasons lying behind John's decision-making who enjoyed considerable freedom and autonomy in his teaching. The findings revealed that John frequently supplemented the textbook with other materials that he found appropriate to his learners. His decisions to adapt or supplement were due to his unfavourable evaluation of the textbook's content and its quality, the mismatch between the textbook and his beliefs, pedagogical principles and understanding of the learners' needs, interest, and abilities as well as the contextual constraints (e.g., course logistics, institutional

regulations). Grammatosi and Harwood's (2014) results resonate with the study findings whereby teachers' beliefs and experiences largely shaped their decision-making regarding the use of the material. However, unlike John, the teacher in the present study operated in high-level constraints as we shall see in section 7.4.1 in Chapter Seven.

As such and drawing on the reviewed literature and previous studies, the current enquiry aims to respond to scholars' calls for more empirical studies on material use and adds to the body of literature by exploring teachers' textbook use and adaptation and learners' textbook use and reactions.

## Conclusion

This chapter discussed the different concepts and debates related to the textbook role, development, evaluation, and adaptation. The literature reviewed on the topic under investigation suggests that in many EFL contexts, teachers' and learners' voices are absent in material development and evaluation processes despite their crucial role as the actual enactors and users. Building upon the above little yet growing body of studies and after reviewing the literature, I identified research gaps which shaped my research questions. First, and to my knowledge, no study has investigated teachers' and learners' use of nationally prescribed textbooks and the relation between their views and uses.

Moreover, the Algerian context remains under-represented in research on material design, evaluation, and adaptation as almost no study has investigated EFL teachers' and learners' views, wants, and uses of their textbook. A series of preliminary content analysis studies conducted by some local researchers (Bouhadiba, 2006; Dendenne, 2013; Bacher, 2013; Ait Aissa, 2016, 2017; Boukhentache, 2018; Hadi, 2020) have reported drawbacks within the ELT textbooks. However, there has been no account about the teachers' and learners' wants and their textbook use. As such, and drawing on surveys, observations, pre-and post-observation discussions, and post-observation interviews, the present enquiry seeks to give voice to a group of Algerian EFL teachers and learners to articulate their views and wants.

The next chapter discusses the adopted research framework and design to gather data for this study.

## Chapter 4: Methodology

### Introduction

Throughout the literature reviewed in the previous chapter, there exists little empirical research on how textbooks are exploited and how their end-users react and respond to them. This study seeks to explore Algerian EFL teachers' and learners' views, wants, and uses of their prescribed English textbook. The present chapter explains and justifies the theoretical and methodological aspects that underpin the current study. Initially, it states the research questions in section 4.1 and explains the adopted theoretical framework in section 4.2. Then, it justifies the paradigmatic stance in section 4.3 and the rationale for the methodological decisions employed in section 4.4. The chapter also provides an account for the choices and design of the research instruments in section 4.5 before concluding with a description of the pilot study in section 4.6.

### 4.1. Research Questions

According to Mason (2002), "often qualitative researchers will use the existing literature [...] as a background or springboard for launching their own research in ways to connect it with current debates" (p.19). As demonstrated in Chapter Three, the literature reviewed above has revealed that teachers and students, who are the actual textbooks' users, are mostly excluded from the material design and evaluation processes. Moreover, little research has been conducted on how teachers and students perceive and use the textbook materials as tools and what they want to find in them. Hence, I endeavour to fill in such gaps and contribute to the body of knowledge by answering the following research questions for which a research design has been developed:

RQ1: what are Algerian EFL teachers' and students' views and perceptions of the English textbooks that they use?

RQ2: what do teachers and students want to find in their English textbook and what role they would like to play in their design?

RQ3: how do teachers and students utilise the textbook materials?



3.a. How do teachers re-interpret the textbook materials? What adaptations do teachers make, how, when, and why? How do students react to the teacher's adaptations? What factors influence teachers' use of the textbook?

3.b. How do students exploit the textbook materials inside and outside the classroom?

As such, I adopted a sociocultural perspective at the theoretical level and an interpretive-critical paradigm at the methodological level. The arguments for my philosophical and methodological choices are reported below.

#### 4.2. Theoretical Framework: Sociocultural theory

As seen throughout the previous chapter, debates between cognitive and sociocultural theories to language learning continue to exist due to their philosophical differences (Johnson, 2006). Although adopting a cognitive theoretical framework might allow the exploration of the participants' knowledge and skill acquisition processes, I decided to employ a sociocultural perspective given the focus and aim of my study i.e., exploring the end-users' views, wants, and uses of their textbooks as teaching and learning tools.

Sociocultural theory (SCT) is a human mental functioning theory which allows us to understand the complicated processes and products of learning by considering its social nature (Johnson, 2009; Lantolf et al., 2015). It has its origins in the seminal work of the Russian psychologist Lev Vygotsky (1978) who stresses the importance of language and located research on human cognition within its sociocultural context. Vygotsky posits that culture, social experience, and historical factors (i.e., the environment and conditions under which we develop) play a significant role in shaping our thinking and interpretation of the world around us. SCT views learning not only as an "individualistic, internal, and mental process" (Hall, 2017, p.74), a shared view from behaviourist and cognitive perspectives, but also a social endeavour that is collaboratively constructed through interaction as argued across the previous chapter. It suggests that developmental processes do not occur independently of social contexts. They "take place through participation in cultural, linguistic, and historically formed settings such as family life and peer interaction, and in institutional contexts like schooling and workplaces" (Lantolf et al., 2015, p.207). Hence, from a sociocultural perspective, all human mental activities and developments are highly

interactive and context dependent. They are mediated by physical tools, social actions, and cultural artefacts like materials, computers, concepts, language, and classroom discourse (Lantolf and Thorne, 2006).

Mediation, one of SCT central constructs, refers to the mechanisms through which external sociocultural practices become internalised into higher mental functioning by creating zones of proximal development (ZPD) using mediational tools that aid learning (Vygotsky, 1978). ZPD, another key notion in SCT that has been continually applied by educators, refers to “the difference between the level of development already obtained and the cognitive functions comprising the proximal next stage of development that may be visible through participation in collaborative activity” (Lantolf et al., 2015, p.226). It describes learners’ ability to move from what they know to possible new knowledge with the assistance of a more knowledgeable person (e.g., a teacher or another student) through the appropriate use of materials which shape and reform individual development. Vygotsky (1978) refers to learners’ ability to act without any assistance as internalisation which occurs within the zone of actual development (ZAD). From the perspectives of textbooks, Tomlinson (2008, 2011) points out the importance of context and the suitable use and mediation of textbooks and other teaching materials as tools to facilitate the process of internalisation and lead to effective learning as seen in section 3.4 in the previous chapter. So when students develop their capacity to use their textbooks without the teachers’ assistance, they are operating in the ZPD.

The basic influence of Vygotsky’s notions (Mediation, ZPD, ZAD, internalisation, and scaffolding) in the context of ESL and by extension EFL teaching and learning is the importance given to “the dynamic nature of the interplay” between teachers (the facilitator who support learners in the learning process), learners (the individuals who create new knowledge using their beliefs, attitudes, experiences into the learning process) and resources (the learning experience (e.g., tasks) which, through interaction, allow the construction of knowledge) (Williams and Burden, 2007, p.43) all acting together in a given socio-cultural context. From the perspective of SCT, language teachers are not doers but thinkers and mediators who use tools (e.g., textbooks) as support to assess learners’ needs, provide feedback, promote interaction, and facilitate the process of internalisation (Johnson and Golombek, 2016). They are active agents who mobilise their personal beliefs, knowledge, skills, and goals into their practices as seen in section 3.6.2 in Chapter Three.



A common belief among sociocultural advocates is their critical view of language textbooks as vehicles for transforming existing knowledge which constrains learning, ignoring the fact that teachers and students enter the classroom with their diverse backgrounds, experiences, beliefs, interests, and needs. For them, learning is a dynamic and interactional process. Thus, the textbook is one possible mediating tool that can be used to facilitate and structure learning by providing content, tasks samples, and opportunities for effective teacher-student and student-student interaction. Such emphasis on the role of teachers' agency and the social context in the development processes is seen as an important determinant in developing high cognitive competencies which pave the way to self-regulated learning (Van Lier, 2008; Negueruela-Azarola and García, 2016). However, as seen in section 2.4.2.3 in Chapter Two, in the Algerian context, the textbook remains the only tool for teachers demonstrating the CBLT approach in the absence of other mediating tools.

Studies informed by sociocultural lenses need to be situated in a certain social and cultural context since "humans develop as participants in cultural communities" (Johnson, 2006, p.237). For my study, the sociocultural approach offers a vast body of knowledge to examine participants' perceptions and practices. It allows the exploration of how teachers mediate the teaching materials in a largely multilingual society where English is mostly encountered in the school's environment or social media platforms. Building on the previous literature and review of central issues, the study aims to uncover teacher' classroom-oriented practices given that teachers and learners do not only consume materials but re-interpret and use them in their own ways. Such accounts of both individual and social contexts provide a close conceptualisation of the mediated role of textbooks and teachers within the study context and advance discussions about human learning. This might "lead to the development of material and symbolic tools necessary to enact positive interventions" (Lantolf et al., 2015, p.226) since, as previously mentioned in Chapter Three, little is known about how teachers and students use textbooks as mediational tools and how learners react to them.

In line with the socio-cultural approach, I attempt to challenge assumptions and practices that are taken for granted in countries like Algeria. As seen in Chapter Two, in such contexts, teachers and students tend to be stripped of their agency and autonomy by the rigid top-down management system. Thus, with the hope to offer other possibilities that might affect future decision-making to contextualise learning, I aim to raise teachers and students voices and perspectives as co-producers rather than only consumers of knowledge and highlight their



ability to exercise agency and demonstrate creativity in their textbook use regardless of the centralised educational system. This is consistent with the paradigmatic stance adopted for the present study which is reported below.

#### 4.3. Research Framework

Research approaches involve several steps and methodological decisions “about the overall strategy and design that will guide research in the whole process” (Troudi, 2015, p.92). These decisions are determined by the researchers’ philosophical assumptions which in turn inform and shape the methodological considerations that guide their use of specific methods of data collection and analysis (Creswell and Creswell, 2018). Originally introduced by Thomas Kuhn (1962), these philosophical matters, referred to as paradigms, are “ways of looking at the world” in order to “clarify and organise the thinking about the research” (Cohen et al., 2018, p.8-9). In other words, a paradigm is a set of beliefs related to the nature of reality (ontology), the nature of knowledge (epistemology), and the approach that guides how to obtain knowledge (methodology).

In research, there exist different research paradigms (positivism, post-positivism, interpretivism, and critical research amongst others), each with its ontological and epistemological assumptions which have a direct impact on research practices (Troudi, 2015). Researchers need to demonstrate the philosophical ideas they espouse which help to explain the choices of the research design and instruments. Hence, in line with the socio-cultural theory, this study is informed by two research paradigms described below.

##### 4.3.1. The Interpretive Paradigm

The interpretive paradigm emerged as a reaction to positivism which is based on the belief that reality is objective and exists independently of individuals hence it can be measured using empirical methods that are objective and quantitative in nature (Lincoln et al., 2011; Creswell and Creswell, 2018). In other words, the positivist assumption holds that the social world does not differ largely from the natural one, and henceforth the means of studying the natural world can be expanded to study the social world (Mertens, 2005). However, this belief has been criticised not only for disregarding individual differences but also because the

social world of humans is complex in nature and its complexity cannot be catered for using quantitative analysis or numerical answers (Creswell, 2009).

The interpretive paradigm, on the other hand, seeks to explore and understand particular social phenomena in their historical, cultural, and social context through the eyes of the individuals (Cohen et al., 2018). It considers individuals as unique with subjective and non-generalisable views. Hence, the ontological position of interpretivism is relativism. For the interpretive researcher, reality is personal, multiple, and “socially constructed” through interaction (Mertens, 2005, p.12). It depends on the individuals’ subjective perspectives which develop from their experiences within the world that surrounds them. The epistemology of this paradigm is subjectivism since individuals “actively and agentically seek out, select, and construct their own views, worlds, and learning and these processes are rooted in socio-cultural contexts and interactions” (Cohen et al., 2018, p.23). The researcher needs to interact with the participants in their context as I did in my attempt to explore and understand the multiple realities and perspectives of the participants and how they re-interpret the materials (See section 4.3.3 below).

#### 4.3.2. The Critical Paradigm

The second research paradigm which informs this study is the critical or transformative paradigm which arose during the 1980s and 1990s. The critical paradigm has been associated with Critical Theory (CT), initially attributed to the Frankfurt school and neo-Marxism (Pennycook, 1999). CT refers to a set of theories (including critical race theory, post-modernism, post-colonialism, post-structuralism, and feminism) that take a critical position towards forms of discrimination, marginalisation, inequality, and exploitation in society (Troudi, 2015). It challenges and rejects the general views that the dominant ideologies of society drive individual understanding which systematically advantage certain groups of people while marginalising others (Hawkins and Norton, 2009). Scholars such as Habermas, Adorno, Foucault, Freire, Bourdieu, Giroux, McLaren, and Shor are amongst the most influential researchers who founded a research agenda of CT which aims to “help establish an equitable society” (Troudi, 2015, p.90). These scholars contend that the interpretive paradigm aims merely to understand the meanings and realities of individuals. It does not help to voice their marginalised perspectives, nor does it seek to emancipate and change their conditions.

Indeed, voices do not merely refer to having the opportunity to communicate opinions and ideas, but also to having the power to influence, change, and shape reforms.

The critical paradigm assumes the ontology of historical realism, whereby multiple realities stem from the interface between historical, cultural, political, and economic interests and beliefs. However, these interests and beliefs are socially constructed and tend to privilege and benefit some ideologies at the expense of others (Cohen et al., 2018). The epistemological assumption of the critical paradigm is that of subjectivism. Knowledge is influenced by and within social relationships that are politically governed. Hence, it is marked by inequality of power which results in issues of oppression, domination, and marginalisation. Therefore, the research contains a praxis or an action agenda in which the researcher doubts all the constructed meanings, engages with the participants to judge reality, explores political and social actions from the marginalised standpoint, and advocates change to “realise a society that is based on equality and democracy for all its members” (Cohen et al., 2018, p.51). This is in line with the recent shift in ELT towards the post-method and critical pedagogy, as seen in section 3.2 in Chapter Three, which stresses teachers’ and learners’ roles as social actors with diverse backgrounds and experiences.

#### 4.3.3. The Paradigmatic Position of this Study

The current research is an interpretive inquiry from a critical perspective represented in exploring how Algerian secondary school teachers and students view and use their EFL textbook and what they want to find in them. It is interpretive as it aims to obtain an understanding of the end-users’ views, wants, and uses of their English textbooks based on their lived experiences. However, I found that merely understanding the views and practices of participants is not enough since decision-making is outside the realm of teachers and students. Teachers and learners, as noted in the previous chapter, are not mere consumers of knowledge, methods, and materials but re-interpreters and active agents who have their unique perspectives about school and classroom realities shaped by different factors and practices. Yet, they have been largely neglected in matters related to education in general and language teaching and learning, in particular. As seen in section 2.3.1 in Chapter Two, in Algeria, educational decisions concerning textbook design are in the policymakers’ hands who tend to prescribe what, how, and when teachers teach and learners learn and view “good teaching in terms of student performance on standardised tests” (Johnson, 2006, p.248). This



might benefit in standardising education, however, teachers, who are not mere technicians, and students, who are not mere knowledge recipients, have been denied voice and agency to contribute to the decision-making processes.

Giving, therefore, teachers and learners a voice for active participation in decision-making and exploring and validating their practices and experiences is a fundamental aspect of democratic education as it can enhance the quality of teaching and learning. As a result, this research is also critical as it strives to highlight the absence of teachers and students in textbook design and decision-making processes and provides them with the opportunity to reflect on their experiences and voice their views and wants. This could increase their motivation and engagement and stimulate their creativity and autonomy inside and outside the school as Baynham (2006) contends “what happens in the classroom ‘might’ end up making a difference outside the classroom” (p.18).

My choice of the interpretive-critical paradigms is influenced by my philosophical beliefs as a researcher. In this respect, I consider reality as constructed in the individual’s mind hence, it is “multiple and interpreted” (O’Gorman and MacIntosh, 2015, p.70) and affected by beliefs and experiences within a given socio-cultural context. The views are not separated from issues within the educational system such as marginalisation and power relations. In this sense, teachers’ and students’ perceptions are complex personal realities which are cognitively constructed. Given that teachers and learners do not only consume materials but re-interpret and use them in their own ways, the classroom is the place where new knowledge and meanings are collaboratively constructed by the constant interaction and participation of teachers and students in critical dialogue (See sections 3.2 and 4.2 above). The purpose of education, as Freire (1970) asserts, is to form creative and engaged citizens, raise awareness, and develop critical thinking where classroom realities become “socially constructed and historically determined” (Kumaravadivelu, 2003a, p.13).

In spite of this, I did not adopt the critical paradigm as the main paradigm in this study simply because this study cannot, on its own, advocate an action of change to the current educational situation as decisions making, after all, lies in the hands of the government officials. Yet, I anticipate that the study highlights the absence of teachers and students as contributors, voices their perspectives, raises their awareness, and perhaps sets the way for the first steps towards change which could improve their teaching and learning quality. For these purposes,

I chose not to conduct a textbook analysis as part of my research and used only data gained from the end-users employing tools designed specifically for this research. Hence, the chosen research design should be in line with the study's interpretive-critical stance which is discussed below.

#### 4.4. Research Design

The research design refers to a logical plan or "strategies of inquiry" that is governed by "fitness for purpose" and guides the researcher in "organising the research and making it practicable" (Cohen et al., 2018, p.173). There exists a wide array of research designs and the researcher's task is to consider the different elements that go in hand with their adopted philosophical assumptions.

As argued above, an interpretive outlook from a critical perspective has been deemed appropriate for this study. Since the aim is to explore the multiple teachers' and students' perceptions, wants, and uses of their English textbooks, this study is qualitative in nature with an exploratory purpose which enables me to explore issues in their naturalistic context, such as classrooms, to capture the meaning that the participants make (Creswell, 2008). Moreover, exploratory purpose uses qualitative research as the optimal choice for the design as it "gives voices to participants and it probes issues that lie beneath the surface of presenting behaviours and actions" (Cohen et al., 2018, p.288). One further element that can aid my exploration of teachers' and students' multiple views and wants and uncover their use and re-interpretation of the textbook materials is to adopt a convergent mixed-method design using a case-study approach as demonstrated in figure 4.1 below. The arguments for my choice of this research design are presented in the next sections.

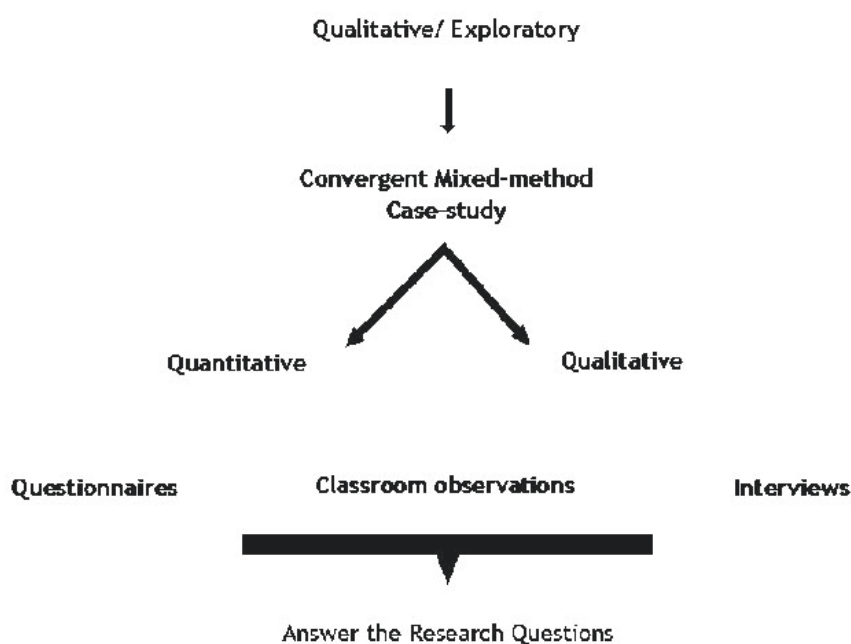


Figure 4. 1. The design of the study

#### 4.4.1. Mixed-Method Approach

The literature proposes different definitions of mixed-method from different perspectives. Two opinions prevail. The first maintains that a mixed-method approach uses, collects, and combines both quantitative and qualitative methods and/or data (Creswell and Plano Clark, 2011). The second advocates that an approach that uses two different quantitative or qualitative methods can be considered a mixed-method (Gilbert, 2008). Teddlie and Tashakkori (2009) characterise the general features of a mixed-method study as one which includes methodological eclecticism, reflecting the freedom to mix, integrate, and combine quantitative and qualitative methods and concepts to best answer the research questions. While quantitative data use large samples and qualitative data gather in-depth individual meanings, mixed-methods “increase the accuracy of data [...] and enable compensation between strengths and weaknesses of research strategies” (Cohen et al., 2018, p.33). My rationale for using a mixed-method approach is that I support the view that “phenomena are complex to the extent that single methods approaches might result in partial, selective and incomplete understanding” (Cohen et al., 2018, p.175). Hence, “words can be used to add meaning to numbers and numbers can be used to add precision to words” (Dörnyei, 2007, p.45).



In agreement with the exploratory nature of this study and its context specificity, I used a Convergent mixed-method design whereby both quantitative and qualitative data were collected and combined, “yielding triangulation of data and offering complementary data on the question” (Dörnyei, 2007, p.39). In its broadest sense, triangulation implies conducting research using multiple sources and tools of data which can “note the convergence of the findings to strengthen the knowledge claims of the study” (Creswell, 2003, p.217). The use of a convergent mixed-methods design through a triangulation strategy aided me to capture a rich set of data on teachers’ and learners’ perceptions, wants, and uses of their English textbooks and enhance the rigour of the research.

Nevertheless, it is worth noting that this study is qualitative and interpretive in nature since it is “grounded in the lived experiences of people” (Marshall and Rossman, 2011, p.2) which make quantitative and qualitative methods not equally distributed through the research project. Hence, among the different mixed methods designs suggested in the literature, this study can be placed within the “quan+QUAL” design. Such design allows the researcher “to elaborate on or expand on the findings of one method with another method” (Creswell, 2009, p.14). The quantitative phase consisted of data from the Likert-scale and closed-ended items in the surveys administered to teachers and students to establish base-line evidence (i.e., frequencies and percentages) while the qualitative phase comprised a multiple case-study using classroom observation followed by interviews with teachers and students to provide evidence about their views, wants, and uses of the textbook inside and outside the classroom milieu. This design is said to be common in case-studies as it allows an in-depth analysis of the research problem.

#### 4.4.2. Case-study Approach

According to Yin (2009), a case-study is “an empirical inquiry that investigates a contemporary phenomenon within its real-life context” (p.18). It is an in-depth study that is bounded by a specific time and space which explores the complex and dynamic nature of a given phenomenon within its localised setting (Creswell, 2013). Simons (2009) contends that a qualitative case-study is particularly useful in exploring educational practices as it tends to answer questions of ‘how’ and ‘why’ and offers “a high degree of completeness, depth of analysis, and readability” (Duff, 2008, p.22). It is used when the researcher focuses on a case(s) as a complete unit and wants to obtain a thick description and examination of the

perceptions and decisions of people recognising the contextual conditions and using many types of data as Cohen et al., (2018, p.376) argue:

Case-studies accept that there are many variables operating in a single case, and hence, to catch the implications of these variables usually requires more than one tool for data collection and many sources of evidence. Case-studies can blend numerical and qualitative data, and they are a prototypical instance of mixed-methods research.

From this viewpoint, this study can be viewed as a multiple-case study of teachers and students from different Algerian secondary schools. Thomas (2011) states that, in a case-study approach, the researcher needs to consider the subject, i.e., “the unit or focus of the study” which can be an individual, a group, an institution and so on and the object i.e., “the explanandum”, what it is that has to be explained, analysed, or researched (Thomas, 2011, p.383). In this respect, the subject was teachers and students teaching and learning in Algerian secondary schools, and the object was their perceptions, wants, and uses of the textbook materials in their different classroom settings. The instruments used are discussed in detail in the following section.

#### 4.5. Research Instruments

Research methods refer to “techniques or procedures used to gather and collect data related to some research questions or hypotheses” (Crotty, 2003, p.3). As discussed in the previous section, this study is interpretive and qualitative in nature; however, a mixed-method approach was used to explore teachers’ and students’ views, wants, and uses of their textbooks. In the view of Duff (2008), adopting a mixed-method approach, in which methods co-exist and complement each other to provide an in-depth picture of the case, is appropriate as it would allow for the triangulation of the data and the development of “converging lines of inquiry” (Yin, 2009, p.115). The primary method of data collection was mainly qualitative. The only quantitative method that was used was the close-ended items and the Likert-scale statements in the questionnaires which were used to obtain general views from the participants. This was complemented by classroom observations and interviews to enhance the rigour of the data. Table 4.1 presents how the research design and the instruments allowed me to answer the research questions.

N°	Research Questions	Research Design	Research Methods	
			Teachers	Students
1	What are Algerian EFL teachers' and students' views and perceptions of the English textbooks that they use?	Mixed-Method Case-study	Questionnaires semi-structured interviews	Questionnaires Focus group interviews
2	What do teachers and students want to find in their English textbook and what role they would like to play in their design?		Questionnaires semi-structured interviews	Questionnaires Focus group interviews
3	How do teachers and students utilise the textbook material?		Questionnaires, classroom observation semi-structured interviews	Questionnaires, classroom observation, focus group interviews

Table 4. 1. The relationship between the research questions and research instruments

#### 4.5.1. Questionnaires

The questionnaire has become a popular method and an efficient tool to generate and gather both quantitative and qualitative data (Dörnyei, 2007). It is defined by Brown (2001) as “any written instrument that presents respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting them among existing answers” (quoted in Mackey and Gass, 2016, p.102). Questionnaires are useful tools that enable the researcher to elicit attitudes, views, and beliefs from a large sample. Dörnyei (2007) points out that questionnaires may contain closed or open-ended forms of questions which are used to generate different types of data. Closed-ended questions are helpful in gaining structured, precise, often numerical data that can be analysed and compared. They provide the respondents with a list of predetermined choices. Open-ended questions provide open responses and require the participants to respond freely based on their personal experience.

Questionnaires have been proven to be highly time and cost-effective tools for gathering valuable data on a wide range of topics and obtain background information about the study population (Dörnyei, 2007). By having standardised questions for all participants, questionnaires facilitate the course of administering, processing, and analysing large amounts of data. In addition, questionnaires do not require face-to-face interaction that might be the



reason that makes participants reluctant to answer in the presence of the researcher (Creswell and Creswell, 2018). Furthermore, questionnaires allow the participants sufficient time to reflect comfortably on their answers and “write what one wants” (Cohen et al., 2018, p.474) without being influenced by the researcher.

Nevertheless, when used in isolations and if not carefully planned, questionnaires have some limitations. For instance, it is hard to observe the participants’ non-verbal behaviours due to the lack of real-time communication between the respondent and the researcher. Moreover, participants may not be motivated to answer or might misinterpret the questions and this may result in superficial data and inaccurate responses (Cohen et al., 2018). Pring (2004, p.38) argues that in responding to questionnaires, participants tend to “bring their own understanding to answering a question”, which affect the research quality. In addition, Gilham (2008) reports that people may find it easy to talk about their views than to write them down which might result in a low response rate. Hence, the researcher needs to make up for these shortcomings by piloting the questionnaire with different participants and combining it with other methods to probe the views expressed and enhance the research quality. As such, in the current study, two sets of self-constructed surveys with closed-and open-ended items were employed in the initial stage of data collection as a way of obtaining baseline evidence about the end-users’ views, wants, and use of the textbook and setting the scene for other subsequent methods so that findings are “mutually illuminating” (Bryman, 2008, p.274) in gaining “well-validated and substantial findings” (Creswell, 2003, p.217).

#### 4.5.1.1. Design of the Questionnaires

With the research questions and purpose in mind, the survey’s items were developed based on the guidelines provided by Dörnyei (2007) and Cohen et al., (2018) along with a comprehensive consultation of different material evaluation criteria in the literature and in other studies (Cunningsworth, 1995; McGrath, 2002, 2013; Tomlinson, 2003, 2011, 2013a/b; Litz, 2005; Razmjoo, 2007, 2010; McDonough et al., 2013). The questionnaires aimed not only to explore, in general, the participants’ views and wants but also to provide background information about the study’s population, identify those who were willing to participate in the second stage, and formulate the interview questions.

The teachers' questionnaire was different and contained additional parts. The reason I did not use the same questionnaire with students is that not only they are young learners, and their concentration span tends to be shorter than adults but also because, compared to teachers, there were other issues that they could not respond to. For example, there was a section for evaluating the textbook's flexibility in the teachers' questionnaire but not in the students' one. In addition, many scholars stress the necessity of carefully wording the items in the questionnaire especially when the focus is on eliciting personal views, attitudes, and beliefs (Dörnyei, 2007; Cohen et al., 2018). They suggest using simple language and multi-items scales to get around the problem. Therefore, the questionnaires also differed in the wording as the items in the students' questionnaire were simpler and more straightforward to facilitate their understanding. Yet, both questionnaires contained close-ended items necessitating answers on a five-point Likert-scale (from strongly agree to strongly disagree) for the participants to evaluate the different aspects of the textbook which allowed me to compare their views. Besides, to offset any forced-choice effect of the closed-ended items, I provided space for the participants to add further comments, give a more nuanced view of their choices, and express their suggestions if so desired. Finally, there was a section at the end with a thanking note and space for the respondents to include their name, email address, and phone number (for teachers only) if they are willing to participate in the next stage of the study.

The teachers' questionnaire (Appendix A) was written in English and consisted of three parts. Part one requested information about gender, educational background, experience, and the level they teach. Part two included multiple-choice questions on their involvement in the design process, the extent to which they supplement the textbook with other materials, the training they have received, and whether they want to keep using the textbook with writing space to further elaborate on their views. Part three included 10 sections with Likert-scale items for teachers to rate the textbook components with open space to comments on their wants and suggestions.

The items in the students' questionnaire (Appendix B) were also categorised into three parts. The first category captured the demographic profiles of students including gender, age, and stream. The second aimed to discover students' views on their level and the extent to which they like their textbook and find it useful, or otherwise, in learning English. The third part consisted of nine sections of Likert-scale items and open-ended items to allow students to



evaluate the textbook components. However, to eliminate possible comprehension problems and ensure that the students have as far as possible understood the surveys' items, I decided to create a bilingual English/Arabic questionnaire for the students which could be completed with the language of their choice (Arabic, English, French or a combination of all).

#### 4.5.2. Classroom Observation

Observation is a qualitative method of data collection that enables researchers to collect "first-hand", "live" data (Cohen et al., 2018, p.542) that may not be visible through other self-reported tools. Observation "permits a lack of artificiality which is all too rare with other techniques" (Robson, 2002, p.311). As such, the data obtained are more objective with evidence gathered from the participants' actions rather than words (Dörnyei, 2007). Early in 1992, Rea-Dickins and Germaine reported on the importance of observation data in capturing the classroom practices and interactions of teachers and students in their natural settings. Observation can provide a rich and detailed account of behaviours which the participants themselves might not be aware of or are hesitant to discuss (Denscombe, 2014). Nevertheless, this advantage of observation might be considered as a disadvantage as what is observed is the noticeable participants' behaviours and events, not their thoughts, beliefs, and feelings which are the motives and drives of those actions (Patton, 2002). Duff (2008) argues that observation should be combined with other research tools such as interviews to verify if the respondents' actions are compatible with their words and thus provide a "reality check" (Robson, 2002, p.310). Since "interaction between teacher and pupils constitutes the fabric of the curriculum in the classroom" (Martin, 1999, p.127), for this study, I used classroom observations followed by interviews as a way to grasp how teachers exploit the textbook materials, the students' reactions to their teachers' use of the material, and the effect it has on teachers' practices.

Scholars identify three types of observation: structured, semi-structured, and unstructured (Dörnyei, 2007; Bryman, 2008; Cohen et al., 2018). In structured observation, the observer looks at aspects that have been previously decided upon following detailed and validated schedules and schemes. In unstructured observation, the researcher does not have a pre-determined list of observation categories but observes what is taking place first before deciding on its significance. Semi-structured observation allows the researcher to look for specific attributes while being open to other unanticipated events and behaviours that can be



crucial to answer the research questions. Hammersley and Atkinson (2007, p.144) maintain that, in observation, “one can never record everything [...] Some selection has to be made” (quoted in Ritchie et al., 2014, p. 253). Keeping this in mind and since my aim is to explore how teachers and students use and exploit the textbook materials inside the classroom, I adopted semi-structured classroom observation which is flexible enough to provide insight into the natural learning context and allow “considerable freedom in what information is gathered and how it is recorded” (Robson and McCartan, 2016, p.322).

#### 4.5.2.1. Design of Classroom Observation Protocol

As mentioned above, the purpose of conducting classroom observation is to obtain an in-depth understanding of how the textbooks are implemented and interpreted. In order to carry out semi-structured classroom observation, I prepared an observation protocol (Appendix C) that would allow me to take field notes during and after the observation. The protocol enabled me to gather detailed information about the classroom events, the use of the textbook or the supplementary materials (if any), the degree of dependence on the textbook suggestions, the students’ responses and reactions, along with my personal reflections to supplement for any relevant data that could not be captured through the recording as we shall see in section 5.5.2 in the next chapter. It is worth noting that I decided to audio-record the lessons due to teachers’ time constraints and also to reduce the possibility of making the teachers and students feel uncomfortable as their behaviours are more likely to change if they are being video-recorded.

#### 4.5.3. Interviews

In qualitative research, interviews are considered the most prominent tools used in case-studies to capture individual perceptions and experiences, access the motivation for their actions, and obtain an in-depth understanding of the world from their viewpoint (Mackey and Gass, 2016). Interviews are said to enable the interviewer and interviewees to “grasp for meaning together” (Forsey, 2012, p.372) by interacting and constructing knowledge. They also allow the interviewees to voice their opinions which could empower them (Kvale, 2009). These views stand in line with the epistemological position that informed this study (interpretive-critical). Since I aimed to obtain an in-depth account on textbook conception and use in Algerian secondary schools, I used interviews as a checking mechanism to

triangulate the data gathered from the previous instruments and “go deeper into the motivation of respondents and their reasons” (Cohen et al., 2018, p.508) to best answer the research questions. Two interviewing strategies were used (teachers’ semi-structured interviews and learners’ focus groups) which are reported below.

#### 4.5.3.1. Semi-structured Interviews

This study does not favour the use of either structured or unstructured interviews. On the one hand, structured interviews do not allow the interviewer to obtain detailed views and explanations and are, to a certain extent like questionnaires (Robson, 2002). On the other hand, unstructured interviews are time-consuming and require certain skills as the researcher does not design any questions beforehand and relies solely on the participants’ responses (Pawson, 2003). However, semi-structured interviews, which are commonly used in educational qualitative research (Kvale, 2007), are flexible enough to enable the researcher to adjust the questions’ order and structure. They also give the interviewees the chance to articulate freely their opinions while at the same time stay focused on the topic (Bryman, 2008). Therefore, I chose to employ semi-structured interviews with teachers to explore their views, wants, and the motives of their practices which were observed inside the classrooms. The interview questions were guided by the research questions and informed by central issues in the literature and my initial analysis of the data gathered from the previous instruments.

The teachers’ interview guides (Appendix D) included four parts with prompts and probes whenever needed during the interview process. Part one concerned the educational background, qualifications, and teaching experience of the participating teachers which may account for their views and uses. Part two aimed to explore teachers’ views on the role of the textbook and its effectiveness in attaining the goals and objectives of the course. Guided by the classroom observations, part three included questions for teachers to explain and report on their classroom practices, their textbook use, and the challenges that influence their use of the textbook. Part four enquired about the teachers’ wants, desired roles, and suggestions.

#### 4.5.3.2. Focus Group Interviews

Focus group interviews allow the researcher to obtain an understanding of the perceptions and experiences of a group of people- in this case, a group of 60 secondary school students-

who share a common experience in a given context (Kumar, 2014). It is, as Morgan (2003) notes, a method of data collection whereby the researcher plays an active role as a moderator of the group interaction. In their book "Programme Evaluation", Kiely and Rea-Dickins (2005) hold the view that group discussions "are an appropriate strategy for effective and efficient evaluation of the student experience" (p.175). Nunan and Bailey (2009) also identify several advantages of using focus groups. First, they tend to be cost-effective and enjoyable. In addition, group discussions often allow the generation of diverse, detailed, and rich data in less time (Dörnyei, 2007). Third, they allow the participants to feel safe and more inspired to express their opinions in groups as opposed to a one-to-one interview. In this study, focus groups were performed with students to explore their views of the textbook, how they use it, and their wants and suggestions.

As mentioned in the literature review, gathering views from the students has been proved to be vital as it allows their voices to be heard since only learners can provide information about their perspectives and insights (Allwright and Hanks, 2009; Cook-Sather, 2014; Pinter, 2015). Taking ethical measures into account, the focus groups' guide (Appendix E) included four parts. Part one asked general questions to make the participants relaxed and focus their attention. Part two enquired about their views on the various textbook aspects. Part three included questions to explore the way they use their textbook inside and outside the classroom. Part four focused on their wants and desired roles.

To test the quality of the above instruments, I conducted a pilot study as reported below.

#### 4.6. Piloting the Research Instruments

Piloting the research tools prior to data collection is deemed to be highly important to "refine the data collection plans with respect to both the content of the data and the procedures to be followed" to answer the research questions (Yin, 2009, p.92). According to Dörnyei (2003), formal piloting is applied in two ways. First, it is required in the initial preparations of questions and items carried out in preparation for the major study. Second, it is vital during the completion of the final version of the research tools and prior to collecting the actual data for the research project. Thus, piloting should be undertaken in a continuous manner throughout the stages of its construction. While seeking approval to access the research sites, I conducted an iterative pilot study at different stages and through different procedures in



order to refine the research instruments, ensure the clarity and comprehensibility of the items and questions, and increase the study's trustworthiness.

#### 4.6.1. Piloting the Questionnaire

In order to ensure the reliability of the questionnaires, I piloted them at different stages prior to beginning the actual fieldwork. First, I sent the completed online version of the two questionnaires to my supervisory team along with three PhD candidates requesting them to check whether the items adequately serve their intended purpose and covered the areas intended to be explored (Bryman, 2016). Their feedback was vital to the amendment of the survey's aspects. I was given several suggested amendments which I used to revise the questionnaire: 1) putting more space between the lines in the open-ended questions because the handwriting of individuals is different and they may need more space; 2) simplifying some terms such as 'augment' with 'substitute' in item two in the teachers' questionnaire; 3) shortening the lengthy statements by including one dimension at a time, and 4) deleting similar and repetitive items. I was also advised to have the questionnaire in English for teachers and in Arabic and English for students. Therefore, I translated the final version of the students' questionnaire. Two PhD peers also verified the bilingual document to check its readability.

In the second stage, I piloted hard copies of the questionnaires with two teachers and two students who did not participate in the study but shared similar features with the population being researched. I asked the participants to comment whenever they came across a vague or ambiguous item. This allowed me to closely fine-tune and verify the working of the questionnaire in practice including their appearance, design, purpose, and the amount of time needed to complete it. I was subsequently given some suggestions to clarify several items and remove redundant questions. For example, one of the teachers reported being uncertain about the objectives of teaching English at secondary schools in Algeria because the general objectives are speculated in official documents and not all teachers read them. To avoid such confusion, I stated the objectives as they were mentioned in the official documents.

#### 4.6.2. Piloting the Classroom Observation

Regarding piloting the classroom observation, I first handed the observation information sheets and schedule to my supervisory team and two PhD peers to comment upon them. Then, I contacted the teachers who piloted the questionnaires and asked for their permission to attend a class of their choice in which the textbooks under examination were said to be used. I attended a one-hour session with two teachers in two different secondary schools to familiarise myself with the classroom context. I explained the purpose of the observation both orally and in writing. I also trailed and checked the audio-recording materials in preparation for the actual study. I put one audio recorder on the teacher's desk and two where I was sitting at the back of the class. Piloting the classroom observation enabled me not only to test the recordings' quality but also to enhance my note-taking skills and knowledge on what aspects to focus on during the actual observation and what interview questions to ask from the observational data hence improve "the accuracy, authenticity, and reliability of observations" (Patton, 2002, p.261).

#### 4.6.3. Piloting the Interviews

To test the interview guides, I used the same strategy as with the other instruments. First, I consulted my supervisors and two PhD colleagues to check whether the questions elicit rich data. Following their feedback regarding the quality, sequence, and number of questions, I decided to reconsider the number of questions in order to avoid having lengthy interviews. Second, I trailed the modified interview guides and the quality of the voice recorder with the two teachers who were observed and the two students who piloted the questionnaire to test its soundness. I requested the participants to use the language they prefer (e.g., Arabic, French, or English). The interviews went smoothly, and the participants were motivated to discuss issues related to their textbook. I also asked for their feedback concerning the clarity of the questions after the interviews. As a result, I decided to delete some questions and review others which needed further clarifications. For instance, one of the students commented on the word 'subject' referring to a theme or topic where she felt that the term was ambiguous and referred to the French 'sujet' (indicating exam text). So, in the actual interviews, I used the term with an example to explain the intended meaning in the study context.

At this stage, I felt that not only the research tools would generate rich data to address the research questions, but also gained the required interpersonal, communicative, and observational skills and confidence to conduct the real study.

## Conclusion

This chapter provided a detailed description of the methodological principles and approaches that guided this study to explore how teachers and learners view and use their English textbook and what recommendations they suggest. First, it indicated the research questions and the theoretical justifications adopted in line with the research paradigm. Moreover, it explained the use of the mixed-method case-study approach as a research design to capture the participants' rich and complex perceptions, experiences, and practices. Additionally, it outlined the research instruments to be used and their design. This was followed by a detailed explanation of the iterative stage of their piloting.

The pilot study was an iterative continuous process that was carried out through different stages which enabled me to recognise the potential limitations of my research instruments and allowed me to revise them before the actual data collection process which is reported in the next chapter.



## Chapter 5: Data Collection and Analysis

### Introduction

This chapter presents an account of the data gathering and analysis procedures used to investigate how Algerian secondary school EFL teachers and learners perceive and utilise their textbooks and what recommendations they make. First, it describes the data gathering processes including the research setting, the researchers' positionality, the sampling strategy, the participants, and the administration of the research instruments. Then, it describes the different analytical procedures adopted before concluding with the quality strategies and ethical measurement considerations.

### 5.1. Seeking Approval and Access to the Research Sites

Marshall and Rossman (2011) argue that the selection of the research site is important to assure data quality. I decided to collect data from 10 governmental secondary schools in which the textbooks under scrutiny are used (See section 5.3 below). These schools are located in my hometown, a city in the West of Algeria. I chose these schools for two reasons. First, I could easily obtain access to the schools and develop rapport with the participants because of my familiarity with the area. Second, and due to budgetary constraints, it was more practical for me to choose schools that are within close travelling distance. The process of gaining access is reported below.

According to Cohen et al., (2018), the researcher needs to identify the official and important gatekeepers and obtain their permission before meeting the participants. After gaining ethical approval (Appendix F), I needed to obtain consent from the principals who control access to the schools. I visited all principals and asked for access approval. I introduced myself and explained my research and how the anonymity and confidentiality of both the schools and the participants are preserved both orally and in writing using a request letter (Appendix G). However, their reactions were mixed. Some principals granted me full access. Others accepted that I administer the questionnaires only and required further official permission for the other instruments, while few principals were reluctant to allow me any access without first providing the official permission. This reluctance was tolerable as they were simply concerned with protecting their institution from outsiders' potential interruptions of the

school routines. Therefore, with the sponsor's support, I received an official written document (Appendix H) to access all secondary schools in the city. I handed a copy to all principals who then provided full access.

## 5.2. Sampling

Prior to data collection, a sampling procedure must be carefully considered as it determines the research quality (Cohen et al., 2018). In the literature, scholars distinguish between two strategies: probability (random sampling) in which the researcher seeks to generalise; or non-probability (purposive sampling) in which "participants are selected to serve an investigative purpose rather than to be statistically representative of a population" (Carter and Little, 2007, p.1318). Given the nature and purpose of this study, I used purposive sampling to obtain "in-depth information from those who are in a position to give it" (Cohen et al., 2018, p.219). The sample was selected based on the criteria that they were first and second year teachers and students who "know the ropes" and were "privileged witnesses" (Maxwell, 2012, p.97) due to their experience as textbook users, were capable to reflect and articulate their views, and were willing to participate.

In using key participants, I was aware that their perspectives might be biased and subjective. However, using different data sources allowed me to triangulate and cross-check the findings (Patton, 2002). Besides, I chose to investigate the first and second year at secondary school for three reasons. First, to my knowledge, there has been no study that explored secondary school teachers' and learners' views, wants, and uses of their English textbooks. Second, the first year is the foundation year while the second one is the transition from the first to the third. In discussions with some teachers, they revealed that there is a gap between the two years as the first year syllabus, reified in the textbook, is perceived to be lengthy and difficult to attain in the time allocated as opposed to that of the second year. Hence, I found it interesting to explore how the two textbooks are perceived and used. Third, it was perceived that in the third year teachers would not have the time to assist in the data collection as their practices tend to be directed towards preparing students for the university-entry exam.

### 5.3. Research Participants

After gaining access to the 10 secondary schools and using the sampling criteria mentioned above, I started purposefully recruiting the participants for my study. I selected two samples.

#### 5.3.1. Questionnaire Sample

##### Teachers

Table 5.1 below displays the teachers' questionnaire respondents profiles.

Year	Gender	N	Qualifications	N	Teaching Experience	N
First Year (26 teachers)	Male	10	Bachelor's degree	6	0-2	3
			Master degree	11	3-5	4
	Female	16	ENS degree	9	6-10	10
					10+	9
Second Year (25 teachers)	Male	7	Bachelor's degree	11	0-2	4
			Master degree	7	3-5	2
	Female	18	ENS degree	7	6-10	4
					10+	15

Table 5. 1. Profile of the teachers' questionnaire respondents

All 51 teachers of English from the 10 schools in the city responded to the survey making the sample representative of the population from which 17 were males and 34 were females. The majority held a Bachelor's or Master's degree in English while the minority graduated from the national teacher training school (Ecole National Supérieure (ENS)).

As mentioned in Chapter Two, teacher training is only offered in ENS. The Bachelor and Master's programmes provide more general courses on literature, linguistics, language-based skills, and teaching methodology (See section 2.3 in Chapter Two). In terms of their teaching experience, 24 had over 10 years, 14 had between six to 10 years, six of them had between three to five years, and seven of them were novice teachers.

##### Students

Table 5.2 below shows the profile of a total of 135 students, enrolled in their first and second year, who responded to the questionnaire.



Year	Gender	N	Age	N	Stream	N
First Year (65 students)	Male	29	14	9	Scientific (S)	40
			15	32		
	Female	36	16	24	Literary (L)	25
Second Year (70 students)	Male	23	15	2	Experimental Science (ES)	18
			16	29	Foreign Languages (FL)	32
	Female	47	17	25	Literature and philosophy (LP)	20
			18	14		

Table 5. 2. The profile of the students' questionnaire respondents

The participating students were aged between 14 and 18 years. 52 of which were male and 83 were females. The students' respondents were from the four secondary schools selected for the second research phase (i.e., classroom observation and interviews).

### 5.3.2. Observation and Interview Sample

#### Teachers

Table 5.3 below presents the teachers' observation and interview profiles.

Schools	Participants	Gender	Qualifications	Teaching experience
School A	Sihem	Female	ENS	26
	Iman	Female	Bachelor (4 y)	10
	Akila	Female	Bachelor (4 y)	10
School B	Sana	Female	Bachelor (4 y)	10
	Mira	Female	Bachelor (4 y)	17
School C	Aicha	Female	Bachelor (4 y)	10
	Zohra	Female	Bachelor (4 y)	30
	Rayan	Male	Bachelor (4 y)	13
School D	Nora	Female	Bachelor (4 y) + Master (2y)	13
	Khaled	Male	ENS (4y)	26

Table 5. 3. Teachers' profiles

The majority of the survey's respondents expressed their desire to participate in the classroom observation and interviews. However, because it was impossible to recruit all participants due to time constraints, I selected 10 teachers from four schools which were close to each other to facilitate my travelling between them. The criteria for selecting this sample, apart from their willingness to participate, was that they have been using the textbooks since its introduction and for over 10 years, and hence were well-placed to comment on the materials and their practices. The selected teachers were employed full-time. Seven had gained their English Bachelor's degree in four years, two reported holding a degree from the Ecole Nationale Supérieure (ENS) which required four years of study, while one was enrolled in a Master programme at the time of the study. The participating teachers were all experienced teachers with 10 to 30 years (See appendix I for the teachers' profile).

### Students

The participants in the 12 focus groups were 60 native Arabic students enrolled in different streams. 30 of them in their first year and 30 in their second year as we shall see in Table 5.5 below. Being familiar with the geographical part of the city, I can say that the students come primarily from lower or middle socio-economic groups.

### 5.4. Researcher's Positionality and Role

The researcher's positionality is a critical aspect of any research due to its impact on the data quality (Cohen et al., 2018). Guided by the context-bound nature of the interpretive-critical paradigm (See section 4.3.3 in Chapter Four), I considered myself an insider because I possessed substantial knowledge and familiarity with the contextual, cultural, and social norms of the research setting as a former student. However, in my role as a researcher, I was considered an outsider because I did not know the participants in person and I was unfamiliar with their personal views and wants. In addition, knowledge and meanings are acts of interpretation that are co-created and formed through interaction in a given social context (Lincoln et al., 2011). Hence, by interacting and establishing a positive rapport with the participants, I aimed to uncover the different versions of their realities and understand their multiple perceptions, perspectives, and practices in a holistic and ethical sense.

I also considered the participants as agents, not subjects as their views are subjective and multi-layered rather than absolute or self-generated. As such, I adopted a subjectivist approach for interpreting what is seen and heard and became the lenses through which the participants' realities are interpreted. This has helped me reach an overall understanding of the participants' experiences, given that "each individual's experience [...] [is] different, and the task of evaluators is to understand these experiences and interpretations without seeking a single, universal, objective truth" (Kiely and Rea-Dickins, 2005, p.40). The following sections describe the data collection procedures.

## 5.5. Data Collection

Once the research tools were designed and piloted, access negotiated, and participants recruited, the actual data for the study can be gathered. The data was collected between January and April 2019. The process was conducted in two stages which are reported based on how each instrument was administered as shown below in Figure 5.1.

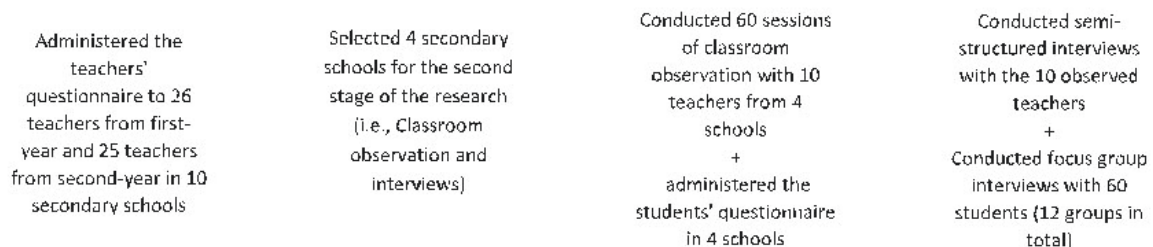


Figure 5. 1. The data collection procedures

### 5.5.1. Administering the Questionnaires

As mentioned in the previous chapter, the questionnaires sought to gain primary insights into teachers' and students' views and wants and obtain initial information on which subsequent instruments could be designed. Dörnyei (2007) argues that "questionnaire administration procedures play a significant role in affecting the quality of the elicited responses" (p.113). Therefore, after access was granted in early January 2019, I visited the schools and met in person the 51 teachers. The provided information on their schedules helped me organise my



timetables for where and when to meet every teacher. I chose to administer the questionnaires myself and on paper as this was the most effective method of communication in the study context. I organised my plan to visit two schools per day when all teachers were present. Patton (2002) points out that the study's focus and aim need to be fully communicated with the participants to elicit rich and valuable data. Hence, I explained the aims and procedure of my research to each teacher and handed them the questionnaire to be completed in one week ensuring anonymity and confidentiality. I attempted to build and maintain trust with the teachers by stressing the importance of their contribution in raising their voices.

I distributed the students' questionnaires at the beginning of the class after getting the teachers' permission in the four secondary schools selected for the next stage. Using the local dialect, I introduced myself and explained the questionnaire's purpose and that there are no right or wrong responses, stressing the fact that their contribution was valuable. I also assured anonymity and confidentiality and that completing the questionnaire was voluntary and could be done using the language of their choice being the local dialect, Arabic, French, English, or a combination of all as they often tend to switch code amongst them. I gave students a week to fill in the questionnaires. I administered the questionnaire to students when conducting the classroom observation as I wanted to build a close rapport with students during the observation to increase the responses rate.

#### 5.5.2. Conducting the Classroom Observations

After the introductory questionnaire, the teachers seemed interested in the study because they felt that this is the first time they had the opportunity to express their views and make their voices heard. Giving them this chance seemed to open up their engagement in the study which helped in recruiting them for the subsequent research stages. I got agreement from 31 teachers to observe their classes. However, due to time constraints, I contacted a sample of 10 teachers from four schools who met the purposive criteria mentioned above. Prior to conducting the observations, I informed the teachers about its purpose using an information sheet (Appendix J) and requesting their consent (Appendix K). Then, we mutually agreed on the time and class to observe. The classes' selection was random, and I chose different streams to ensure variety. I organised my timetable in a way that enabled me to visit the four schools every day. I made sure to arrive before the observation and stayed a bit longer to make better sense of the research site. I observed the 10 teachers for a duration of six weeks

(four teachers teaching first year, another four teaching second year, and the last two teaching both first and second year). Each class was observed five times (between 45-60 minutes) during normal class hours as noted in table 5.4 below.

I audio-recorded the observed lessons using two digital voice recorders and a phone recorder while sitting at the back to minimise the “obtrusive researcher effect” (Dörnyei, 2007, p.190). I also gathered detailed field notes of teachers’ practices to augment the data recorded. I used descriptive notes to capture the classroom interaction flow and reflective notes to record the process, reflections, and summaries which can be used for analysing the data (Creswell, 2008). Besides capturing what was said (recording) and what was done (fieldnotes), I kept copies of students’ handouts whenever possible. These were further enriched by the informal discussions that I had with the teachers before and after each lesson (See Appendix L for examples of complete observation schedules). Although these discussions were short due to teachers’ commitments, they contained specific information about their practices which helped make sense of the data.

Cohen et al., (2018) argue that there exist two principal modes of observation: participant and non-participant and the choice of each depend on the research orientation. Since I wanted to observe how teachers exploit the textbook materials in the classroom with no possible interference, I did not plan to engage in the activities and became a non-participant observer quietly taking record of the events as they happen in their naturalistic setting. However, I occasionally became a participant-observer in cases when I was considered a living example and source of information about life and education in the UK. I was asked questions by both teachers and students inside and outside the classroom about the British educational system and my experience at a British university. I shared some of my experiences and this helped enormously to minimise the power relationships. Also, I ensured to demonstrate professional suitability by proving myself as a researcher with a wide awareness of professional trends and maintained an open channel of communication and discussion with the participants.

In addition, one of the limitations of observation is that the observer’s presence might interfere with the naturalness of the settings and influence the behaviour of those being observed (Patton, 2002). To mitigate these potential influences, I observed each participating teacher five times while sitting at the back to lessen the impact of my presence. I also built a positive rapport with the teachers and students by frequently reminding them about my aims

and assuring that their identity will be kept anonymous and the data kept confidential. I constantly pointed out that my presence was for research purposes only and not to judge their teaching methods and knowledge or evaluate their performance. I also clarified that the findings have no effect on their profession and career except to raise their voice. This helped me to desensitise my presence in the classroom and administer the students' questionnaire.

### 5.5.3. Conducting the Interviews

I conducted the interviews at the end of the observational stage (mid-to-end March 2019). I scheduled the interviews apart from each other to allow time for my reflection. To limit "environmental hazards" (Easton et al., 2000, p.705) that might distract the interviewees, like outside noise, I conducted the interviews in a quiet meeting room which was allocated to me by the school's principal. The interviews were conducted in the schools at a time and date that were convenient to the teachers and audio-recorded with their consent. All teachers used English and rarely code switched to French although they had the choice to use their mother tongue. With each teacher, I discussed aspects of their practices from the classroom observations (See Appendix M for an example of a teacher's interview transcript). Table 5.4 presents the classes observed, and the number of sessions, discussions, and interview's duration.

Year	Participants (Pseudonym)	Stream (Class)	Number of Sessions	Number of Informal Discussions	Interviews (Duration)
First Year	Sihem	S (1)	5	12	42 min
	Iman	S (2)	5	9	35 min
	Sana	L (1)	5	12	40 min
	Khaled	S (3)	5	10	40 min
Second Year	Zohra	FL (1)	5	10	40 min
	Akila	LP (1)	5	11	37 min
	Aicha	ES (1)	5	12	35 min
	Mira	FL (2)	5	14	45 min
First and Second Year	Nora	L (2)	5	21	45 min
		FL (3)	5		
	Rayan	L (3)	5	22	40 min
		LP (2)	5		

Table 5. 4. Observation and Interview information



Concerning the focus groups' sample, out of the 135 students who completed the survey, 69 were willing to participate in the interviews. But, nine students did not attend in the end. Therefore, 12 focus group interviews (four to six students per group) were conducted lasting between 25-40 minutes. At the end of the classroom observation, I contacted the students to arrange for the date and time of the focus group. I explained to students the purpose of the interview both orally and in writing using a bilingual information sheet (Appendix N) and asked for parental consent (Appendix O). At the beginning of the interview, I informed the students that they will be recorded and that their identities will remain confidential. I also devoted five minutes for social networking as a warm-up for the discussion. I felt that this step helped make the students feel at ease and encouraged them to express their views. I also gave them the chance to choose their pseudonyms and use their local dialect to enable them to express their views more fluently and confidentially (Kvale, 2007). I assured the participants that there is no correct or wrong answer and gave all the group members equal opportunities to express and expand on their opinions. Table 5.5 lists the number of students and the duration of each focus group.

Year	School	N° of Group	Stream	N° per group	Interviews (duration)
First Year	School A	1	S (1)	6	23 min
		2	S (2)	5	30 min
	School B	3	L (1)	5	31 min
	School C	4	L (3)	5	35 min
	School D	5	S (3)	4	24 min
		6	L (2)	6	25 min
Second Year	School A	1	LH (1)	4	30 min
	School B	2	FL (2)	5	38 min
	School C	3	FL (1)	5	35 min
		4	ES (1)	5	26 min
		5	LH (2)	5	32 min
	School D	6	FL (3)	5	35 min

Table 5. 5. The focus-group information

The focus groups were mostly conducted in Arabic and were quite useful in bringing in other issues to the discussion which helped students to comment further. I conducted two

interviews per day to allow me to note my reflections and supplement the data not captured by the recording (See Appendix P for an example of a focus-group transcript).

To minimise the limitations of the interview, I followed certain strategies suggested by Kvale (2007) and Dörnyei (2007) amongst others. First, I emphasised the value of the contribution that each participant can bring and the importance of their honest views. This made them eager to share their experiences as most participants were willing to be contacted after the end of the data collection if needed. Second, I listened to the participants and tried to avoid imposing my ideas or leading them to give specific answers. When required, I used probes by asking them to further elaborate and give examples of issues which emerged from their responses without applying unethical pressure or putting words in their mouth (Rapley, 2001). Besides, I ensured that the questions were clear and comprehensible for all participants and allowed them to speak at length if they wanted to. I was also flexible with the questions' order based on the flow of each interview. For example, some teachers attempted to extend their responses to answer subsequent questions. Before ending the interview, I asked the participants whether they wanted to add any final comments and thanked them for their participation.

## 5.6. Data Analysis

This study used three research instruments tailored to concurrently gather quantitative and qualitative data to answer the research questions which also imply the use of an eclectic approach to data analysis (Teddlie and Tashakkori, 2009).

Considering the study's nature, I decided to organise and analyse my data by research questions which is "a very useful way [...] as it draws together all the relevant data for the exact issue of concern [...] thereby 'closing the loop' on the research questions" (Cohen et al., 2018, p.662). In the following sections, I shall detail the procedures I used and the steps I followed by compiling different researchers' guidelines. Figure 5.2 below illustrates the integration process.

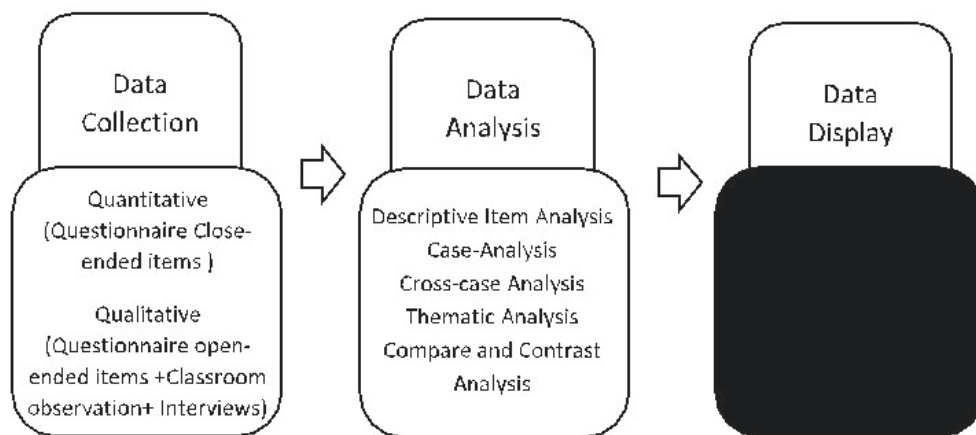


Figure 5. 2. Concurrent Research Design Strategy

### 5.6.1. Managing and Processing the Data

I first sorted and processed the data gathered from the **different** research instruments, reported separately in section 5.6.3 below, based on the research aims. Moreover, analysing two **different** types of data required expertise in both. Hence, I attended several training sessions on data collection and analysis and on the use of analytical software like SPSS and NVivo to overcome this challenge. To process the questionnaires' data, I followed the guidelines suggested by Dörnyei and Taguchi (2010) and Cohen et al., (2018). Second, I checked if there were homogeneous answers to all the questions. I discovered that 10 learners' questionnaires included many missing items and decided to remove them. The different questions format meant that the data will be analysed differently. Hence, I transformed the raw data (close-ended and Likert scale items) into the quantitative data analysis software SPSS 22 by assigning numbers to certain categories (e.g., 'male' was converted into number '1' and 'female' was converted into number '2'). I also transferred all the recordings of the observation, discussions, and interviews to a secure space on my university site. Then, I sorted out the data related to each level in separate folders under pseudonyms and according to the type and date gathered.



## 5.6.2. Preparing and Organising the Data

After securing the data gathered, I categorised and prepared it to be analysed. Rubin and Rubin (2005) maintain that the researcher should do the task of transcribing himself to get familiar with the data and the different meanings and emotions conveyed. Since I was more interested in the participants' perceptions and experiences, I performed the transcription and translation of the data recorded to conduct thematic analysis which "does not require the same level of detail in transcripts", (Braun and Clarke, 2006, p.17). As mentioned earlier, the teachers' interviews were carried out in English because they felt competent in the target language. Hence, I decided to use the participants' own words in writing "to best reflect what they wanted to say" (Karnieli-Miller et al., 2009, p.287). For translating the focus groups, I made all efforts to maintain the intended meaning with detailed descriptions of the interaction. Finally, I sorted out all the transcripts and translations in folders for each year. I used pseudonyms and labels (e.g., T5: teacher's questionnaire 5; S5: student's questionnaire 5). In total, there were different data types (survey data, classroom observation transcripts, field notes, informal discussions transcripts, semi-structured interviews scripts, focus group scripts, and the handouts given to the students).

## 5.6.3. Coding and Analysing the Data

This section describes how I coded and analysed the data from the research instruments.

### 5.6.3.1. Analysis of the Questionnaires' Quantitative Data

As noted earlier in table 4.1 in the previous chapter, the questionnaires aimed to obtain baseline evidence on the textbooks' effectiveness from the end-users' standpoint. The survey generated descriptive data. Hence, I used SPSS 22 to obtain descriptive statistics, which "do exactly what they say: they describe and present data [...] no attempt is made to infer or predict population parameters" by calculating frequencies and percentages of the responses (Cohen et al, 2018, p.727). For the analysis of the participants' answers to the nominal items, I used bar charts to gain descriptive information. For the results of the ordinal items (five-point Likert scale), I used tables with frequencies and percentages. Regarding the data from open-ended items, I analysed them qualitatively with the data from the interviews to obtain

accurate themes and categories. See Appendices Q and R for a detailed descriptive analysis of the questionnaires' Likert-scale results.

### 5.6.3.2. Analysis of the Classroom Observations

According to Cohen et al., (2018), “there is no one single or correct way to analyse and present qualitative data; how one does it should abide by fitness for purpose” (p.643). Hence, the data from the observations were analysed in two phases. First, I conducted a preliminary coding of each case at the end of the observations to design the interview questions. Then, I combined the classroom observation data with the pre-and post-discussions, the descriptive and analytical notes, and the teachers' interviews and analysed them using several approaches (case and cross-case analysis, compare and contrast analysis, thematic analysis). This was carried out in order to identify the match between the textbook proposals and the teachers' practices and answer the third research question.

Following Merriam's (2009) and Duff's (2008) suggestions, I identified the teaching episodes and practices in each teacher's lesson and coded them using an observation spreadsheet to provide a thick understanding of each case. The spreadsheet contained six columns to account for each teacher's actions and the rationale behind them as demonstrated in figure 5.3 below. In column one, I noted the time. In column two, I described the lesson segment that was occurring (teachers' procedure inside the class). In column three, I indicated the teachers' intended procedure based on the lesson plan (when given access to). In column four, I noted the students' reactions to teachers' practices. In column five, I included the textbook's suggestions which were used to compare the teachers' procedure and make sense of their use. In column six, I noted teachers' comments, justification, and rationale for their practices, obtained from the pre-and post-observation discussions and the interviews.

Time	Teacher's classroom procedure	Teacher's procedure based on the lesson plan	Students' reactions	Textbook's procedure	Teacher's Rationale
0-5	(Teacher setting up the projector in the class) T: Ok, so we will watch a video and we will discuss it  Teacher played the video  T: what do you see in the video?	Teacher brought a video to present the new unit's theme to the students (the video is an extract from Harry Potter's movie where they talk about scientists, inventors, and discoverers)	Students sitting and taking out their stuff. They were very active.  Students seem interested to watch the video (all watching) Most students raised their hands and were excited to participate S1: Scientists S2: Civilisations S3: Inventions S4: Inventors	Second-year textbook [unit 4: Budding scientist, p.80}	'... just to teach if conditional type 0, I have to go through this complicated text .... I had to find a more suitable and interesting alternative... something fun and exciting for learners.'
5-10	Teacher is writing on the board the students' suggestions  T: do you know any Arab inventors?  T: Why do people, scientists invent ?  Teacher anticipates Teacher introduces the theme of the unit	Teacher engaged in a discussion with the students about the video in order to guess the theme of the unit	Students were giving names of famous Arab scientists S2: Yes, Ibn Baluta S4: Ibn Sing Students were giving answers  S5: To make our life easy S6: More comfortable S7: easier		

Figure 5. 3. Example of an observation transcript

Following this, I undertook a comparative cross-case analysis between the teachers who taught the same textbook materials. I read through the individual cases then I identified the divergences and convergences between the designers recommendations and their classroom-practices to develop cross-case descriptions. Moreover, by comparing and contrasting cases, I coded the data based on the degree of teachers' dependence on the textbook, the nature of the modification they deployed (i.e., whether the teacher(s) used, added, skipped, adapted, replaced, or supplemented the textbook materials) and the factors influencing their use of the material and classroom-oriented practices. Then, I categorised the emerging patterns into themes and presented them accordingly. This holistic process enabled me to meaningfully yield the dynamics of the participants' individualities and commonalities at different levels.

At another stage and to identify teachers' adaptations, I used McGrath' (2013) adaptation framework. As previously mentioned in Chapter Three, the framework provides criteria against which to judge how, what, when, and why teachers adapt materials. I noted not only patterns in relation to teachers' adaptations as suggested by the framework but also the newly



identified patterns (e.g., combining). This proved to be useful in gaining an overall picture of textbook use and enabled me to address the third research question. Figure 5.4 presents an analysis example using McGrath's (2013) framework.

Teacher: Aicha/ Grade 2			
How	When	What	Why
Replacement	Pre-planned	The writing activity suggested in second-year textbook (home technology page 68) was replaced with a circle of how nature re-uses things. (Language + Content – Level)	<ul style="list-style-type: none"> <li>- 'too complicated...nothing to do with us, our reality and Algerian context.'</li> <li>- 'I tried to do it once but it did not work. So, I replaced it with the nature cycle.'</li> <li>- 'It is the same idea, some objectives: to teach them about reusing. So, I prefer this because it is related to them, their nature.'</li> </ul>
Change (re-structuring)	Improvised	The students were asked to work in pairs (Process)	- 'to gain time and get them to work together'

Figure 5. 4. Example of an analysis employing McGrath's (2013) framework

### 5.6.3.3. Thematic Analysis of the Questionnaires and Interviews' Qualitative Data

Given that qualitative data analysis is “a reflexive, reactive interaction between the researcher and the decontextualised data” (Cohen et al., 2018, p.524), I adopted a thematic approach to analyse the qualitative data from the questionnaires and interviews. Based on Braun and Clarke's (2006) six phases and other guidelines proposed in the literature (Creswell, 2008; Dörnyei, 2007; Yin, 2014; Cohen et al., 2018), my approach to thematic analysis was as follows:

Step 1: familiarising myself with the data

After transcribing the data, I examined the qualitative transcripts from the questionnaires and interviews through cyclical readings to maintain “closeness” to the data and familiarise myself with it (Halcomb and Davidson, 2006, p.40). Miles et al., (2014) note that during the analysis the researcher could find segments from the data which relate to answering particular research questions. Hence, with my research aims in mind, I began the analysis of individual cases and categorised them into sets based on the research aims (i.e., to explore teachers and

learners' views, uses, and wants of their textbook). Then, I looked for comments related to the data sets (e.g., the end-users' views, their textbook use, and their wants and suggestions) and grouped them. This allowed me to engage with the data and began the coding process.

### Step 2: generating Initial Codes

The text data were labelled and segmented to identify descriptions and broad categories (Braun and Clarke, 2020). This is known as coding which entails "breaking down segments of text data into smaller units, and then examining, comparing, conceptualising, and categorising the data" (Cohen et al., 2018, p.668). At this stage, I commented upon the data in order to provide initial interpretations that would form the basis for extracting the themes. In line with the study's exploratory nature, I adopted an inductive coding approach by generating codes and allowing categories to arise from the data.

Braun and Clarke (2006) argue that the researcher should code individual extracts of data in as many potential codes "as they fit into" (p.81). Therefore, I used different coding methods. I used attributes coding to note basic demographic attributes (e.g., qualification) which were subsequently useful for the interpretation. Such codes have been displayed earlier in tables as seen in section 5.3 above. I also used evaluation coding to code the data on the participants' views on the textbooks which is, following Miles et al., (2014), an appropriate coding method for judging the merits and demerits of a programme or material. First, I listed responses under codes for each textbook evaluative criterion (e.g., topics, activities) using symbols ('+' and '-'). Then, I grouped and identified areas of similarities and contradictions. Moreover, in order to explore teachers' and students' textbook use. I utilised descriptive coding to summarise what is talked about in words and phrases as well as process coding to code data related to their practices using gerunds (e.g., reading, re-writing). Finally, to identify the end-users' wants and suggestions, I used In Vivo coding which uses the participants' words and phrases as codes. For example, when giving suggestions about what topics interested them, some participants indicated having teen's topics. These were put under the heading "Teen's Topics". Figure 5.5 presents an example of the initial coding.

Data Extract (Akila)	Initial Code
For second-year textbook, <u>the themes are appropriate in matters of content and length of units</u> . ... Even the <u>grammatical points are few</u> . But the <u>texts and tasks are outdated and useless</u> . <u>Nothing interesting or motivating for learners</u> . <u>Nothing related to their reality or meant to be used in real-life</u> . ...	(+) content: appropriate length of unit (+) Grammar: few grammatical points (-) content: outdatedness of texts and tasks (-) content: tedious texts and tasks
The <u>grammar and the activities are decontextualised and inappropriate</u> . They <u>do not present to students why, when, and how to use the grammar</u> . Just the rule and some <u>boring activities that are without a purpose</u> .	(-) content: disconnected from reality (-) Grammar: decontextualised (-) poor grammar presentation

Figure 5. 5. Example of an initial coding from one teacher's interview

### Step 3: searching for Themes

My initial open coding, performed manually using highlights and colours, resulted in a large list of codes that were further re-coded in the qualitative software NVivo 12. At this stage, I adopted an iterative approach by reviewing the codes, fine-tuning, and re-organising them. This second coding cycle attempted to reduce the initial list and group them under broader categories to identify “latent themes [...] and represents some level of patterned response or meaning within the data set” (Braun and Clarke, 2006, p.82-84). With the three research questions in mind, I collated the nodes to form potential themes and sub-themes. For example, the data showed that in rationalising their practices, the teachers commented on the textbook outdated content and decontextualised grammar. These comments reveal deficits in the textbook and hence were grouped under that category.

### Step 4: reviewing the Themes

Following this, I endeavoured in reviewing the themes while considering the relationship between them and maintaining internal consistency i.e., by ensuring that the codes were allocated into suitable categories. This process was critical since it enabled me to adequately rearrange and merge several interrelated themes, avoid overlapping and repetitive categories, and ensure that the quotations selected under each category are appropriate (Braun and Clarke, 2006). At this stage, the refined themes and sub-themes were linked to the results from other instruments to paint a coherent story of the findings in light of the research questions. This facilitated the interpretation of the data and enabled me to draw conclusions



in line with the research aims. For a summary of the results of the thematic analysis see Appendix S.

#### 5.6.4. Interpreting and Presenting the Results

The last phase of Braun and Clarke's (2006) approach is producing the report which entails the final presentation of the findings in a coherent way when reaching data saturation. This is said to "permit careful comparisons, detection of differences, noting of patterns and categories, [and] seeing trends" (Miles and Huberman, 1994, p.92). Cohen et al., (2018) suggest that in a parallel design, similar to the one adopted in this study, "it would seem appropriate to organise the writing-up of the data analysis by the research questions" (p.43) as I mentioned earlier in section 5.6 above. Hence, I presented the study's findings in two consecutive chapters based on the research questions where I systematically integrated both quantitative and qualitative results allowing me to triangulate and explore areas of convergence and divergence. I have also referenced all data extracts using the date of the interview or the informal discussion along with the question's section and number as it appeared in the interview and focus group guides.

Given that the data analysis has revealed similarities between what first and second year participants detected as lacks in the textbooks and what they identified as needed and desired, I decided to compare simultaneously the two textbooks while, at the same time, present the end-users' suggestions. Table 5.6 presents the main categories presented in Chapter Six.

N°	Main Categories
1	Participation in the textbook design processes
2	Training and opportunities for CPD
3	Flexibility in the use of the textbook
4	Suitability to students' needs and levels
5	Physical appearance and organisation
6	Textbooks' content
7	The End-users' opinions on continuing to use or otherwise the textbook

Table 5. 6. Main categories related to teachers' and learners' views and wants

It is worth mentioning before I proceed that given the nature of the surveys' questions, I decided not to present the Likert scale findings from first and second year teachers' and learners' questionnaires in tables. Instead, I offered descriptions of the results within the text while presenting the detailed descriptive results of the Likert-scale in Appendices Q and R respectively. Moreover, to present the participants' agreement and disagreements, I combined the percentages of 'strongly agree' with 'agree' and 'strongly disagree' with 'disagree'. I also presented the quotes as they were expressed by the participants who preferred to use English instead of their mother tongue.

Concerning the findings related to the end-users' textbook use reported in Chapter Seven, they are presented under five sections as described in table 5.7 below.

N°	Main categories	Sub-categories
1	Teachers' mediation of the same textbook materials	- Sihem, Iman, and Khaled: localising the learning - Zohra, Akila and Nora: bringing life to the classroom.
2	Adaptation of the Textbook Materials	- Procedures for the pre-adaptation phase - Techniques of adaptation - Foci of adaptation - Timing of adaptation - Reasons for adaptations
3	Students' responses to teachers' adaptations	
4	Factors influencing teachers' adaptations	
5	Students' textbook use inside and outside the classroom	

Table 5. 7. Main categories related to the teachers' and learners' use of the textbook materials

### 5.7. Ensuring Research Quality and Trustworthiness

Kvale and Brinkman (2009) argue that the researcher plays an important role in making essential steps in planning their research to increase its quality. In interpretive studies, although not governed by a predetermined set of rules (as positivist research), quality can be achieved by the adoption of certain criteria (Bryman, 2008). Following Creswell (2003), an in-depth explanation of the research procedures and an account of its credibility,

transferability, dependability, and confirmability can achieve trustworthiness. Hence, in the sections below I present the steps taken to maintain the research quality that were not previously mentioned.

### 5.7.1. Credibility

Given (2008) notes that credibility (internal validity) entails the methodological procedures used to establish the congruence between the reality as provided by the participants and the researchers' interpretation of it. Researchers argue that long-term engagement is one way of ensuring trustworthiness (Cohen et al., 2018). I immersed myself in the schools by being there and being seen as a familiar face for three months. I also demonstrated respect to participants through the way I approached them and the level of interest I showed to them. This not only provided opportunities for subsequent access to students but also earned me respect, credibility, and trust. I was often referred to as a teacher by the teachers which showed the amount of respect and trust I gained. However, I encouraged students to use my first name and the local dialect so that they do not see me in the position of a teacher. I also piloted the instruments to minimise possible ambiguity as seen in section 4.6 in the previous chapter. Moreover, although coming from the same context, I tried to ensure variety in my research sample in terms of age, gender, and professional and learning experience to increase the data quality.

Additionally, to check that my translation fully captured the participants' intended meaning, I handed one original copy of the focus group interview to an Arabic speaker, who is a PhD peer, to produce another translated version (peer-review procedure). The two translated versions were quite similar with no significant differences in terms of meaning. Moreover, all the interview transcripts were read several times to check for any inaccuracies then sent to the participating teachers via emails to review their utterances (member-checking procedure). However, no response was obtained and hence no amendments were employed. Furthermore, the use of multiple data gathering methods is said to contribute to the value of qualitative research (Bryman, 2008). As such, I employed a mixed-method approach and collected a chain of evidence through multiple sources (method triangulation) which helped me cross-validate the findings and avoid biases.



### 5.7.2. Transferability

Given (2008) notes that transferability (external validity) refers to the extent to which the findings are applicable and transferable to other settings. Although qualitative research does not attempt to make generalisations, it is the researcher's task to offer a diverse sample, a detailed description of the setting, and a high degree of interpretation to help others decide if transferability can be attained (Cohen et al., 2018). Therefore, I provided a thick account of the study's context and participants to help the reader visualise "the degree of similarity between the case studied and the case to which findings might be transferred" (Schwandt, 2001, p.258). This is based on the belief that since the aim is to understand the end-users' views, wants, and uses of their textbook in the Algerian context, there is a possibility that they share some key features with teachers and students in other EFL contexts where teaching materials are nationally prescribed. Consequently, readers and ELT researchers in similar contexts may find aspects of this research's findings transferable through the detailed level of abstraction that I provided.

### 5.7.3. Dependability

Dependability (reliability/consistency) refers to "the inquirer's responsibility for ensuring that the process of the enquiry is logical, traceable and documented" (Schwandt, 2001, p.258). To address issues of dependability, I documented the research procedures and processes from design to analysis while discussing the necessary steps with my supervisors to improve unclear sections. In addition, I included a detailed description of the data collection processes noting the difficulties encountered and the strategies taken to overcome them. Moreover, the use of a convergent mixed-method design allowed the integration of different types of data, hence offering "a potentially more comprehensive means of legitimising findings" (Dörnyei, 2007, p.62) for other researchers to make judgments and evaluate the research quality.

### 5.7.4. Confirmability

Confirmability (neutrality) entails "ensuring that the researcher has acted in good faith ... [and] has not overtly allowed personal values or theoretical inclinations manifestly to influence the conduct of research and findings deriving from it" (Bryman, 2008, p.379). To address confirmability, the researcher's interpretation ought to be consistent with the

participants' declared views, beliefs, and experiences. Hence, throughout the synthesis, I provided the transcript quotations as evidence to support my interpretation in the same way as the participants uttered them. I checked the original scripts and did not attempt to make any claims without providing representative samples so that the reader gains an understanding of their experiences (Given, 2008). It is worth noting, however, that while undertaking the data collection, translation, transcription, analysis and interpretation, my positionality and subjectivity cannot be ignored. Consequently, my understanding and interpretation entails an element of subjectivity and are value-laden, biased, and driven by my experience and engagement with the participants. Nevertheless, as interpretive research is guided by constructing knowledge from the participants' perspectives (Scotland, 2012), I embraced a reflexive approach to data collection through adopting interpretive methods without leading the participants or generalising their views.

## 5.8. Ethical Dimensions

Ethics lies "at the heart of research from the early design stages right through to reporting and beyond" (Ritchie et al., 2014, p.78). Guided by the British Educational Research Association ethical standards (BERA, 2018), I employed the following procedures to maintain ethics:

- I applied for ethical approval from the University of Northampton degree board after completing compulsory online courses on research ethics. The application was approved confirming my adherence to research ethics (Appendix F). I also obtained official approval from the school gatekeepers and officials at the DoE to conduct the study.
- I informed the participants about the research aims and procedures both orally and in writing before and during the data collection. I also provided my contact details and offered answers to their questions about the research.
- To minimise ethical tensions, all participants were invited to sign a consent form in which I clarified the research procedures, their voluntary participation and withdrawal rights.

- Since my work involved learners under the age of 18, I paid greater attention to ethical guidelines by asking for parental consent and used focus groups to help them feel safe and secure.
- I constantly explained and assured the participants about the anonymity and confidentiality of their names, identities, schools, or any personal information that might uncover them. The participants and their schools were assigned pseudonyms to safeguard their confidentiality both in this thesis and any further published materials.
- In accordance with the Data Protection Act, I saved the digital and hard copies of the original data and documents in a password-protected laptop and kept them in a locked cabinet in my office at Regents' University London with no access to third parties.

## Conclusion

This chapter has provided a detailed description of and justification for the processes of the data collection and analysis. It first outlined the data collection procedures from the selection and access of the research sites, the choice of the sampling strategy, to the recruitment of the participants, the role and positionality of the researcher, and the instruments' implementation. The chapter, then, explained the different iterative stages and approaches of the data analysis processes that were undertaken to analyse the study data and obtain valid results. The different stages were conducted with consideration of ethical measures and the incorporation of quality strategies to enhance the research trustworthiness.

The following two chapters present the findings obtained through the processes described above.



## Chapter 6: The Teachers' and Learners' Views and Suggestions

### Introduction

This chapter presents the findings about the effectiveness of first and second year textbooks from the teachers' and students' perspectives and shares their wants and suggestions. As mentioned in section 5.6.4 in the previous chapter, because the data analysis revealed that what the end-users' perceived as lacking from the textbooks is what they indicated as desirable, I report in this chapter on the participating teachers' and learners' views and, by the same token, I take the opportunity to voice their wants in the following seven sections.

Section 6.1 presents the findings on teachers' participation in the textbook design processes. Section 6.2 deals with findings on their training and opportunities for continuous professional development (CPD). Section 6.3 displays the results related to the flexibility in the textbook use. Section 6.4 reports the findings on the textbook suitability to students' needs and levels. Section 6.5 presents the results on its physical appearance and organisation. Section 6.6 exhibits the findings on the different textbook content features. The last section (6.7) presents the end-users' opinions on continuing to use or otherwise the textbook.

Since the surveys sought to obtain baseline evidence for the interviews, I present in each of the seven sections the quantitative findings resulting from the descriptive analysis of the surveys' close-ended items (See Appendices Q and R for a detailed descriptive analysis of the questionnaires' Likert-scale results) then the qualitative findings resulting from the thematic analysis of the open-ended items and the interviews' data.

## 6.1. Participation in the Textbook Design Processes

Figure 6.1 below presents the results related to item (1) in the teachers' questionnaire (Have you been involved in or consulted about the design of the textbook that you are using?).

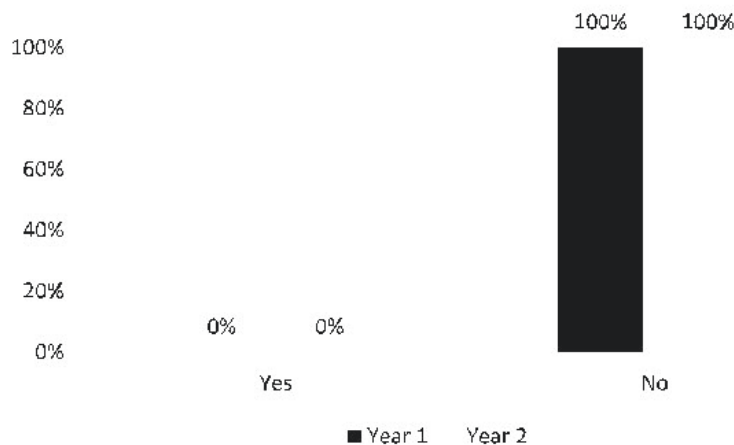


Figure 6. 1. Participation in the textbook design processes

The results showed that the teachers have never been involved in the design of the textbooks that they are currently using. The qualitative findings below report on the details of this overwhelming absence of involvement on the part of all the teachers.

During the interviews, all teachers disclosed that they had never been informed or involved in the design processes as evidenced by Sihem's quote:

"We [teachers] received the textbooks at the same time as learners. We were on holiday and we came back to school in September and here we were handed new textbooks [...] No training. No getting to know them. The content and structure were completely different, but at that time we had to cope with it because we believed that the MNE targeted our competency. We were put in front of the *fait accompli*."  
[18/03/2019: Part 2, Q6] (for an explanation of the quote's reference see section 5.6.4)

Akila also spoke about such marginalisation of the teachers' contribution and suggested that they should be allowed to voice their views on the basis of their knowledge and experience.

"The MNE did not even bother to ask for our feedback. At the end of every year, we meet together to suggest new ideas for the textbooks and we write reports about what worked and what did not, but our proposals had never been considered [...] I think me as any other teacher shall have the chance to give opinions and suggestions. I am not a

specialist but I know a lot of things from the practice of teaching. If they want to design a good textbook, they should consider the opinions and the experiences of the teachers who are in the class not researchers who have no relation with schools.” [18/03/2019: Part 2, Q6]

It is evident that teachers were aware of the existing gap between researchers and practitioners which places them in a position of being mere instruments for implementing external visions. Such marginalisation might lead to teachers’ lack of motivation and inspiration which can be detrimental to their classroom teaching and learning processes. Reflecting on her extensive teaching experience, Zohra highlighted the importance of keeping some aspects of decision-making like teaching methods and materials with the actual textbook executors:

“What I learned in my 30 years career is that we need to trust the teacher. Why should we chain and restrict him with a textbook? If we are convinced that we have recruited good teachers, give them just the language syllabus and let them decide what and how to teach. We can also give them some instructions like to mind the resources they use and to culturally inappropriate things. Then, let them free. It should be up to the teacher to find, adapt, and create according to the class needs, levels, and the learning context.” [17/03/2019: Part 4, Q3]

Zohra demonstrated the importance of empowering and encouraging teachers to develop materials specifically moulded to their students’ particular contexts given that they are the ones capable of evaluating their students’ levels and catering for their needs and interests.

Similarly, Nora reported that it was not only teachers who have been denied contribution to such processes. Students also have had their needs pre-set by the designers. She pointed out the need of involving them in generating materials in order to enhance their motivation.

“Students do not decide about their needs or wants, although they are said to be the most important element within the CBLT. The designers created those needs, and we are trying to fulfil them. That’s why it will be useful to include students and have materials chosen by them to interact easily with them as they are the first target.” [20/03/2019: Part 2, Q7]

Most students (40 out of 60) also welcomed the idea of being involved in choosing class materials as stated by Sammy:

“I think the teacher shall take our opinion like to ask us what we want, what works for us and helps us learn, and then we decide together. If we choose what we will study, we will study it because we like it.” [11/03/2019; Part 4, Q2]



Nora's and Sammy's views of the learner as a partner in the selection of materials was particularly innovative and reminiscent of the call for the negotiation of the syllabus by the teachers and the learners (Breen and Littlejohn, 2000) and the inclusivity of the learners in the understanding of the learning and teaching processes as recommended by Allwright (2003) as we shall see in Chapter Eight.

It appears that both teachers and students revealed motivation and willingness to participate in the design processes. Their reactions echoed the idea that principled decisions must be made and teaching materials must be selected by those who are concerned with the actual use and enactment of the textbook. This, in turn, supports the strong argument that besides teachers, learners can also play an active role in exercising some degree of control over their learning to stimulate their engagement (Allwright, 2003; Allwright and Hanks, 2009).

## 6.2. Training and Opportunities for CPD

Figure 6.2 below shows the results related to item (3) in the teachers' questionnaire (Have you ever received training on how to use the textbook?).

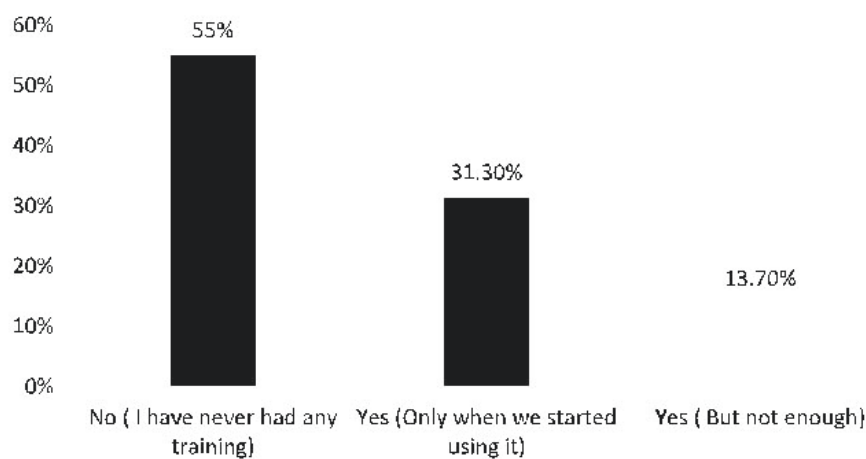


Figure 6. 2. Training received on how to use the textbook

The results revealed that more than half of the teachers (55%) indicated that they have never had any training on how to use the textbook. However, almost one-third of them (31.3%) noted that they had some training when starting to use it, while 13.7% mentioned that the training they had was insufficient. The qualitative results reported below provide insights into the teachers' responses.

All the teachers revealed that the training seminars provided appeared to be ineffective and irrelevant to teachers' actual needs and desired outputs as Khaled stated:

“We [teachers] did not receive any training on how to implement the approach or use the textbooks. The inspector just comes and lectures like in university. Most of the time, these five hours of seminars are only about theory. Just documents and recommendations. What's really irritating is that at the end of every seminar, he does not miss the opportunity to tell us: you should not be a slave of the textbook. Okay, good, that's what we want. This is all where it gets. Nothing concrete. Normally he decides about the content according to what we need.” [20/03/2019: Part 2, Q4]

It is reasonable to deduce here that the responsible parties failed to offer time to training when they first prescribed the CBLT approach and the textbooks making teachers not only implementers of the MNE decisions but also learners during their implementation. Such training issues prevented teachers from being active agents capable of providing input in their training. Hence, the participating teachers appeared to be aware of the importance of taking part in exchanging experiences and ideas as a form of contribution to improve their practices. Sana shared her experience of peer discussions and expressed her view on how workshops might be implemented. She stated:

“Sometimes, I do not see what worked or did not work from the lesson plan. But when we attend one another classes and give feedback to each other, we learn, and we try to improve our practices. But this is not enough [...] What is missing in Algeria is the teachers' seminar where we create new ways of working and bring new materials. What they [MNE's officials] do is only gathering inspectors together [...] but what is the usefulness of them gathering when we are the ones practising teaching that are missing from the meetings. Normally they should gather all teachers of the city in one seminar. Then, the next one would be regional like the western cities together so that we meet with each other, we listen to each other, and we see what other teachers are doing. Then, a national seminar that gathers all teachers and allows them to get in touch and develop.” [21/03/2019: Part 2, Q5]

It appears that teachers were aware of how they should work together locally and nationally to learn and grow as professional practitioners capable of taking their practices forward. This further confirms the need for collegiality between teachers and decision-makers to work together in order to profit from each other's ideas for the benefit of all concerned.

### 6.3. Flexibility in the Use of the Textbook

According to the results (Appendix Q), more than two-thirds of first year teachers (69.2%) and the majority of those of second year (88%) did not find the textbook a time and energy saver albeit a notable number of first year teachers (26.9%) thought the opposite (item 1). Furthermore, over 80% of the teachers believed that their textbooks were limiting (item 2) and most of them (96.2% and 80% respectively) found them demanding (Item 3).

During the interviews, all teachers maintained that they found the textbook approach prescriptive and restrictive because it did not enable them to make use of the materials in the ways that best meet their students' profile as argued by Mira:

“We are given specific themes to teach, and we need to stick to them. For example, if I want to change a text about Tsunami, I need to find a text about a natural disaster that includes the grammatical structure that should be taught in the original text. But sometimes we are not satisfied at all with the unit's theme. However, we cannot change it [...] This is too demanding and time-consuming because I have to search for the text and the grammatical point at the same time. It is not that I am not working hard as a teacher. I am going to change a lot of things, but why giving me something I do not need. Something that is limiting my creativity and I will still be judged by it?” [19/03/2019: Part 2, Q8]

Mira's quote highlighted teachers' concern about the rigidity of the designers' instructions and the effect of the contextual constraints on the way they interpret and employ the materials in the classroom. As such, the teachers noted the importance of having flexible materials not only in content but also in teaching methods. Iman indicated that one way of doing so is by having a range of possible raw texts and inputs to choose from and diverse procedures to apply to them which gives them a degree of control over the content, pace, and procedure.

She noted:

“Why not from a selection of various texts and activities I can pick. It is much better if they ask us to teach English without restricting us. Let me figure it out on my own [...] Also, we do not have any alternative textbooks in the market [...] Why not having some freedom where teachers can propose books, topics, activities and work together to use them.” [21/03/2019, Part 4, Q2]

Nevertheless, although many teachers concurred that the textbook felt like a straitjacket, four teachers argued that they are often eclectic in their teaching and use of it as Nora pointed:



“The Algerian context is complex, and no learners are the same. So, I use the textbook the way I want, and I see right. I know that we must use CBLT and stick to many things. But I do not. I use everything that makes my learners involved and interact.”  
[20/03/2019: Part 2, Q14]

It appears that, despite the restrictions they must adhere to and the top-down system that is stripping teachers from their agency, some teachers accentuated their roles as not mere technicians but active agents who are aware of the need to vary their teaching methodology to suit their learners’ needs and levels. Such perceptions were enough to impact the way they re-interpreted the materials and use it creatively (See Chapter Seven on how teachers adapt, omit, and expand the textbook materials for the benefit of the students’ learning).

#### 6.4. Suitability to Students’ Needs and Levels

According to the Likert-scale results (Appendix Q), over 80% of first and second year teachers did not find the textbooks appropriate to their learners’ needs (item 4) and most of them also (88.4% and 84%) found it ineffective in improving students’ language use (item 5). Moreover, most first year teachers (80.7%) and over two-thirds of second year did not think that the textbooks suit the learners’ levels. Yet, 28% of second year teachers believed it was at the appropriate level (Item 6). Likewise, 84.6% of first year teachers and 64% of second year did not think that students could easily use the textbook. Yet, 24% of second year teachers thought the opposite (item 7).

According to the results from the Likert scale category in the students’ questionnaire (Appendix R), slightly over 70% of first year students and 88% of second year did not consider the textbooks helpful in improving their English language use, albeit 24.6% of first year students believed that it assisted them in improving their English (item 1). In addition, 60% of first year students and 77.1% of second year found the textbooks above their levels, while a notable number of them (33.8% and 18.6%) found them appropriate (item 2). Also, over two-thirds of the students (67.7% and 75.8%) did not consider their textbooks easy to use. Yet, 26.2% and 17.1% of them respectively thought the opposite (Item 3). These variations in teachers’ and students’ opinions might be because students are divided in their first and second year into different streams based on their attainment (See section 2.3 in Chapter Two). As such, the difficulty level of the textbook might be suitable to one stream but inappropriate to the other given that those who belonged to the scientific streams considered the textbook manageable as shown by the qualitative findings below.

In line with the questionnaire's results, eight teachers from first and second year indicated that the textbooks were inappropriate to learners' needs and levels as Sihem argued:

"Editors and authors must pay more attention to learners' needs and levels [...] They are unable to deal with this sort of textbooks because they cannot identify with its content. This is why I keep the main competencies and the exit profile of the syllabus, and I use other materials that target the same outcomes." [18/03/2019: Part 2, Q7]

Sihem's quote revealed her awareness of the necessity to design and arrange content according to the target learners' profiles. Half of the students also reported that they faced difficulties in understanding from the textbook and using it on their own as Meriem noted:

"I do not feel comfortable when I use it because it does not contain enough information that allows me to understand the text or the activities without the teacher." [25/02/2019: Part 3, Q4]

This point was again echoed in four teachers' responses who indicated that students depended on the teacher as their main guide for explanations and clarifications. Akila explained that:

"The textbooks were not designed to suit the levels of learners but of the designers. Most students seem lost when they are asked to read or do an activity from the textbook. They cannot study on their own from it which is in the first place meant for them. So, the textbook is not their guide. Their guide is the teacher. We are doing our best to simplify things, reformulate the instructions, and change the activities." [18/03/2019: Part 2, Q7]

The above quotes highlighted that the designers failed to develop students into independent textbook users. Nevertheless, 15 students from the scientific stream, who are usually high achievers and might be independent learners who seize all opportunities to learn from, reported that the textbook enabled them to develop their lexis and ideas as Sally claimed:

"It is okay for me. I can answer the questions without the teacher. Sometimes, I read the texts to learn new words or to get ideas for writing. But I do not rely 100% on it." [28/02/2019: Part 3, Q4]

As every class is unique, it is unlikely that any textbook can answer the different learners' needs and fulfil all their requirements. Hence, teachers must be involved in development so that they cultivate the required skills to tailor materials for their specific learners' profiles and sustain them in developing their autonomous and critical skills.

## 6.5. Physical Appearance and Organisation

The results in this section (Appendix Q) indicated that 76.9% of first year teachers and 92% of second year did not find the textbooks' artwork up-to-date (Item 8). Over 84% of them found it unattractive (Item 9). Also, about 84.6% of first year teachers and 76% of second year did not find the textbook carefully graded (Item 10). Additionally, all first year teachers and 84% of those of second year did not believe that the textbooks' lessons were appropriately linked (item 11). Moreover, all first year teachers considered that the time allowed for teaching the units was insufficient. Nevertheless, slightly more than two-third of second year teachers (68%) believed that the time assigned for covering the textbook units was adequate, while 28% hardly thought so (Item 12).

As for the students (Appendix R), the vast majority of them also did not appreciate the textbooks' appearance and structure as over 90% of them found their textbooks visually unattractive (item 4). About 89.3% of first year and 90% of second year found it difficult to navigate through the textbook (Item 5). Similarly, 88.4% of first year students and 88.5% of those of second year found the artworks old-fashioned (Item 6).

As with the surveys' results, eight teachers and 38 students from first and second year maintained that they found the textbook' layout and design unattractive and outdated. They suggested having an eye-catching cover and internal artwork with clear and appropriate illustrations. This was said to stimulate their curiosity and help them in understanding the lesson as illustrated by Aicha and Ali:

“The pictures and illustrations are old and do not motivate learners to read or know more. For example, there is a picture of Ban Ki-moon in the second year textbook as the current general secretary of the United Nations although he no longer serves that position [...] Nowadays' learners need textbooks which attract their sight and facilitate their learning. So, it should be attractive with up-to-date pictures, graphs, examples, and appropriate use of spaces and margins for ease of reading.”  
[19/03/2019: Part 2, Q1]

“The cover and the pictures inside are not attractive. For example, there are no pictures of difficult words that we can guess the meaning from [...] The cover should be interesting with modern pictures inside that makes us eager to read from it. Also, they should make it colourful because most of its writing is black which makes us go far from it.” [27/02/2019: Part 2, Q3]



In general, the end-users' views and proposals on the physical outlook focused more on the aesthetic dimension i.e., the visual attractiveness of the design and illustrations. Indeed, the outdatedness crosses through several content features as reported in section 6.6. This might be because since its design in early 2000, the MNE did not update the textbooks to fit the 21<sup>st</sup>-century trends.

Moreover, seven teachers and 26 students also expressed their views regarding the textbooks' structure. Nora and Ahmed particularly declared that they were lost in the first year textbook. They demanded a clear, consistent, and tidier layout and arrangement for a smooth transition between lessons and units to increase the materials' practicality and the students' motivation.

"I feel it [the textbook] is stuffed with unlabeled things. The link between the units and lessons is messy because the themes are separated. You feel like you are not going to prepare a lesson or a sequence plan you are going to redesign the book which is very time-consuming because I feel like I burned out my energy from day one [...] There should be a clear and logical layout for the lessons and units which are appropriately linked." [20/03/2019: Part 2, Q1]

"I cannot understand the way it [the textbook] is organised. There is no table of content to follow like they do not put 'reported speech' on page 25. When you open it, you will find text and a lot of confusing things. I think there should be a plan before any unit so that we know where to find information." [25/02/2019: Part 2, Q3]

Another issue related to the first year textbook was its length and the time allocated to cover it as all teachers felt that it was text-heavy and overloaded with many structural points as Sana argued:

"A congested syllabus does not enable learners to swallow the information and does not help in learning because we find ourselves always in a hurry to end the syllabus. I rarely manage to cover the unit in time because of its unbalanced volume and length with needless lessons [...] I do not do it all because it is impossible to teach sometimes six grammar lessons in a row. It is necessary to slim down the size of the textbook and take out texts and lessons which are boring and irrelevant." [21/03/2019: Part 2, Q2]

Students also wanted an appropriately sized textbook with less writing as noted by Rami:

"It needs to be in a small appropriate size. They need to take out the lessons that are not in the syllabus because it has pages for nothing." [27/02/2019: Part 2, Q3]

Unlike the first year textbook, four second year teachers contended that there was sufficient time to cover the syllabus of second year and add further material to support their students.

Akila claimed that some of the content of first year textbook fits more that of the second year.

“Second year textbook fits the time. In fact, it is empty compared to that of the first year in matters of content, units, vocabulary, and grammar. Sometimes, I add games and other practices. It would be better if some of the first year content is moved to second year.” [17/03/2019: Part 2, Q7]

It is clear that the designers have underestimated or overestimated the time to teach each textbook and failed the task of producing materials that are physically appealing and structurally cohesive. Such drawbacks highlighted the designers’ lack of awareness about what they believe to be suitable without considering the classroom realities.

## 6.6. Textbooks’ Content

The following sections present the end-users’ views and suggestions regarding the textbooks’ topics, activities, grammar and vocabulary, language skills, supporting resources, and culture.

### 6.6.1. Relevance and Endurance of Topics

The results related to the topics’ category (Appendix Q) illustrated that 92.3% of first year teachers and 80% of second year found the textbooks’ topics outmoded (Item 13). About 81% and 88% of them respectively found the topics unattractive (item 14). In addition, 42.3% of first year teachers and 40% of second year thought that the textbooks promoted negative stereotypes to do with gender and race. However, about half of them (46.1% and 52%) were not sure (Item 15). The results also showed that 76.9% of first year teachers found the topics inappropriate for learners’ age. Yet, 62% of second year thought the opposite (Item 16). Finally, about 80% of the teachers did not believe that the topics suited the Algerian context (Item 17).

The results from the students’ questionnaire (Appendix R) indicated that about 90% of first and second year students did not find the topics up-to-date and appealing (item 7 and 8). Similarly, most of them did not think that the topics were related to their daily life (89.3% and 87.2% respectively) or adequate to their context (84.6% and 88.6%) (Item 9 and 10).

As mentioned in Chapter Two, the textbooks series are claimed to be developed following CBLT which aims to make learners develop language fluency through life-like situations.

However, eight teachers found the topics irrelevant to learners' social context and unrelated to their reality. Khaled explained this as follows:

"The textbooks are said to be developed upon CBLT, but you do not find it reflected in them. CBLT is said to be based on real-life situations but in the textbooks, there is nothing that has to do with the life-like of students. For instance, we have to teach sustainable development, but they do not know about recycling. I cannot teach them about the uses of renewable energies and their reality still use raw materials like fuel and natural gas. The theory is something and the reality is something else [...] The previous textbooks, 'Andy in Algeria' and 'Majid in England' contained topics and dialogues that can be encountered in real-life." [20/03/2019: Part 2, Q3]

Khaled's comment indicated that the reality of secondary school EFL teachers teaching in Algeria is far from what the designers provided in first and second year textbooks. Moreover, and similar to the survey's results, most teachers found the topics outdated and lacked interest. Nora suggested including materials that are robust enough to be used again with topics that appeal to learners:

"These textbooks were designed at the beginning of 2000. Now, we are in 2019. This is a very different time and generation. The topics are really old and boring. For example, why shall I speak about pollution with a text written in 1998? I mean it is something really expired [...] This is why we need topics and texts that are made for every time. Topics that learners live with and excites them to suggest solutions to their daily obstacles such as love, films, music, sports, fashion, technology, modernity. You know teens' topics. They will have a lot to say about their experiences. The textbook would look like a diary where people tell and record their secrets and daily matters." [20/03/2019: Part 2, Q8]

Similarly, over half of the students contended that they cannot relate to the textbooks and found them out-of-date and dull. Hana explained this further and suggested having topics that discuss their lifestyle and consider their context to increase their engagements:

"There is nothing useful in it [first year textbook]. The textbook we are using now was produced in 2005. This means that its content is old and useless. This is why I would like to have topics of the 21<sup>st</sup> century which talk about what we are living and the things that we might live and see in our life [...] like topics related to teenagers and modern life like technology, social media, fashion, football that we can learn from and use in life." [27/02/2019: Part 2, Q4]

The end-users' views demonstrated their awareness of the value of achieving affective engagement through daily social-life topics and situations which boost students' motivation



and allow them to reinvest the language elements that they learn in the outside world. These views align with the aims of the MNE, yet the textbooks' writers appear to have failed the task of translating such objectives into suitable materials.

However, three second year teachers revealed that the choice of topics was inappropriate to all streams as the science topics were irrelevant and complicated to the literary streams. Akila noted:

“A textbook should take into consideration learners' orientations. The literary streams learn about scientific topics that are inappropriate to them. For instance, just to teach the conditional, they build a whole unit on physics and mathematics which is really pointless. The texts are boring and complex for the literary classes. They always sit and look at me. They belong to the literary stream so why not teaching them topics related to their stream and their interests. This will make them motivated as this is something that they are familiar with and which fits their interests.” [18/03/2019, Part 2, Q8]

Indeed, many students from the literary streams found the topics complicated as, like teachers, they thought that they were unrelated to them and preferred those which fit their orientation and appeal to their interests. Lamia, a student in the literary stream, alluded to this:

“There are topics and texts that are not interesting to me. They are boring and include a lot of scientific words that I do not understand like those about geometry and science. We are specialised in foreign languages why do we have to learn about science why not things and topics related to our stream.” [10/03/2019: Part 2, Q4]

The findings in this section indicated what outcomes are likely to be confronted when the designers do not consider the students' social and study contexts. This demonstrated the importance of needs analysis to design materials that cater for the diverse students' needs, wants, and levels. One way of doing so is by collaborating with the students themselves, as suggested above by teacher Nora, to enable them to identify themselves within the content and express their opinions as will be advocated in Chapter Eight.

#### 6.6.2. Adequacy and Variety of Activities

According to the results of this category (Appendix Q), 80% of first and second year teachers did not think that the textbook activities developed the target competencies (Item 18). Slightly over (84.6% and 88% respectively) did not think that it provided meaningful

communicative practice outside the classroom (Item 19). In addition, over 92% of them felt that the activities did not help to develop learners' critical thinking (Item 20). Over 84% of first year teachers and 88% of second year did not think that it developed learners' creativity and autonomy (Item 21 and 22). Furthermore, over 84% of first year and 80% of second year did not think that the textbooks provided varied activities that promote in-class students' interaction (Item 23). Almost the same percentages did not think that the activities were carefully graded (Item 24). Also, over 73% of first year teachers and 84% of second year did not consider the textbook supportive for tests and exam preparations (Item 25). Finally, over 80% of the teachers thought that the instructions were unclear (item 26), and homework was unsuitable (item 27). This indicates that both teachers' groups found the activities ineffective in enhancing students' higher-order skills and learning processes.

As for the results from the students' questionnaire (Appendix R), 83.1% of first year and 80% of second year did not find that the activities suggested motivating (Item 11) or carefully graded from easy to difficult (Item 12). The majority also (95.4% and 88.6% respectively) believed that it did not provide individual learning opportunities (Item 13). Besides, almost 80% of the students agreed that the textbooks did not offer much support in preparing them for tests and exams (Item 14). Lastly, over 75% of both years' students did not find the instructions easy to comprehend, while some of them (20% and 15%) thought the opposite (Item 15). The end-users' interview responses reported below shed more light on these results.

In parallel with the survey results, five first year teachers and four of second year contended in their interview that the activities did not develop learners' autonomous, creative, and critical abilities. Nora proposed adding dynamic tasks using gamification methods that boost enjoyment and direct their attention to purposeful language use.

"Most of the activities are not serviceable: rule, activity in a very straightforward way. There is nothing that provokes their creative and critical thinking or challenges them to know why, and this makes them consider the learning process not as a challenge but rather as an obstacle. The activity does not take them into real situations. So, they do not see themselves using this language structure anywhere. It is learning for the activity. It is not language for communicative purposes [...] I think there should be dynamic tasks that allow some movement, competition, and above all fun such as games, techniques like throwing a ball and who has it shall speak [...] Tasks need to boost creativity and help students improve their skills alone, express their opinions,

and answer their daily needs instead of depending on the process of question-answer.” [20/03/2019: Part 2, Q9]

Nora’s quote highlighted that the textbook designers failed in providing activities that require students’ meaningful participation, prompt them to react to the provided input, and allow them to go beyond appraisals of the material in order to pursue alternative interpretations. Rayan also argued that the tedious nature of the activities did not create a motivational atmosphere. He suggested having activities that allow learners to practice the language elements learnt.

“Variety is what is missing. One activity is never enough to understand the language point and be familiar with the new vocabulary. I always provide other activities because most of the ones suggested need to be adapted or simply rejected because they are either too easy, too hard, or boring. For instance, there is an activity which asks students to change the interview which is in WH question to the reported speech. All of it. Why is that? The students get bored doing the same thing over and over again [...] There should be practical tasks with clear objectives and instructions which emphasise both use and usage and boost learners’ interaction and encourage them to practice English.” [17/03/2019: Part 4, Q1]

The above quotes highlighted that the lack of variety in thinking activities which, by the same token, fails to develop learners’ reasoning, creativity, and language proficiency. Likewise, 28 students thought that the activities were neither enjoyable nor instructive which made them in constant need of the teacher’s assistance. Jad explained this and indicated that studying through games such as crosswords and puzzles help them to relax and motivate them to study:

“The activities are not interesting. I think what we have in the textbook is just for school we never use them outside [...] only question-answer that’s all. Sometimes we get lost and confused until the teacher explains to us the instructions [...] I want fun activities like those of intelligence, games, quizzes, crosswords that allow us to entertain, practice, and use English to give our opinions and ideas all at once. They also need to change the way questions are asked by making them more direct so that all of us can understand. Also, maybe use Arabic or French so that I understand what to do on my own.” [12/03/2019: Part 2, Q6]

The above quote indicated that students found the use of L1 as facilitative to their learning. Although the use of L1 is still debated in the literature, such opinion from the students highlights once more that the learners’ views are worth listening to.



Many students also commented upon the lack of practice activities and suggested having extra exam-like activities to help them practice their English and prepare for exams as Omar claimed:

“There aren’t enough activities to practice what we do in class [...] why not having practices with answers so that we check our answers without going back to the teacher and also those that are similar to the one we have in exams so that we can practice.”  
[11/03/2019: Part 3, Q4]

Omar’s quote demonstrated students’ willingness to improve themselves and develop as independent learners in their understanding and use of the textbook.

Added to this, six teachers maintained that the classroom management tasks in both textbooks were either not adequately placed or worked only with small size classes as Iman argued:

“We have pair-work, but sometimes you feel that it is not an activity which needs a pair. We have to create tasks of pair-work. For group-work, we cannot use it with large size classes. How many groups will be that I can manage? When I have a class of 35 or 40, I focus on keeping discipline in the classroom then I teach. Sometimes I do not finish the unit because when I give an activity, I check every student. They need my help and feedback, but I do not have time to do it.” [21/03/2019: Part 2, Q10]

Iman’s quote represented the teachers’ working conditions in the classroom i.e., the class size and scarcity of time. Such conditions presented another concern regarding the classroom management that the designers ignored in their development of the textbooks and which evidently have influenced teachers’ classroom practices.

As for working at home, four first year teachers reported that there was a noticeable lack of homework in the textbooks. Even when they existed, they tended to be irrelevant as Sihem noted:

“Almost the homework is neglected in the textbook and only writing is given as homework. When it exists, the structure used is not enriched with notes. For example, in writing a letter, they do not give students guidelines or the layout of the letter.”  
[18/03/2019: Part 2, Q10]

However, Nora argued that due to the second year light syllabus, there was sufficient time to do homework practices in class:

“For second year, there is not much to give for homework. I prefer giving class-work because we have enough time to do it in class and give students individual attention.”  
[20/03/2019: Part 2, Q10]

It appears that there exists a gap between what the designers claimed to have implemented to support the development of learners’ skills and abilities, as mentioned in Chapter Two, and what they provided in the actual materials. As such, both teachers and learners insisted on having a variety of motivating and interactive activities that help them practice higher-order skills on their own and develop into autonomous and critical thinkers.

### 6.6.3. Appropriateness of Grammar and Vocabulary

It can be noted from the results in the grammar and vocabulary category (Appendix Q) that 76.8% of first year teachers and 68% of second year did not find the introduced grammatical structures adequate (Item 28). However, a notable number of second year teachers (24%) found them rather suitable. A higher number (80.8% and 80%) did not find the vocabulary introduced relevant to learners’ needs (item 29). Similarly, over 84% of both groups did not find the suggested activities sufficient to familiarise learners with new grammar rules (Item 30) or vocabulary (Item 31).

As for students (Appendix R), 78.5% of first year students and 70% of second year did not find the suggested grammar summaries useful. However, 21.4% of the second year found it suitable (Item 16). Still, over 84% of them did not consider the vocabulary introduced appropriate (Item 17). Both groups (84.7% and 85.2% respectively) did not feel that it included sufficient grammar practices (item 18). A slightly higher percentage of first year (87.7%) and 84.2% of second year did not think that the textbooks included enough vocabulary activities (Item 19). The following section discusses the end-users’ different responses through the qualitative findings.

Alike the survey’s results, many teachers felt that the presentation of grammar in the first and second year textbooks was problematic. Commenting on the second year textbook, Mira indicated that it is important to introduce grammar in highly practical and familiar situations to equip students with structures that enable them to communicate:

“There are few grammatical points, but they are not useful and well-presented. They give learners separate sentences and ideas. Then, they ask them to apply all of it in

writing. The student is lost. He does not know what to do and why is he learning this. This is why I never teach grammar from the textbook. I think that the teaching of grammar should be in context not mechanical [...] That is, we need to make learners live the situation through real-life examples so that they know where and how to use it.” [19/03/2019: Part 2, Q11]

20 students held similar views and suggested having clear and practical grammar lessons with more rule explanation to allow for individual learning as Asil pointed out:

“The textbook does not contain lessons that we can learn from on our own. There are no clear grammar rules followed by activities so that we understand the rules without the need to memorise them. Sometimes, I do not know why we learn that lesson until the teacher tells us why and where we will need it [...] They should add simple grammar lessons with examples from our life that can stay in our brains and we can often use.” [11/03/2019: Part 2, Q8]

Such views highlighted that the designers need to consider how to present and link the grammar to students’ lives so that they notice it and make use of it. This support claims in the literature that linguistic features which emerge from meaning-focused input are more accessible for learners as they allow them to develop a sense of language functioning (Cook, 2013).

Concerning vocabulary, seven teachers indicated that the vocabulary suggested in first and second year textbooks did not serve students’ needs and was inappropriate to their level and context. Aicha noted the importance of selecting and recycling vocabulary that matches students’ profiles and helps them use the target language. She argued:

“The textbooks’ vocabulary is difficult for learners that sometimes I need to explain word by word. Especially scientific terms that are not familiar to literary stream students. For me, if I want to teach vocabulary, I make a short text with examples from reality that students can understand and relate to [...] Something concrete not abstract. I also make sure to integrate or link vocabulary and grammar. The grammar lessons and examples must contain the vocabulary learnt in the previous lessons.” [19/03/2019: Part 2, Q11]

35 students also stated that the textbooks’ vocabulary was above their levels and as a result, they relied on the teacher’s explanation as illustrated by Louisa:

“It is difficult to learn English from only the book because there is no explanation of hard words that we cannot understand on our own [...] They should put words that fit our level with explanations, definitions, or translation of difficult ones like at the



beginning of the unit or on the margins so that it is easy for all of us to understand.”  
[27/02/2019: Part 2, Q8]

Furthermore, five teachers and 23 students suggested using attractive methods for vocabulary presentation as exemplified by Zohra and Fatima respectively:

“[...] It is clear how important it is to master the vocabulary of any language. Thus, we can make learners learn using attractive tools like games, songs, plays or illustrations.” [17/03/2019: Part 4, Q1]

“I would like to learn about vocabulary by having interesting texts to read and adding pictures to clarify the words and using games like crosswords and puzzles.”  
[10/03/2019: Part 4, Q1]

It can be noted from the above quotes that exposing learners to vocabulary that is above their levels without providing realistic context might be challenging and may result in learner’s demotivation and anxiety. This is in line with scholars’ claims who maintain that providing familiar vocabulary can facilitate learners’ acquisition and help them use the target language effectively (Maley, 2011; Zheng, 2012; Tomlinson, 2015).

#### 6.6.4. Effectiveness of the Teaching of Language Skills

When looking at the results in the language skills category (Appendix Q), 88.5% of first year teachers and 80% of second year did not believe that language skills were adequately presented (Item 32). Over 92% of first year teachers and 88% of second year did not find them integrated in a balanced way (Item 33). Furthermore, most teachers did not consider the listening scripts (96.1% and 88% respectively), the speaking practices (92.3% and 88%), and the writing tasks (96.1% and 92%) appropriate to learners (items 34, 35, and 37). As for the suitability of the reading passages, while 92.3% of first year teachers did not find them appropriate, over half of those of second year found them suitable. Yet, a notable number of them (36%) thought the opposite (item 36).

As for the students, the results (Appendix R) indicated that they found the proposed skills’ activities inadequate as 80% of first year students and 84.3% of second year considered the listening activities unsuitable (item 20). Slightly a higher number of them (86.1% and 87.2% respectively) did not believe that the speaking practices were suitable (item 21). Moreover, over 80% of first year and 70% of second year did not think that there were suitable activities to practice reading and writing skills (items 22 and 23).

During the interviews, all teachers declared that the textbooks did not enhance students' communicative skills though their aim was claimed to be so. Therefore, they suggested that the textbook offers opportunities for students to use English to express themselves and their experiences. This can be attained, as Nora illustrated, by reflecting upon real-life situations:

“Speaking is not given focus including the activities that support it. Nowhere in the textbooks it says: imagine you are such and such, make a speech. It is always write. I think the textbook should offer enough activities and opportunities to practice speaking using role plays and other life-like situations like how to book a room in a hotel, how to express opinions over a matter, and so on so that what they learn in class they can use and practice it outside class. Something related to students' life and ambition.” [20/03/2019: Part 2, Q12]

Many students (45 out of 60) also indicated that there should be interactive activities that allow them to practice possible real-life conversations as Rami noted:

“We are learning about rules only. We do not have activities that allow us to speak English. I think we should have activities that teach us how to speak and use English in our lives like dialogues about what happens in hotels, shops, airports and so on.” [27/02/2019: Part 2, Q9]

It appears that the designers over-emphasised language usage and overlooked the development of learners' communicative skills. They focused more on writing and rules at the expense of oral discourse mirroring real language use which clearly thwarted students' ambitions. Such skills can be developed through the incorporation of authentic and true to life role-plays and situations that can enhance language proficiency and foster creative thinking and creative language use as requested by both parties: teachers and learners.

Regarding listening, eight teachers maintained that they found difficulties in teaching listening due to the tedious and lengthy scripts and the lack of equipment. Khaled clarified this further:

“Our school is poor of materials to teach listening and most scripts are too long. So, students get easily bored and the voice of the teacher is helpless. They need to listen to native speakers. Sometimes, we are asked to record the script at home besides all the stuff that we have to do. Why not having short and interesting authentic English scripts from real-life language usage like short dialogues in airports, restaurants, or interviews with famous singers. This will motivate students and help them learn.” [20/03/2019: Part 2, Q12]

Such proposals concerning listening could be provided by the supporting resources which lacked heavily in the accompanying textbook package as reported in section 6.6.5 below.

In the same vein, 20 students remarked that they preferred learning through listening to dialogues and discussions as Khawla noted:

“I think we should learn English by listening to conversations of people speaking English and then discuss what we learned with the teacher.” [12/03/2019:Part 4, Q1]

The above comment highlighted once more the benefit of discussion and interaction, as highly demanded by teachers and students which can shape students’ attitudes and views, raise their motivation, and promote their reasoning and thinking (Bligh, 2000).

Concerning reading, although both first and second year textbooks contained many reading passages, teachers and learners found them rather long and outdated. Sana maintained that texts should be carefully arranged to avoid students’ loss of concentration and monotony:

“Most of the readings passages have either a lot of ambiguity in their words or they are long, boring, and outdated. They should be short and suitable for learners’ level, interesting, updated, with illustrating pictures to attract and motivate students.” [21/03/2019: Part 4, Q3]

25 students also indicated that the format, organisation, and flow of the text needed to be well presented to make them accessible as noted by Karim:

“There are many texts that are long and boring [...] The textbook should have short texts with pictures and pronunciation of difficult words so that we understand.” [25/02/2019: Part 4, Q3]

It is fairly noticeable from the above quotes that the terms boring and outdated were excessively used by teachers and learners to refer to how the tediousness of the textbook content turn off the learners’ cognitive and affective engagement. Indeed, the provision of texts that raise students’ awareness and interests can contribute to the development of their reading skills and as such enhance their language proficiency (Wallace, 2003).

Added to this, all teachers claimed that their students found difficulties in writing because they have not been trained to do so. Rayan explained this and argued that students needed to be prepared for the production phase through relevant guidelines and appropriate tasks:

“Writing is the most difficult skill to teach because it consumes long hours to be done



properly. Even if we outline an interesting topic and we teach them how to introduce it and how to develop ideas using discourse connectors, most students do not simply write because they do not know how to do so, and we cannot train them because the hours of teaching writing according to the syllabus are limited [...] Writing tasks should be graded and facilitated. There should be a summary of techniques that is practical and efficient showing students steps to follow to write a coherent paragraph. Also, special writing sessions should be provided for learners to help develop their writing skills.” [17/03/2019: Part 3, Q6]

This resonated with many students’ views who found writing to be a challenge as Lina noted:

“I think our textbook should show us how to write because most of us can do the activities, but we do not know how to write a paragraph. Sometimes, I have ideas and I try to write, but I fail to form correct sentences because I do not know how to do it.” [10/03/2019: Part 2, Q10]

The above quotes highlighted once again that the designers failed their task to provide adequate preparation and sufficient guidance in the textbooks to allow learners to synthesise arguments, organise and forge their ideas and experiences, make judgments, and cultivate their knowledge and as such promote critical thinking. It can be said that the designers neither dealt appropriately with all skills nor did they cater sufficiently for each.

Interestingly, Khaled indicated that the teaching of the four skills should overlap. He continued to suggest a technique of systematically integrating the four skills:

“The four skills need simplicity, gradation, and balance. Some techniques and strategies should be well implemented to integrate the four corners. For example, we can have a short reading text with graded questions. Then lexis so that they can use it in other contexts. Then, we take out grammar from that text. We do not design the text depending on the grammatical point to be taught. We teach the grammatical structure that is in the text chosen. Then dictation. Just a short paragraph three or five sentences. This is listening. They can exchange their drafts and then we write the correct spelling on the board and they correct their mistakes. This is fun and motivating and they will learn from their mistakes. Then, they will be asked to read it and we correct their pronunciation. This is speaking. This includes listening, writing, reading, and speaking in like five sentences. We can also ask them to translate it to their mother tongue.” [20/03/2019: Part 4, Q4]

Khaled’s quote detailed his personal view on how language skills can be integrated which demonstrate the teacher’s role in creating suitable opportunities for learners to master the language and interact in situations similar to the one they will engage in outside the classroom. This adds to the arguments on the vitality of their contribution and empowerment.

#### 6.6.5. Availability and Efficiency of Supporting Resources

The results in the supporting components' category (Appendix Q) indicated that over 92% of first year teachers and all of second year thought that the textbooks lacked supportive and accessible supplementary resources like CDs, tapes, and visual aids (item 38 and 39). Moreover, over 92% of them respectively did not find the teachers' guide useful (item 40).

As for the students (Appendix R), 89.2% of first year and 94.3% of second year did not think that the textbooks included useful supplementary resources (Item 24). Likewise, 86.1% and 95.% of both groups did not find the resources accessible (Item 25).

In line with the questionnaires' results, all teachers revealed that there were no accompanying resources with the textbooks that might assist or support them in teaching, as Zohra argued:

“The problem we face as teachers is the lack of materials that we need to teach. We do not have any CD or audiotapes that have the scripts or other material that we can use. I always search and bring videos, posters, pictures to support my lesson and I end up printing them with my own money because we cannot print freely. It is either they give me a valid practical and useful textbook or do not give me at all?” [17/03/2019: Part 2, Q12]

Zohra's quote highlighted that the supporting resources were aspects lacking from the textbook package thus indicating that the designers lacked innovative thinking to extend the students' skills by offering effective materials to be used inside or outside the class. She also pointed to the lack of equipment in the school which urged teachers to devote extra time and effort, on top of their workloads, in augmenting the textbook's content. As such, teachers suggested providing such resources to make teaching easier and classroom livelier as Sana illustrated:

“We need to have CDs and websites or something that we can download and give to students to listen to at home. Also, accessible up-to-date visual aids, tapes of interviews and dialogues, learning and teaching resources that enable teachers to adapt according to the class' needs. We are living in an era of technology, so we must follow the trends.” [21/03/2019: Part 4, Q5]

Many students expressed similar views and asked for links to various learning resources to help them undertake self-study, as indicated by this excerpt from Youcef:

“I would like to have a CD that contains lesson summaries, videos to watch or tapes to listen to the different ways of English pronunciations. They can add links to the internet of tests, games, quizzes so that we use them to learn and test ourselves.” [27/02/2019: Part 4, Q3]

Teachers and Students also suggested having a user-friendly workbook to enable students to practice different skills as Akila and Riadh commented:

“The textbook should include an independent section like a workbook for learners with activities to practice better and opportunities for a follow-up.” [18/03/2019: Part 4, Q4]

“I think they should make one textbook for class with texts and comprehension questions and another for lessons with summaries and many activities for us to practice outside the classroom and develop our skills.” [27/02/2019: Part 3, Q2]

Such comments highlighted once more the designers’ lack of awareness on how to make use of critical input in the textbooks and the supporting resources to provide students with outside-class practices and learning opportunities that develop their autonomous abilities.

Furthermore, the textbook writers suggested guides that were said to support and train teachers. However, seven teachers reported that these guides were ineffective. Nora explained this as follows.

“We are not given any guidance in the teacher’ guide. We have key answers and a few pages explaining how the textbook is designed and what the role of the teacher is. That’s all. Mainly in theory and nothing explained in detail. The worse problem with it is the writing part. Some teachers copy the same paragraph they found. Who wrote that? Do you think the person who wrote that is better than you? Sometimes, my students write beautiful paragraphs better than the one suggested. So, I never look at it in order not to be limited with it or turned into that kind of teacher.” [20/03/2019: Part 2, Q4]

Nora’s quote indicated that the teacher’ guide which was supposed to offer support and guidance to teachers actually restricted their creative skills. Interestingly, the teachers did not give any recommendations on the teachers’ guide perhaps, given their experience, they accentuated their knowledge and creativity as more influential than the teachers’ guide. This adds to arguments on the lack of expert thinking on the part of the textbook developers who, in any way, given the complexity of the learning and teaching environment, as we have seen throughout this chapter, cannot replace the consultation with teachers and learners.



### 6.6.6. Consideration of the Cultural Dimension

The results in this category (Appendix Q) indicated that most first and second year teachers (88.5% and 92%) did not think that the textbooks provided opportunities to learn about different world's cultures (item 41). Over 84% of them also did not think that local aspects were represented albeit 12% of the second year thought the opposite (item 42).

As to the students (Appendix R), the results indicated that over 80% of them did not think that the textbooks included multi-cultural aspects (item 26). Also, 67.7% of the first year students and 75.7% of second year did not think that the textbooks provided them with opportunities to explore their local culture, while 20% and 11.4% respectively thought they did (Item 27). The qualitative findings reported below explain such variations.

In line with the questionnaires' results, the teachers' responses indicated that the textbooks include superficial exposure to local or foreign cultural references though the aim was said to mirror both. Commenting on the first year textbook, Sihem stated that it is essential for the ELT textbook to include local aspects which enable them to personalise and localise learning:

"I think Algerian textbooks are designed in a standard way. I mean there are no indications of the Algerian culture. For other cultures, apart from a glance that is almost skipped on page three of a very small picture showing London Tower, learners cannot relate to the content of any language culture [...] I know that all the cultures of the world are precious and need to be considered, but one must first understand his culture. So, the local culture should be explored in the textbook to present lifelike situations because learners are not isolated. They need English to describe themselves and their culture." [18/03/2019: Part 2, Q13]

38 students also indicated that their local culture needed to be represented in the textbook to familiarise them with their traditions and history as exemplified by Lina:

"I think my country is so rich in different aspects that we do not know, and it has a lot of traditions and customs. We need to know more about our culture so that we connect with our country and we can promote it in the world when we travel." [10/03/2019: Part 4, Q5]

The above quote demonstrated students' awareness of the role they play as ambassadors to promote their local culture despite the country's socio-economic situations and the cumulative numbers of youngsters yearning about life abroad.

Furthermore, Zohra argued that the local culture was hardly tackled in one of the second year textbook units designated for the literary streams. She maintained that textbooks should reflect multi-cultural perspectives to enable students to acquire an intercultural awareness:

“Local culture is tackled only in the unit entitled ‘*signs of the time*’ for the literary streams. On page 15, there is a painting of Mohamed Racim, representing part of the Algerian culture in women wearing a traditional Algerian robe, the past architecture of buildings at that time and the food they used to eat. In the reading and writing sequence, some historical heritage sites like Kasbah and Martyr’s statute appears in the table to make plans for a visit to Algeria. But this unit is not in the scientific streams’ syllabus, so they are not exposed to such cultural signs [...] Normally, a textbook should represent a mixture of cultures to enable learners to know how others, either British or elsewhere, think, behave, and communicate successfully in cross-cultural situations.” [17/03/2019: Part 2, Q13]

The above quote from Zohra explained the variation in second year teachers’ and students’ views as those who teach and belong to the scientific streams found that the local culture was not reflected because the unit which included those aspects was not designed for those streams.

Over half of the participating students stated that being exposed to different cultures enables them to observe different cultural values, boost their motivation, and enrich their knowledge as Leila argued:

“I think the book should represent first our culture to sustain our legacy and traditions along with different cultures from the world such as British, Finish, Japanese and so on [...] so that we will be well-versed about others’ traditions and systems and compare them with our own. We will enjoy knowing about them, especially in English.” [25/02/2019: Part 4, Q3]

The above views demonstrated that interculturality was not a feature considered in the textbooks. However, the end-users’ suggestions to include enough samples from local, western, and non-western countries entail that textbooks may function as cultural resources that can be used to foster learners’ inter-cultural awareness and critical reflections.

## 6.7. The End-users’ Opinions on Continuing to Use or Otherwise the Textbook

Figure 5.3 below presents the results related to item (4) in the teachers’ and students’ questionnaire (Do you think the textbook you are using should keep being used).

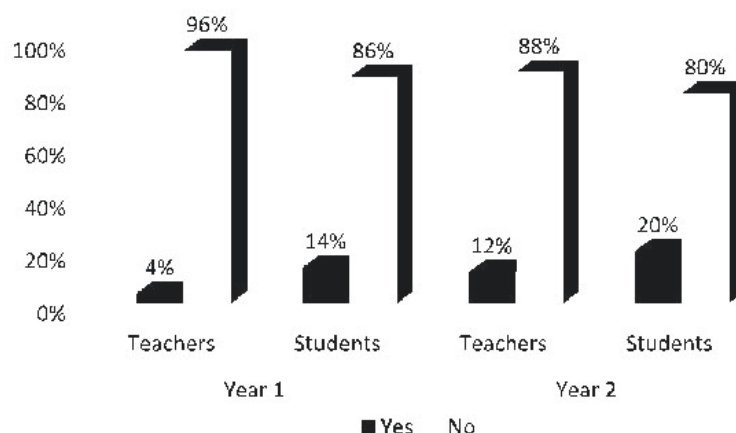


Figure 6. 3. The end-users' opinions on whether to keep using the textbook

The results indicated that the majority of first and second year teachers (96.2% and 88% respectively) and students (86.2 and 80%) did not want to keep using the textbooks albeit a small number of teachers (3.8% and 12%) and a notable number of students (13.8% and 20%) thought the opposite. The teachers' and students' arguments are reported below.

The teachers and students indicated that they do not want to keep using the textbooks because of their outdated content, boring topics, and irrelevant tasks as shown by the excerpts below:

T22: "These books are really a failure because the content no more interests students and do not serve their needs and capacity. It is neither motivating nor practical."

S15: "Because the ones who are using it do not like it. It is not well-designed to fit us and help us learn, and we rarely use it, and this shows how unimportant it is."

Conversely, the teachers who wanted to keep using the textbook argued that it provided the only reference for them to cover the syllabus and link them to learners:

T11: "Though these books are not always useful, they provide a link between the teacher and the learner, and we use it as a reference to accomplish our work."

Similarly, the textbooks constituted for some students a resource to learn as noted below:

S7: "Because it [the textbook] is the learners' best friend which has information about the language. As students, we need the textbook because we find lessons in it."



While the results of the data analysis indicated concerns about the textbooks' content, such minor praise highlighted that reliance on textbooks continues to exist as a valid reference and guide in the absence of other materials.

## Conclusion

This chapter presented the teachers' and learners' views and suggestions regarding the textbooks that they are using. The findings indicated that there were several issues that the end-users reported as lacking and thus desired such as: adequate training for teachers, choice and variety in content and supporting resources, attractiveness of the physical look and design, relevance of the topics to learners' social and study context, the use of authentic and life-like situations that raise learners' interest and boost their engagement, the use of thinking activities that encourage students to express and discuss their ideas and promote their communicative and intercultural competence, appropriateness of the grammar and lexis, balance in teaching of language skills, appeal of the reading and listening texts, and guidance in teaching writing.

Furthermore, while first year teachers seemed to be displeased with the intensity and crowdedness of the content especially the volume of units and grammar content, second year teachers appeared to be satisfied in terms of the time allocated to cover the syllabus, the number of units, and the textbook's level. It appears that the designers failed in their task to translate critical thinking and autonomy to the prescribed textbooks as they did not provide opportunities to optimally facilitate the development of students' skills. All these reasons suggest that although teachers and students were unquestionably left behind in material design processes, they demonstrated an acute awareness of progressist trends and innovative thoughts about effective materials that allow teachers to enhance their knowledge and expertise and learners to grow as autonomous, creative, and critical individuals. As such, they should be at the heart of prospective material development in order to find out how to meet their complex needs, wants and interests.

The analysis of the end-users' views and wants has also provided insights into their use of the textbook as will be reported in the next chapter which tackles findings that are pertinent to answering the third research question.

## Chapter 7: The Teachers' and Learners' Use of the Textbook

### Introduction

The literature review argues that there is a paucity of research on teachers' and students' use of ELT textbooks. This chapter presents the findings related to the third research question which sought to explore how the materials are used by teachers and students. It is divided into four main sections. Section 7.1 offers a cross-case analysis to find out how teachers re-interpreted and mediated the same textbook materials. As an attempt to further understand teachers' textbook use, section 7.2 presents an analytical description of teachers' techniques, forms, foci, and reasons for adapting the textbook materials. Section 7.3 deals with the students' responses to their teachers' adaptation. In section 7.4, the factors which influenced the teachers' use of the textbook are reported. The last section (7.5) presents the findings on students' textbook use inside and outside the classroom.

### 7.1. Teachers' Mediation of the Same Textbooks Materials

As indicated in Chapter Five, I observed 10 teachers and audio-recorded 60 lessons over six weeks. I took field notes on how the materials were used and if they determined the lesson content and presentation in order to understand the processes of teachers' decision-making as well as their motives behind them. The pre-and post-observation discussions with teachers were useful as they allowed access to their reasoning and aided my interpretation of their practices. Given the nature of their teaching in standardised courses i.e., following the syllabus and yearly planning, the teachers frequently taught the same sections from the textbook. The tables below present two examples of teachers' use of the same textbook materials. These were respectively the case for classes of Sihem, Iman, and Khaled for first year students, and classes of Zohra, Mira, and Nora for the second year ones. The results are reported below with the teachers' supportive comments.

#### 7.1.1. Sihem, Iman, and Khaled: Localising the Learning

Table 7.1 below reports on how Sihem, Iman, and Khaled exploited the suggestions in the 'Developing skills' rubric in the first year textbook [p.150-153]. The sequence begins with a reading text about a cleaning product advert followed by comprehension activities. The 'stop and consider' rubric aims to teach the structural form of the conditional. It begins with a

grammar summary placed on a screen and a task to allow the students to practice the conditional form (See Appendix T for snapshots of the textbook's pages).

Textbook Procedure	Sihem	Iman	Khaled
Developing Skills (Reading Passage)	(Used)	(Used)	(Used)
Developing Skills (Task 1: circle the correct letter in the box and indicate your degree of certainty)	X (replaced with activities developed by the teacher)	X (replaced with activities developed by the teacher)	X (replaced with activities developed by the teacher)
Developing Skills (Task 2: read the definitions of the text type below then circle the type of the text)	√ (Adapted)	√ (Adapted)	√ (Adapted)
Developing Skills (Task 3: listen to these sentences from the text and mark the intonation)	X (deleted)	X (deleted)	X (deleted)
Developing Skills (Task 4: rewrite the two questions to make them more grammatically correct)	X (deleted)	X (deleted)	X (deleted)
Developing Skills (Task 5: what type of register (formal/informal) does the author use? What for?)	√ (Adapted)	X (deleted)	√ (Adapted)
Developing Skills (Homework: use the information in the box to write a 'green' advert about the use of the bag)	X (replaced with homework developed by the teacher)	X (deleted)	X (deleted)
Stop and Consider (Reminder I: conditional type 0)	X (replaced with a self-created worksheet)	X (replaced with a self-created worksheet)	X (replaced with an experiment and self-created worksheet)
Stop and Consider (Task1: match the conditions in column A with their results in column B, then join them to form complex sentences, using IF with the correct tense)	X (replaced with activities developed by the teacher)	√ (Adapted)	X (replaced with activities developed by the teacher)

Table 7. 1. Sihem's, Iman's, and Khaled's textbook use [first year: unit 5 (p.150-153)]



In general, all three teachers modified the textbook's suggestions though they used the proposed reading passage. Unlike Iman, both Sihem and Khaled used a warm-up to introduce the text and link it to the students' lives, although the textbook did not suggest any warm-up. Sihem wrote the title on the board and initiated a discussion with her students about different cleaning products and what kind they buy. On his part, Khaled remarked to the students that there were papers on the ground, took a basket and walked around asking students to put the papers in the basket while discussing with them the type of products they use, what they know about them, and their effect on the skin.

What was interesting was that both Sihem and Khaled not only brainstormed their students' ideas and activated their prior knowledge but also managed to elicit the target vocabulary before reading the text. As for the reading text, although Iman perceived the suggested input as outdated and boring, she used it explaining that:

"If I want to change and use another text, I have to prepare it and then print it for the students. But, the busy timetables and the conditions of the school do not allow me to do so. This is why I used it, although it is old and boring. But I created my own activities for it." [21/03/2019: Part 3, Q1]

It appears that what limited Iman from bringing her materials were contextual factors related to time shortage and school lacking facilities. Yet, she devised other post-reading activities. In fact, the three teachers were less dependent on the suggested post-reading activities as they all adapted them in different ways. Khaled rewrote task 5 because he felt it was inadequate. He personalised and localised it by discussing some local adverts and the type of register used in them which made students enthusiastic as many recognised the adverts and were eager to share their views. During the post-observation discussion, Khaled commented:

"I asked and discussed our local adverts and products to make them link what they are learning to their lives and develop their critical thinking." [15/02/2019: Informal discussion]

Sihem also asked students about the different word categories of certain target vocabulary (e.g., recyclable, effectiveness) though this was not suggested in the textbook, maintaining that:

"I thought of further familiarising them [the students] with the new vocabulary and enabling them to learn more words when the opportunity came up." [18/03/2019: Part 3, Q2]

The above quotations from Khaled and Sihem indicated that their long teaching experience (25 years) allowed them to expand on the available resources to create natural learning opportunities and helped students to connect with their world in order to boost their engagement and promote their thinking and language skills as we shall see in section 7.4.2 below.

Keeping the same grammar focus on the conditional tense, all teachers created their worksheets and used different approaches to teach grammar. Khaled, for instance, conducted an experiment in class to teach students about the conditional type 0. He asked questions and students answered then he explained the form and the tenses used. In the practice phase, Khaled devised his own tasks to help learners to comprehend and exploit the new input admitting that:

“Most of the time the activities are useless and do not allow students to adequately practice the language point. So, I do it my way.” [20/03/2019: Part 3: Q4]

Iman did not use a warm-up to introduce the lesson but devised her own examples and practices then used the textbook’s activities for extra practice arguing that:

“I gave them examples and the rule, and we practised using my own activities. Then, I used the tasks suggested because they are complicated and by then learners would have reached a certain level of knowledge and would be able to do such tasks.” [21/03/2019: Part 3, Q3]

Iman also felt it necessary to add free practice activities. She asked her students to write three sentences using the words from the previous activity. She further explained:

“Students seem to have a problem with writing. I always try to ask them to write in class or at home and then I give individual feedback and help them structure their sentences.” [21/03/2019: Part 3, Q6]

Apparently, Iman preferred not to adhere closely to the textbook procedure because she took her students’ levels into account. She seemed also aware of the need to continuously assess her students and provide feedback to them to help develop their writing skills, an aspect overlooked by the textbook designers as indicated in section 6.6.4.

Sihem also used her own materials because she was displeased with the textbook grammar presentation. She divided the class into groups and asked them to answer questions like “what will happen if: you put water at a low temperature ” in order to get them to generate

sentences using the conditional. She then discussed the functions and tenses of the sentences they formed. She commented:

“I never teach grammar from the textbook because it is complicated. If I use it blindly, I will not capture who got it and who did not. I think every teacher should prepare the lessons according to his learners and facilitate things so that they can easily grasp it.” [18/03/2019: Part 3, Q3]

Although the teachers favoured their self-developed materials to teach the conditional, the fact that they were not permitted to skip it, made them responsibly replace it with other materials. It can be said that the teachers used the textbook as an ancillary material as they did not follow it as a script but departed from it and followed their own. Hence, evidently, the promoted methodology by the textbook designers did not automatically translate into teachers’ practices. In this case, if the textbook offered a given approach to teaching, it is the teachers who decided either to adhere to it or be eclectic.

#### 7.1.2. Zohra, Akila and Nora: Bringing Life to the Classroom.

Table 7.2 below reveals how Zohra, Mira, and Nora re-interpreted the second year textbook materials. The sequence ‘listening and speaking’ is themed around the topic of university open day [p. 86-88]. Beginning with a warm-up picture showing an advert of an open day followed by a tip-box for suggestions and reply expressions. Then, a pair-work practice on giving advice. The writing-up rubric [p. 88] also asked students to seek and give advice through letters writings (See Appendix T for snapshots of the textbook’s pages, students’ handouts, and other teachers’ adaptations).



Textbook Procedures	Zohra	Mira	Nora
Listening and Speaking (Warm-up: skim through the advertisement below and answer the following questions)	X (replaced with warm-up developed by the teacher)	√ (Adapted)	√ (Adapted)
Listening and Speaking (Task 1: listen to your teacher reading a dialogue and check your answers to question 1)	X (replaced with activities developed by the teacher)	X (deleted)	X (deleted)
Listening and Speaking (Task 2: listen again to your teacher and answer the questions below)	X (replaced with activities developed by the teacher)	√ (Adapted)	X (deleted)
Listening and Speaking (Tip-box: expressions of making suggestions, agreeing, and disagreeing)	√ (Adapted)	√ (Adapted)	X (deleted)
Listening and Speaking (Your turn: pair-work. Imagine that your friend was in a dilemma. Suggest to him/her a solution to get out of it)	√ (Adapted)	√ (Adapted)	X (deleted)
Listening and Speaking (Write it up: 1. Imagine you are in a dilemma, write a letter to an 'agony aunt' to ask for advice)	X (Given as homework)	√ (Adapted)	X (Given as homework)
Listening and Speaking (Tip-box: agony aunt)	√ (Adapted)	√ (Adapted)	X (deleted)
Listening and Speaking (Write it up: 2. Now, imagine you are an 'agony aunt'. Read your partner's letter and reply by suggesting a solution to his/her problem)	√ (Adapted)	√ (Adapted)	√ (Adapted)

Table 7. 2. Zohra's, Mira's, and Nora's textbook use [second year: unit 4 (p.86-88)]

To start with, Nora did not use the textbook sections linearly or consecutively following their initial order albeit she used the suggested topic. The whole sequence, including the listening script and the tasks, was radically transformed. Instead of asking students to skim through the advert and answer the questions, she used the advert to discuss the students' views about their educational system using both the target language and L1 to facilitate students understanding. She also used the suggested dialogue to introduce the writing task. Nora argued:

“I skipped this [pointing to the textbook] because you feel like you are doing the same thing. It is time-consuming and not fruitful. I tried to take them out of their boring context. The textbook context. It is more motivating than what is suggested.”  
[20/03/2019: Part 3, Q3]

Nora modified the textbook materials and added her own because she found the suggested tasks inadequate and monotonous. She also believed that the writers did not provide the essential writing strategies as she introduced to the students a writing technique entitled “*power*”:

“Writing techniques are something that I had to explain to students because nowhere in the textbook was I shown or at least asked to teach how to write.” [20/03/2019: Part 3, Q4]

In turn, Mira adapted the textbook suggestions by asking students to summarise the dialogue in their own words. She also modified the rubric ‘your turn’ by asking them to give examples of dilemmic situations from their personal experience. She maintained:

“I tried to personalise the task by asking them to give examples from their own experience. They use English when it is related to their lives even words. They have ideas and can write about any topic. They just need our assistance and guidance.”  
[14/02/2019: Informal discussion]

Zohra also decided to bring in authentic materials including pictures about open-days in British and American universities as a warm-up, a dialogue between two friends planning to go to the cinema as listening and practice for making, replying to and refusing suggestions, along with some genuine letters sent to an agony aunt for the writing phase. Zohra indicated that she used other materials because she felt that the ones suggested by the textbook lacked authenticity, commenting that:

“The textbook is lacking life and variety [...] I try to present real-like materials, pictures, conversations, and letters to keep my students interested and motivated.”  
[17/03/2019: Part 3, Q6]

The teachers also used different techniques to get students to reply to the letters. Nora requested her students to exchange the anonymous letters they wrote for seeking advice. She first asked them to reflect on their peer’s letters using the writing technique she taught them then to reply by giving suggestions. Zohra brought in real letters from agony aunts and asked her students to reply to them (See Appendix T). Mira, on her part, ran an activity-based class organised with another teacher so that their students could make a reply to the letters.

The observations revealed that in spite of using the same textbook, the lesson of each teacher came out differently because of their unique ways of exploiting the material. With the lack of activities encouraging critical thinking in the textbooks, it is clear that the teachers adapted the materials to stretch the students by localising the learning, bringing life to the classroom, creating opportunities for them to voice their opinions, use their critical eye, and as such promote critical thinking as we shall see below in section 7.2.5.1.

It can be concluded that although the textbooks were the official materials in the Algerian context and teachers could use them at least in parts of their lessons, they were not found to be the most relevant materials assiduously followed by the teachers. The latter tended to adapt and mediate the materials based on their knowledge of their learners' needs, levels, and interests and in agreement with the syllabus objectives but not necessarily with the designers' orientations. Textbook adaptation was, accordingly, a major aspect of material use which is reported below.

## 7.2. Adaptation of the Textbook Materials

The above cross-case analysis highlighted that teachers may use the same materials in a variety of ways. As noted in Chapter Five and to identify the teachers' adaptations, I used McGrath's framework to analyse the data from the classroom observation and the interviews in order to identify the teachers' techniques, foci, timing, and reasons for adaptations. McGrath (2013) offers four general questions through which textbook adaptation practices can be understood: how? what? when? and why? teachers adapt as seen in section 3.6.1 in Chapter Three. To start with, I report in the next section on the teachers' procedures for the pre-adaptation phase, an aspect that was not considered in McGrath's proposal.

### 7.2.1. Procedures for the Pre-adaptation Phase

Figure 7.1 below demonstrates the participating teachers' pre-adaptation procedures. It indicates that the teachers followed three steps before deciding about their adaptations: reading or trialling the materials, evaluating, and adapting.



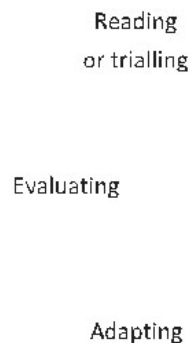


Figure 7. 1. Teachers' pre-adaptation procedures

The first step that emerged as taking place in the pre-adaptation phase was reading. The teacher read the material in advance in preparation for the class and evaluated (evaluating) it simultaneously by judging its suitability to the learners as eloquently explained by Mira:

“When I read and see the negative points in the textbook, I mean when I see that the content will not suit my learners and will not facilitate their learning or develop their learning strategies then, I must look for alternatives which will work.” [19/03/2019: Part 3, Q5]

It appears that teachers used their judgment much more when they first read the materials before using them with the students which highlighted their role in decision-making regardless of the designers' guidelines. Alternatively, teachers may decide to adapt the materials after trying them in class (trailing). For example, Sana replaced a suggested reading passage with a more appropriate one after previously using it in the classroom explaining that:

“Sometimes you find that the text is really boring like communication: the press. I tried it many times. Students are not interested in what a newspaper says because it is old fashion for them. So, in this case, I had to find an interesting alternative.” [21/03/2019: Part2, Q2]

Clearly, Sana endeavoured to link the materials to her students' interests to avoid their detachment and facilitate their learning as we shall see in section 7.2.5.2 in this chapter. This indicates that teachers did not rely only on their intuition to decide about the materials' use but also on their knowledge about and analysis of their learners' profiles and reactions to the materials.

Once the evaluation of the materials was completed, teachers identified what and how to adapt. Interestingly, teachers used several adaptations techniques which are discussed below.

### 7.2.2. Techniques of Adaptation

Table 7.3 below shows the frequency of teachers' use of different forms of adaptations. The letters used at the top of the table refer to teachers' initials while the left column shows the list of adaptation techniques borrowed from McGrath's framework reported in section 3.6.1.1 in Chapter Three. However, as adaptation is 'an intuitive, organic, dynamic but principled creative process' (Tomlinson and Masuhara, 2017, p.105), I also identified two techniques (highlighted in bold in the table below) deployed by the teachers which were not listed by McGrath but are reported along with his suggestions in the following section.

Adaptation techniques	First Year						Second Year						Total
	N	R	SI	I	SA	K	N	R	AI	M	AK	Z	
Addition (Expansion)	1	1	2	2	1	2	2	2	2	2	2	3	22
Addition (Extemporisation)	1	2	2	1	1	1	2	1	2	1	2	1	17
Addition (Extension)	-	-	-	-	-	-	-	-	-	-	-	-	0
Omission	4	2	1	2	1	1	2	-	1	2	2	3	21
Replacement	2	-	1	2	-	1	1	2	1	2	2	2	16
Supplementation	3	2	-	1	-	-	3	2	1	1	-	2	15
Change – Simplification	2	1	3	2	1	3	1	2	1	2	2	2	22
Change – Complexification	-	-	-	-	-	-	-	-	-	-	-	-	0
Change - Rewriting	-	1	1	1	-	2	1	-	1	2	-	1	10
Change - Restructuring	1	1	1	-	1	1	-	-	1	1	-	2	9
Change – Curating	1	1	-	-	-	1	1	1	-	-	-	1	6
Change - Combining	-	1	1	-	1	-	-	1	-	1	-	-	5
<b>Total</b>	15	12	12	11	6	12	13	11	10	14	10	17	143

N: Nora/R: Rayan/ SI: Sihem/ I: Iman/ SA: Sana/K: Khaled /AI: Aicha /M: Mira/AK: Akila/Z: Zohra

Table 7. 3. Frequency of teachers' adaptation

To start with, Expansion, a form of addition, was the most common adaptation technique deployed as all teachers added tasks before or after carrying out the textbook's suggestions. Iman, for example, asked her students to give examples of words and their opposites using affixes then to employ them in writing two unusual or funny meaningful sentences. She created a table for students' answers and the losing group would bring sweets to the class which motivated students to share their sentences. She explained:

“The textbook does not give any back-up or follow-up activities. I added others because I wanted to give them real practice situations to get in the habit of writing and at the same time they practice affixes in a fun and motivating way.” [21/03/2019: Part 3, Q2]

Extemporisation was another frequently employed procedure in the addition category. All teachers made spontaneous decisions as a reaction to emergent situations in the classroom. For instance, Nora asked one of her students to open the window. Then, she asked the rest of the class to report the conversation to practice reporting orders though this was not part of her lesson plan.

“I did not plan to do such an activity, but I wanted to give my students real practice situations. By doing so, I am sure that if I ask about it, they will directly remember the situation and answer me.” [20/03/2019: Part 3, Q2]

However, Extension and Complexification were not spotted in the participating teachers’ practices. Given their negative evaluation of the textbooks, the teachers tended to omit and use their own or external material when they felt that the textbook suggestions were inappropriate to students. Indeed, Omission was the second frequently used technique as almost all teachers deleted parts of the textbook that appeared to be unnecessary or had no clear purpose. For example, Mira omitted the writing task in second year textbook [p.68] for the process of using solar energy to power a house because she doubted its relevance to her students’ context. She explained:

“I have never done this activity because it is too complex. Students do not have any idea about this. Even if I explain every single word of the picture, they will not get it because it has nothing to do with our reality and Algerian context.” [19/03/2019: Part 3, Q2]

As a form of change, Simplification was also the most frequently used technique. All teachers simplified the instructions of the textbook and on occasions used both L1 and L2. To illustrate, Khaled narrated a story about how Alexander Fleming discovered Penicillin in English while explaining some words in French and Arabic.

Aicha also simplified the warm-up [second year textbook: p.80] by linking it to what her students from the science stream were learning in mathematics to introduce the reading text.

“Pre-reading is not suitable. I introduced the text in a simple way. I asked questions related to students and their stream. They guessed and then they checked their answers.” [19/03/2019: Part 3, Q1]



Replacement was also commonly used as most teachers replaced the suggested grammar procedure with other materials. Sihem used a short interview between a journalist and a secondary school student about bilingualism in Algeria and asked students to work in pairs to report the speakers' words and apply the reported speech. She explained:

“I used other materials because I needed more interaction and I cannot have that from the textbook. I needed something suitable and interesting.” [18/03/2019: Part 3, Q6]

Supplementation was as frequent as replacement, although it was not used by all teachers. Many participating teachers turned to different sources and added a plethora of complementary materials for affective as well as practice purposes. Nora brought a group-work game to practice reporting questions (See Appendix T). The game contained questions written in small font size. Students were asked to zoom in the questions and report them. To motivate students, Nora set a prize for the first pair to report the questions. She noted:

“I tried to make them use the reported speech but in a fun way. Because, if I have a whole unit about reported speech and I do not put them in a situation where they have to report speech, what is the point then? Pointless.” [20/03/2019: Part 3, Q1]

Rewriting was also one of the commonly used techniques. Almost all teachers modified the textbook's suggestions to link them to students' life and context. For example, both Iman and Sana localised task two in the first year textbook [p.153]. Iman replaced the prime minister with the mayor of the city and Sana asked students to imagine being the current Algerian minister of the environment in giving suggestions to protect the environment.

Restructuring, another sub-category of change, was almost as frequent as rewriting though it was mostly the procedure that the teachers reformed. For example, Iman used the suggested warm-up in the first year textbook [p.144] orally. She argued:

“The activity is reading for me. It is too much. It is supposed to be a warm-up for the text on the next page, but it is too long. This is why I did it orally.” [21/03/2019: Part 3, Q5]

By far, the frequent techniques employed following McGrath's suggestions were addition, omission, replacement, supplementation, and simplification. The two adaptation techniques identified in this study which were not mentioned by McGrath are: curating and combining.

To start with, a technique which I call curating was identified in the practices of the more experienced teachers (e.g., Nora, Rayan, Mira, and Sihem). The verb 'to curate' is derived

from the Latin word 'curare' which means 'to take care'. This term is often used in the field of museums and cultural heritage to refer to the process of gathering, categorising, and presenting information relevant to a particular topic (Harvey, 2010). Thus, I'm using the term **curating** here to refer to how teachers contemplated to play around the textbook content and the resources available to them and selected the most appropriate content to enhance their students' learning. To illustrate, Rayan adopted a task from the first year textbook about renewable energies and used it as a warm-up for the writing phase in second year textbook [p.68]. He noted:

"I used the activity to focus students' attention. It is not like you go through three or four activities to get to the writing part. Students are directly asked to write. Even if they can understand the items, but they are unable to use their knowledge. So, I tried to make them **link first words at sentence level then sentences at paragraph level.**" [17/03/2019: Part 3, Q2]

It is clear from Rayan's practice that he intended to allow learners to gradually form their paragraphs by introducing the lexis needed which was listed in the adopted activity. He also aimed to facilitate their comprehension and focus their attention before asking them to write in order to offset the textbook' deficiencies in teaching writing skills as he argued in section 6.6.4 in the previous chapter.

Nora also used a chain activity suggested in the third year textbook [p.116] to practice the conditional as it contained vocabulary that she perceived to be useful to learners. She justified:

"I thought of using the chain activity because it was much more fun and interesting, and it is related to students [...] It always has to do with the learners. So, if they are literary, they have to deal with something that is more like them [...] differentiation. There is no one size that fits all." [20/03/2019: Part 3, Q6]

It is clear from Rayan and Nora's practices above that their extensive knowledge of the textbook series' content and their understanding of their learners' profile allowed them to display the textbook content in ways to suit the individual differences amongst their learners and serve their needs and interests. Such practices highlight teachers' flexibility, confidence, and knowledge of the materials at their disposal which resulted in a form of artistic masterminding for the lesson arrangement and exploitation of the materials in hand.

Another technique which I refer to as combining was identified in some teachers' practices. Khaled, for instance, combined tasks one and two from the first year textbook [p.93] by asking students to work in pairs in reporting the speakers' speech, although it was not a pair-work activity to avoid redundancy and be maximally time-efficient. He justified:

"I noticed that the two tasks are the same. Both have the same objective. So, I combined them I just combined them in order not to lose time." [20/03/2019: Part 3, Q1]

Based on her knowledge of her learners' levels, Mira also combined two activities to practice the conditional [second year textbook: p.82] as she found them monotonous:

"There is what we call differentiation of activities. Tasks one and two are the same, typically the same. What they added in task two is the function. It is long for no purpose and this will get students bored especially if they have already got it." [19/03/2019: Part 3, Q4]

Such practices highlighted that teachers tended to use their 'spurs' (Harmer, 2001. p.8) of creativity in arranging the textbook suggestions in the ultimate manners that best matched their students.

Going back to the results, the participating teachers showed instances of different adaptation techniques including those proposed by McGrath (2013). This indicated that the teachers' creativity was unpredictable, instinctive, and vigorous and can take different forms and foci. Thus, it would not be surprising that far more strategies could be identified if a larger sample is considered. However, having a textbook which requires frequent adaptations may cause an intolerable drain on teachers especially those working in the conditions that I observed (e.g., time pressure, large class size, strenuous timetable, and lack of resources) as seen in sections 6.6.2 and 6.6.5 in the previous chapter. The section below reports on the teachers' foci of adaptations.

### 7.2.3. Foci of Adaptation

The findings reveal that the foci of most teachers' adaptations were axed on language and level as all teachers have adapted the textbook's suggestions to suit their learners' levels. Extemporisation, expansion, simplification, and replacement were commonly used for language and ability levels. Supplementation, omission, and curating were identified regarding content as many teachers skipped the textbook's proposals, supplemented it with



up-to-date materials, or modified it to suit learners' profiles. This seemed logical, as illustrated in Chapter Six, given that they all held unfavourable opinions about the textbooks' content for being outdated and irrelevant to students' needs and contexts.

Concerning processes, teachers employed fewer adaptations directly addressing processes by re-writing, re-structuring, and combining the proposed textbook's procedures. This might be due to the institutional constraints which prevented them from altering the procedures of textbooks' materials as explained below in section 7.4.1.

#### 7.2.4. Timing of Adaptation

Figure 7.2 below presents the frequency of teachers' adaptation in relation to the timing decision of their adaptation.

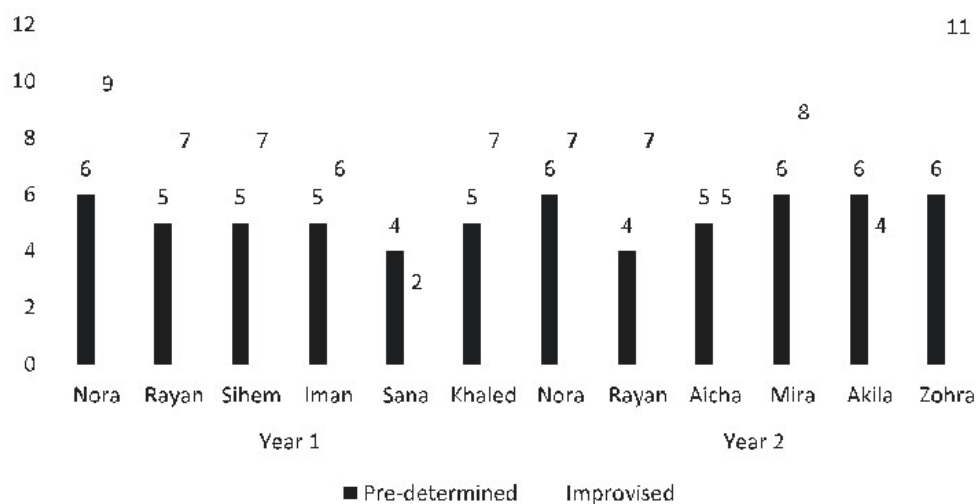


Figure 7. 2. Frequency of teachers' adaptations according to the timing

It appears from the above figure and the lesson plans to which I had access that the timing of teachers' adaptation differed and can be classified into: pre-planned (pre-determined) and improvised (ad hoc). Improvised adaptations were more frequently implemented than pre-planned ones which indicate that most teachers' adaptations were an intuitive practice that was mostly subject to the flow of the lesson and the students' reactions. What was immediately noticeable was that teachers like Nora, Rayan, Sihem, Khaled, Mira, and Zohra who have between 13 to 31 years of teaching experience made more spontaneous decisions

than the other teachers. This indicated that they possessed certain meta-cognitive capacities, as a result of their experience, to react to unanticipated situations in the classroom.

Furthermore, and based on teachers' practices, I identified two types of improvised adaptations: provocative and responsive. Provocative adaptations were initiated to increase students' learning, broaden their horizons, and boost their engagement and motivation. For instance, after doing the crossword suggested in the second year textbook [p.85] about different sciences, Zohra discussed with the students the focus of the sciences and if they wish to be specialised in any.

"I asked them about the sciences suggested in the textbook to broaden their knowledge and draw their attention." [11/02/2019: Informal discussion]

Responsive adaptations refer to the adaptation used when teachers adjusted and modified their lesson plan as a response to students' needs or an unforeseen challenge. For example. Rayan noticed that his students made mistakes in the pronunciation of final /ed/ when correcting an activity about the passive voice [second year textbook: p.71]. He then modified the suggested role of the task and used it to get learners to practice the pronunciation of final /ed/. He explained:

"I asked them to classify the verbs into the pronunciation of final /ed/ because I noticed that the majority get it wrong. So, I decided to incorporate it." [18/02/2019: Informal discussion]

It is evident from the above that there exists a strong link between students' reactions and teachers' counter-response to those reactions. Indeed, teachers tended to take advantage of all emergent situations to create learning opportunities that were not predicted by the textbook or the lesson plan. In the section below, I shall examine teachers' rationale for adapting the textbook.

#### 7.2.5. Reasons for Adaptations

The teachers' interview responses showed that their adaptations were triggered by a multitude of reasons which correlated together to prompt their adaptations. These are reported below.

### 7.2.5.1. Providing Opportunities for Learners' Engagement and Criticality

As mentioned in section 6.6.2 in the previous chapter, many teachers contended that learners were not presented with materials that allow them to express their opinions and develop their critical thinking, although the designers claimed the opposite (See section 2.5 in Chapter Two). Hence, they adapted the material to create opportunities for learners to voice their ideas and perspectives. For example, Mira used the advert suggested about university open day to discuss the Algerian and European educational systems and their opinions about it. She maintained:

“It is easy to get students to speak. We just need to give them the chance. I try to discuss everything with them and make them ask why for everything to develop their critical abilities. For a student to show his competence you need to give him a space to express himself. We do not have this. We only say do this and write this. Taking everything for granted. Giving orders only because we are told the same by inspectors.” [19/03/2019: Part 3, Q7]

Mira raised a pertinent issue here. She indicated that the denial of teachers' agency whereby the role of the teacher is limited to that of a mere technician was detrimental to both teachers and students. Moreover, after teaching students a writing strategy, Nora asked her students to reflect on their peer's writing using the “power” technique. She then discussed with students their feelings when reading someone's else work and how to use one's critical eye when editing:

“I try to develop their abilities to use their critical eye because they are used only to traditional questions of who and what. I want them to create, engage, and discuss.” [20/03/2019: Part 3, Q5]

In the same vein, Sihem replaced a task in which students were asked to write a biography about one of the suggested inventors. Instead, she asked students to find a living inventor with a Facebook account and to write a paragraph about him. She commented:

“I noticed that when we talk about inventions it is always Albert Einstein, Alexander Graham Bell [...] I mean did people stop inventing. We made students think that the age of inventions is over, but that is not the case. People are still thinking so they can invent [...] I wanted them to bring something recent, alive, and motivating.” [16/01/2019: Informal discussion]

The teachers' call for activities that encourage critical thinking in the textbook, by creating opportunities for them to analyse, assess, and challenge, were evidence for teachers'



adaptation of materials to enable students to become independent thinkers. Such aspects the textbook designers failed to translate into the materials to facilitate the teaching of critical thinking skills. The failure of implementing such elements by the textbook designers emerged as a major lacking element in the textbooks as seen in chapter Six.

#### 7.2.5.2. Responding to Learners' Profiles

All teachers reported that the primary reason for most of their adaptations was to respond to their students' needs, levels, and interests. They used more appealing materials to boost their students' learning and motivation and increase their participation. For example, Mira asked her students to imagine being at a wedding where the DJ was making a lot of noise and asked them to write about the consequences of noise pollution, though this was not suggested by the textbook writers. She reported that she varied the activities and instructions according to her students' needs, interests, and capacities:

“I know my students better than anyone else. This is why I implement what suits them [...] For example, when I notice that learners have not fully grasped the language point, or I feel that they find something confusing or boring, I need to reconstruct my instructions, and add and use what interest them [...] I need my students to be more motivated since they do not like to be related too much to the old fashion way of learning. Instead, they like something trendy and motivating like technological tools.”  
[19/03/2019: Part 3, Q8]

What is noticeable in Mira's quote was that she did not comment negatively on the students' proficiency level. She appeared to be aware of the need to vary her teaching methodology to suit her learners' profile which indicated that teachers tend to rely on their intuition and knowledge of their learners in judging which part of the textbook requires adaptation.

#### 7.2.5.3. Adhering to One's Beliefs and Teaching Styles

Six teachers reported that they made adaptations because their beliefs and teaching styles were different from the textbook designers. For example, Rayan used adaptations strategies because he felt it was his responsibility to present materials which were effective and motivating. He noted:

“I adapt and supplement not to be enslaved by the book. I think it is up to the teacher to make lessons interesting and activities motivating [...] This is why I tend to choose

from other sources and bring materials to help students and engage them.”  
[17/03/2019: Part 3, Q8]

The above quote highlighted that the teachers had their views about teaching and learning which affected how they used the textbook. They invariably remained with their teaching style regardless of the designers’ guidelines especially when these guidelines were incongruent with their beliefs.

#### 7.2.5.4. Avoiding Burning out and Boredom

Apart from efforts to cater for learners’ needs and interests, teachers appeared to adapt the textbook materials to avoid burning out their energy for doing the same thing as Nora argued:

“Personally, I try to find alternatives whenever I can for me not to be tired in the first hour of the day and to be bored by doing the same thing with different classes.”  
[20/03/2019: Part 3, Q8]

Two teachers also maintained that they tended to adapt or skip the textbook’s suggestions in order to avoid redundancy or lassitude. For instance, Akila skipped the proposed activities in the first year textbook [p.158-159] as she felt that they were unrelated to her learners’ context.

“I skipped task two because it is the same as task one. Even the examples they gave are useless and do not fit our reality [...] When I see that the activities are repeated or when I know that they are useless or inapplicable, I skip them.” [18/03/2019: Part 3, Q1]

#### 7.2.5.5. Offsetting the Textbook’s deficiencies

As reported in Chapter Six, the end-users perceived the mandated textbook series as being inadequate and lacking suitable content (lengthy and dull texts, outdated topics, unattractive visuals, complicated and aimless tasks, lack of thinking activities, decontextualised grammar, difficult vocabulary... etc). These were not only drawbacks raised by the teachers but also reasons that triggered their adaptation practices. They tended to fill in these gaps and compensate for these inadequacies by adapting and using supplementary materials. For instance, Nora justified her frequent use of supplementary materials by explaining that:

“These textbooks do not include good realistic materials to explain the lesson. They lack coherence, life, and relevance. This is why I use other materials from other

resources that can motivate learners and facilitate their learning.” [20/03/2019: Part 3, Q8]

#### 7.2.5.6. Exam-driven Culture

Four teachers indicated that they sometimes adapted the materials in accordance with the requirement of the exams. For example, for teaching suffixes, Sana modified the tasks in the first year textbook [p.154] and added others to familiarise students with the exam’s format:

“Because the textbook does not provide learners with what they need to pass the exam. I always provide my students with extra activities to consolidate the grammatical structures and prepare them for writing and exams.” [21/02/2019: Informal discussion]

Given that the textbook failed to prepare students for the exams as I have noted in section 6.6.2, Sana’s practice indicated that teachers’ decision to adapt was partly influenced by their concern for learners in the exam-driven culture that surrounded them. However, though it is necessary to prepare students for exams, it is also vital to highlight that the teachers might not be aware of the need to prioritise assessment for learning as we shall see below in section 7.4.1.

Overall and driven by their beliefs and preferences, teachers played a vital role in mediating and adapting the textbook materials in myriad ways to suit their learners. The findings regarding the students’ reactions to teachers’ adaptation are reported below.

### 7.3. Students’ Responses to Teachers’ Adaptations

As seen in Chapter Three, many scholars have acknowledged the need to involve learners in material design processes and are calling for their engagement (Allwright and Hanks, 2009; McGrath, 2013, 2016) to name a few. The students’ reactions to teachers’ textbook use are said to have a great influence on teachers’ decision-making (Tomlinson and Masuhara, 2017). Unlike their views about the textbook, students in this study have appreciated the teachers’ adaptations and reacted positively to the use of supplementary materials. To illustrate, Rayan made constant use of handouts during his lessons because he found them useful in saving both teachers’ and students’ time and energy in writing. One of the five interviewed students in Rayan’s class, Melissa, expressed her positive opinions about his use of handouts. She argued:



“He [Rayan] always brings handouts to us. I think they are better than always using the textbook and we do not have to write and copy things from the board to the copybook.” [11/03/2019: Part 3, Q5]

Furthermore, the students demonstrated positive reactions whenever teachers personalised and localised the textbook’s content and connected it to their reality and environment. For instance, Akila asked her students to give examples of dilemmic situations from their personal life. Many students raised their hands to share their examples.

- Akila: Imagine you are in a dilemma... What is a dilemma?
- Student 1: big problem
- Akila: Yes, a problem that you do not know how to solve... Ok, can you give me examples from your life about a situation that you might face
- Student 2: Do not understand mathematics
- Student 3: Cannot sleep well
- Akila: Ok... what else
- Student 4: my Hijab
- Akila: what do you mean one day you wear it one day no. you are not convinced. Ok, what else
- Student 1: my parents do not understand me
- Akila: yes, this is what we call a generation gap.....good
- Student 6: writing ... my writing is bad
- Akila: yes, and it is affecting your grades because the teacher cannot understand your writing

Figure 7. 3. Excerpt from Akila's class

Indeed, if students have appropriate content knowledge, they can participate well in the discussions which could turn them into contributors rather than mere recipients.

It has also been noted that students appreciated being involved in the classroom decision-making process. Their reactions were found to be positive as they appeared more engaged when teachers requested their involvement in aspects of their learning. For instance, Nora asked her students to give suggestions about a topic they would like to learn about. Students were enthusiastic and seemed eager to share their opinions and ideas as illustrated below.

- Nora: ..... Yes, it means you are not alone on island. So, nobody lives alone. Do you think it will be an interesting unit?

- Students: I do not know.

- Nora: What are your expectations.... Who think it is going to be an interesting at all?

- Nora: OK, if you want to design a unit, what could it be about. If I will add a new unit, what would you suggest?

- Student 1: Social issues

- Student 2: Modern times and lifestyles

- Nora: Yes, that could be interesting.. what can you say also.? you choose

- Student 3: How to live

- Student 4: Arts

- Nora: like what it will be about what

- Student 5: Music, dance

- Nora: Yes, why not classic dance, modern dance, Jazz, rai music, instruments ... yes we have no idea about these... Ok I see that you have plenty of ideas. I can see that you can be really good designers of the syllabus.

Figure 7. 4. Excerpt from Nora's class

Additionally, Sihem asked her students to discuss the time and topic of their test and the type of activities they prefer. Students became motivated to share their suggestions.

- Student 1: Miss, when is the exam?

- Sihem: .... I will do the exam when you are ready. I do not want zeroes in my bag... So, do you want to help me prepare for the exam

- Students: Yes

- Sihem: Ok good what do you want to have in the text... do you want a story about inventors, a biography, an interview, tell me what?

- Student 1: no story is boring

- Student 2: something fun and short

- Sihem: Ok short about what

- Student 3: the accident that happened in Colombia yesterday

- Sihem: Ok tell me what happened, I might find something related..... Ok what do you want as activities.. like what

- Student 4: final /ed/

- Student 5: matching sentences

- Sihem:... Ok, which lesson you do not think you will not do well in it, reported speech, conditional tell me?

- Student 2: yes conditional

Figure 7. 5. Excerpt from Sihem's class

It appears that both Nora and Sihem's were open to additional inputs from learners and progressist to enable them to make decisions and work on developing materials as part of the classroom syllabus. Such practices contributed to changing the traditional role of teachers and learners in the classroom, aspects the textbook designers and decision-makers did not believe that teachers, let alone learners, were capable to do.

These instances indicated the fundamental role played by teachers mediation and scaffolding practices by making learning an enjoyable experience for students which motivated them to learn and develop (See Appendix T for other examples of students' reactions). However, it seems that teachers' practices were influenced by other factors (e.g., lack of autonomy, lack of assessment for learning, experience, and training) which are reported below.

#### 7.4. Factors Influencing Teachers' Adaptations

During the interviews, the participating teachers referred to several factors which affected how they exploited the textbook materials. These are grouped and reported under two headings below:

##### 7.4.1. Lack of Autonomy and Assessment for Learning

One of the challenges facing teachers in their educational context is their disempowerment and lack of autonomy. Five teachers reported that they lacked the freedom to be creative due to the tension imposed by the MNE to cover the syllabus within the time limit as Akila contended:

“As teachers we are voiceless. We are not teaching at ease and giving time to weak learners and we are not motivated to be creative. We have to respect the yearly planning and follow the programme and finish it in the given dates, or we will face consequences. The MNE follows the implementation monthly. Honestly, I do research, but I say nothing as it doesn't seem to matter.” [18/03/2019: Part 2, Q14]

It is clearly suggested in Akila's words that teachers felt dismissed in their ambitions. This disempowerment and denial of teachers' agency highlighted another example of the pressure placed on teachers in the top-down context which prohibited them from researching their classroom matters and make sense of their practices in order to become agents of change within their educational community (Allwright, 2003; Allwright and Hanks, 2009).

Moreover, five teachers felt that their classroom decisions were constrained by the school inspector who considers teachers responsible for the students' results as Mira encapsulated:

“I think if they take out inspectors is better because we feel pressure if they come and start questioning about which unit we have finished [...] The problem with inspections in Algeria is that they make it always look like it is the teachers' problem [...] like we are not working hard enough and we are responsible for the results,



although we are not the decision-makers. Once, I prepared a text with activities and I had a visit from the inspector. He said this is testing not teaching and teaching is not testing. But since teaching is not testing, why are we blamed for the percentages of unsuccessful students? I made efforts in preparing, but he ignored that. This made me feel useless.” [19/03/2019: Part 2, Q5]

It was apparent from Mira’s quote that given the lack of training, as seen in section 6.2 in Chapter Six, and the exam-driven culture mentioned above, more weight was placed on success in exams at the expense of developing student’ learning. This indicated that the classroom culture was characterised by the lack of assessment for learning which was neither encouraged by the inspectors and trainers in training workshops nor by the textbook writers in the materials.

It can be inferred at this point that teachers lacked the autonomy and the support that motivate them to develop materials, apply new techniques in their classes, or implement strategies to support assessment for learning. Such discrimination from the external agencies (MNE and inspectors) might have influenced how they exploit the textbook. However, the participating teachers appeared to remain capable of coping with the challenges they encounter and exercise their agency and creativity despite the centralised regulations. The fact that they adapted the materials signifies that they were capable of making independent decisions about the textbook they were externally prescribed. Their teaching showed a great desire to develop materials particularly designed to suit their learners’ profiles. Yet, the differences in their practices can also be attributed to differences in their experiences and training which is discussed below.

#### 7.4.2. Experience and Training

One of the factors influencing the way teachers exploited the material is related to the extent of their experience and training. The findings indicated that the teachers who were more experienced seemed to be more confident about their textbook use. Sana encapsulated her experience as follows:

“You know, during my first years of teaching, I used to work with the textbook. I also used to take a look at the teacher’s guide, but I was faced with some lessons that students did not grasp well, after testing them of course. Then I started making changes and adapt. I saw a change in the students’ motivation and results and my experience enabled me to use the textbook flexibly and in ways that better serve my learners’ needs.” [21/03/2019: Part 2, Q4]

It appears that as first-time users, novice teachers may not be able to exploit the textbook to its full potential. Yet, experience may reduce the degree of dependence on the textbook.

Zohra had her own teaching approach and materials for each level she teaches. She noted:

“Frankly, I change whenever I like. I prefer my own materials and teaching methods. I know what my learners need and what I should teach. So, I take ideas from different resources, books like grammar in use, vocabulary in use, internet and so on then I prepare my lessons and I do it without relying on the textbook.” [17/03/2019: Part 2, Q14]

Zohra’s quote highlighted that experienced teachers firmly believed that they were completely free to make their decisions and deviate substantially from the officially authorised textbook as long as they fulfil the syllabus requirement and achieve the course aims.

Moreover, through her academic studies, Nora believed that her modules as part of her Master’s studies have significantly influenced her teaching approach and use of materials. She stated:

“In my didactic classes, I have learned about some learning strategies and tips for writing for classroom management. So, I use it to reflect on my teaching. I try to practice all that I acquired in my teaching without depending merely on the textbook.” [20/03/2019: Part 3, Q8]

This appears to be a strong reminder of the vital role of experience and training to enable teachers to tailor materials to fill in the gaps between the textbook’s suggestions and their beliefs, convictions, and knowledge of their learners’ needs, interests, and levels.

So far, I have reported on the findings of the teachers’ textbook mediation and their adaptations’ techniques, forms, timing, reasons, influencing factors along with their students’ reactions to them. In the next section, I shall present the findings on students’ textbook use.

### **7.5. Students’ Textbooks Use Inside and Outside the Classroom**

As indicated in Chapter Three, this study also involves the investigation of how students use their textbook inside and outside the classroom which is lacking in the literature (Harwood, 2014; Garton and Graves, 2014b). Figure 7.6 depicts the results regarding item two in the students’ questionnaire (Do you use your English textbook to learn English?).

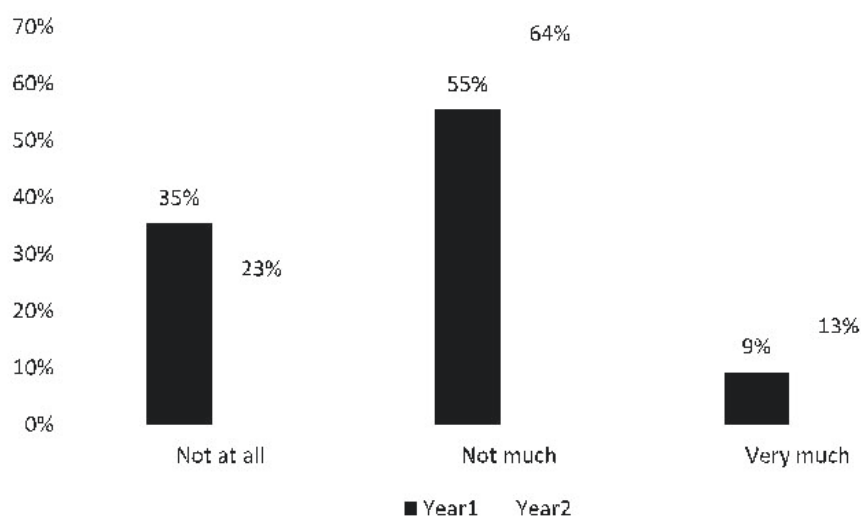


Figure 7. 6. Students' use of the textbook

To remind the reader about the participants' profile, the first and second year students who responded to the questionnaire (135 in total) were aged 14-18 and had no direct involvement in the design processes. The results above indicated that over one-third of first year students and 23% of the second ones did not think that the textbook benefited them to learn English. Moreover, more than half of them (55% and 64%) declared that it did not offer much help in learning albeit a minority of them (9% and 13%) noted that it did.

In line with the results, most students showed no interest in using textbooks to learn English. Their responses revolved around two main reasons: content and teacher. Concerning content and as previously mentioned in Chapter Six, the students considered it incompatible with their needs, levels, and interests as indicated by the following student's excerpt:

S55: " It [the textbook] does not contain useful activities, and texts that allow me to use English to speak. It is old and it doesn't give me what I like or what I need."

The second reason why students did not appreciate the textbook was their solid belief that the teacher possessed a strong source of knowledge and could substitute for the textbook inside the classroom as quoted from Kenza:

"In the class, we do not follow the textbook. We follow the teacher. Sometimes, he shows us an activity from the book and tells us that we will do it differently. I like working with the teacher because she simplifies and translates for us." [25/02/2019: Part 3, Q5]



The above excerpts highlighted that students perceived their teachers as a source of their learning because the textbook has essentially failed to offer them practical help for language learning or allow them to grow as independent individuals. Such perceptions stressed the importance of teachers' support and scaffolding which have the potential to facilitate the development of critical thinking skills, as I have shown throughout the findings chapters.

In terms of students' use of the textbook outside the classroom, it appeared that the teachers' views and use of the textbook can implicitly impact on students' views and use of it. Indeed, in classes where teachers viewed the textbook as deficient and made no use of it, the students indicated that their use of the textbook outside the classroom was limited to getting ideas for the writing part or doing the assigned homework, as Alex noted:

"I do not use it a lot at home because our teacher does not use it and does not ask us to use it [...] Sometimes, when he gives us homework to write a paragraph, I go to the texts and check some words or ideas that I might use in writing, but I rarely do so."  
[11/03/2019: Part 3, Q2]

It appears that the way teachers perceive and use the textbook in the classroom may prevent students from making the most of it outside. However, the students' views might indicate that they depended on the teacher to spoon-feed them albeit they demonstrated their willingness to be independent learners as seen in section 6.6.2 in Chapter Six. Indeed, many participating students claimed that they were self-reliant in developing their own learning techniques from different resources as Nardjes argued:

"At home, I do not use it at all. When I revise, I use what the teacher gave us in the copybook and some tests that I find on the net. I also use YouTube and Facebook pages like words bites which help in learning English. Sometimes, I learn words then the teacher says them in class. I feel happy because I learned them on my own." [11/03/2019: Part 3, Q9]

It appears that such internet resources have the potential to stretch students' learning outside the classroom and could be provided as part of the supporting resources which lacked heavily in the textbook set as reported in section 6.6.5 in the previous chapter.

Concerning the positive influence of the textbook upon a small proportion (9% and 13% respectively), during the interviews, a few students explicitly mentioned the role of the textbook as a potential source of support outside the classroom as Nada claimed:

“I sometimes use it to study ... It has many texts that I read during my free time which help me improve my reading and vocabulary.” [28/02/2019: Part 3, Q2]

Such praise indicates that, if carefully designed following the end-users’ proposals, textbooks have the potential to assist students inside and outside the classroom.

## Conclusion

In this chapter, I have presented an account of the teachers’ textbook use and the different adaptation techniques, forms, timing, rationale, and factors and reported on students’ textbook use and their reactions to teachers’ adaptations. The findings indicated that the teachers’ mediation and adaptations were fully shaped by their beliefs and knowledge of their students’ profile and reactions, experience, and training and partially influenced by the contextual constraints (e.g., exam-driven culture, lack of autonomy, training, and assessment for learning). Indeed, what teachers perceived as lacking from the textbook (e.g., motivating content, thinking activities) and their analysis of their learners’ needs and reactions accounted for the way they utilised it. By tracing teachers’ classroom decision-making, whether pre-planned or improvised, they noticeably deviated from the designers’ proposal and exhibited their creative use. Such use of the textbook was motivated by the teachers’ willingness to make up for the textbook shortcomings, revive the classroom, develop students’ independence, promote their critical thinking, and allow them to contribute as co-designers and decision-makers, aspects that were appreciated by the students but the designers failed to do. Moreover, the results indicated that the way students perceived their textbook and the role of their teacher influenced how they use it inside and outside the classroom. Such findings add to the arguments presented earlier that teachers should be empowered to work alongside the learners to enhance their teaching and learning.

In the next chapter, I shall discuss the key findings with reference to the research questions and the reviewed literature.

## Chapter 8: Discussion

### Introduction

Guided by an interpretive-critical design, this research aimed to explore Algerian teachers' and students' views, wants, and uses of their English textbooks. The present chapter interprets and reflects on the main findings according to the three research questions and in light of the relevant literature. It is organised under two main sections. Since the data analysis revealed that the lacks in the textbooks were what teachers and students have identified as needs, I shall discuss in section 8.1 their views and wants under five sub-sections: teachers' and learners' empowerment, teachers' training and CPD, provision of choice and variety, stimulation of critical thinking, and development of communicative and intercultural competence. The second section (8.2) presents a synthesis of findings on the end-users' use of the textbooks in four sub-parts: the eclectic use and mediation of the textbook materials, the adaptation of the textbook, the role of experience and training, and the students' use of textbooks inside and outside the classroom.

### 8.1. The End-users' Views and Wants: Two Facets of the Same Coin

As argued in the literature review, the teachers' and learners' views and wants are key factors that shape the way they interpret the material (Garton and Graves, 2014b). The following sub-sections discuss the findings regarding the first two research questions:

RQ1: what are Algerian EFL teachers' and students' views and perceptions of the English textbooks that they use?

RQ2: what do teachers and students want to find in their English textbook and what role they would like to play in their design?

#### 8.1.1. Teachers' and Learners' Empowerment

The findings indicated that the reality of EFL teaching in Algerian secondary schools, where the study was conducted, is different from what the decision-makers anticipated when introducing CBLT as a remedy approach to facilitate language learning in secondary schools. One obvious reason for such a gap is that the decision-makers did not consider the end-users



who are the physical and practical embodiment of the classroom when introducing the CBLT approach in 2005. The fact that teachers' and students' roles were subverted, their needs and interests were overlooked and their feedback was unsolicited, caused a widening disparity between what the designers believed to be suitable and what was actually practised in the classroom.

Medjahed (2011) contends that the centralisation of the decision-making process in Algeria is based on political and economic purposes and are "contradictory with what should be taught from an educational and intellectual point of view" (p.75). These claims correlate with findings from Gherzouli (2019) who investigated secondary school teachers' perceptions regarding their involvement in the CBLT approach and textbooks reform. He argues that there exists an imbalanced power relation between the decision-makers and the teachers who are excluded from the different decision-making and design processes. Indeed, since the participating teachers felt controlled by the textbook and the prescription of the method, testify that the MNE has left little room for them to make their own decisions as they expected them to be mere implementers of what has already been decided. This top-down textbook prescription and CBLT imposition in the classroom contributed to teachers' and students' disempowerment and influenced the construction of their identity, albeit, as explained in the literature review, the large-scale methodological projects carried out in the 60s and 70s showed that the teaching method alone cannot be used as a single explanatory variable to account for the complexity of language learning.

Nevertheless, although the designers failed to provide flexibility in the textbooks, teachers appeared to be flexible in their use of them regardless of the centralised educational system that stripped them of their agency. The findings of the classroom observation illustrated how the teachers creatively exploited and adapted the material in ways unimagined by the designers. The teachers revealed their resistance to the prescribed CBLT approach in general, and the textbooks, in particular, which were not aligned with their beliefs about what was plausible as reported by participant Nora in section 6.3 in Chapter Six. Indeed, the participating teachers' classroom practices demonstrate that they held what appears to be an acute understanding of their roles which was shaped by their contextual and professional knowledge and experience that confirm that they are best placed to decide what is appropriate or otherwise for their students which corroborates with arguments in the literature against the vitality of methods as the only determining variable in language teaching (See section 3.2 in

Chapter Three). They pleaded for a more flexible and autonomous professional environment that allows for their creativity. In this regard, rather than confining their efforts to the implementation process, the teachers felt that they have a role to play in material design.

Similar to Bosompen's (2014) participants who wanted to be part of the decision-making and material selection processes, the teachers in this study expressed their willingness towards empowerment and agency to accomplish teaching and learning effectively in the classroom. I find that the participating teachers' close understanding of their students' thinking, their suggestions and planning forward, as well as their skilled and creative use of the textbook despite the rigid regulations and challenges, as highlighted in Chapter Six, make it clear that they should be encouraged to develop and apply their "situated methodologies" (Ur, 2013, p.470). This is supported by proponents of the post-method era who envisage "teachers assuming an 'enhanced' role with the freedom and power to make informed decisions based on local and contextual expertise" (Hall, 2017, p.114).

The findings also indicated that besides teachers, learners were a good source of insights about their needs and expectations. They welcomed the opportunity and were capable of making reasonable comments about what and how they learn. As mentioned in section 3.7 in Chapter Three, advocates of learners' voice and the negotiated syllabus assert that learners need to negotiate their needs and contribute to material design and adaptation which will develop their roles as collaborators rather than receivers (Breen, 1987; Clarke, 1989, 1991; Breen and Littlejohn, 2000; Cook-Sather, 2008, 2014) to name a few. Clarke (1991) argues that "no one would doubt that learners can, and do, bring a creative element into the classroom, an element which could well divert the path of a carefully planned and externally imposed syllabus" (p.18). He continues to stress the importance of raising learners' awareness and empowering them to be autonomous in their education and lives.

In the same vein, Allwright and Hanks (2009) present a set of propositions about the learners as "a shorthand" of how they should be treated as "key developing practitioners" alongside teachers. For them, learners are both "unique individuals who learn and develop best in their own idiosyncratic ways" and "social beings who learn and develop best in a mutually supportive environment". They can also take "learning seriously", make "independent decisions", and develop as "practitioners of learning" (Allwright & Hanks, 2009, p.7). Indeed, the evidence presented in this study supports these assertions. Hence, I believe that



teachers need to offer opportunities for students' inclusivity by discussing with them classroom events and materials, as observed by the participating teachers in the previous chapter, so that "learning emanates from them, rather than being delivered to them" (Van Lier, 2004, p.222). Undeniably, discussion-based approaches, which rely on dialogue rather than knowledge transfer, have been recognised as an effective way to enhance students' understanding promote their reasoning and agency and their capacity for critical thinking.

Based on these arguments, I believe that any potential design and choice of materials or classroom decisions should create a space for the empowerment of teachers and learners so that "the periphery ELT community which is knowledgeable about local needs, wants, and situations can legitimately enjoy a meaningful sense of authorial ownership and professional contribution" (Kumaravadivelu, 2006c, p.20). This is justifiable since empowering teachers and learners is a key factor for any attempt to better understand the classroom as proposed by proponents of critical theory (Pennycook, 1999, 2010; Apple, 2006; Benesch, 2010). In this respect, Exploratory Practice (EP), an innovative practitioner research form developed in the 1990s (Allwright, 2003), advocates a power shift in favour of teachers working alongside their learners and endorse the centrality of their involvement as co-practitioners to enhance their understanding of their teaching and learning (Allwright and Hanks, 2009; Allwright, 2015; Hanks, 2017, 2019; Slimani-Rolls, 2017, 2019, 2020; Slimani-Rolls and Kiely, 2018).

It is also crucial to suggest to the decision-makers and designers to be tolerant of their materials and regulations being adjusted by teachers. That is, the implementation should not be conceptualised as a rigid execution of the guidelines; rather it needs to be amenable to teachers' enactment and innovations which has the potential to change the power dimension between the decision-makers and the designers and the end-users for the benefits of all. However, this creative potential must be considered according to the context in which it is being realised. It would be unwise to assume such proposals without considering the factors involved such as the teachers' work conditions, the exam-driven syllabus, and lack of training. The latter is discussed below.

#### 8.1.2. Teacher Training and CPD

The participating teachers maintained that they found it challenging to address their students' needs and interests in large classes, struggling with time constraints, heavy workloads, lack of



resources, and shortage of equipment. This aligns with Akbari's (2008a) claims that contextual factors can prevent teachers' use of their "sense of plausibility", i.e., the use of their theories of optimal teaching actions and learning principles in setting optimal learning contexts. Practitioners have suggested some strategies for teachers to be introduced as part of their pre-or in-service training in order to cope with such constraints, like creating a collaborative atmosphere through group work and involving students in various multilevel class activities (Harmer, 2008; Ur, 2012).

However, the teachers indicated that they lacked adequate training and opportunities to reflect on their practices and expand their knowledge and skills. They argued that the training provided took the form of inspectors' lectures who are unacquainted with their everyday life in the classroom. This top-down transmissive training model confirms the lack of teachers' agency in articulating what they see as viable for them which can lead to feelings of frustration and limit the development of their professional identities. Similar attitudes arose among Humphries's (2014) teachers where the lack of training influenced their practices and exacerbated a level of demotivation. The findings also align with the results of Melouka and Saadia (2020) who studied the effectiveness of in-service training in Algeria and concluded that the type and quality of training offered to secondary school teachers present a core dilemma for the educational system whereby CPD as a concept is absent. Indeed, Burns and Lawrie (2015) argue that in developing countries, similar to the study context, quality training and CPD is often "episodic, its quality variable, its duration limited and support or follow-up for teachers almost non-existent" (p.7).

Unquestionably, the lack of training can impact not only teachers' use of the textbook, but also their implementation of practices that enhance learning and the development of their professional identity. As such, the participating teachers held firm awareness of the essential role that quality training plays in their teaching process. They requested that they should be supported and given the necessary autonomy and resources to be active agents in their teaching. Tomlinson and Masuhara (2017) argue that teachers need support in terms of "acknowledgement, encouragement, and guidance as well as the provision of pre-service and in-service teacher education and the facilitation of classroom research and materials development" (p.110). I find that the provision of adequate training and CPD activities with open channels for teachers to voice their needs and challenges are indispensable in the context of this study. Moreover, many researchers suggest that material development by

teachers can positively influence their subject and pedagogical knowledge (Tomlinson, 2012b; 2013; Shaver, 2010; McGrath, 2013, 2016; Garton and Graves, 2014b).

In contexts where teachers use the same material “periodic meetings focusing on what worked well and less well, learners’ difficulties with the material, and the implications for adaptation and supplementation are forms of in-use evaluation that can benefit all concerned” (McGrath, 2016, p.21). Indeed, interactive workshops on material design, evaluation, and adaptation can be instrumental in helping teachers exploit materials creatively, raise their awareness, and develop their knowledge and skills to make sounder classroom decisions. However, such programmes should not be limited to simply theoretical guidance but should also stress the relevant application of such knowledge as highlighted by the present participating teachers. They should also embrace critical thinking frameworks and assessment for learning in order for teachers to embed such strategies in their practices and foster self-regulated learning.

The importance of CPD has been substantially discussed in TESOL research in general and teacher education in particular whereby several studies advocate the need to provide teachers with quality intellectual and experimental training to achieve professional growth (Kennedy, 2005; Breen, 2006; Shaver, 2010b; Johnson and Golombek, 2016; Ur, 2019). Kennedy (2005), for instance, recommends practitioner research namely action research (Burns, 2014; Edwards and Burns, 2016) as a type of CPD activity that has more impact by being transformational as it enables teachers to transform their teaching practices and enhance their professional identity. In this respect, Allwright (2003) puts forward the principled theoretical framework of Exploratory Practice (EP) which brings teachers and learners together to understand better their classroom practices by wondering over puzzles and asking questions like “why doesn’t group work proceed the way I plan it” (Slimani-Rolls, 2003) and “why aren’t the students interested in my teaching?” (Slimani-Rolls and Kiely, 2014).

Allwright conceptualises EP in terms of a set of seven distinctive principles which distinguish it from other forms of practitioner research like action research and reflective practice (Slimani-Rolls, 2020). First of these, EP prioritises quality of life over quality of work (Gieve and Miller, 2006) and emphasises primarily understanding before attempting to solve problems. In addition, and by acknowledging the vital role of learners as co-researchers, EP focuses on collegiality and strives to bring different stakeholders to work together for the



mutual development of all concerned. Moreover, EP is a fully inclusive, continuous, and sustainable research model that aims to get teachers and learners to be in each other's shoes in order to understand what puzzles them using everyday pedagogical practices (e.g., pair, group and discussions, diaries, brainstorming sessions, feedback forms...etc) as investigative methods in order to make better sense of the classroom experiences (Allwright, 2003; Allwright and Hanks, 2009; Hanks, 2017, 2019; Slimani-Rolls, 2017, 2020).

To Allwright and his proponents, the above principles constitute the driving force for teachers' search to understand better their classroom practices and achieve teaching and learning which can result in "substantial improvement in learning for students and more professional satisfaction for the teacher" (Ur, 2013, p.470). Indeed, following the EP framework, Slimani-Rolls and Kiely (2018) found that their participating teachers "experienced various levels of personal, social, and professional developments" which "enabled exploration, optimism, innovation" (p.200). EP can, therefore, be seen as a CPD model that provides a process-oriented research means for seeking both teacher and learner development, as we shall see in section 9.3 in the next chapter.

### 8.1.3. Provision of Choice and Variety

The findings reported in Chapter Six, showed that there was a consensus among the participants that the textbooks treated all learners the same way contributing to their reliance on the teacher for their understanding and use of it. This tallies with Bouhania's (2019) and Hadi's (2020) studies who contend that first and second year English textbooks do not encourage autonomous use since students find it challenging to use by themselves without the teacher's support. Although no textbook can ever be appropriate to all learners, this seeming lack of thinking on the part of the designers reflects once more an ideology of perceived power by those who decide about what will work without considering what actually works in reality. Indeed, the findings showed that the designers failed their task in estimating the required period to teach each textbook as the teachers found the first year textbook overcrowded and the second year one 'empty' as Akila, one of the participants, noted in section 6.3 in Chapter Six.

Educationalists advocate that context and needs analysis, piloting and feedback provision are fundamental to ensure an appropriate balance between the material and the end-users' needs,



levels, and contexts (Jolly and Bolitho, 2011; McGrath, 2013, 2016; Mishan and Timmis, 2015). I agree that direct access to the end-users' feedback during the design process can add a dimension to the shaping of the material. Above all, the process of textbook design should be inclusive of all those concerned with their enactment. Hence, the designers need to collect detailed data about the end-users' cognitive and academic profile as well as the social context in which the material will be used. They should also revise and pilot their material, conduct whilst-and post-use evaluation, and maintain continuous rapport with the end-users throughout the design and implementation processes. Different tools can facilitate such discussion (e.g., questionnaires, focus groups, observations, written reflections ... etc.) and allow the designers to assess the textbook effectiveness in their context of use and enhance the learning outcomes.

Furthermore, the teachers and learners expressed their discontent with the physical appearance and content of the textbook. Indeed, after 16 years of use, the teachers and students found the internal and external design outdated and monotonous and the topics tedious and invalid to suit learners' reality or stimulate their thinking. Moreover, second year participants commented on the irrelevance of the topics to learners' study context. The reason for this, I believe, is that the designers did not account for the various learners' profiles and did not provide variation in content to suit their level, foster their curiosity, or provoke their engagement, though the aim is said to be so which raises the importance of needs analysis (Darici, 2016). This aligns with Aouine (2011) and Boukhentache (2018) findings who confirm the existence of a gap between the CBLT objectives as spelt out in the documents and the content of the prescribed English textbooks.

Tomlinson (2003) argues that most textbooks "make little attempt to achieve affective engagement [...] and they present learners with bland texts and activities in which the learners remain neutral without their emotions being engaged" (p.6) as it is actually the case of the textbooks under scrutiny. For Tomlinson (2015), "without affective engagement, there is no chance of effective and durable acquisition" (p.284). Indeed, the findings revealed that teachers and students gave high importance to variety, engagement, and affect as important aspects of effective materials given that their suggestions revolved around the different elements that boost students' interest, curiosity, and creativity. To start with, their proposals for an attractive design with appropriate use of illustrations and a tidier yet flexible arrangement of lessons and units that fit the time available tally with scholars' arguments

about the material's physical appeal and practicality which draw students' attention and contribute to their learning (e.g., McGrath, 2002; Tomlinson, 2011, 2012a; McDonough et al., 2013; Maley, 2014; Bao, 2016). Besides, as teenagers, the students most of all insisted on the use of games, quizzes, and audio-visual tools. Indeed, gamification methods are used as techniques to enable students to learn in a fun and exciting atmosphere (Pereira, 2012).

The students also suggested having contemporary and societal topics that fit their generations and allow them to voice their opinions and reflect on their experiences. Researchers argue that teenage learners should be exposed to topics and tasks that are "universally appealing" (Saraceni, 2003, p.77) and tackle their everyday situations and experiences (Long, 2015). Indeed, there was evidence in this study that content that is familiar to students and fits their interest motivates them to participate as seen in section 7.3 in Chapter Seven. This reflects the literature which suggests that the degree to which materials are compatible with the learners' profile determine how efficiently they realise the learning goals (e.g., Jolly and Bolitho, 2011; Maley, 2014; Mishan and Timmis, 2015). Such suggestions endorse the idea that the designers are from a different generation and unless they invite learners' contribution, they would not know what interest and engage them. As such, the material needs to include content that is informed by learners' age and context, appeal to their interest, and open space for variety in their roles as listeners, thinkers, assessors, negotiators, and co-designers (Hutchinson and Waters, 1987).

The findings also showed that the teachers and learners were aware of the importance of choice as criteria for effective textbooks. The teachers argued that it was impossible to utilise the same materials with all learners. They suggested having flexible materials in content and approach which can be easily contextualised and personalised on multiple occasions to allow them to address the different learners' needs, levels, and interests. They wanted a range of possible input with quality online resources and supplementary materials. This concurs with Prabhu's (1989) approach to material design which suggests having a range of non-linearly input, teaching agendas, and lesson format at different difficulty levels and in different quantities from which the teacher can choose based on their analysis of learners' needs.

Scholars advocate that flexibility in materials to accommodate various contexts is a characteristic of good materials (Islam and Mars, 2003; Tomlinson, 2011, 2013; Maley, 2011, 2014, 2016; McGrath, 2016). Indeed, the complexity of the classroom context makes it



impossible for any material to perfectly fits. Maley (2011) argues that “choice is important, not only for ideological reasons but also for the opportunities it offers teachers to exercise responsibility and in the process to continue their own professional development” (p.392). This implies that variety and flexibility are amongst the features that can make materials exploited in different ways especially in contexts where textbooks are nationally prescribed. In such contexts, the material should be designed with the idea of what they can provide to the classroom participants. The designers should allow teachers to reflect on the material and the structure proposed and judge its plausibility to the teaching context. They can suggest more general methodological guidance rather than recipe-like instructions. Teachers’ guides can also be valuable in offering teachers ideas of warmers, activities, skills, and detailed guidance on how to create materials to support teachers’ work and promote students’ critical thinking skills.

Equally, learners also wanted to have various texts to read from and activities to practice along with supplementary resources that extend their skills outside the class and offer input for individual learning. For instance, material developers can provide resources, flexi-materials, or graded versions of the same materials which offer learners the choice to work at their level (See Maley, 2011, 2014; Naungpolmak, 2014). Several students also requested the use of their mother tongue in the textbook to facilitate their understanding and reduce their dependence on the teacher. Although debates on the use of L1 continue to attract interest, given the Algerian multilingual context, L1 or L2 can be used to enhance language learning. This concurs with studies that argue for L1 use in language teaching (e.g., Larsen-Freeman, 2000; White, 2000; Tomlinson, 2011; Harmer, 2007; Mahboob and Lin, 2016; Zhang, 2018).

From a socio-cultural perspective, L1 can be used to facilitate foreign language learning by allowing students to work with one another or with the teacher in their ZPD. The textbook can offer learners opportunities to make use of their L1 in developing and processing the target language. Teachers also can provide scaffolding and explanations in L1 as observed by some teachers to minimise students’ anxiety and enhance their understanding. However, teachers need to be advised on how, where, and when to use L1 effectively through training and CPD. Such proposals can be an empowering tool for teachers and students as they will give them a sense of ownership and allow them to exercise individual choice, follow their ideas rather than those of the designers, and stimulate their affective engagement and maximise their learning.



#### 8.1.4. Stimulation of Critical Thinking

Along with affective engagement, learners' cognitive development needs consideration to stretch their abilities and skills. One major outcome the study revealed was that the development of higher-order skills (e.g., evaluating, analysing, synthesising, questioning) did not appear to have been seriously considered in the textbooks, although researchers advocate the importance of such skills in improving learning (Tomlinson, 2010, 2013; Brookfield, 2012; Maley, 2014). The inadequacy of dealing with grammar and vocabulary and the lack of motivating and real-life thinking tasks triggered a negative attitude among the end-users.

Similar to Boukhanache's (2018) study, the teachers perceived the activities ineffective in developing learners' critical thinking, though the aim was said to promote it. They maintained that the materials included textually explicit activities that deal with understanding the outer layer of knowledge and limited the learning to the recall of information and acquisition of linguistic items only. Indeed, the students were taught a set of language items followed by some practices. But even if they could memorise the vocabulary and learn the linguistic form, they may not be able to use them to communicate. This accords with Tomlinson's (2008) argument against ill-designed textbooks that provide "de-contextualised experience of language exemplification" (p.8). He argues that "providing opportunities to learn the language needed to participate in an interesting activity is much more likely to be profitable than teaching something because it is the next teaching point in the syllabus" (Tomlinson, 2011, p.175). This reflects how grammar and lexis were presented in the textbook which did not develop learners' critical thinking as argued in Chapter Six.

According to the participating teachers, the designers failed to cultivate critical thinking skills inside and outside the classroom, as students were not exposed to activities and opportunities that encourage and help them to construct ideas and arguments, ask questions, or create new knowledge on their own. Freire (2000) argues that the methods of teaching and the materials should allow students to question, discuss, or object. Hence, and since it is the knowledge application that stimulates students' thinking, if students are not encouraged to take ownership of their thoughts and develop the necessary skills to make judgments and evaluations from an earlier stage in their schooling, they surely cannot expand their language capacity, improve their reasoning, and apply such skills in further studies or in real-life. Indeed, several studies reveal that the lack of critical thinking skills among Algerian EFL

students at university is due to insufficient exposure and preparation in applying higher-order skills in earlier stages (Benmoussat and Djawad, 2018), although the designers claimed that the textbooks develop the necessary skills that pave the way for HE studies as seen in section 2.5 in Chapter Two. This observation was also made by Betka-Rezig (2016) who, reporting her study on Algerian first year university students' attitudes, argues that they "present a serious deficit in critical skills visible through their achievement in the oral and written tests" (p.93). Such challenges appear to be largely spread in the MENA countries due to their traditional-oriented practice of education which focuses on memorisation and grammar rules retention despite their attempts towards learner-centredness reforms (Ilyas, 2015; Alharbi, 2017). Freire (1970, p.73) refers to such model of education as the "banking style of education" whereby:

The more students work at storing the deposits entrusted to them, the less they develop the critical consciousness which would result from their intervention in the world as transformers of that world.

This can explain why students face challenges in applying higher-order skills in order to develop their language competence. However, the teachers seemed to recognise the power of contextualised presentation of content as they made use of all emergent opportunities to teach language items and revise others using content related to learners' world as seen in the previous chapter. As such, they pleaded for topics and activities that generate students' curiosity and require them to question and use their thinking through dialogic and questioning techniques rather than accepting facts and memorising rules. This tallies with Tomlinson's (2013a) call for humanistic materials which engage learners affectively and cognitively in order to achieve "deep processing [...] acquire language and develop language skills" (p.12). According to him, stimulating learners and exposing them to language through affect "smile, feel joy, feel excited, and feel empathetic" and cognition "inferencing, connecting, predicting, and evaluating" can increase the development of their communicative and critical thinking skills (Tomlinson, 2013a, p.12).

In my view, given the role of textbooks in the study context, it is necessary for the designers to consider the criticality of localisation, personalisation, and engagement as a way of reflecting "local content, issues, and concerns" (Richards, 2001, p.261). As such, they need to offer ample opportunities that bring in learners mentally and emotionally, invite their individuality, and provide space for them to analyse and evaluate knowledge at their disposal



and discuss their ideas, opinions, and experiences. They should also provide supplementary resources for learners such as a workbook for in- and out-of-class study in order to self-test their skills, reinforce their strengths, and improve their weaknesses. Such materials can increase the quality of their learning inside and outside the classroom.

#### 8.1.5. Development of Communicative and Intercultural Competence

As mentioned in Chapter Six, learners experienced a form-focused education through the textbook with few opportunities to use English for communicative purposes. The findings indicated that the designers overemphasised language usage as they focused more on written English at the expense of oral discourse mirroring real language use, although they claimed the opposite as seen in section 2.5 in Chapter Two. The fact that learners are tested on writing only is an example of the exam-driven culture dominating the educational system as remarked in Chapter Seven. As such, the teachers and students appreciated opportunities to improve their communicative skills through contextualised topics, authentic reading and listening samples, real-life situations and tasks, and meaning-focused discussions that provide purposeful language use. Indeed, there is an increasing bid for materials that promote learning using language as it is used (McGrath, 2013; Saraceni, 2013; Maley, 2014). Freire (1993) suggests that language content should be the outcome of fruitful dialogues between teachers and students. Tomlinson (2003) also confirms that “materials should provide the learners with opportunities to use the target language to achieve communicative purposes” (p.21). As such, exposing learners to rich and meaningful input have been found by many studies as valuable in developing language skills (Krashen, 2004; Maley, 2011; Nation, 2011).

However, it is worth noting that, while exposing students to language in use it is necessary to raise their awareness of how and why it is used. Larsen-Freeman (1999) contends that “while grammar indeed involves form, in order to communicate, language users also need to know the meaning of the forms and when to use them appropriately” (p.xii). The end-users suggested using grammar and vocabulary in context through practical explanations, rules, and tasks. This tallies with proposals from Tomlinson and Masuhara (2017) who argue that language learning will be maximally enhanced if the designers address the different norms of interaction within their materials. They suggest that “form-focused approaches that focus initially on meaning and communication and then focus on learning points emerging from their experience should be used in material development” (2017, p.47). Hence, to achieve a



degree of language competence, materials need to allow learners to notice the language elements, discover the way they are used in different contexts, and employ their skills to use them naturally and creatively. Such an approach is found advantageous by recent research on SLA as Tomlinson (2015) notes. Still, the teacher plays a critical role in presenting and recycling grammar and lexis through discussion and appropriate illustrations and examples. Hence, I find that decisions on grammar and vocabulary teaching should follow a “principled eclecticism” approach (Mishan and Timmis, 2015, p.161) taken by teachers within their specific situation and informed by their reflection and analysis of their learners’ profiles.

In the same vein, the findings revealed that culture was a marginal component in the textbooks in spite of the role it plays in foreign language learning (Gray, 2010a; Gray, 2016). Although the first year textbook provided some opportunities to explore foreign cultural aspects, such samples required mere surface reflections from the end-users which did not stimulate much interculturality discourse. Moreover, researchers argue that developing learners’ intercultural competence can also foster their ability to critically reflect on intercultural encounters (Gray, 2000). The fact that the textbooks lacked cultural samples which encouraged teachers and learners to explore different perspectives, reduce bias and prejudices, and challenge stereotypes indicated the designers’ lack of awareness of the pillars of cross-cultural understanding. This might be a political decision but, if so, it is a major barrier to learners’ communication because it does not allow for the formation of pro-social behaviour and intercultural reflection. Such a drawback also adds to the argument that the designers have failed the task to present materials and opportunities that foster learners’ purposeful reflection and active participation, develop their critical and autonomous skills, and promote their language proficiency.

Consequently, most participants considered that variation in cultural presentations should be considered to meet the call for interculturality as an outcome of language learning. Kramsch (1993) argues that learners should take an “insider’s view” into other cultures and an “outsider’s view” (p.257) of their culture which will enable them to negotiate meanings, identities, and perspectives. Hence, I believe that since there are limited chances for learners to encounter authentic English outside class, local textbooks can offer learners opportunities to understand the link between language and culture and “find their voices in the L2 speech community” (Peterson and Coltrane, 2003, p.1). This can be attained by drawing from a local analysis to avoid culturally offensive content and then move to presenting and integrating

different global world views where appropriate. Subsequently, interculturality can emerge as part of the classroom interaction and learners will be able to make connections and comparisons and develop open-mindedness toward cultural diversity. Yet, the efficiency of any cultural representation can only be determined by the way it is taught (Byram, 2018). Teachers play a key role in presenting cultural aspects effectively to detach students from their fixed mindset and boost their interaction, analysis, reflection, and interpretations. Hence, raising teachers' awareness about interculturality and how to extend the use of the material to stimulate classroom discussion and interaction is of vital importance.

Overall, the end-users' views and wants endorsed the call for their empowerment and roles as evaluators and consultants who can make firm judgements about the material they use and what they see as best to facilitate their teaching and learning. They appeared to hold an active awareness of key elements to be envisaged in effective materials in their local context which aligns with different material design criteria reported in the literature (e.g., Tomlinson, 2003, 2011; Jolly and Bolitho, 2011; Maley, 2011, 2014, 2016; Hadfield, 2014; Bao, 2016). So, if teachers, students, and contextual factors are not considered in local textbook design, the materials will be as detrimental and incongruent with what scholars advocate as the benefits of local textbooks. This comes as no huge surprise. What is more of a surprise, is the way teachers consumed the textbook materials which will be discussed in the next sections.

## 8.2. Use of the Textbook Materials

Since the first two research questions sought to explore the end-users' opinions and suggestions, the interpretation of what they perceived as lacking and needed enabled me to understand how they used it and as such respond to the third research question:

RQ3: how do teachers and students utilise the textbook materials?

The data analysis was motivated by how do teachers re-interpret the textbook materials? What adaptations do they make? How? When? and Why? How do students react to the teacher's adaptations? What factors influence teachers' use of the textbook? and how do students exploit the textbook materials inside and outside the classroom? The findings to these series of questions add to the initial call for teachers' and learners' empowerment as discussed below.



### 8.2.1. Eclectic Use and Mediation of the Textbook Materials

The findings revealed that the teachers were aware of the need to vary their teaching methods and materials to suit their students as they recognised that no one method or textbook is best for every class. Such understanding and classroom-oriented practices adds to the arguments, mentioned in section 3.2 in Chapter Three, on the unviability of methods as the single variable in language learning and endorses accounts in the literature that “ELT syllabuses and materials, like methods, are continually reinterpreted and recreated by teachers and learners when it is actually used in the classroom” (Breen, 1984, p.47). Indeed, when comparing the extent of teachers’ dependence on the textbook with Shawer’s (2010a) classification mentioned in Chapter Three, they showed mostly characteristics of curriculum-developers and curriculum-makers as they seemed to have established their own decisions and fine-tuned the material to suit their learners and optimise their experiences. Their “sense of plausibility” was exacerbated by several variables (e.g., beliefs, attitudes, experiences, learners’ profile, and classroom factors) which are impossible for designers to predict. This corroborates with Bell and Gower’s (2011) argument that textbooks “are tools which only have life and meaning when there is a teacher present” (p.138). Bacha et al., (2008) also note that once a textbook is in use, “it often provides affordances that were not intended or perhaps even imagined by the designer” (p.284). Indeed, each time the material was in the teachers’ hand it was transformed into novel tools which illustrate the dynamic and interactive nature of materials illustrated by Lantolf and Thorne (2006, p.65):

Even though mediational means predate their individual users, having been created by others at different times and in different sites, this does not mean that they must necessarily be used as they were originally intended.

Although researchers argue that textbooks might reduce the role of the teacher by scripting their lessons, as shown in the literature review, the findings showed that the teachers’ practices were not fully shaped by the textbook rather by their beliefs and knowledge of learners from one side and the course objectives from the other. Rea-Dickins (2004) argues that teachers make decisions based on “their understandings of learning, language development and of language proficiency itself, together with what they consider to be most appropriate and in the best interests of those they teach” (p.250). We can argue here that given the unpredictability of the classroom events, the textbook influence and role are not as overwhelming as various studies suggest since no designer can predict the uniqueness of the



class in which the material will be implemented. Larsen-Freeman (2014) contends that “it takes the teacher as a mediator along with all the other participants in the learning context to forge an active and meaningful relationship with the material, which are otherwise inert” (p.665). Indeed, it is the teacher’s conception and mediation of the textbook and learners’ reaction to it that turns the material from the static level to the enacted one and determines its role in the classroom. Textbooks remain in the teachers’ hands as “proposal for action, not instructions to use” (Harmer, 2001, p.8), Hence, teachers played a role that the textbook cannot fulfil which was evident in their adaptations as discussed below.

### 8.2.2. Adaptation of the Textbook Materials

McGrath (2013) notes that adaptation studies often take the form of teachers’ self-reports or researchers’ observations. This study draws upon both types as the data were collected through questionnaires, informal discussion, classroom observation, and post-observation interviews to reliably explore teachers’ adaptations and decision-making processes. The findings indicated that the teachers employed a systematic procedure when deciding about their adaptations. They read the materials and evaluated them in relation to their beliefs, knowledge, and analysis of their learners’ profile. Such procedure confirms McGrath’s (2013a) claims that “decisions about lesson structures will normally go hand in hand with reflection on method and materials” (p.60). However, some teachers reported that they tended to test the material and analyse the learners’ reactions to it before adapting it. In this case, the teachers’ decision to adapt the material was prompted by their students’ initial response to it. This tallies with findings from Wette (2010) who concluded that teachers’ lesson plans were open to modification considering learners’ reactions and performances. Indeed, and due to the classroom dynamic, the teachers constantly improvised around the textbook proposals or their pre-determined plans. This is because “what happens in classrooms and what outcomes occur when materials are brought into use will depend upon numerous further factors, not least of which is the reinterpretation of materials and tasks by both teachers and learners” (Littlejohn, 2011, p.181).

Given the high number of adaptations each teacher employed as seen in figure 7.3 in Chapter Seven, adaptation appeared to be a frequent undertaking despite the limitations imposed on teachers which did not prevent them from unleashing their creativity and exercising their agency (e.g., lack of autonomy, lack of resources and equipment, etc.). Like the Ghanaian

teachers in Bosompem's (2014) study, the participating teachers felt the need to go beyond the constraints of the prescribed material. They employed different adaptations (either pre-planned or improvised) showing instances of most of McGrath's (2013) techniques (expansion, extemporisation omission, simplification, replacement and supplementation). One contribution of this study was that two new adaptation techniques were explored in teachers' practices: curating and combining. Drawing on their knowledge and familiarity with the material, the teachers played around the resources at their disposal to effectively display them in anticipation of students' needs and interests. They also combined tasks to save time and avoid boredom. Such adaptations seemed to be relative to teachers' creativity and endeavour to engage critically with the material, re-make them, and use them as 'spurs' to support learners and avoid burning out their energy. Burnout, whereby teachers feel "psychologically as well as physically exhausted" (Allwright, 2008, p.129) is a widespread issue that might hamper effective teaching (Allwright and Miller, 2013). One way to decrease teachers' burnout is to allow for flexibility in their practices and provide them with opportunities to understand their classroom, reflect on their experiences, and act upon them as argued in section 8.1.1 above.

The findings revealed that teachers' adaptations were triggered by the mismatch between their beliefs and those of the designers. This accords with findings identifying teachers' personal beliefs as influences on their adaptation (e.g., Borg, 2003, 2006, 2010, 2011; Grammatosi and Harwood, 2014; Bolster, 2014, 2015). Indisputably, the variations in teachers' adaptations were triggered by several reasons and factors that urge them to make amendments. This highlights that teachers are not passive users as the designers believe, but professionals who are capable of developing themselves, carrying out their own classroom decisions and implementing classroom-oriented practices, aspects emerging from the post-method era and teacher-research movement (e.g., Britton, 1987; Prabhu, 1989; Kumaravadivelu, 2003b; Allwright and Hanks, 2009) to mention a few.

#### **8.2.2.1. Teachers' Adaptations: Between Agency and Challenges**

The findings reported in Chapter Seven indicated that the teachers took advantage of all emergent opportunities to support their learners and make materials appealing and comprehensible. In fact, student-led reasons were the driving force behind most teachers' adaptations just as findings from Shaver et al., (2009), Wette (2009, 2010), and Menkabu



and Harwood (2014). The participating teachers' decisions were directed towards "satisficing", a notion proposed by Schmidt et al., (1997, p.78) to explain the way teachers use mathematics materials to "satisfy sufficiently" their students' needs and interests and make valid decisions under the demanding circumstances. Indeed, they appeared to acknowledge the criticality of their roles as facilitators of students' learning and the importance of building a close rapport with them and caring for them as individuals. Tomlinson (2011) argues that in order to accomplish intellectual development, the emotional and social factors cannot be separated from cognitive factors.

Given that the Algerian educational system does not provide support for pastoral care, teachers remain the first contact for students' emotional, social, and psychological needs on top of their teaching duty. I find such endeavours as indicators of the teachers' social scaffolding and ethical and emotional commitment which validate evidence on their role in containing learners emotionally and fostering their thinking and learning (Vygotsky, 1978; Blazar and Kraft, 2017). The findings also indicated that there was a strong connection between the ways teachers care and think about their learners and the ways in which they enacted their roles in the classroom. The participating teachers managed to cope with the combined roles of teaching and caregiving which can raise awareness, self-confidence, and create a comfortable learning atmosphere that is so crucial for successful classrooms (Harmer, 2007). This is also in line with O'Connor (2008) who conducted a qualitative study to explore three secondary school teachers' professional identities and emotional and personal experiences in Australia. She found that the participating teachers "used their sense of identity as a justification for the caring behaviour they demonstrate in their professional work" (O'Connor, 2008, p.126). Teachers tend to be emotionally engaged in caring for their students based on a particular perspective they take on their professional identities. O'Connor (2008) argues that such ethical and humanistic caring aspects of teaching are vital elements of the professional development of the teacher as they act as a source of their motivation and professional satisfaction.

In the same vein, the findings revealed that teachers employed a broad array of adaptations to encourage students' interaction and discussion and contribute to their learning. The participating teachers adapted the material, personalised and localised them, in order to bring life to the classroom and enable students to reflect and establish connections between themselves and the world around them. Moreover, with the lack of opportunities fostering



critical thinking in the textbooks, the teachers' aimed to encourage students to think critically and independently using materials that require them to analyse and challenge things and create opportunities for them to express their ideas and opinions, aspects that the students appreciated as seen in section 7.3 in Chapter Seven. This resonates with Shower et al., (2008) study who found that adaptations stimulate students' interest and promote their learning. Indeed, the students responded positively to teachers' adaptations and use of supplementary resources which created in learners a level of interest and engagement, as also observed by Tomlinson and Masuhara (2013) during their visit to Turkish high schools. Such appreciation might be the result of the match between the learners' profile and the teacher's understanding of it which enhanced their learning experiences. This adds to the argument presented earlier in section 8.1.1 that teachers should be empowered to research their own classroom in order to make well-considered decisions and become agents of change within their community (Gieve and Miller, 2006; Allwright, 2013).

One key finding in the study was the level of appreciation the students showed when teachers invited them to participate in decision-making. The participating students revealed their interest in assuming more active roles in their learning as they reacted positively whenever teachers invited them to make decisions in the classroom. This corroborates with Kikuchi and Apple's (2006) results who conducted a needs analysis and found that students were more actively engaged when teachers requested and discussed their opinions and ideas. Similarly, the teachers of this study appeared to endorse the belief that the students can and should have the chance to have input in their learning. This tallies with arguments in the literature on the importance of learners' voice and contribution (Clarke, 1989; 1991; Benesch, 2001; Saraceni, 2003, 2013; Cook-Sather, 2006, 2008, 2014; Jacobs and Renandya, 2016). Undeniably, students are highly capable of exercising control over their learning when they are given appropriate opportunities to do so. This observation was also shared by Zhang (2004) who could not interest her students in her reading classes until she collaborated with them using Allwright's principles of Exploratory Practice (EP). She put the students in charge of finding materials which stimulated their awareness and engagement. Indeed, EP aims to bridge the gap between theory and practice by encouraging teachers and learners to participate in the quest for a better understanding of their classrooms events (Slimani-Rolls, 2005, 2017, 2020).

Additionally, through their adaptation, the teachers aimed to bridge the gap between their students' pedagogical and examination needs and the supplied material. This accords with

findings of Lee and Bathmaker (2007) who investigated Singaporean teachers use of materials and found that they preferred their self-developed materials because the textbooks were irrelevant to students' needs and exam preparations. Such findings also connect to studies on the influence of exams on teaching and learning which appear to be deeply rooted in the educational culture that uses grades as a measurement for learning (Shawer, 2010a, 2010b; Abdel Latif, 2012; Zheng and Borg, 2014). The findings showed that the classroom culture was characterised by a focus on assessment of learning which can prevent teachers from applying active teaching strategies and implementing assessment for and as learning practices as noted by the Algerian researchers Benmoussat and Benmoussat (2018) and Hanifi (2018). Indeed, test results are used in the study context as tools to exert important decisions about the educational system which puts pressure on teachers to select content based on test forms (Medjahed, 2011). In other words, the nature and type of assessment used in the Algerian context utilise product-oriented approaches centred around information recall which transforms learning into numbers and scores rather than process-oriented approaches which focus on the process towards learning (Rea-Dickins, 2007, 2008). In such situations:

Teachers find themselves at the confluence of different assessment cultures and faced with significant dilemmas in their assessment practices sometimes torn between their role as facilitator and monitor of language development and that of assessor and judge of language performance as achievement

(Rea-Dickins, 2004, p.253)

Although teachers' endeavours to teach for the exam was an example of their concern for learners, their emphasis on providing exam materials and covering content within the time limits can inhibit the development of students' critical thinking skills. This accords with Healy et al.'s (2014) argument that a teacher who "uses assessment activities that call for memory and reproduction will have a hard job extolling the benefits of critical thinking to students" (p.468). Therefore, and given that assessments are tools for nurturing student learning, had the testing procedures matched the instructional practices and promoted the overall learning goals, teachers could probably have managed to balance between teaching for exams and assessing students' learning. The assessment strategies should emphasise thinking and reasoning rather than memory recall (Rea-Dickins, 2007; Baily and Masuhara, 2013). Teachers also need to be acquainted and trained to use assessment for learning strategies and instructions to diagnose students' issues and provide feedback and support to improve their learning.



It is reasonable to deduce that it was teachers' adaptations, not the textbook or the CBLT approach, that established a shift in power and role flowing in the classroom. Although the participating teachers were stripped from their agency, they appeared skilled and confident and managed to prove their potential to use the material flexibly to escape the washout and burnout effect of inappropriate materials and established the conditions to promote learners' roles as active agents. Such scaffolding practices highlighted once more the key role played by teachers as important participants shaping students' learning. However, the findings disclosed in section 7.4.1 revealed that teachers function in a high-constraint context since their practices were constantly directed by the assigned syllabus translated into the textbook and monitored by the school inspector, and any deviation is questioned and may even be prohibited. It can be inferred that Algerian EFL teachers feel emotionally dismissed and overloaded with imposed regulations that are operative at their workplace and which have an impact "on their cognitions and practices" (Borg, 2006, p.275). This lends support to Basturkmen's (2012) observation that "context and constraints mediate the relationship between teachers' stated beliefs and practices" (p.291). Yet, there is evidence in this study that experience and training allow teachers to exploit the material effectively and hardly fall under all pressures as will be discussed below.

### 8.2.3. The Role of Experience and Training

Although teachers' practices were partially confined by the prevailing restrictions of their teaching context, the findings showed that the teachers remained capable to enact the material in a dynamic and participatory nature and to their full potential. Similar to Wette's (2010) teachers who albeit working in high-constraints settings managed to resist their condition, the participating teachers, whose experience varies from 10 to 30 years, also challenged the existing constraints and exerted their "sense of plausibility" about what works best for their learners. They were more confident in the way they used the material and the resources available to them to provide guidance, encourage students' participation, and increase their engagement. This aligns with Hiver and Dörnyei's (2017) arguments that teachers tend to "function productively" (Hiver, 2015, p.215) and develop resistance mechanisms to find ways to adapt themselves to the deteriorating conditions and densities exercised on them. Prabhu (1987) maintains that through experience, teachers develop an understanding of how certain practices lead to desired outcomes in learning. The amalgamation of such practices represents a teacher's "sense of plausibility". Indeed, the experienced teachers demonstrated



their awareness of the freedom to exercise more control over their decisions and showed greater reflection-in-action and improvisation in their lessons. Such practices could be explained by their wide bank of knowledge and close familiarity with the material trailed previously and ingrained “with experience” (Breen et al., 2001, p.472).

We can extrapolate that external forces tend to influence but do not determine teachers’ practices (Shawer, 2010b). What determines teachers’ practices and decision-making are their beliefs, knowledge, experience, and training. This is consistent with Borg’s (2003, 2011) and Shawer et al., (2009) findings who assert that teachers’ beliefs, experiences, subject-knowledge, and pedagogic skills influence how they interpret the material. Garton and Graves (2014b) also argue that “the effective use of material depends on the teacher’s understanding of the material, on the fit with their beliefs, expertise, and experience, and on their ability to adapt the materials to their particular learners” (p.275). In this respect, it could be argued that experience and training are the most influential factor which can reduce teacher’s dependence on textbooks and allow them to filter more confidently the material through the students’ profiles and make up for their drawbacks. This echoes scholars’ arguments (e.g., Breen et al., 2001; Basturkmen et al., 2004; Basturkmen, 2012; Humphries, 2014; Hadley, 2018) that the more experienced and trained teachers are the more “they are able to reduce the mismatches between their espoused theories and theories in use by proceduralising their technical knowledge” (Basturkmen et al., 2004, p.269). Such practices, I believe, should be exhorted since the teachers’ ability to exercise agency within the centralised educational system and despite the constraints they operate in is acknowledged as a valuable professional skill (Graves, 2008; McGrath, 2013, 2016). Nevertheless, I believe that teachers still need to be advised through CPD activities to help them understand their practices (Garton and Graves, 2014b; Slimani-Rolls and Kiely, 2018).

So far, I have discussed findings regarding teachers’ use of textbook materials. In the section below, I shall discuss findings pertinent to answer the second sub-research question (How do students exploit the textbook materials inside and outside the classroom?)

#### **8.2.4. Students’ Use of the Textbook Inside and Outside the Classroom**

As previously mentioned in Chapter Three, there are few studies investigating learners’ attitudes and use of textbook materials albeit they are the target users. Harwood (2010)

argues that “studies also need to focus on students’ reactions to and comprehension of the materials” (p.19) which this study aimed to explore. The findings enclosed in section 7.5 in Chapter Seven revealed that the way students perceive their textbook and the role of their teacher influences the way they use it. The participating students largely ignored their textbooks due to their negative attitudes towards them from one hand and their strong belief that their teacher was best positioned to substitute for the textbook, from the other. They showed positive reactions towards their teacher’s support, scaffolding, and mediation as they claimed that their use of the textbook, which was primarily designed for them, depended on their teacher. This aligns with Clarke’s (1991) observation that students appear to trust the teacher “to most effectively determine the route from unknowing to knowing” (p.19). Indeed, they seemed to hold a deep awareness of their teacher’s role as a surrogate mediating the textbook materials. In fact, it was observed that the students were quite heavily programmed in their use of the textbook by the teacher. They hardly ever engaged with the textbook individually in the classroom without prior mediation. This is shared with Cherchali (1988) who concluded that Algerian secondary school learners found the teacher as the dominant source for their learning given their negative perceptions of the textbook’s practicality. Her findings harmonise with the current study stressing the concern of importing methods and prescribing textbooks that are inappropriate to learners and their context.

Furthermore, the findings revealed that the teachers’ views and uses of the textbook inside the classroom influenced their students’ perceptions and use of the textbook outside the classroom. Luke et al.,’s (1989) observation corroborates with the study findings which revealed that learners tend to associate aspects of their learning with “a teacher’s explanations, claims, or opinions” (p.257). Although it is possible to deduce that the teachers’ attitudes towards the textbook might have prevented students from exploiting it to its full potential outside the classroom, given the context of the study, the students inadvertently might not have been given opportunities or the responsibility to decipher the textbook and understand how to use it on their own. They may not have been trained on how to explore its content independently earlier in their primary and middle education and hence can rarely pick up these skills on their own during secondary school or at university as seen in section 8.1.2 above. Despite this, there was some evidence that the textbooks might hold partial power to benefit students outside class, though I had no way of checking whether they did use it as such. Few students explicitly mentioned the textbook’s role as a potential input resource outside the classroom. This could be explained as Hadley (2018) contends by “the physicality

of the language textbook which reassures students” (p.301). It is possible to deduce here that students have expectations of textbooks which provide them with “a place where they receive the tools necessary for collaborating with teachers as they work towards building up their knowledge of the target language” (Hadley, 2018, p.302). As such, students need to be trained to become naturally inquisitive and analytical in their reasoning and in making the most of the material and resources available to them.

## Conclusion

This chapter discussed salient findings on the research questions and the relevant literature. It uncovered factors related to teachers’ attitudes and use of the material and revealed key aspects of effective materials from the standpoint of the actual end-users. It can be concluded that textbook use is not a straightforward process. It is modelled and bound to the combination of teacher and students working together with varying individual perceptions, motivations, preferences, knowledge, experiences, and contextual factors all better understood in a unique classroom context. As such, the relationship between teachers, learners, and textbooks should never be conceptualised as competitive with one becoming more authoritative than the other, but rather cooperative and collaborative in the process of creating relevant teaching and learning experiences and envisioning the complexity of the classroom as a reflection of the outside world. By empowering teachers and learners, and providing optimal contextual factors, local textbooks can be promising in many respects. They might not end the search for the best textbook, but they can, to some extent meet the diversity and individuality of teachers, learners, and classroom events.

The next chapter will summarise this thesis by providing the study’s implications, presents its contributions and limitations, and offer suggestions for future research.



## Chapter 9: Conclusion

### Introduction

In this exploratory research, I used a mixed-method case-study approach to investigate the teachers' and learners' views, wants, and uses of two local EFL textbooks, specifically designed for first and second year secondary schools in Algeria. Having described the Algerian context and the ELT situation in chapter two, reviewed the relevant literature on material design, evaluation, and adaptation and the role of teachers and learners as textbook-users in such processes in chapter three, justified the use of the socio-cultural theory and the interpretive-critical research paradigm in chapter four, reported on the data collection and analysis procedures in chapter five, I shared the findings on the teachers' and learners' views and wants and how they used the textbooks in chapter six and seven. This was followed by a discussion of the main findings in light of the literature in chapter eight. The present chapter wraps up the thesis by summarising the main findings related to the three research questions in section 9.1 below and explaining the key contribution to knowledge in section 9.2. It then outlines in section 9.3 the implications of the findings for decision-makers and policy officials, material developers, trainers and inspectors, and teachers. The chapter also reflects on the limitations of the study in section 9.4 and offers some avenues for further research in section 9.5 before concluding with some final remarks on the research journey.

### 9.1. Summary of the Key Findings

As indicated in Chapter Two, Algeria considers English as a second foreign language whose teaching and learning will allow it to keep up with the 21<sup>st</sup>-century development trends. In 2005, the MNE initiated a reform to modernise the educational system by reforming the schools and creating new syllabuses and textbooks following the Competency-Based Language Teaching (CBLT) approach. However, teachers and learners, being the actual users, have been ignored in such processes. Over the last two decades and up to the current time of this study, the textbooks introduced at the secondary level (2005) have never been updated or amended. Moreover, there appears to be little research conducted on how teachers and students use textbooks and what features they find desirable (Tomlinson, 2012b; Garton and Graves, 2014b). As such, the study used a convergent mixed-method case-study design whereby both quantitative and qualitative data were gathered and then merged

simultaneously to investigate how teachers and students perceive and utilise their textbooks and what they want to find in them. To this end, questionnaires were administered to 51 teachers and 135 students, 60 sessions of classroom observation were conducted with 10 teachers, 10 semi-structured interviews were carried out with the observed teachers, and 12 focus groups with 60 students. The processes of data collection and analysis have revealed key findings which are summarised below in relation to the research questions.

#### 9.1.1. The End-users' Views and Perceptions of Their Textbooks

The first research question of the study aimed to explore the effectiveness and value of the English textbooks from the end-users' perspectives. More specifically, it sought to provide first and second year teachers and learners with the opportunity to evaluate their textbooks and voice their opinions. The findings reported in Chapter Six indicated that the designers failed in their task to translate the reform objectives into effective materials that enhance the students' learning. It is pertinent to reiterate that the participating teachers and students reported many drawbacks in their textbooks which rarely utilise authentic and innovative materials that facilitate the development of learners' language skills and communicative abilities. Both teachers and learners constantly argued that the prescribed textbooks lack relevance and variety in content and supplementary materials that raise learners' interest, match their socio-cultural study context, and challenge and motivate them to grow as autonomous and critical thinkers. Although second year teachers appeared to be satisfied with the proportion of the units and grammar loads and the time allocation, they were all unpleased with the quality of training provided and the unavailability of CPD opportunities. It can be argued that both first and second year textbooks are ineffective and cannot effectively continue to be used in secondary school English language classrooms.

#### 9.1.2. The End-users' Wants and Suggestions

Given the fact that the teachers' and learners' needs and wants were disregarded during the textbook design processes, the second research question of this study was concerned with voicing their suggestions as potential co-designers of the material. It sought to explore the ways in which teachers and students perceive their role in the textbook design process and what features they find desirable. The findings disclosed in Chapter Six indicated that the end-users' held an acute awareness regarding relevant criteria for effective materials based on

their perceptions of the different aspects they found lacking in the textbooks. They would also appreciate the opportunity to participate in the different design processes which entail that they can, and should, have a direct say during the initial design stages, the material selection, the piloting, as well as the evaluation procedure. Such findings endorse the call for empowerment and inclusivity. In summary, these are what teachers and students want:

### **Teachers' and Learners' Wants and Suggestions**

Content features	<ul style="list-style-type: none"> <li>- Familiar and varied content that consider students' real needs, match their profile, use their experimental world, and enhance their interaction and reflection.</li> <li>- Dynamic and meaning-based tasks that boost learners' creativity.</li> <li>- Thinking activities that enhance learners' language awareness and higher-order skills through class discussions and questioning techniques.</li> <li>- Clear practical grammar lessons and instructions with rule explanation and meaningful practices to allow for individual learning.</li> <li>- Contextualised and recycled vocabulary.</li> <li>- Authentic, short, and up-to-date reading and listening scripts.</li> <li>- Multicultural samples for the formation of a pro-social behaviour and intercultural competence.</li> <li>- Engaging speaking tasks reflecting real-life situations that encourage students to practice correct and appropriate language use.</li> <li>- Clear and guided writing tasks that provide purposeful use of the target language through relevant guidelines and samples.</li> </ul>
Presentation	<ul style="list-style-type: none"> <li>- Flexibility in the application of teaching methods.</li> <li>- Eye-catching, clear, and consistent external and internal design.</li> <li>- Smooth progression and links between lessons and units.</li> <li>- Use of active teaching methods under game type.</li> <li>- Use of L1 in the textbook rubrics (e.g., bilingual glossaries and instructions).</li> <li>- Integration of the four language skills focusing more on the productive skills (i.e., speaking and writing).</li> </ul>
Supporting resources	<ul style="list-style-type: none"> <li>- Adequate training and CPD opportunities for teachers.</li> <li>- Supporting audio and visual materials, online resources, and equipment facilitating the teaching and learning of the target language.</li> <li>- Friendly workbook with various activities and tasks for practices to stretch students' skills and abilities outside the class.</li> </ul>

Table 9. 1. Teachers' and Learners' Wants



It is evident to stress again that since “no materials developer, regardless of how skilled or experienced, can anticipate the uniqueness of the context in which the materials are situated”(Larsen-Freeman, 2014, p.665), empowering teachers and learners to engage in local textbook design can make local textbooks a viable alternative to global textbooks.

### 9.1.3. The End-users’ Use of the Textbooks Materials

The third research question aimed to explore how teachers employ and re-interpret the same textbook materials, how, what, when, and why they adapt the material; which factors influence their use and adaptations; how students react to their adaptations; and how they utilise their textbook inside and outside the classroom.

Owing to the data in this study, the findings revealed several critical issues related to teachers’ mediations and adaptations, and the role of contextual factors, teaching experience, and training in shaping material use and classroom practices. The teachers appeared to be aware of their role as mediators and scaffolders and of the value of varying their teaching methods and materials to cater for their learners’ needs and levels despite the constraints they operate in (e.g., rigid administrative rules, lack of autonomy, lack of quality training, and work conditions). Their “sense of plausibility”, moulded by experience, allowed them to engage critically with the material and make independent decisions about what, how, and when to adapt which clearly enhanced the students’ appreciation in the classroom. In other words, despite the fact that they were stripped of their agency by the centralised education system, the participating teachers re-designed the textbooks at hand considering what they perceived as lacking and needed, their beliefs and preferences, as well as their concern for and analysis of their learners’ profile and reactions. The creative adaptations and the interactive reflection that the teachers undertook were a corollary of the incongruity of the textbook materials which neither match their beliefs nor their students’ profile and context.

Regarding students’ textbook use, the findings revealed that their use of the textbook was influenced by their perception of the role of the teacher and their personal views of the textbook. The results also highlighted that the way teachers used the textbook inside the classroom influences their students’ use of them outside the class. Hence, it can be concluded that there can be no formula to prescribe effective use of textbooks since, as we have seen,

teachers tend to deviate from their own lesson plans in reaction to their learners which once more supports the call for their empowerment.

## 9.2. The Contribution of the Study to Knowledge

The present study makes some noteworthy contribution to the current literature. First, and to my knowledge, there has been no study in Algeria which explored how teachers and learners conceive and use their locally produced textbook, what roles they want to play, and what features they find desirable. Hence, the current study offers important insights into teachers' and learners' attitudes and wants that are useful not only to decision-makers and material developers in the Algerian context but also in other EFL settings. It also adds to the importance of evaluation and the necessity to check the appropriateness of the material in order to maximise its effectiveness and highlight that teachers and learners are relevant informants, consultants, and evaluators. Their views and experiences endorse the need for their empowerment and the possibility of their contribution to the design and decision-making processes in the Algerian multilingual context and other similar settings.

Furthermore, the study points out the value of conducting needs and context analysis and consulting the end-users which can provide the basis for local textbook projects. Although research on learners' voice in the field of material development is scarce, this study highlights that learners, regardless of their age, can make valuable comments on aspects of their learning and can elaborate on their opinions and articulate their needs and wants. Their perceptions and suggestions as well as their reactions to their teacher's use of the material demonstrate that they can make an original contribution to research as active participants with significant implications for material writers and teacher research development as we shall see in section 9.3 below.

Tomlinson and Masuhara (2017) argue that "there is cross-sectional and interdisciplinary potential between material development studies and those of teachers' practice in classrooms in curriculum development and teacher education" (p.87). Hence, the findings on teachers' use of the textbook materials, the rationale triggering their adaptations, and the factors influencing their practices can prove to be informative for raising awareness towards potential constraints not only in the study setting but also in other EFL contexts. The study also adds to our understanding of the complex and context-bound nature of the interaction

between teacher, textbook, and learners, aspects that content analysis cannot necessarily shed light on. It also contributes to a perceived gap in the field of material use in ELT as it reveals two new adaptation techniques employed by the participating teachers that have not been identified in previous studies. More specifically, it adds to previous work on adaptation studies and to the arguments presented earlier that teachers should be encouraged to design and customise materials and methods based on their experiences with their students.

Moreover, within the Algerian context, this might be the first time that teachers and learners were given the chance to voice their perspectives and wants which serve as a methodological contribution to knowledge. Although researchers emphasise the importance of teachers' and learners' participation in material design, the strict top-down policy stipulated by the Algerian MNE led to ineffective teaching and learning. By this, I do not mean that Algerian textbook designers have a disinterest in applying the tenets that define effective materials or obtaining the feedback of the end-users. It is just that this unilateral practice does not consider the need to understand and acknowledge local practices. As such, the current study can be useful in raising awareness towards the teachers' and learners' perceptions and use of the material. It can be viewed as a concrete example for decision-makers, designers, and the responsible stakeholders in the Algerian MNE and other similar contexts to humanise teaching materials and take into account the valuable experiences of teachers and learners.

### 9.3. Recommendations for Practice

In line with the interpretive-critical perspective of this study and based on the findings, I would like to put forward several courses of action for various stakeholders (decision-makers, textbook designers, trainers, inspectors, and teachers) who are hoped to improve the teachers' and learners' experiences in the study context and other similar settings.

To start with, the study contains salient arguments against the centrality of the regulations and the marginalisation of teachers and learners in the decision-making processes which only acts as a detriment to the teaching and learning processes. It confirms that prescribing teaching methods that do not necessarily fit the classroom context is pointless since teachers use their "sense of plausibility" based on the classroom events. To this end, I consider the empowerment of teachers and learners as key factors affecting EFL teaching and learning. The decision-makers and the designers need to be aware of the complexity of local teaching



realities and rethink the role of teachers and learners as agents of change in educational reforms that best suits the country's reality. In this respect, the textbook should be considered as a tool that allows for the stimulation of ideas and discussion, the co-creation of knowledge, and the development of learners' skills and self-directed learning.

There is an urgent need for a shift from the centrally rigid approach currently experienced in the Algerian context to a more lenient and dynamic one by "pushing decisions down to a level where they are best made" (Kennedy and Tomlinson, 2013, p.256). One way to do so is to change the current status quo of having teachers and learners at the receiving end and start "theorising down" (Allwright, 2013, p.14). Hence, I recommend the decision-makers to provide the necessary resources and space for the contribution of teachers and learners to implement national reforms and guidelines that directly affect their own classroom and school conditions. In this respect and in reference to teacher leadership in schools, Mangin and Stoelinga (2008) have emphasised that "teachers are uniquely positioned to promote change within schools because they are well versed in the complexities involved with teaching" (Wenner and Campbell, 2016, p.134). This should include working collegially with teachers and learners and collecting feedback from them during the decision-making, design, and implementation stages. For instance, a representative group of teachers and students from different parts of the country can be invited to participate in the process of curriculum development which will surely maximise the material's suitability and effectiveness. They also need to remove barriers affecting the implementation of assessment for learning strategies (e.g., class size, exam-driven culture) and consider reforms that blossom valid assessment tools which emphasise thinking and understanding rather than memory recall.

Additionally, viewed from the teachers' eyes, the findings show that the inspectors, who represent the MNE, constitute a source of tension for teachers and contribute to their frustration. Given that the type of training provided, like textbooks, is largely controlled by the MNE, the study holds significant implications for teacher education and training programmes. It indicates that there is an urgent need for training courses which consider teachers' contextual needs and challenges and work toward satisfying and overcoming them. It is also important for such training to employ frameworks that post-method and Exploratory Practice (EP) advocates have formalised to familiarise teachers with different teaching trends and encourage them to improve their work and teaching quality (Kumaravadivelu, 2006a, 2012; Allwright, 2013; Slimani-Rolls and Kiely, 2014, 2018; Slimani-Rolls, 2020).

Furthermore, because the two governmental bodies: the MHESR (which prepares student-teachers) and the MNE (which recruits and trains them) are separated, it could be suggested here for both to work together to provide ongoing support for teachers before and during their teaching journey. Such collaboration can use both university educators and school inspectors for the design and delivery of the training programmes. I would also recommend changing the idea behind having inspectors who are there to judge teachers' performance and have supervisors who understand the teacher's critical role in the classroom, provide feedback and the necessary supportive facilities for their flexibility and creativity, and empower them to grow as professionals. Such a supportive and collaborative working environment has the potential to restore their motivation, stimulate their agency, enhance their self-efficacy, and benefit the students' advancement.

In the context of the study, teachers' CPD is fairly new at school levels. Hence, I believe that teachers should be exposed to CPD opportunities and collegial cooperation to raise their awareness of the prerequisite for effective materials and how to make the most of the resources available to them (e.g., ICTs, interculturality, the use of L1 and L2) to enhance students learning. Such initiatives can develop their ability to continuously self-assess their beliefs and practices and become critical reflective teachers (Brookfield, 2017). For example, teachers within different schools can create collegial sharing sessions where they discuss their practices, exchange ideas and experiences, learn and discuss issues of teaching methodology, and engage in self-and peer-evaluation to develop their skills and knowledge, participate in the textbook evaluation and adaptation and find how to involve learners in such processes in order to make them more learner-centred. This implies that teachers should act on their reflections and engage in practitioner research in order to understand better their practices and classroom events as suggested by teacher Sana in section 6.2 in Chapter Six.

Allwright's proposal of EP as "a professionally viable research paradigm for professional development" (Allwright, 2006, p.15) has particular relevance here. By this, I mean an active engagement in teaching and professional development through EP whereby teachers work with the learners to reflect and subsequently take action to understand better their own classroom practices as discussed in section 8.1.2 in the previous chapter. Such a framework can be integrated as part of the everyday teaching routine using normal classroom activities that allow teachers and learners to reach a better understanding of their practice and act on it to achieve their goals. Undeniably, accentuating on-site discussions and reflections through



EP can have the potential to increase teachers' subject and pedagogical knowledge which can result in enhanced awareness, autonomy, collegiality, and creativity.

This study has also shown that there is so much that learners can do with the support of the teacher. As such, I suggest that learners should be treated in accordance with the EP learners' propositions mentioned in section 8.1.1 in the previous chapter. They should be allowed to be also in the driving seat along with the teacher in the classroom. For example, through EP, teachers can involve students in classroom decisions by inviting them to initiate interaction, make predictions, assumptions, and evaluations, give suggestions about topics and activities, find reliable materials and resources, etc. Such endeavours can contribute to students' understanding and training on how to make the most of their learning, improve their reasoning, and foster their motivation and critical thinking skills. Such initiatives can set the scene for cooperation and collegiality between the different stakeholders (teachers, learners, decision-makers, textbook designers, inspectors and so on). Indeed, there is a need, as suggested by EP, for all those interested in the advancement of learning and teaching to work alongside each other allowing for the empowerment and mutual development of all concerned by the improvement of the quality of life in the classroom.

These proposals can lead to genuine improvement of the ELT situation in the Algerian context or any other similar setting.

#### 9.4. Limitations of the Study

Although all measures have been taken to enhance the research quality and trustworthiness, I encountered some challenges during my research journey. First, while the sample is limited by size and scope, having females as the majority of the teachers in the study might be considered a limitation albeit the proportion of female teachers is remarkably much larger than the male teachers in the ELT field in Algeria.

Although the study sought to capture the complex and dynamic classroom setting through the use of various data-gathering instruments (questionnaires, classroom observations and interviews), it was not possible to portray vividly the detailed and complex social and psychological dynamic of classroom events that influence textbook use. It might have been time and cost-effective if I administered the questionnaire online but, as mentioned earlier in



section 5.5.1 in Chapter Five, the culture of the country favours face to face personal contact. Equally, and as noted in section 4.5.2.1 in Chapter Four, I could not interview the teachers before the session or video-record their practices to use them in the post-observation recall interviews due to the teachers' time constraints and the contextual regulations.

In addition, this study is limited to a micro-level of classroom research in that I investigated the end-users' perceptions only. I did not deal with the development process of the textbook series because, on the one hand, I was unable to reach the textbooks' designers or the schools' inspectors and, on the other hand, the literature available regarding the design process of the Algerian textbooks was inaccessible. Furthermore, and although I aimed to raise teachers' concerns and make their voices heard, I did not have the chance to directly access the training workshops. Thus, I could not follow on their claims regarding the quality of their training in general. A further issue is that not all teachers consented for their lessons plans to be shared publicly, although they shared them with me willingly and I used them to the extent that they facilitated my understanding of the classroom environment.

Finally, the present research has only been conducted in one city in Algeria. Thus, the small sample cannot be deemed representative of all Algerian EFL teachers' and learners' attitudes and perceptions. In any case, this is not a quantitative study that seeks to draw generalised conclusions. It is exploratory in nature and its aim, ultimately, has been to voice teachers' and learners' views and wants and explore their textbook use and adaptation of the textbook materials. Hence, I sincerely hope that the study has realised its potential to voice the classroom participants' perspectives and provided some thought-provoking understanding for the readers that can be of relevance to other contexts and pave the way for future research.

#### 9.5. Recommendations for Further Research

The current study has projected as many questions as it has answered. It has not merely revealed insights into Algerian EFL teachers' and learners' views, wants, and uses of their textbooks, but has also highlighted several topics that can spark researchers' future endeavours. To start with, although research on teaching materials has witnessed a noticeable growth in recent years, there is relatively little research conducted on local textbooks compared to more global ones. Hence, it would be desirable for future research to focus on the lifecycle of local textbooks exploring their production and use and investigating what

principles inform their development and how effective they are in practice. Such research can also seek to investigate how involving teachers and learners in material design could impact their teaching and learning which has the potential to reach well-validated conclusions and guidelines for the existing policies governing education in that context.

In addition, the study findings reveal that training and experience influence how teachers utilise textbook materials. Thus, future research can focus on novice teachers' beliefs and use of textbooks throughout their pre-service teacher education programme and perhaps during their initial teaching experiences using reflective logs, for instance. This could offer a comprehensible understanding of their practices and inform teacher training programmes. Furthermore, since most attention is given to teachers' textbook use (Harwood, 2014), it would be valuable for future studies to explore students' textbook conception and use given that they are the target users. This study has also provided some basic snapshots into learners' reactions and use of materials and hence more in-depth research looking at how and why students use textbooks and how such use contributes to their learning, autonomy, and critical thinking can make a valuable contribution to research in material design.

In terms of methodology, future research can employ both a theoretical approach based on a content analysis of the textbook and an exploratory approach based on the end-users' perceptions and a post-use evaluation test to assess the extent to which the material facilitates learners' language acquisition. Researchers can use video-record classroom observation and post-observation recall interviews to capture the dynamic of classroom events and contribute to the richness of the data and the reliability of the findings. Moreover, a thorough needs analysis and evaluation of what criteria and components teachers and learners find suitable and effective in their context will yield important implications for decision-makers and material designers. It is hoped that the above suggestions can contribute further to knowledge and research in the area of material design and use.

### My Research Journey

The current study was a challenging yet empowering experience. Going through the research journey as an international researcher, I have been overwhelmed by a blend of feelings of anxiety, nervousness, and satisfaction. The support and encouragement I received from my family, supervisor, and other doctoral colleagues and my strong belief about the significance

of this research helped me to overcome the challenges I faced and continue this research with enthusiasm, determination, and confidence. Discovering the research process itself was for me a valuable and instructive learning experience.

When I started the process of data collection, I was motivated to gather as much data as possible. I appreciated the participating teachers and students' willingness to share their views and experiences with me. However, this has caused a huge drain on me as I was overloaded with a tremendous amount of data that took me a long time to organise and analyse. Nonetheless, when I reflect on my research journey, it would still have been challenging for me to see if I did the right thing before going through the actual research. I had to go through the various stages of reading the literature, working out the research questions and the appropriate design and data gathering tools, conducting the pilot and collecting the actual data, organising and analysing the data and presenting and interpreting the findings, to be able to look back at my research journey and reflect on it critically through the lenses of scientific research. Indeed, through actively engaging with the research, I have matured both as a person and as a researcher by means of reading the work of other researchers and scholars, learning from the experiences of the participants, and networking in different workshops, seminars, and conferences.

Going through the different research stages informed me of salient matters in the field of education and allowed me to acquire invaluable analytical and research skills which can enhance my professional career. I was able to extend my knowledge of the research culture, improve my research practices, question and challenge my own assumptions, and learn new technological software. Without a doubt, throughout this research journey and with my supervisor's guidance, I have learned how to look critically at issues from different lenses, widen my thinking prospect, and enhance my creative skills. Most importantly, as a future EFL teacher and academic who strives to improve her teaching practices, the present study taught me a vital element: the need to continuously understand and reflect on my thinking, talking, writing, learning, and teaching. This practice might seem easy and simple to undertake, but it needs deep and constant understanding, awareness, and engagement which I have come to realise as part of my PhD research journey.



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## Appendices

The following appendices are included to provide more details and illustrate the processes of the enquiry:

- Appendix A Teachers' Questionnaire
- Appendix B Students' Questionnaire
- Appendix C Observation Schedule
- Appendix D Teachers' Semi-structured Interview Guide
- Appendix E Students' Focus group Guide
- Appendix F Certificate of Ethical Research Approval
- Appendix G Letter to the School Principals
- Appendix H Official Approval Letter from the Directorate of Education
- Appendix I Teachers' Profile
- Appendix J Teachers' Observation-Interview Information Sheet
- Appendix K Teachers' Consent Form
- Appendix L Examples of Complete observation Schedules
- Appendix M Example of a Teacher's Interview Transcript
- Appendix N Students' Focus group Information Sheet
- Appendix O Parental Consent Form
- Appendix P Example of a Focus group Transcript
- Appendix Q Teachers' Likert-scale Questionnaire Results
- Appendix R Students' Likert-scale Questionnaire Results
- Appendix S Results of Thematic Analysis
- Appendix T Snapshots of the textbook's unit pages, and handouts, examples of teachers' textbook adaptations and students' reactions to teachers' adaptations

## Appendix A: Teachers' Questionnaire

Title of the Study: *Starting from the Grassroot: Exploring Teachers' and Learners' Views, Wants, and Uses of their English Textbook in Western Algeria Secondary schools.*

Dear Teachers,

You are kindly invited to participate in completing this anonymous questionnaire as part of a study that I am conducting on teachers' and learners' views, wants, and uses of their English textbook. Your teaching experiences, opinions, and suggestions will be kept strictly confidential and will be used for the study purposes only.

Thank you very much

**Part 1:** please tick in the relevant box(es) and complete any other appropriate information about yourself.

1. Gender:    Male                          Female   

2. Educational background:

Bachelor's degree     Master's degree     Other (please specify) .....

3. Years of teaching experience:

0-2        3-5        6-10        10+   

4. Class (which level(s) are you teaching?):

First year                          Second year                          Third year   

The next sections include questions and statements related to the textbook you are using to teach English. The questions may require you to tick in the relevant box, indicate how far you agree or disagree with each statement, or comment in the provided spaces.

**Part 2:** please tick in the relevant box and justify your answer in the provided space.

1. Have you been involved in or consulted about the design of the textbook that you are using?

- Yes   

- No   

Please justify your answer

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2. How often do you substitute the textbook with materials from other resources?

Always	<input type="checkbox"/>	Frequently	<input type="checkbox"/>	Occasionally	<input type="checkbox"/>	Never	<input type="checkbox"/>
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Please justify your answer

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3. Have you ever received training on how to use the textbook?

- Yes (detailed training)
- Yes (but not enough)
- Yes (only before we start using it)
- No (I have never had any training)

4. Do you think the textbook you are using should keep being used? Yes  No

Please justify your answer

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**Part 3:** please tick (✓) in the box the number that corresponds to your answer and provide your answers in the space available.

1: Strongly Agree (SA)/ 2: Agree (A)/ 3: Not Sure (NS)/ 4: Disagree (D)/ 5: Strongly Disagree (SD).

Item N°	Flexibility	SA	A	NS	D	SD
1	The textbook helps me save time and energy in planning.					
2	The textbook is restricting.					
3	The textbook is demanding					

-In your opinion, what needs improving in the textbook to facilitate your teaching?

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Item N°	Needs and Levels	SA	A	NS	D	SD
4	The textbook meets learners' needs.					
5	The textbook helps learners improve English language use.					
6	The textbook is appropriate to learners' language level.					
7	The textbook is easy to use by learners.					

**-In your opinion, what needs improving in the textbook to match learners' needs and levels?**

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Item N°	Physical Appearance and Organisation	SA	A	NS	D	SD
8	The textbook contains up-to-date artwork (illustrations, pictures, graphs, and tables).					
9	The textbook contains attractive artwork which facilitates students learning					
10	The textbook is carefully graded and structured from simple to complex.					
11	The lessons in the textbooks are linked appropriately.					
12	The textbook's content fits the allotted time.					

**- In your opinion, what needs improving regarding the physical design and organisation?**

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Item N°	Themes and Topics (The themes and topics in the textbook are)	SA	A	NS	D	SD
13	Up-to-date					
14	Interesting					
15	Caters for gender and race equality					
16	Suitable for learners' age					
17	Suitable for the Algerian context					

- In your opinion, which themes and topics are to be included in the textbook?

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Item N°	Tasks and Activities	SA	A	NS	D	SD
18	The textbook develops the target competencies (interactive, interpretive, and productive)					
19	The textbook provides interactive activities that enable learners to use English outside the class.					
20	The textbook facilitates the development of learners' critical thinking.					
21	The textbook enhances the development of learners' creative abilities					
22	The textbook develops learners' autonomy.					
23	The textbook provides a variety of activities to increase learners' interaction in the classroom (e.g., pair /group work).					
24	The activities in the textbook move from easy to difficult.					
25	The textbook helps learners prepare for tests and examinations.					
26	The instructions of the activities are clear					
27	The homework activities suggested in the textbook are suitable for learners					

- In your opinion, which type of activities or tasks are to be included in the textbook?

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Item N°	Grammar and Vocabulary	SA	A	NS	D	SD
28	The grammar introduced in the textbook is appropriate to learners.					
29	The vocabulary introduced in the textbook is suitable for learners' needs.					
30	The textbook provides a variety of activities to familiarise learners with grammar rules.					
31	The textbook provides a variety of activities to familiarise learners with new vocabulary items.					

- In your opinion, what needs improving for the teaching of vocabulary and grammar?

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Item N°	Language Skills	SA	A	NS	D	SD
32	The textbook caters for the four language skills.					
33	The language skills are integrated in a balanced way.					
34	The listening scripts in the textbook are appropriate.					
35	The textbook provides suitable activities to practice speaking.					
36	The reading passages in the textbook are suitable for learners.					
37	The writing activities in the textbook are suitable for learners.					

- In your opinion, what needs improving to facilitate the teaching of language skills?

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Item N°	Supporting Components	SA	A	NS	D	SD
38	The textbook provides supportive supplementary resources (CDs, tapes, visual aids, etc.)					
39	The textbook <sup>1</sup> supplementary resources are accessible.					
40	The teacher's guide is useful.					

- In your opinion, what kind of supporting resources are to be included in the textbook?

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Item N°	The presentation of Culture	SA	A	NS	D	SD
41	The textbook includes stimulating aspects of cultures from around the world.					
42	The textbook includes aspects of local cultures.					

- In your opinion, which culture should be represented in the textbook?

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**PARTICIPATION IN A FURTHER STAGE OF THE RESEARCH**

In the next stage of this research, I would like to observe sessions of your teaching classes followed by semi-structured interviews in order to explore how you use the textbook inside the classroom. If you are willing to contribute to this stage, please provide your name and contact details below or you can contact the researcher on the following details.

Name: .....

Phone number: .....

Email address: .....

Tel: 0540533541

Email: [nour.bouacha@regents.ac.uk](mailto:nour.bouacha@regents.ac.uk)

THANK YOU FOR YOUR CO-OPERATION

## Appendix B: Students' Questionnaire

Title of the Study: Starting from the Grassroot: *Exploring Teachers' and Learners' Views, Wants, and Uses of their English Textbook in Western Algeria Secondary schools.*

عنوان المشروع: البدء من القاعدة الشعبية: استكشاف آراء ورغبات واستخدامات المعلمين و التلاميذ لكتب اللغة الإنجليزية: دراسة حالة المدارس الثانوية الجزائرية

Dear Students,

You are kindly invited to participate in completing this anonymous questionnaire as part of a study that I am conducting *on teachers' and learners' views and use of their English textbook. The purpose of this questionnaire is to collect your opinions and views about the English textbook you are using. These have nothing to do with a test and your answers will not affect your school grades and will be kept strictly confidential and used for this study purposes only. You may use any language you want to answer this questionnaire (French, English, Arabic, Algerian Arabic). Thank you very much.*

أعزائي الطلاب،

يرجى منكم المشاركة في ملئ هذا الاستبيان كجزء من دراسة أقوم بها على آراء المعلمين والتلاميذ واستخداماتهم لكتاب اللغة الإنجليزية. الغرض من هذا الاستبيان هو جمع آرائكم ووجهات نظركم حول الكتاب المدرسي الذي تستخدمه. أحيطكم علما أن الاستبيان لا علاقة له مع الاختبار وإجاباتكم لن تؤثر على درجاتك المدرسية وسوف تبقى سرية للغاية وتستخدم لأغراض هذا البحث فقط. يمكنك استخدام أي لغة تريد للإجابة على هذا الاستبيان (الفرنسية، الإنجليزية، العربية، أو مزيج من ما سبق)

شكرا جزيلا

**Part 1 (القسم أ):** please complete the appropriate information about yourself.

(يرجى ملئ المعلومات المناسبة عن نفسك)

1. Age (العمر): .....

2. Gender (الجنس): Male (ذكر)  Female (أنثى)

3. Class (): .....

The following sections include questions and statements related to the textbook you are using to learn English. The questions may require you to tick in the relevant box, indicate how far you agree or disagree with each statement, or answer in the provided spaces.

يتضمن هذا القسم أسئلة وبيانات تتعلق بالكتاب التي تستخدمها لتعلم اللغة الإنجليزية. قد تتطلب الأسئلة منك وضع علامة في المربع ذي الصلة، أو الإشارة إلى مدى موافقتك أو عدم موافقتك على كل بيان، أو الإجابة في المساحات المتوفرة.

**Part 2 (القسم ب):** Please tick (√) the relevant box and justify your answer in the provided space.

(يرجى وضع علامة (√) في المربع ذات الصلة وتبرير إجابتك على المساحة المتوفرة)

1. Do you like your English textbook? هل تحب كتاب اللغة الإنجليزية الخاص بك

Not at all ليس على الإطلاق  not much ليس كثيرا  very much جدا

Please justify your answer يرجى تبرير إجابتك



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2. Does your English textbook help you learn English? هل يساعدك كتاب الإنجليزية على تعلم اللغة الإنجليزية

Not at all ليس على الإطلاق  not much ليس كثيرا  very much جدا

Please justify your answer يرجى تبرير إجابتك

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3. How do you feel about your level in English? ما هو شعورك تجاه مستواك في اللغة الإنجليزية

Not satisfying غير مرضي  Average متوسط  Good جيد  Excellent ممتاز

Please justify your answer يرجى تبرير إجابتك

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4. Do you think the textbook you are using should keep being used?

Yes نعم  No لا  هل تعتقد أن الكتاب المدرسي الذي تستخدمه يجب أن يستمر في استخدامه

Please justify your answer يرجى تبرير إجابتك

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**Part 3 (القسم جيم):** please tick in the number that corresponds to your answer and provide your answers in the space available. (يرجى وضع علامة في المربع الذي يتوافق مع إجابتك وتقديم إجاباتك في المساحة المتاحة).

1: Strongly Agree (SA)/ 2: Agree (A)/ 3: Not sure (NS)/ 4: Disagree (D)/ 5: Strongly Disagree (SD).

1: (SA) أتفق بشدة - 2: (A) أوافق - 3: (NS) غير متأكد - 4: (SD) لا أوافق - 5: (SD) أختلف بشدة.

Item N°	Needs and Levels الاحتياجات والمستوي	SA	A	NS	D	SD
1	The textbook helps me improve my use of the English language. يساعدني الكتاب المدرسي على تحسين استخدام اللغة الإنجليزية					
2	The textbook is appropriate to my language level. الكتاب المدرسي مناسب لمستواي اللغوي					
3	The textbook is easy to use. الكتاب المدرسي سهل الاستخدام					

- In your opinion, what needs improving in the textbook to suit your needs and level?

في رأيك، ما الذي يحتاج إلى تحسين في الكتاب المدرسي ليناسب احتياجاتك ومستواك؟

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Item N°	Physical Appearance and Organisation المظهر والتنظيم	SA	A	NS	D	SD
4	The textbook is visually attractive. الكتاب المدرسي جذاب بصريا					
5	I can easily follow the layout of the page. يمكنني بسهولة متابعة تخطيط الصفحة					
6	The textbook contains up-to-date artwork (Illustrations, pictures, graphs, and tables). يحتوي الكتاب المدرسي على عمل فني حديث (الرسوم التوضيحية والصور والرسوم البيانية والجداول)					

In your opinion, what needs improving regarding the physical design of the textbook?

في رأيك، ما الذي يحتاج إلى تحسين فيما يتعلق بالمظهر المادي للكتاب المدرسي؟

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Item N°	Themes and Topics (the textbook contains topics that are) المواضيع (يحتوي الكتاب المدرسي على مواضيع)	SA	A	NS	D	SD
7	Up-to-date حديثة					
8	Interesting مهمة					
9	Related to my daily life ذات علاقة بحياتي اليومية					
10	Suitable for my context مناسبة للسياق بلدي					

- In your opinion, what kind of topics or subjects you would like to have in your textbook?

في رأيك، ما هو نوع المواضيع التي ترغب في أن تكون في كتابك المدرسي؟

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Item N°	Tasks and Activities الأنشطة و التمارين	SA	A	NS	D	SD
11	The textbook includes activities that are interesting to me. يتضمن الكتاب المدرسي أنشطة محفزة					
12	The activities in the textbook move from easy to difficult. تنتقل الأنشطة في الكتاب المدرسي من السهل إلى الصعب					
13	The textbook allows individual learning الكتاب المدرسي يسمح بالتعلم لعفدي					
14	The textbook helps me prepare for tests and examinations. يساعدني الكتاب المدرسي على التحضير للاختبارات والامتحانات					
15	The instructions of the activities are easy to understand تعليمات الأنشطة سهلة الفهم					

- In your opinion, what kind of activities or tasks you would like to have in your textbook?

في رأيك، ما هو نوع الأنشطة أو التمارين التي ترغب في أن يكون في كتابك المدرسي؟

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Item N°	Grammar and Vocabulary قواعد اللغة والمفردات	SA	A	NS	D	SD
16	The textbook contains useful grammar summaries. يحتوي الكتاب المدرسي على ملخصات نحوية مفيدة					
17	The vocabulary introduced in the textbook is useful to me. المفردات التي في الكتاب مفيدة لي					
18	The textbook provides a variety of activities to familiarise learners with grammar rules. يوفر الكتاب المدرسي مجموعة متنوعة من الأنشطة لتعلم القواعد النحوية					
19	The textbook provides a variety of activities to familiarise learners with new vocabulary items. يوفر الكتاب المدرسي مجموعة متنوعة من الأنشطة لتعلم المفردات الجديدة					

- In your opinion, how would you like to learn about vocabulary and grammar?

في رأيك ، كيف تريد أن تتعلم عن المفردات والنحو؟

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Item N°	Language Skills المهارات اللغوية	SA	A	NS	D	SD
20	The textbook provides suitable activities to practice listening. الكتاب المدرسي يوفر أنشطة مناسبة لممارسة السمع					
21	The textbook provides suitable activities to practice speaking. يوفر الكتاب المدرسي أنشطة مناسبة لممارسة التحدث					



- 22 The textbook provides suitable activities to practice reading.  
الكتاب المدرسي يوفر أنشطة مناسبة لممارسة القراءة
- 23 The textbook provides suitable activities to practice writing.  
يوفر الكتاب المدرسي أنشطة مناسبة لممارسة الكتابة

- In your opinion, how would you like to learn about the four language skills?

في رأيك، كيف تريد أن تتعلم عن المهارات اللغوية الأربعة؟

.....

.....

.....

.....

Item N°	Supporting Components	SA	A	NS	D	SD
	مكونات الدعم					
24	The textbook has rich additional resources (extra texts, CD, tapes, pictures) يحتوي الكتاب المدرسي على موارد إضافية غنية نصرياً إضافية، وكتب، وأشرطة، والصور					
25	The additional resources are easy to access. الموارد الإضافية سهلة الوصول إليها					

- In your opinion, what kind of additional resources you would like to have in your textbook?

في رأيك، ما هو نوع الموارد الإضافية التي ترغب في الحصول عليها في كتابك المدرسي؟

.....

.....

.....

.....

Item N°	The presentation of Culture	SA	A	NS	D	SD
	عرض الثقافة					
26	The textbook includes stimulating aspects of cultures from around the world. يضم الكتاب المدرسي محفزات ثقافات من جميع أنحاء العالم					
27	The textbook includes aspects of local cultures. يضم الكتاب محفزات من الثقافات المحلية					

- In your opinion, which culture you think should be represented in the textbook?

في رأيك، ما هي الثقافة التي تعتقد أنه يجب تمثيلها في الكتاب المدرسي

.....

.....

.....

.....

If you would like to participate in a further stage of the research, a group discussion with me and other students in order for me to explore your views on the textbook, how you use it inside and outside the classroom and the suggestions you would make to improve its quality. please provide your name below or you can contact me on the following details.

إذا كنت ترغب في المشاركة في مرحلة أخرى من البحث، مناقشة جماعية معي وطلاب آخرين من أجل أن أكتشف وجهات نظركم حول الكتاب المدرسي، وكيف تستخدمونه داخل وخارج الفصول الدراسية والاقتراحات التي قد تقدمونها لتحسين جودته. يرجى تقديم اسمك أدناه أو يمكنك الاتصال بي على التفاصيل التالية

Name الاسم : .....

Contact Details: Tel: 0540533541

Class القسم : .....

Email: [nour.bouacha@regents.ac.uk](mailto:nour.bouacha@regents.ac.uk)

THANK YOU FOR YOUR CO-OPERATION شكراً لك على تعاونك

## Appendix C: Observation Schedule

Teacher: .....

Class: .....

Date: .....

Time: .....

Unit/ Sequence: .....

Page in the textbook: .....

Lesson title as written on the Board: .....

Students N°: ..... F ..... M

NB: - layout of the classroom (desks, tables, windows, whiteboard)

Time	Teacher's procedures in the classroom	Students' reactions	Supplementary materials that are being used	My reflections



## Appendix D: Teachers' Semi-structured Interview Guide

Teacher: .....

Date: .....

Time: .....

• Remind the participants of the purpose of the research, ethical measures (Conditionality, anonymity, withdrawal) and to what they consented.

• Briefly outline the main themes of the interviews and the approximate length and if they want to ask any questions before.

### Part 1:

- Tell me about your academic and professional background? How did you become a teacher? How long have you been teaching?

- Have you ever been to an English-speaking country?

### Part 2:

- What do you think about using textbooks? Why? What about this textbook?

- Does this textbook help you accomplish what you want during the lesson? Why?

- In terms of the teaching method, what do you think about CBLT? Why?

- Did you receive any training on how to implement the approach or use the textbook?

- What do you do in seminars? Are the things you do in seminars beneficial?

- Have you been involved/consulted in selecting, or designing the syllabus, the textbook, or its content (lessons, activities, and topic)?

- Do you think the textbook helps students to learn English? Is it appropriate to their needs, interests, and learning styles?

- What do you think about the themes and topics of the textbook?

- What do you think about the type of activities that the textbook offers?

- Does the textbook offer variety in classroom management activities (pair/group work)?

- What about the vocabulary and the grammar suggested in the textbook? Is it suitable for learners?

- Do you think the textbook assist learners to communicate? Does it develop their language skills?

- What do you think about the presentation of culture in the textbooks?

- How much freedom do you have in terms of using the textbook in your classroom?

### Part 3:

-I'm interested in the way you used the textbook in your lessons. For example, you did not use the textbook activities for teaching and practising the reported speech and you brought handouts and a group-work game. Can you explain to me why?

- Also, At the end of one of your first year classes, you asked the student to open the window and then to close it. Can you explain to me your reasoning for such a practice?
- In second year textbook [p.86] here, you did not use the listening script and the tasks as they were suggested. Would you like to tell me about your reason for this?
- You also modified the textbook writing task [p.88] and you introduced a writing technique to students? Why so?
- Then, you asked the students to exchange the letters and correct one another's writings. What was your purpose for such a practice?
- For practising the conditional, you used a chain activity from the third year textbook. Can you explain to me why you used it? How does it differ from the one suggested?
- I noticed that you always ask students to write something being it two or three sentences, or a short paragraph? Why? Is it part of the lesson plan or you just tend to ask learners to do so?
- I also noticed that you tend to use other supplementary materials, why do you chose to do so? Where do you get these materials from?

#### Part 4:

- In your opinion, what is missing from the textbook?
- Who should select the teaching materials you use in your lesson?
- What main roles do you like to play in the development of the textbook? Why?
- If you were the textbook writer, what would you include in the textbook? Topics, activities, and materials would you use?
- In an ideal world, how would you like to teach? What could be the alternative?
  - Ask the participants if they have anything to add or to comment on
  - Thank the participants for their time and participation

## Appendix E: Students' Focus group Guide

Date:.....

Pseudonyms:.....

N° of students: .....

.....

- Remind the participants of the purpose of the research, ethical measures (Conditionality, anonymity, withdrawal) and to what they consented.
- Briefly outline the main themes of the interviews and the approximate length and if they want to ask any questions before.

### Part 1:

- Do you like English? Or you enjoy learning it? Why?
- Do you use it outside the class? What for? And where?

### Part 2:

- Do you like your textbook? Why? (Cherchali, 1988)
- Does it help you learn English?
- How do you find its look, illustrations, pictures, colours, and structure?
- How do you find its topics like those about pollution, nature and so on?
- What do you think about the activities (showing examples of activities from the textbook)?
- Which type of activities do you learn the most from? Which one do you prefer? Why?
- What do you think about the instructions of the textbook? Do you prefer instructions in Arabic, French, English? (Cherchali, 1988)
- How do you find the grammar? What about the vocabulary?
- Does the textbook help you develop your speaking?
- What about writing, reading, and listening?

### Part 3:

- Do you use your textbook in class? Why do you use it? Why don't you use it?
- Do you use it at home? Do you have different reasons for using/not using it?
- Do you revise from the textbook for tests and exams?
- Do you have any difficulties when you use it? Who helps you learn?



- What if I leave the textbook and take away the teacher, would you learn English?
- What if I leave the teacher and take away the book? Why?
- Who decides about the topics in your class?
- Do you have the chance to choose a topic or material?
- Do you have any techniques to help you learn English? (Cherchali, 1988)

#### Part 4:

- What do you think is the best material or way to learn English?
- Who do you think should select the materials to be used in the classroom (the topics, the tasks and so on)?
- What do you want to find in your textbook? Like the cover, pictures, topics, exercises, and so on?
- How would you like to learn?
- Is there anything you would like to tell me?
  - Ask the participants if they have anything to add or to comment on.
  - Thank the participants for their time and participation.

## Appendix F: Certificate of Ethical Research Approval

### University of Northampton

Dear Nour El Houda

Application ID: ETH1819-0005

Project title: teacher and learner evaluation of language teaching material in Algerian secondary schools

Lead researcher: Miss Nour El Houda Bouscha

Thank you for your revised application to the Research Ethics Committee. The application was considered on the 22nd of October 2018. The decision is

Approved via Chair's Action

We are happy to confirm that your application can be approved with immediate effect. Congratulations on reaching this stage. We wish you all the best for your project.

Please update the Committee via Gateway 1 if you need to make substantial changes or additions to the approved project.

Yours

John Horton



---

University of Northampton  
University Drive  
Northampton  
NN1 5PH

Swindon: 01604 735500  
Study Enquiries: 0300 303 2772  
Study Email: [study@northampton.ac.uk](mailto:study@northampton.ac.uk)  
[web.northampton.ac.uk](http://web.northampton.ac.uk)

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A charity providing undergraduate and postgraduate degrees and diplomas.  
Vice-Chancellor Professor Nick Peabody BSc, PhD, DSc, FGS, FRSA

## Appendix G: Letter to the School Principals

(Arabic Version)



غليزان في 14/01/2019

السيدة بوعشة نور الهدى

طالبة دكتوراه

جامعة ريچنت لندن (انجلترا )

الى السيدة) مدير المدرسة

طلب ترخيص الدخول الى الثانوية من اجل بحث رسالة الدكتوراه

انا طالبة دكتوراه مستفاد من منحة دراسية بجامعة ريچنت لندن – بريطانيا لتحضير شهادة الدكتوراه تحت عنوان "اليدم من القاعدة الشعبية: استكشاف اراء و رغبات واستخدامات المعلمين و التلاميذ لكتب اللغة الإنجليزية: دراسة حالة المدارس الثانوية الجزائرية " مما يتطلب القيام بزيارات لبعض الثانويات و توزيع استبيانات و إجراء لقاءات مع أساتذة اللغة الانجليزية و تلاميذ الطور الثانوي بولاية غليزان. ستجرى جميع المقابلات بموافقة المشاركين و سيتم استخدام أسماء مستعارة للحفاظ على سرية المؤسسة و المشاركين. ستوفر نتائج هذا البحث رؤية أفضل لكيفية استعمال المعلمين و التلاميذ لعنصر مهم من عناصر تعليمهم - كتابهم المدرسي وما يريدون فيه للمساعدة في التعبير عن وجهات نظرهم وخبراتهم. وبهذه الطريقة، سيتمتع الجيل القادم من المعلمين و التلاميذ بتجربة تعليمية أفضل.

أرجو من سيادتكم الترخيص لي لدخول المؤسسة و الحصول على المساعدة و الدعم الخاص بك لتسهيل عملية البحث. أود أن أدير الاستبيانات، أكرم بمراقبة الفصول الدراسية، وأن أجرى مقابلات مع عينة من المعلمين و المتعلمين في مجموعات التركيز. وسوف تستغرق عملية جمع البيانات ما يصل إلى ثلاثة أشهر. سيتم إجراء جميع المقابلات و الملاحظات و تسجيلها بموافقة المشاركين و سيتم استخدامها في الدراسة و سيتم الحفاظ على سريتها. المشاركة طوعية و الانسحاب ممكن في أي وقت أثناء المشاركة دون أي سبب

تقبلو مني فائق الاحترام و التقدير

1<sup>st</sup> Supervisor

2<sup>nd</sup> Supervisor / Director of Studies

Dr Assia Slimani Rolls

Dr Cristina Devecchi

[rollsa@regents.ac.uk](mailto:rollsa@regents.ac.uk)

[Cristina.Devecchi@northampton.ac.uk](mailto:Cristina.Devecchi@northampton.ac.uk)



(English Version)



Researcher: Nour Bouacha

Email: [nour.bouacha@regents.ac.uk](mailto:nour.bouacha@regents.ac.uk)

Dear Principal,

I'm a candidate at Regent's University London, conducting a doctoral research project to investigate first and second year teachers' and learners' views, wants, and uses of the EFL textbooks they are currently utilising in your secondary school. The findings of this research will provide a better understanding of how teachers and learners view and use one important element of their teaching and learning experience-their textbook and what they want to find in them to help voice their perspectives and experiences. This way, the next generation of teachers and students would enjoy a better teaching and learning experience when using the textbook.

I am writing to seek your assistance and support to conduct my study which would involve visiting your school and carry out research with first and second year teachers and learners. I would like to administer questionnaires, carry out classroom observation, and conduct interviews with a sample of teachers and focus groups learners. The process of data collection will take up to three months. All the interviews and observations will be conducted and recorded with the consent of the participants and will be kept confidential. Participation is voluntary and withdrawal is possible at any time during.

If there are any further enquiries or concerns, please do not hesitate to contact me or my supervisors on the contact details available below.

Yours sincerely,

1<sup>st</sup> Supervisor

2<sup>nd</sup> Supervisor / Director of Studies

Dr Assia Slimani Rolls

Dr Cristina Devecchi

[rollsa@regents.ac.uk](mailto:rollsa@regents.ac.uk)

[Cristina.Devecchi@northampton.ac.uk](mailto:Cristina.Devecchi@northampton.ac.uk)



## Appendix I: Teachers' Profile

Sihem and Khaled attended the teacher training school, where they received training to become secondary school teachers. Sihem and Khaled have 25 years of English teaching experience. Sihem taught in two different schools while Khaled taught in one school for 25 years. Neither Sihem nor Khaled visited an English-speaking country.

Iman, Akila, Sana, and Aicha hold a Bachelor's degree in English language literature and civilisation. After their graduation, they all sat for the national secondary teachers' contest and passed from the first attempt. Iman, Akila, Sana, and Aicha have been teaching for over 10 years. Neither of them visited an English-speaking country. Unlike, Iman and Sana, Akila and Aicha taught English at two different secondary schools in the province.

Rayan and Nora graduated in 2006 with a Bachelor's degree in the English language. They both had 13 years of teaching experience at the secondary school where they work. However, Nora was also a part-time teacher teaching youngster at a private school in another city. At the time of the data collection, Nora was preparing for her MA degree in Didactics and Applied linguistics. In addition, unlike Rayan, Nora visited the UK for tourism and had the chance to stay there for summer courses.

Zohra is the most experienced teacher with 31 years of teaching. She obtained her diploma in English language study in 1986 but did not want to work straight away. She liked to study and speak English but never intended to become a teacher. She visited Lancaster university during the summer of 1984 and 1986 to attend English summer courses. In 1988, she received a call from the directorate of Education at the province who were in urgent need for a teacher of English at that time. She accepted the invite, attended her preservice training, and joined the teaching profession in 1988. She worked at different secondary schools in the province.

Mira held a Bachelor's degree in English. After her graduation, she sat a contest for teachers in 2002 because there were no alternatives for her. She passed the contest and started teaching at school B. Mira had 17 years of teaching experience at the time of the data collection. Like other teachers, she did not have a chance to visit an English-speaking country.



## Appendix J: Teachers' Observation-Interview Information Sheet

Title of the study: *Starting from the Grassroot: Exploring Teachers' and Learners' Views, Wants, and Uses of their English Textbook in Western Algeria Secondary schools.*

Dear teacher,

Please kindly allow the researcher to observe a class of your choice for a period of four to five weeks. The purpose of the classroom observation is to observe how teachers and learners use the textbook inside the classroom. Your performance will not have any negative impact on you. The students will be informed about the aim of the observation, and they will be assured that their classroom participation will not have any impact on them or their grades. The observation will be audio-recorded, and field notes will be taken. All information will be kept confidential for the purpose of this research. After the observations, you are kindly invited to participate in an interview lasting 30-45 minutes to further explore your views about the textbook, how you use it, why, and what improvement you suggest. You will not be judged on any response. The interview can be conducted in the language of your choice (Arabic, French, or English) and will be audio-recorded.

Your participation in this research is your decision and voluntary. If you decide to participate you will be asked to sign a consent form and you can withdraw from the research without giving a reason by contacting the researcher using the details provided below. You will not be able to withdraw from the research after I anonymise the data and therefore the latest you can let me know you do not want to take part in the research is six months after the end of the data collection. Confidentiality and anonymity of all participants (teacher and students) and schools will be assured and protected in any publication resulting from the research. The data collected will be used for my doctoral thesis and may also be used for publications, conference presentations or seminars.

Thank you very much for your assistance in making this research possible. If you have any questions or concerns, please inform me or contact me using the following details.

Researcher: Nour Bouacha Tel: 0540533541 Email: [nour.bouacha@regents.ac.uk](mailto:nour.bouacha@regents.ac.uk)

Supervisory team:

1<sup>st</sup> Supervisor

Dr Assia Slimani Rolls

[rollsa@regents.ac.uk](mailto:rollsa@regents.ac.uk)

2<sup>nd</sup> Supervisor / Director of Studies

Dr Cristina Devecchi

[Cristina.Devecchi@northampton.ac.uk](mailto:Cristina.Devecchi@northampton.ac.uk)

## Appendix K: Teachers' Consent Form

Title of the Study: *Starting from the Grassroot: Exploring Teachers' and Learners' Views, Wants, and Uses of their English Textbook in Western Algeria Secondary schools.*

Please read each statement below and then confirm that you agree or disagree by placing your initials in the appropriate box.

Statements	Yes	No
- I have read and understood the information provided to me in the information sheet.		
- I have had the opportunity to ask questions about this research.		
- I agree to the interview being audio recorded.		
- I understand that I can decline to answer any questions.		
- I understand that I can withdraw my answers in part or full, anytime up until 6 months after data collection.		
- I agree to anonymised quotations being used in my academic presentations or publications of this work.		
- I agree to my data being used in any subsequent work that builds on this current project.		

Signature and date of person giving consent (the participant)

.....

Signature and date of person obtaining consent (the researcher)

.....

Researcher: Nour Bouacha

Tel: 0540533541

Email: [nour.bouacha@regents.ac.uk](mailto:nour.bouacha@regents.ac.uk)

Supervisory Team:

1<sup>st</sup> Supervisor

2<sup>nd</sup> Supervisor / Director of Studies

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[rollsa@regents.ac.uk](mailto:rollsa@regents.ac.uk)

[Cristina.Devecchi@northampton.ac.uk](mailto:Cristina.Devecchi@northampton.ac.uk)

If you have any complaints or concerns please contact the head of the Graduate School on the following contact details.

Head of Graduate School: Pr. Ian Livingstone [Ian.Livingstone@northampton.ac.uk](mailto:Ian.Livingstone@northampton.ac.uk)

# Appendix L: Examples of Complete observation Schedules

This appendix includes a selection (5%) of complete populated observation schedules.

## L.1.

### Observation Schedule

Teacher: [redacted] (RAYD) [redacted]  
 Class: [redacted] FL [redacted]  
 Date: 28/02/13 [redacted]  
 Time: 8:15 [redacted]

Unit Sequence: Unit 4: Building Scientist  
 Page in the textbook: p. 80 [redacted]  
 Lesson title as written on the Board: [redacted]  
 Students N: 17 F 12 M

NB: - layout of the classroom (desks, tables, windows, whiteboard) This unit requires students (a projector / board / video equipment for an experiment)

Time	Teacher's procedures in the classroom	Students' reactions	Supplementary materials that are being used	My reflections
8:15	T sets up the projector in the classroom T asks if anyone wants to check a website T played the video T what do you see in the video	S <sub>1</sub> with a table out of their seats S <sub>2</sub> very active Most S <sub>3</sub> raised their hands & were excited to participate	T brought a video to present the new cell's form The video is an extract from "Mycoplasma's move" (http://www.youtube.com/watch?v=...) which is a dramatic	T engages in a discussion with the S <sub>1</sub> about the video in order to focus the thinking of the class S <sub>2</sub> seem motivated & excited to watch the video (all looking) little to no side conversations
8:16	T stands in the board in S <sub>1</sub> suggestions T: you saw my table movement? T: why do people exercise more?	S <sub>1</sub> was giving answers a number of times that students had brought		T asked S <sub>1</sub> a series of questions to engage them in the discussion S <sub>1</sub> participated a good few long periods
10:20	T introduces the theme of the unit T: introduction T explains how to work tasks (Task 1) and asks questions about the S <sub>1</sub>	S <sub>1</sub> doing the T	Materials / pictures displayed through the projector	T engages in a discussion with the S <sub>1</sub> about the pictures (cell's moving)
10:37	T brought a text on boards & asked S <sub>1</sub> to read it slowly. This was the S <sub>1</sub> who to check their suggestion	S <sub>1</sub> ready to see side contents S <sub>1</sub> asked questions to answer Most of the participants	Text on handout with tables	T: text in the handout is not similar to the one suggested in the TB T is asking and reacting if S <sub>1</sub> use mainly using the text
10:40	T brought equipment to do an experiment to show S <sub>1</sub> using if individual type (1) T is copying from textbook	S <sub>1</sub> interested with the T	Separate material brought by the T chemical ingredients	T brought equipment for an experiment T tried to intellectualize the question here by showing an experiment & asking them to generate sentences before moving the lesson (then individual type 0 for each item)
10:57	T asked S <sub>1</sub> to write for 3 sentences copying out any information & separate (T did it orally)	S <sub>1</sub> was writing		T: this was a good idea to see what they can do



Observation Schedule

Teacher: ~~XXXX~~ Zaira

Class: L.F.1

Date: 30/04/2019

Time: 11:12

Unit/Sequence: Writing, Reading, Listening & Speaking

Page (in textbook): 206-208

Lesson title as written on the board: Spoken English

Student No.: A4 F.10 M

NB: Tap out of the classroom file/cb, tables, windows, whiteboard (what else layed)

Time	Teacher's procedure(s) in the classroom	Students' reactions	Supplementary materials that are being used	My reflections
0-1	<p>Talked to S about the importance of writing the letter by using S's own words in 2<sup>nd</sup> class and you will have your own classroom next year if you pass it. What will you do?</p>	<p>Ss taking notes in their notebooks</p> <p>Participating in the lesson</p> <p>Ss participating</p>	<p>None of it this</p> <p>Thought exercises / pictures on L2</p>	<p>This setting down in the classroom is quite nice.</p> <p>As a warm up, I asked Ss content of oral English to pass it by first to understand the lesson.</p> <p>This engaging in a activity for them helps to their life a social context in preparing the lesson.</p>
1-11	<p>T asked Ss to write a letter to a friend if they have any notes and then they will have the classmate to check a friend's letter to check a friend's letter to check a friend's letter.</p>			

11-16	<p>T explained the idea of a letter to Ss and they were very interested.</p> <p>T showed Ss the pictures of a letter and they were very interested in the pictures.</p>	<p>Ss were listening</p> <p>Ss were showing about the picture</p>	<p>T brought pictures and different colors of paper for the class to use a sketch.</p>	<p>T is in the class to help the students in their educational system to understand the concept of writing a letter and to help them understand the concept of writing a letter in the classroom system.</p>
16-21	<p>T asked Ss to write a letter to a friend and they were very interested in the pictures.</p> <p>T gave Ss the pictures and they were very interested in the pictures.</p> <p>T asked Ss to write a letter to a friend and they were very interested in the pictures.</p>	<p>Ss were engaged in the activity</p> <p>Ss were writing the letter</p>	<p>Students to Ss</p> <p>Students to Ss</p> <p>T asked Ss to write a letter to a friend and they were very interested in the pictures.</p>	<p>T asked Ss to write a letter to a friend and they were very interested in the pictures.</p> <p>T asked Ss to write a letter to a friend and they were very interested in the pictures.</p>
21-26	<p>T asked Ss to write a letter to a friend and they were very interested in the pictures.</p> <p>T asked Ss to write a letter to a friend and they were very interested in the pictures.</p>	<p>Ss were writing the letter</p>		<p>T asked Ss to write a letter to a friend and they were very interested in the pictures.</p> <p>T asked Ss to write a letter to a friend and they were very interested in the pictures.</p>

08-10	Break of 10 min	Ss use tables & the help	no use of the tb materials so far.	T gave Ss a small break in the use of it to
11-15	T asked Ss about other opinions of suggestions	Ss participate & give suggestions	Activities in handout	T allowed on the advice of the tb
15-20	T asked Ss to do more activities & try to generate their rules for making suggestions	Ss use group example of Ss in participatory in making the dialog	part of the conversation is discussion	T is trying to make any learn previous knowledge
20-25	T gave his write it up as a handout for Ss	Ss use dialog & participatory	Ex of the to give a handout	to take in the tb in a pair of the lesson but the T show to give it so it would be like Ss can practice more.
25-30	T brought extra groups to an activity center in divided groups then with the Ss.	Ss use dialog & participatory	handouts with letters from to suggest.	T supplemented & accepted the suggestions
30-35	T explained to Ss the use of ISs in writing	Ss use dialog & participatory	(Ss use suggestions with the use of T's topics)	she presented a location in lesson 2 more to discuss it later
35-40	T asked Ss to imagine they are going out to require suggestions to the teacher to be done better	Ss use dialog & participatory		After T finished the lesson she asked the students to write a paragraph about the suggestions

L.3.

Observation Schedule

Teacher: Suzanna / ALP 2 Unit: Sequence / Grammar  
 Class: AL2 Page: in the textbook / Reported Speech / AL 204  
 Date: 3/02/19 Lesson title as written on the Board: Reported Speech  
 Time: 8:30-10:00 Student: N, M, F, H, M

NB - layout of the classroom - desks, tables, windows, whiteboard:

Time	Teacher's procedures in the classroom	Students' reactions	Supplementary materials that are being used	My reflections
0-2	I use writing	Ss use table this stuff	bring handouts	T use a simple form of classroom which personalized the lesson
3-10	T ask do you know how to make a suggestion?  T use more an interactive between me again (participatory of Ss)  T engaged in a conversation with one S  T ask a just like	Ss started participatory  T is checking the Ss use dialog  Ss seem engaged to read & participate  Ss use dialog & participatory	NO Use of the tb  Ss did not bring their the content	T started a conversation with one of Ss about the main idea of the listening & if she could do it to her  she used the materials to introduce a lesson on Reported Speech  So that Ss get to work on it with a personal speech  Ss about some new vocabulary T did not know but gave them examples & used a very formal language
10-20	T brought a video activity about 2 friends who sometimes who sometimes in the past  T asked who can read T asked it is a video then to read the story	Ss seem engaged to read & participate  Ss use dialog & participatory		T kept saying do be a note the difference in the chapters since give so ready

T asks S to write sentences about what S reads. I said a paper. a card

T takes you to a computer on the wall (writing)

S are looking at VET

line of the white card

she put S in groups

T wrote ex on the board with copying to R. in the of (1-2)

no words today

decide about Q. a whole in exercise to explain what is the paper of reported speech. in the use.

S do participles (each of the 1)

do-17 T suggest in a discussion about the difference between direct & indirect speech.

Head start

12.10 T give S a handout she put them in groups

no words but to report the direct S. write Q. what are using the same

she used a phrase at the end of class standing

T is taking all opportunities to teach. S. must not give her dialogue & also what speech marks

T managed to engage S to practice the reported speech.

T is using games / quizzes / practice S. the putting them in practice within

she managed to to speak like E even when she was not above class heads. maybe in practice when in T. beginning

S. is interacting with them

T explained again & is encouraging the class to repeat speech to S.

T is using feedback to correct words.

07-1 T give S a chance to practice

S are talking but about the subject

T put S in groups

game the paper split into very small groups

T asks S to answer in the his & write me down

she set a prize for the groups to decide the Q.

one S explained in future, and the first one is the smart

like using team list skeleton

Can only begin to learn in a write the Q.

(S. as usual in class probably to be corrected next lesson)

T brought in on activity in handouts. group of Q. discuss paper split & ask S to write again

game in handouts

Everyone the S. could correctly to T. passed to S. all answers on little white card. all in, not a group

T's want to ask us why S. makes it. how they heard in the amplifiers

→ Ask T about why using handouts to teach reported speech isn't just for the suggested

→ why use games & quizzes



## Appendix M: Example of a Teacher's Interview Transcript

Part 1:

R: tell me about your academic and professional background?

I have a Bachelor's degree of 4 years in English and I'm currently doing my master's degree. When I finish my Masters. I want to use my knowledge and what I learned here in the secondary school sector either as a teacher or as a training teacher or an inspector. What I learnt can be applied here at secondary schools and middle schools. For instance, classroom management and so on it is more useful at middle and secondary schools not the university.

R: and, how did you become a teacher?

Since my childhood, I had this curiosity to understand and speak English. At school, I was brilliant in English and I scored well in the baccalaureates exam, so I decided to enroll in the English department. As soon as I finished my years at university, I set for the teachers' content, and I was appointed a teacher of English.

R: how long have you been teaching?

For 13 years at secondary school. I also taught English to youngsters aged 6-7 at a private school in another city. I did this part-time job for 2 years.

R: have you ever been to an English-speaking country?

I have been for Tourism for a short period. It does not have any influence on my career or my language because I went to visit England only. Colleagues always advise me to go and develop my skills there.

Part 2:

R: what do you think about using textbooks? How about these textbooks [pointing to the first and second year textbooks]?

In general, as a teacher, you have to have some materials to guide you at least at the beginning of your teaching experience. It is supposed to guide teachers to enable them to reach a particular purpose in teaching. However, I feel it is stuffed with unlabeled things. The link between the units and lessons is messy because the themes are separated. You feel like you are not going to prepare a lesson, or a sequence plan you are going to redesign the book which is very time-consuming because I feel like I burned out my energy from day one. The students feel lost when we ask them to use. I think there should be a clear and logical layout for the lessons and units which are appropriately linked so that students find it easy to use it follow and use.

R: does it help you accomplish what you want during the lesson?

No, not really or in a very poor way.

R: could you explain to me why, please?

Because most of the time the content does not fit today's learners and their reality. It is somehow absolute and neither teachers nor learners can identify with its content. It is not appropriate to their language level or their

different learning styles and it does not enable them to develop reading and learning strategies. Also, critical thinking is not enhanced through the material...it does not provoke or challenge their mind.

R: in terms of the teaching method, what do you think about CBLT upon which the textbooks are developed?

Ah, CBLT! For me, CBLT is not really reflected in the textbooks. don't find it that appealing in the textbook. There is a huge gap between the objectives, the content of the textbook and the needs and reality of teachers and students. the textbook does not contain the life-like and problem-solving situations that CBLT is said to be based on.

R: did you receive any training on how to implement the approach or use the textbook?

We did not receive any training on how to use CBLT or the textbook we had to figure it out on our own. Even for the teacher's guide. We are not given any guidance in the teacher's guide. We have key answers and a few pages explaining how the textbook is designed and what the role of the teacher is. That's all. Mainly in theory and nothing explained in detail. The worse problem with it is the writing part. Some teachers copy the same paragraph they found. Who wrote that? Do you think the person who wrote that is better than you? Sometimes, my students write beautiful paragraphs better than the one suggested. So, I never look at it in order not to be limited with it or turned into that kind of teachers.

R: what do you do in those seminars? Are the things you do in seminars beneficial?

In seminars, teachers try and expect to share their experiences, suggest alternatives, prepare lesson plans, detect weaknesses and learn how to be effective in class. But, then, we basically talk about theory. Most of the time it is the inspector who talks the most, giving teachers theories and conceptual words that do not help in practice. Just documents and recommendations on what to know. We are told only what to do not how to do it. Words without deeds.

R: have you been involved/consulted in selecting, or designing the syllabus, the textbook, or its content (lessons, activities, and topic)?

No, ever. The textbooks were thrown to us out of nowhere without warning.

R: do you think the textbook helps students learn English? Is it appropriate to their needs, interests, and learning styles?

No, not really. I always need backup and follow up. We do not have follow up in the textbooks and we find ourselves always in hurry to end the syllabus within the time limits or the inspector blame us for any delay.

The students do not decide about their needs or wants although they are said to be the most important element within CBLT. The designers created those needs, and we are trying to fulfil them. That's why it will be useful to include students and have materials chosen by them to interact easily with them as they are the first target.'

R: what do you think about the themes and topics of the textbook?

These textbooks were designed at the beginning of 2000. Now, we are in 2019. This is a very different time and generations. The topics are really old and boring. For example, why shall I speak about pollution with a text written in 1998? I mean it is something really expired. Most themes are very boring and repetitive across the three years. This is why we need topics and texts that are made for every time. Topics that learners live with and excites them to suggest solutions to their daily obstacles such as love, films, music, sports, fashion, technology, modernity, you know teens' topics. They will have a lot to say about their experiences. The textbook would look like a diary where people tell and record their secrets and daily matters.

R: what do you think about the type of activities that the textbook offers?

Most of the activities are not serviceable: rule, activity in a very straightforward way. There is nothing that provokes their creative and critical thinking or challenges them to know why and this makes them consider the learning process not as a challenge but rather as an obstacle. The activity does not take them into real situations. So, they do not see themselves using this language structure anywhere. It is learning for the activity. It is not language for communicative purposes. I think most activities in the books are useless, repeated, and time consuming.

R: does the textbook offer variety in classroom management activities (pair/group work)?

There isn't much variety in classroom management activities. Most activities are individual or pair. However, I always ask my learners to work in groups because they are more motivated when working in groups.

R: what about homework practices?

For first year, we do not know what to do if we want to do enough classroom practice. So, the teacher needs to provide homework and also follow up activities and tasks like mini projects and research.

For second year, there is not much to give for homework. I prefer giving class-work because we have enough time to do it in class and give students individual attention.

R: what about the vocabulary and the grammar suggested in the textbook? Is it suitable for learners?

Students are learning a lot of grammatical structures in the first year. It is too much work. Also, grammar and vocabulary are not presented in a creative and motivating way so that students enjoy learning about them. They are not presented within a realistic context.

R: do you think that these textbooks help learners to communicate? Does it develop their language skills?

Speaking is not given focus including the activities that support it. Nowhere in the textbooks, it says: imagine you are such and such, make a speech. It is always write. I think the textbook should offer enough activities and opportunities to practice speaking, using role plays and other life-like situations like how to book a room in a hotel, how to express opinions over a matter and so on so that what they learn in class they can use and practice it outside class. Something related to students' life and ambition. Even for writing, the topics are too demanding, and the tasks are not serviceable for. Students are asked to write essays about concepts which are difficult to grasp like the one about home technology on page 68. Students find it difficult to understand the process.



R: what about reading?

Most of the readings are long and difficult for learners. Sometimes, there is a lot of ambiguity in the text and sometimes the text is outdated. I mean it is something really boring. There are some that are short like the one on page 156 but then you find a sequence of texts on the following four pages. Too much.

R: what do you think about the presentation of culture in the textbooks?

Culture as a skill is missing in this textbook. I think the textbooks do not focus on a specific culture and there are no indications of target language culture, although students should be exposed to different and multi-cultural elements from different worlds cultures to enhance their intercultural competence.

R: how much freedom do you have in terms of using the textbook in your classroom?

The Algerian context is complex, and no learners are the same. So, I use the textbook the way I want and I see it right. I know that we must use CBLT and stick to many things. But I do not. I use everything that makes my learners involved and interact.

Part 3:

**R: I'm interested in the way you used the textbook in your lessons. For example, you did not use the textbook activities for teaching and practising the reported speech and you brought handouts and a group-work game. Can you explain to me why?**

I tried to make them use the reported speech but in a fun way. Because, if I have a whole unit about reported speech and I do not put them in a situation where they have to report speech, what is the point then? Pointless.

R: also, at the end of one of your first year classes, you asked the student to open the window and then to close it. Can you explain to me the reason for such a practice?

I did not plan to do such an activity, but I wanted to give my students real practice situations. By doing so, I am sure that if I ask about it, they will directly remember the situation and answer me.'

R: in second year textbook [p.86] here, you did not use the listening script and the tasks as they were suggested. Would you like to tell me about your reason for this?

I skipped this [pointing to the textbook] because you feel like you are doing the same thing. It is time-consuming and not fruitful. I tried to take them out of their boring context, the textbook context. It is more motivating than what is suggested.

R: you also modified the textbook writing task [p.88] and you introduced a writing technique to students? Why so?

Writing techniques are something that I had to explain to students because nowhere in the textbook was I shown or at least asked to teach how to write.

R: then, you asked the students to exchange the letters and correct one another's writings. What was your purpose from such a practice?

I try to develop their abilities to use their critical eye because they are used only to traditional questions of who and what. I want them to create, engage, and discuss.

R: for practising the conditional, you used a chain activity from the third year textbook. Can you explain to me why you used it? How does it differ from the one suggested?

I thought of using the chain activity because it was much fun and interesting, and it is related to students not as the one they are suggesting in the textbook. It always has to do with the learners. So, if they are literary, they have to deal with something that is more like them. Aah, there is what is called differentiation. There is no one size that fits all.

R: I noticed that you always ask students to write something being it two or three sentences, or a short paragraph? Why? Is it part of the lesson plan or you just tend to ask learners to do so?

Speaking and writing are the utmost goals of learning a language. As a teacher. I have to put students in speaking and writing situations to get them in the habit of speaking and writing. So, the productive skills come after the receptive skills like listening and reading.

R: I also noticed that you tend to use other supplementary material, why you do so?

Personally, I try to find alternatives whenever I can for me not to be tired in the first hour of the day and to be bored by doing the same thing with different classes. Not only this but also these textbooks do not include good realistic materials to explain the lesson. They lack coherence, life, and relevance. This is why I use other materials from other resources that can motivate learners and facilitate their learning. The context has to be real-like. So instead of skipping some interesting activities, I try to find alternatives that are related to learners' lives.

Also, in my didactic classes. I have learned about some learning strategies and tips for writing, for classroom management. So, I use it to reflect on my teaching. I try to practice all that I acquired in my teaching without depending merely on the textbook.'

R: where do you get these materials from?

There are materials that I create with myself. I'm so obsessed with recordings and authentic materials even before I become a teacher. So, I have a large collection of supplementary materials that I pick and choose from. There are also very beautiful and interesting sources on the internet like busy teachers.com. It is a really good resource website. I think every teacher should pick and choose materials from different resources according to the needs of his/her learners and of course their levels. A teacher needs to ask if learners have taken enough from the unit. What matters for me is that learners learn.

Part 4:

R: In your opinion, what is missing from the textbooks?

Variety, differentiation, engaging and motivating content and life-like task that develop students' skills and abilities.

R: who should select the teaching materials you use in your lesson?

Teachers and learners because these two are the first two responsible, two first target. I think it should come from them for a successful lesson.

R: what main roles do you like to play in the development of the textbook? Why?

I would like to be consulted at least. The material cannot be updated on a regular basis. This is something very logical because it cannot be updated every year. The teaching and learning processes in a class of 8 students is completely different from that of 38 students. So, what and how I teach depends on many factors (social, intellectual and so on). Hence, I would like to have the freedom to make my own classroom decisions. If you want me to speak about a biography, let me bring a biography that has a multitude of people. Recently, I had a biography of 5 people in one text. For each one, I wrote like 5 sentences. There was something common between them. These were geniuses. These were inventors and discoverers who all had a particular handicap. So, I chose them to make my text. This is not something that can expire in time because these are figures that marked history, who share something in common geniuses and handicap. It is the same idea if you have the necessary abilities which is the brain. This is what matters most and the necessary ambition. The text starts like this: the necessary ambition and the necessary ability can make great minds. This is something that does not expire.

R: if you were the textbook writer, what would you include in the textbook? What Topics and activities would you use?

If I were the designer of the textbook, I would include topics that teenagers live with and know about such as love, art, films, stories, music, sports, fashion, teen's life, technology, modernity. I also think that there should be dynamic tasks that allow some movement, competition, and above all fun such as games, techniques like throwing a ball and who has it shall speak. Something similar. Also, tasks need to boost creativity and help students improve their skills alone, express their opinions, and answer their daily needs instead of depending on the process of question-answer.

R: in an ideal world, how would you like to teach? what could be the alternative?

I would like my students to learn English in life-like situations. I would like them to be totally involved. To communicate, interact, express their views and opinions with confidence. I do not want the teacher to be the only source of information. I would like to have teacher-learner and learner-learner interaction instead of me lecturing and they are sitting in a whole class arrangement. I think we shall be eclectic by using different methods, different techniques like natural learning, personalised learning and so on.



## Appendix N: Students' Focus Group Information Sheet

Dear students, أيها الطلاب الأعزاء،

I am a PhD student at Regents' University London, conducting a study to find out how teachers and learners view and uses their English textbooks and what do they want to find in them. You are kindly invited to participate in a recorded focus group interview with other students your age which last around 30-40 minutes in the language of your choice. You will not be judged on any response. Your participation in this research is your decision and voluntary. You can withdraw from the research without giving a reason by contacting me using the contact details provided below. You will not be able to withdraw from the research after I have anonymised the data and therefore the latest you can let me know you do not want to take part is six months after the end of the data collection. All information you provide will be kept confidential and your identity will not be revealed.

أنا طالب دكتوراه في جامعة ريجنتس في لندن، أقوم بدراسة لمعرفة آراء، رغبات واستخدامات المعلمين و التلاميذ للكتب المدرسية للغة الإنجليزية. يرجى منكم المشاركة في مقابلة جماعية مسجلة مع طلاب آخرين في سنكم والتي تستمر حوالي 30-40 دقيقة باللغة التي تختارونها. لن يتم الحكم على أي رد. مشاركتك في هذا البحث هو قرارك. يمكنك الانسحاب من البحث دون سبب من خلال الاتصال بالباحث باستخدام تفاصيل الاتصال المتوفرة في الأسفل. لن تتمكن من الانسحاب بعد أن تكون لدي البيانات مجهولة وبالتالي الغاء مشاركتك ستة أشهر بعد نهاية جمع البيانات. سيتم الاحتفاظ بسرية جميع المعلومات التي تقدمها ولن يتم الكشف عن هويتك

Thank you for your time and help شكرا جزيلاً على وقتك والمساعدة في جعل هذا البحث ممكناً

If you want to ask me further questions about the project and your participation, please feel free to do so. I will be always available to reply. Find my contact details below.

إذا كنت تريد أن تسألني المزيد من الأسئلة حول المشروع وعلا تتردد في القيام بذلك. وسوف أكون دائماً متاح للرد عبر تفاصيل الاتصال الخاصة بي أدناه

Researcher الباحثة : Nour Bouacha

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## Appendix O: Parental Consent Form

Title of the Project: *Starting from the Grassroot: Exploring Teachers' and Learners' Views, Wants, and Uses of their English Textbook in Western Algeria Secondary schools.*

عنوان المشروع: البدء من القاعدة الشعبية: استكشاف آراء ورغبات واستخدامات المعلمين و التلاميذ لكتب اللغة الإنجليزية: دراسة حالة المدارس الثانوية الجزائرية

Please read each statement below and then confirm that you agree or disagree by placing your initials in the appropriate box. يرجى قراءة البيانات و تأكيد موافقتك أو عدمها عن طريق وضع الأحرف الأولى في المربع المناسب.

Statements البيانات	Yes نعم	No لا
- I have read and understood the information provided to me in the information sheet. لقد قرأت وفهمت المعلومات المقدمة لي في ورقة المعلومات -		
- I have had the opportunity to ask questions about this research. لقد أتيت لي الفرصة لطرح أسئلة حول هذا البحث		
- I agree to the focus group interview being audio recorded. أوافق على تسجيل المقابلة صوتيا		
- I understand that I can decline to answer any questions. أفهم أنني يمكن أن ترفض الإجابة على أي أسئلة		
- I understand that I can withdraw my answers in part or full, anytime up until 6 months after data collection. أفهم أنه يمكنني سحب إجاباتي جزئيا أو كاملا ، في أي وقت حتى 6 أشهر بعد جمع البيانات		
- I agree to anonymised quotations being used in my academic presentations or publications of this work. أوافق على استخدام الاقتباسات مجهولة المصدر في عروض أو منشورات أكاديمية لهذا العمل		
- I agree to my data being used in any subsequent work that builds on this current project. أوافق على استخدام بياناتي في أي عمل لاحق يبني على هذا المشروع الحالي		

Signature and date of the person giving consent (the participant's parents) توقيع وتاريخ والدا المشارك

.....

Signature and date of the person obtaining consent (the researcher) توقيع وتاريخ الموافقة (الباحث)

.....

Nour Bouacha: Tel هاتف : 0540533541/ Email البريد الإلكتروني: [nour.bouacha@regents.ac.uk](mailto:nour.bouacha@regents.ac.uk)

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If you have any complaints or concerns, please contact the head of the Graduate School on the following contact details. إذا كان لديك أي شكاوى ، يرجى الاتصال برئيس كلية الدراسات العليا على التفاصيل التالية.

Pr. Ian Livingstone [Ian.Livingstone@northampton.ac.uk](mailto:Ian.Livingstone@northampton.ac.uk)

## Appendix P: Example of a Focus group Transcript

Part 1:

R: do you like English? Or enjoy learning it?

Ali: yes, I like it and I like learning it.

Hana: Me too. I like its pronunciation, especially in the movies.

R: how about you two?

Louisa: I like it. It is easier than French.

Riadh: It is fun when speaking it not when learning about rules and grammar. I like when I say, 'how are you?', 'nice to meet you' and so on.

Hana: But, you can speak a language without learning about its grammar and rules.

R: why you want to learn it?

Ali: Because it is an international language and it is demanded in all over the world. This motivates me to learn it.

Hana: My uncle teaches English and he used to sing in English for me when I was little so since then I started loving it.

Louisa: For me, I want to go and live in another country, so I need English to communicate.

Riadh: It is the language of the world so we need to learn it.

R: do you use it outside the class? What for? And where do you use it?

Ali: Sometimes I use some words just for fun with friends.

Hana: Yes. sometimes we speak in Arabic and just drop some words in English.

Louisa: I use it with the teacher only in class because I do not know anyone who can speak it with me.

Riadh: I sometimes use it to talk to my brother on Facebook. He lives in Poland. I also put some posts on Facebook that are in English like keep calm and love yourself. Something funny.

Ali: But, I want to learn how to speak it fluently.

Louisa: Me too. Once I worked at a shop and an Indian guy came in and he spoke in English so I talked to him.

Part 2:

R: do you like your textbook? Why?

Ali: I do not like it at all. It has nothing interesting for me.

Louisa: Yes, it is complicated and not attractive.

Riadh: I do not like it.



R: why?

Ali: It has nothing interesting for me from the cover, the colours to the texts.

Hana: It is old. When I open it, it feels so boring and it is too long. there is nothing clear in it. Like a lesson that has a structure that we can follow it and learn from it.

Louisa: I cannot understand why and for what purpose they designed it

Riadh: It is not organised and also they did not simplify the things in it.

R: does it help you learn English?

Ali: No. I learn from the teacher.

Hana: me too. it is difficult to learn English from only the book because there are a lot of difficult words.

Louisa: Yes, why they did not put Arabic in it. I mean like translation. I would prefer it better because there are a lot of words that I cannot get their meaning.

Riadh: It does not offer any assistance to learn English. It is empty there is nothing in it. It has only some texts for reading. The rest is difficult to understand.

R: how do you find its look, illustrations, pictures, colours and structure?

Ali: The cover and the pictures inside are not attractive. For example, there are no pictures of difficult words that we can guess the meaning from.

Hana: It is very old and it does not include motivating and attractive pictures and illustrations that enable us to understand the lesson.

Louisa: Sometimes if I do not follow with the teacher and I try to keep up from the textbook it is difficult to understand. It does not have a clear structure or clear programme that we can follow, like a table of content with page numbers of lessons.

Riadh: The appearance is outdated and boring. I mean the pictures, graphs and tables are old. Just when you look at it you get bored.

R: how do you find the topics like those about pollution, nature and so on?

Ali: There are some texts that are complex like Eco clean because it includes a lot of difficult words.

Hana: The topics are not modern and new. I read them because I have to.

Louisa: There are a lot of difficult words in the texts that I do not understand also they are very long and boring.

Riadh: And not related to our stream. Sometimes I do not understand the topic at all.

Hana: I think the things we have in the textbook and we study in class are just for school we never use them outside.

R: what do you think about the activities (showing examples of activities from the textbook)?

Louisa: The activities are complex and not interesting. Sometimes just those activities of answer the questions we get lost and confused until the teacher explains to us the words and the instructions.

Riadh: Yes, the topics they deal with are boring.

Ali: There are some forms of activities that we never saw before. I mean the activity does not include enough explanations that allow me to understand on my own. The teacher always explains to us what to do before we do the activity.

Hana: When we do the lesson at class, we do not find other practices of what we did in the textbook. There aren't enough activities to practice what we do in class.

R: which type of activities do you learn the most from? Which one do you prefer?

Ali: The things that make your brain works are the ones that we can learn from the best.

Hana: I prefer the one requiring thought because we can express ourselves and show our abilities.

Louisa: Yes, the one of writing and expressing ideas and opinions. They are helpful because you can express all your views and ideas.

Riadh: Those of games like crossroads. We have fun with games. We learn new words. it is like we are playing and learning at the same time.

R: what do you think about the instructions of the textbook?

Ali: There are some that I can understand easily and there are others that I cannot get until the teacher explains to us what to do.

Riadh: If you understood the lesson you will not find difficulty in understanding the instructions.

Louisa: It is the teacher who explains to us the words and the instructions of the activity. Some are easy but others are difficult like reported speech and if conditional type 1 and 2.

Hana: We do things in the classroom like activities and so on but in the tests and exams they give us something different from what we have seen or what we did. There are some exercises that we do not use, so what is the point of putting them.

Riadh: Yes, sometimes they teach us things that we do not know the purpose behind learning it.

R: do you prefer instructions in Arabic, French, English?

Ali: In French and Arabic so that we learn both French and English at the same time.

Louisa: English because we are trying to learn it and Arabic to facilitate our understanding.

Hana: Yes. in English but they explain to us in Arabic.

Riadh: They should put like translations of difficult words as footnotes.

R: how do you find the grammar?

Ali: There is not the grammar that I need to speak well in English.

Hana: The way they teach us grammar lessons is boring.

Louisa: The textbook does not contain useful grammar lessons that we can learn from. Everything is mixed.

Riadh: It is only when the teacher tells us why we are learning this and where we will need it that we can

understand.

R: what about vocabulary? How do you find it?

Louisa: It is difficult to learn English from only the book because there is no explanation of hard words that we cannot understand on our own.

Riadh: There are many difficult words that we cannot understand on our own. I think it is not at the level of an ordinary learner but of a native speaker.

Hana: Also, what we are learning in class does not help as to speak in English.

Ali: What we are learning helps us only to write in English not to speak it. Since we started studying, they never taught us how to speak English. We want to be fluent in English.

R: does the textbook help you develop your speaking?

Ali: I have issues in speaking because honestly I did not find assistance in mastering it except from the teacher in class and even in class the only thing we are learning is about rules. I think the purpose of the textbook they created is not to allow us to speak English but just to understand it and get good marks in tests and exams. We do not have English sessions that allow us to speak.

Hana: No, we only use some words in class with the teacher.

Louisa: It does not teach me what I need for speaking English correctly.

Riadh: I like English and I like speaking in English but I do not have a strong linguistic background that allows me to speak it.

R: what about writing?

Hana: I have issues with writing. Sometimes, I have ideas and I try to write but I fail to do so because I do not know how to write.

Riadh: In writing, sometimes we have ideas and we try to translate words to English but we fail to do so.

Louisa: I can do the activities but for writing a paragraph it is really difficult. I often get confused because I do not understand. Sometimes, I have ideas and I try to translate words to English but I fail to write correct sentences because I do not know what to write and how to organise my ideas.

Part 3:

R: do you use your textbook in class?

Ali: Not always, only when the teacher tells us to bring it and she does not do so always.

Hana: Yes. according to what the teacher tells us like to go to page 100 and read the text silently.

Riadh: We do not follow the textbook we follow the teacher because she is the one who asks us to go to a certain page and do the activity.

R: why?



Hana: Because it is boring and very old and full of writing.

Louisa: For me when the teacher asks us to open it I do it apart from that I do not use it.

R: do you use it at home?

Ali: I don't feel comfortable when I use it because it is not suitable for everyone and it does not make us motivated to read from it.

Hana: I use it when the teacher gives me homework, I try to take ideas from it.

Louisa: I never use it at home.

R: how about you Riadh? Do you have a different reason for using it?

Riadh: No. The textbook doesn't match the modern era. Since they wrote, they did not change it. It is boring and there is nothing in it that motivates me to use it or helps me to learn English on my own neither the cover nor the information inside.

R: do you revise from it for tests and exams?

Hana: I don't use it to revise but I do some tests that I find on the internet.

Ali: Sometimes in revising like I try to work it out by taking ideas from texts for writing and so on.

Louisa: I use websites to revise from.

Riadh: I do not use the textbook; I use the copybook to revise for tests and exams.

R: do you have any difficulties when you use it? Who helps you learn?

Ali: Yes, in doing the activities. The words are difficult for us because we cannot understand what is being said.

Louisa: Difficulties in using it on our own but with the presence of the teacher in the class he explains to us.

Hana: In class, we help each other and the teacher helps us but on our own we can not

Riadh: the teacher tries to simplify and clarifies things for us to understand so we do not have to find difficulties.

R: what if I leave the textbook and take away the teacher, would you learn English?

All the group: No.

Hana: Take out the book and leave the teacher because she is the one who teaches us not the book.

R: what if I leave the teacher and take away the book?

All the group: Yes.

R: why?

Hana: The teacher facilitates and simplifies things for us and gives us examples from real-life. This is why we can learn better with him.

Riadh: We are more comfortable working with the teacher because she simplifies and translates for us.

Louisa: Yes, and I quickly get the content when the teacher explains for us the words or the activity.

Hana: We are not interested in the book as we are in the teacher. If she does not ask us to open the book we will not do it we follow her not the book.

R: who decides about the topics in your class?

Ali: I think the teacher.

Hana: I think the ministry and the inspectors are the ones who choose what we study in class. They are the ones who develop the programme and give it to the teacher to teach it to us.

Louisa: If we do not know something and we want to know it, she teaches us about it but like we choose the topic, no.

Riadh: Except the teacher, there is no one who decides in the classroom.

Louisa: Also, if we do not grasp a lesson well we ask her and she repeats it for us.

R: do you have the chance to choose a topic or material?

All the group: No.

R: do you have any techniques to help you learn English?

Ali: Some applications like words bites and some Facebook pages that offers help in English learning.

Hana: I always to write words that the teacher says in English and explains them in Arabic. I write them in my copybook and when I go home I try to memorise it.

Louisa: Movies in subtitles also help me pick up some words in English. I also use YouTube

Riadh: The language in songs and films is easier to understand. It is much simpler than the one of the textbooks.

#### Part 4:

R: what do you think is the best material or way to learn English?

Ali: Reading, making research on certain things, watch movies.

Hana: The teacher must be competent and qualified to teach.

Louisa: A good linguistic background.

Riadh: I think they should make one textbook for class with texts and comprehension questions and another for lessons with summaries and many activities for us to practice outside the classroom and develop our skills.

R: who do you think should select the materials to be used in the classroom (the topics, the tasks and so on?

Ali: The teacher because she knows what we need.

Hana: Normally we choose what work for us and what help us learn what we need to learn. We have abilities and capacities.

Louisa: Teacher and students.

Riadh: Teacher and students.

R: why teacher and students?

Louisa: Because we are the ones who uses it in the classroom.

Riadh: If we choose what we will study we will study it because we like it.

R: what do you want to find in your textbook? Like the cover, pictures, topics, exercises, and so on?

Ali: The cover should be interesting with modern pictures inside that makes us eager to read from it. Also, they should make it colourful because most of its writing is black which makes us go far from it.

Hana: There is nothing useful in it [first year textbook]. The textbook we are using now was produced in 2005. This means that its content is old and useless. This is why I would like to have topics of the 21<sup>st</sup> century which talk about what we are living and the things that we might live and see in our life ... like topics related to teenagers and modern life like technology, social media, fashion, football that we can learn from and use in life.

Louisa: They should put words that fit our level with explanations, definitions or translation of difficult ones like at the beginning of the unit or on the margins so that it is easy for all of us to understand.

Riadh: Topics like stories, exercises like those of put the verbs between brackets, match. Also, we want to learn how to pronounce words, how to speak in English.

R: how would you like to learn? Do you have anything to tell me?

Ali: They should make it smaller it is too much and organise it.

Hana: With things that are related to real-life and reality, texts which talk about society so on.

Louisa: They should change it and simplify it as it is very complicated.

Riadh: We would like to learn how to communicate using it. It needs to be renovated.



## Appendix Q: Teachers' Likert-scale Questionnaire Results

### Q.1. First year Teachers

Item N°	Flexibility	Means	SA N (%)	A N (%)	NS N (%)	D N (%)	SD N (%)
1	The textbook helps me save time and energy in planning.	3.57	0 (0)	7 (26.9)	1 (3.8)	14 (53.8)	4 (15.4)
2	The textbook is restricting.	2.23	2 (7.7)	19 (73.1)	2 (7.7)	3 (11.5)	0 (0)
3	The textbook is demanding	2.00	2 (7.7)	23 (88.5)	0 (0)	1 (3.8)	0 (0)
Item N°	Needs and Levels	Means	SA N (%)	A N (%)	NS N (%)	D N (%)	SD N (%)
4	The textbook meets learners' needs.	3.92	0 (0)	0 (0)	5 (19.2)	18 (69.2)	3 (11.5)
5	The textbook helps learners improve English language use.	4.03	0 (0)	1 (3.8)	2 (7.7)	18 (69.2)	5 (19.2)
6	The textbook is appropriate to learners' language level.	3.84	0 (0)	2 (7.7)	3 (11.5)	18 (69.2)	3 (11.5)
7	The textbook is easy to use by learners.	3.92	0 (0)	2 (7.7)	2 (7.7)	18 (69.2)	4 (15.4)
Item N°	Physical Appearance and Organisation	Means	SA N (%)	A N (%)	NS N (%)	D N (%)	SD N (%)
8	The textbook contains up-to-date artwork (illustrations, pictures, graphs, and tables).	3.96	0 (0)	2 (7.7)	4 (15.4)	13 (50)	7 (26.9)
9	The textbook contains attractive artwork which facilitates students learning	3.92	0 (0)	1 (3.8)	3 (11.5)	19 (73.1)	3 (11.5)
10	The textbook is carefully graded and structured from simple to complex.	3.84	0 (0)	0 (0)	4 (15.4)	22 (84.6)	0 (0)
11	The lessons in the textbooks are linked appropriately.	4.11	0 (0)	0 (0)	0 (0)	23 (88.5)	3 (11.5)
12	The textbook's content fits the allotted time.	4.34	0 (0)	0 (0)	0 (0)	17 (65.4)	9 (34.6)
Item N°	Themes and Topics (The themes and topics in the textbook are)	Means	SA N (%)	A N (%)	NS N (%)	D N (%)	SD N (%)
13	Up-to-date	4.15	0 (0)	1 (3.8)	1 (3.8)	17 (65.4)	7 (26.9)
14	Interesting	3.76	0 (0)	2 (7.7)	3 (11.5)	20 (76.9)	1 (3.8)
15	Caters for gender and race equality	3.34	0 (0)	3 (11.5)	12 (46.1)	10 (38.5)	1 (3.8)
16	Suitable for learners' age	3.61	0 (0)	4 (15.4)	2 (7.7)	20 (76.9)	0 (0)

			(0)	(15.4)	(7.7)	(76.9)	(0)
17	Suitable for the Algerian context	3.84	0	2	3	18	3
			(0)	(7.7)	(11.5)	(69.2)	(11.5)
Item N°	Tasks and Activities	Means	SA	A	NS	D	SD
			N	N	N	N	N
			(%)	(%)	(%)	(%)	(%)
18	The textbook develops the target competencies (interactive, interpretive, and productive)	3.65	0	4	1	21	0
			(0)	(15.4)	(3.8)	(80.8)	(0)
19	The textbook provides interactive activities that enable learners to use English outside the class.	4.03	0	1	3	16	6
			(0)	(3.8)	(11.5)	(61.5)	(23.1)
20	The textbook facilitates the development of learners' critical thinking.	4.11	0	0	2	19	5
			(0)	(0)	(7.7)	(73.1)	(19.2)
21	The textbook enhances the development of learners' creative abilities	4.00	0	2	1	18	5
			(0)	(7.7)	(3.8)	(69.2)	(19.2)
22	The textbook develops learners' autonomy.	4.00	0	2	2	16	6
			(0)	(7.7)	(7.7)	(61.5)	(23.1)
23	The textbook provides a variety of activities to increase learners' interaction in the classroom (e.g., pair /group work).	3.76	0	3	1	21	1
			(0)	(11.5)	(3.8)	(80.8)	(3.8)
24	The activities in the textbook move from easy to difficult.	3.65	0	3	3	20	0
			(0)	(11.5)	(11.5)	(76.9)	(0)
25	The textbook helps learners prepare for tests and examinations.	4.11	0	4	3	17	2
			(0)	(15.4)	(11.5)	(65.4)	(7.7)
26	The instructions of the activities are clear	3.92	0	1	3	19	3
			(0)	(3.8)	(11.5)	(73.1)	(11.5)
27	The homework activities suggested in the textbook are suitable for learners	3.84	0	2	3	18	3
			(0)	(7.7)	(11.5)	(69.2)	(11.5)
Item N°	Grammar and Vocabulary	Means	SA	A	NS	D	SD
			N	N	N	N	N
			(%)	(%)	(%)	(%)	(%)
28	The grammar introduced in the textbook is appropriate to learners.	3.80	0	3	3	16	4
			(0)	(11.5)	(11.5)	(61.4)	(15.4)
29	The vocabulary introduced in the textbook is suitable for learners' needs.	3.88	0	2	3	17	4
			(0)	(7.7)	(11.5)	(65.4)	(15.4)
30	The textbook provides a variety of activities to familiarise learners with grammar rules.	3.80	0	1	3	22	0
			(0)	(3.8)	(11.5)	(84.6)	(0)
31	The textbook provides a variety of activities to familiarise learners with new vocabulary items.	3.80	0	2	2	21	1
			(0)	(7.7)	(7.7)	(80.8)	(3.8)
Item N°	Language Skills	Means	SA	A	NS	D	SD
			N	N	N	N	N

			(%)	(%)	(%)	(%)	(%)
32	The textbook caters for the four language skills.	3.88	0 (0)	0 (0)	3 (11.5)	23 (88.5)	0 (0)
33	The language skills are integrated in a balanced way.	3.96	0 (0)	0 (0)	2 (7.7)	23 (88.5)	1 (3.8)
34	The listening scripts in the textbook are appropriate.	4.30	0 (0)	0 (0)	1 (3.8)	16 (61.5)	9 (34.6)
35	The textbook provides suitable activities to practice speaking.	4.19	0 (0)	0 (0)	2 (7.7)	17 (65.4)	7 (26.9)
36	The reading passages in the textbook are suitable for learners.	4.07	0 (0)	1 (3.8)	1 (3.8)	19 (73.1)	5 (19.2)
37	The writing activities in the textbook are suitable for learners.	4.23	0 (0)	0 (0)	1 (3.8)	18 (69.2)	7 (26.9)
Item N°	Supporting Components	Means	SA N (%)	A N (%)	NS N (%)	D N (%)	SD N (%)
38	The textbook provides supportive supplementary resources (CDs, tapes, visual aids, etc.)	4.23	0 (0)	0 (0)	2 (7.7)	16 (61.5)	8 (30.8)
39	The textbook's supplementary resources are accessible.	4.11	0 (0)	0 (0)	2 (7.7)	19 (73.1)	5 (19.2)
40	The teacher's guide is useful.	4.03	0 (0)	0 (0)	2 (7.7)	21 (80.8)	3 (11.5)
Item N°	The presentation of Culture	Means	SA N (%)	A N (%)	NS N (%)	D N (%)	SD N (%)
41	The textbook includes stimulating aspects of cultures from around the world.	3.88	0 (0)	2 (7.7)	1 (3.8)	21 (80.8)	2 (7.7)
42	The textbook includes aspects of local cultures.	3.88	0 (0)	2 (7.7)	2 (7.7)	20 (76.9)	2 (7.7)



## Q.2. Second year Teachers

Item N°	Flexibility	Means	SA N (%)	A N (%)	NS N (%)	D N (%)	SD N (%)
1	The textbook helps me save time and energy in planning.	3.88	0 (0)	2 (8)	1 (4)	20 (80)	2 (8)
2	The textbook is restricting.	2.20	2 (8)	19 (76)	1 (4)	3 (12)	0 (0)
3	The textbook is demanding	2.24	3 (12)	17 (68)	1 (4)	4 (16)	0 (0)
Item N°	Needs and Levels	Means	SA N (%)	A N (%)	NS N (%)	D N (%)	SD N (%)
4	The textbook meets learners' needs.	3.76	0 (0)	3 (12)	2 (8)	18 (72)	2 (8)
5	The textbook helps learners improve English language use.	4.00	0 (0)	2 (8)	2 (8)	15 (60)	6 (24)
6	The textbook is appropriate to learners' language level.	3.44	0 (0)	7 (28)	1 (4)	16 (64)	1 (4)
7	The textbook is easy to use by learners.	3.44	0 (0)	6 (24)	3 (12)	15 (60)	1 (4)
Item N°	Physical Appearance and Organisation	Means	SA N (%)	A N (%)	NS N (%)	D N (%)	SD N (%)
8	The textbook contains up-to-date artwork (illustrations, pictures, graphs, and tables).	4.12	0 (0)	1 (4)	1 (4)	17 (68)	6 (24)
9	The textbook contains attractive artwork which facilitates students learning	4.00	0 (0)	1 (4)	3 (12)	16 (64)	5 (20)
10	The textbook is carefully graded and structured from simple to complex.	3.72	0 (0)	2 (8)	4 (16)	18 (72)	1 (4)
11	The lessons in the textbooks are linked appropriately.	3.84	0 (0)	2 (8)	2 (8)	19 (76)	2 (8)
12	The textbook's content fits the allotted time.	2.60	0 (0)	17 (68)	1 (4)	7 (28)	0 (0)
Item N°	Themes and Topics (The themes and topics in the textbook are)	Means	SA N (%)	A N (%)	NS N (%)	D N (%)	SD N (%)
13	Up-to-date	3.84	0 (0)	2 (8)	3 (12)	17 (68)	3 (12)
14	Interesting	4.04	0 (0)	1 (4)	2 (8)	17 (68)	5 (20)
15	Caters for gender and race equality	3.36	0 (0)	2 (8)	13 (52)	9 (36)	1 (4)
16	Suitable for learners' age	2.48	0 (0)	18 (62)	2 (8)	5 (20)	0 (0)
17	Suitable for the Algerian context	3.84	0 (0)	2 (8)	3 (12)	17 (68)	3 (12)

Item N°	Tasks and Activities	Means	SA N (%)	A N (%)	NS N (%)	D N (%)	SD N (%)
18	The textbook develops the target competencies (interactive, interpretive, and productive)	3.76	0 (0)	2 (8)	3 (12)	19 (76)	1 (4)
19	The textbook provides interactive activities that enable learners to use English outside the class.	4.04	0 (0)	1 (4)	2 (8)	17 (68)	5 (20)
20	The textbook facilitates the development of learners' critical thinking.	4.08	0 (0)	1 (4)	1 (4)	18 (72)	5 (20)
21	The textbook enhances the development of learners' creative abilities	3.96	0 (0)	1 (4)	2 (8)	19 (76)	3 (12)
22	The textbook develops learners' autonomy.	4.00	0 (0)	1 (4)	2 (8)	18 (72)	4 (16)
23	The textbook provides a variety of activities to increase learners' interaction in the classroom (e.g., pair /group work).	3.76	0 (0)	2 (8)	3 (12)	19 (76)	1 (4)
24	The activities in the textbook move from easy to difficult.	3.76	0 (0)	2 (8)	3 (12)	19 (76)	1 (4)
25	The textbook helps learners prepare for tests and examinations.	3.92	0 (0)	2 (8)	2 (8)	17 (68)	4 (16)
26	The instructions of the activities are clear	3.72	0 (0)	3 (12)	1 (4)	21 (84)	0 (0)
27	The homework activities suggested in the textbook are suitable for learners	3.76	0 (0)	3 (12)	1 (4)	20 (80)	1 (4)
Item N°	Grammar and Vocabulary	Means	SA N (%)	A N (%)	NS N (%)	D N (%)	SD N (%)
28	The grammar introduced in the textbook is appropriate to learners.	3.44	0 (0)	6 (24)	2 (8)	17 (68)	0 (0)
29	The vocabulary introduced in the textbook is suitable for learners' needs.	3.76	0 (0)	2 (8)	3 (12)	19 (76)	1 (4)
30	The textbook provides a variety of activities to familiarise learners with grammar rules.	3.80	0 (0)	3 (12)	1 (4)	19 (76)	2 (8)
31	The textbook provides a variety of activities to familiarise learners with new vocabulary items.	3.76	0 (0)	3 (12)	1 (4)	20 (80)	1 (4)
Item N°	Language Skills	Means	SA N (%)	A N (%)	NS N (%)	D N (%)	SD N (%)
32	The textbook caters for the four language skills.	3.84	0 (0)	1 (4)	4 (16)	18 (72)	2 (8)

33	The language skills are integrated in a balanced way.	3.96	0 (0)	0 (0)	3 (12)	20 (80)	2 (8)
34	The listening scripts in the textbook are appropriate.	3.96	0 (0)	1 (4)	2 (8)	16 (64)	6 (24)
35	The textbook provides suitable activities to practice speaking.	4.00	0 (0)	0 (0)	3 (12)	19 (76)	3 (12)
36	The reading passages in the textbook are suitable for learners.	3.16	0 (0)	9 (36)	3 (12)	13 (52)	0 (0)
37	The writing activities in the textbook are suitable for learners.	3.96	0 (0)	1 (4)	1 (4)	21 (84)	2 (8)
Item N°	Supporting Components	Means	SA N (%)	A N (%)	NS N (%)	D N (%)	SD N (%)
38	The textbook provides supportive supplementary resources (CDs, tapes, visual aids, etc.)	4.60	0 (0)	0 (0)	0 (0)	10 (40)	15 (60)
39	The textbook's supplementary resources are accessible.	4.20	0 (0)	0 (0)	0 (0)	20 (80)	5 (20)
40	The teacher's guide is useful.	4.04	0 (0)	0 (0)	2 (8)	20 (80)	3 (12)
Item N°	The presentation of Culture	Means	SA N (%)	A N (%)	NS N (%)	D N (%)	SD N (%)
41	The textbook includes stimulating aspects of cultures from around the world.	3.96	0 (0)	2 (8)	0 (0)	20 (80)	3 (12)
42	The textbook includes aspects of local cultures.	3.84	0 (0)	3 (12)	0 (0)	20 (80)	2 (8)



## Appendix R: Students' Likert-scale Questionnaire Results

### R.1 First year Students

Item N°	Needs and Levels الاحتياجات والمستوى	Means	SA N (%)	A N (%)	NS N (%)	D N (%)	SD N (%)
1	The textbook helps me improve my use of the English language. يساعدني الكتاب المدرسي على تحسين استخدام اللغة الإنجليزية	3.55	0 (0)	16 (24.6)	3 (4.6)	40 (61.5)	6 (9.2)
2	The textbook is appropriate to my language level. الكتاب المدرسي مناسب لمستواي اللغوي	3.35	0 (0)	22 (33.8)	4 (6.2)	33 (50.8)	6 (9.2)
3	The textbook is easy to use. الكتاب المدرسي سهل الاستخدام	3.54	0 (0)	17 (26.2)	4 (6.2)	36 (55.4)	8 (12.3)
Item N°	Physical Appearance and Organisation المظهر والتنظيم	Means	SA N (%)	A N (%)	NS N (%)	D N (%)	SD N (%)
4	The textbook is visually attractive. الكتاب المدرسي جذاب بصريا	4.08	0 (0)	2 (3.1)	3 (4.6)	48 (73.8)	12 (18.5)
5	I can easily follow the layout of the page. يمكنني بسهولة متابعة تخطيط الصفحة	3.97	0 (0)	2 (3.1)	3 (4.6)	55 (84.6)	5 (7.7)
6	The textbook contains up-to-date artwork (illustrations, pictures, graphs, and tables). يحتوي الكتاب المدرسي على عمل فني حديث (الرسوم التوضيحية والصور والرسوم البيانية والجداول)	3.97	0 (0)	3 (4.6)	3 (4.6)	52 (80)	7 (10.8)
Item N°	Themes and Topics (the textbook contains topics that are) المواضيع (يحتوي الكتاب المدرسي على مواضيع)	Means	SA N (%)	A N (%)	NS N (%)	D N (%)	SD N (%)
7	Up-to-date حديثة	3.95	0 (0)	3 (4.6)	2 (3.1)	55 (84.6)	5 (7.7)
8	Interesting مهمة	3.89	0 (0)	4 (6.2)	3 (4.6)	54 (83.1)	4 (6.2)
9	Related to my daily life ذات علاقة بحياتي اليومية	3.97	0 (0)	2 (3.1)	5 (7.7)	51 (78.5)	7 (10.8)
10	Suitable for my context مناسبة للسياق بلدي	3.82	0 (0)	5 (7.7)	5 (7.7)	52 (80)	3 (4.6)
Item N°	Tasks and Activities الأنشطة و التمارين	Means	SA N (%)	A N (%)	NS N (%)	D N (%)	SD N (%)
11	The textbook includes activities that are interesting to me. يختمن الكتاب المدرسي أنشطة محفزة	3.75	0 (0)	8 (12.3)	3 (4.6)	51 (78.5)	3 (4.6)
12	The activities in the textbook move from easy to difficult. تنقل الأنشطة في الكتاب المدرسي من السهل إلى الصعب	3.82	0 (0)	5 (7.7)	6 (9.2)	50 (76.9)	4 (6.2)
13	The textbook allows individual learning الكتاب المدرسي يسمح بالتعلم لمفرد	4.31	0 (0)	0 (0)	3 (4.6)	39 (60)	23 (35.4)
14	The textbook helps me prepare for tests and examinations. يساعدني الكتاب المدرسي على التحضير للاختبارات والامتحانات	3.89	0 (0)	8 (12.3)	6 (9.2)	36 (55.4)	15 (23.1)

15	The instructions of the activities are easy to understand. تعليمات الأنشطة سهلة الفهم	3.78	0 (0)	13 (20)	3 (4.6)	34 (52.3)	15 (23.1)
Item N°	Grammar and Vocabulary قواعد اللغة والمفردات	Means	SA N (%)	A N (%)	NS N (%)	D N (%)	SD N (%)
16	The textbook contains useful grammar summaries. يحتوي الكتاب المدرسي على ملخصات نحوية مفيدة	3.75	0 (0)	9 (13.8)	5 (7.7)	44 (67.7)	7 (10.8)
17	The vocabulary introduced in the textbook is useful to me. المفردات التي في الكتاب مفيدة لي	3.77	0 (0)	7 (10.8)	3 (4.6)	53 (81.5)	2 (3.1)
18	The textbook provides a variety of activities to familiarise learners with grammar rules. يوفر الكتاب المدرسي مجموعة متنوعة من الأنشطة لتعلم القواعد النحوية	3.83	0 (0)	5 (7.7)	5 (7.7)	51 (78.5)	4 (6.2)
19	The textbook provides a variety of activities to familiarise learners with new vocabulary items. يوفر الكتاب المدرسي مجموعة متنوعة من الأنشطة لتعلم المفردات الجديدة	3.91	0 (0)	3 (4.6)	5 (7.7)	52 (80)	5 (7.7)
Item N°	Language Skills المهارات اللغوية	Means	SA N (%)	A N (%)	NS N (%)	D N (%)	SD N (%)
20	The textbook provides suitable activities to practice listening. الكتاب المدرسي يوفر أنشطة مناسبة لممارسة السمع	3.75	0 (0)	7 (10.8)	6 (9.2)	48 (73.8)	4 (6.2)
21	The textbook provides suitable activities to practice speaking. يوفر الكتاب المدرسي أنشطة مناسبة لممارسة التحدث	3.88	0 (0)	5 (7.7)	4 (6.2)	50 (76.9)	6 (9.2)
22	The textbook provides suitable activities to practice reading. الكتاب المدرسي يوفر أنشطة مناسبة لممارسة القراءة	3.85	0 (0)	6 (9.2)	6 (9.2)	45 (69.2)	8 (12.3)
23	The textbook provides suitable activities to practice writing. يوفر الكتاب المدرسي أنشطة مناسبة لممارسة الكتابة	3.74	0 (0)	9 (13.8)	3 (4.6)	49 (75.4)	4 (6.2)
Item N°	Supporting Components مكونات الدعم	Means	SA N (%)	A N (%)	NS N (%)	D N (%)	SD N (%)
24	The textbook has rich additional resources (extra texts, CD, tapes, pictures) يحتوي الكتاب المدرسي على موارد إضافية غنية (نصوص إضافية، وكتب، وأشرطة، والصور)	4.11	0 (0)	0 (0)	7 (10.8)	44 (67.7)	14 (21.5)
25	The additional resources are easy to access. الموارد الإضافية سهلة الوصول إليها	4.08	0 (0)	0 (0)	9 (13.8)	42 (64.6)	14 (21.5)
Item N°	The presentation of Culture عرض الثقافة	Means	SA N (%)	A N (%)	NS N (%)	D N (%)	SD N (%)
26	The textbook includes stimulating aspects of cultures from around the world. يتضمن الكتاب المدرسي محفزات ثقافات من جميع أنحاء العالم	3.74	0 (0)	7 (10.8)	6 (9.2)	49 (75.4)	3 (4.6)
27	The textbook includes aspects of local cultures. يتضمن الكتاب محفزات من الثقافات المحلية	3.57	0 (0)	13 (20)	8 (12.3)	38 (58.5)	6 (9.2)

## R.2. Second year Students

Item	Needs and Levels	Means	SA	A	NS	D	SD
N°	الاحتياجات والمستوى		N	N	N	N	N
			(%)	(%)	(%)	(%)	(%)
1	The textbook helps me improve my use of the English language. يساعدني الكتاب المدرسي على تحسين استخدام اللغة الإنجليزية	4.04	0	3	5	48	14
			(0)	(4.3)	(7.1)	(68.6)	(20)
2	The textbook is appropriate to my language level. الكتاب المدرسي مناسب لمستواي اللغوي	3.66	0	13	3	49	5
			(0)	(18.6)	(4.3)	(70)	(7.1)
3	The textbook is easy to use. الكتاب المدرسي سهل الاستخدام	3.63	0	12	5	50	3
			(0)	(17.1)	(7.1)	(71.5)	(4.3)
Item	Physical Appearance and Organisation	Means	SA	A	NS	D	SD
N°	المظهر والتنظيم		N	N	N	N	N
			(%)	(%)	(%)	(%)	(%)
4	The textbook is visually attractive. الكتاب المدرسي جذاب بصريا	4.10	0	4	2	47	17
			(0)	(5.7)	(2.9)	(67.1)	(24.3)
5	I can easily follow the layout of the page. يمكنني بسهولة متابعة تخطيط الصفحة	4.00	0	5	2	51	12
			(0)	(7.1)	(2.9)	(72.9)	(17.1)
6	The textbook contains up-to-date artwork (Illustrations, pictures, graphs, and tables). يحتوي الكتاب المدرسي على عمل فني حديث (الرسوم التوضيحية والصور والرسوم البيانية والجداول)	3.91	0	6	2	54	8
			(0)	(8.6)	(2.9)	(77.1)	(11.4)
Item	Themes and Topics	Means	SA	A	NS	D	SD
N°	(the textbook contains topics that are) (يحتوي الكتاب المدرسي على مواضيع)		N	N	N	N	N
			(%)	(%)	(%)	(%)	(%)
7	Up-to-date حديثة	3.97	0	5	2	53	10
			(0)	(7.1)	(2.9)	(75.7)	(14.3)
8	Interesting مهمة	3.97	0	3	3	57	7
			(0)	(4.3)	(4.3)	(81.4)	(10)
9	Related to my daily life ذات علاقة بحياتي اليومية	3.96	0	7	2	48	13
			(0)	(10)	(2.9)	(68.6)	(18.6)
10	Suitable for my context مناسبة لسياق بلدي	4.01	0	5	3	48	14
			(0)	(7.1)	(4.3)	(68.6)	(20)
Item	Tasks and Activities	Means	SA	A	NS	D	SD
N°	الأنشطة والتمارين		N	N	N	N	N
			(%)	(%)	(%)	(%)	(%)
11	The textbook includes activities that are interesting to me. يتضمن الكتاب المدرسي أنشطة محفزة	3.91	0	7	7	41	15
			(0)	(10)	(10)	(58.6)	(21.4)
12	The activities in the textbook move from easy to difficult. تتنقل الأنشطة في الكتاب المدرسي من السهل إلى الصعب	3.81	0	7	7	48	8
			(0)	(10)	(10)	(68.6)	(11.4)
13	The textbook allows individual learning الكتاب المدرسي يسمح بالتعلم لمفرد	4.19	0	3	5	38	24
			(0)	(4.3)	(7.1)	(54.3)	(34.3)
14	The textbook helps me prepare for tests and examinations. يساعدني الكتاب المدرسي على التحضير للاختبارات والامتحانات	3.87	0	9	6	40	15
			(0)	(12.9)	(8.6)	(57.1)	(21.4)
15	The instructions of the activities are easy to understand. تعليمات الأنشطة سهلة الفهم	3.76	0	11	4	46	9
			(0)	(15.4)	(5.7)	(65.7)	(12.9)



Item N°	Grammar and Vocabulary قواعد اللغة والمفردات	Means	SA N (%)	A N (%)	NS N (%)	D N (%)	SD N (%)
16	The textbook contains useful grammar summaries. يحتوي الكتاب المدرسي على ملخصات نحوية مفيدة	3.70	0 (0)	15 (21.4)	6 (8.6)	34 (48.6)	15 (21.4)
17	The vocabulary introduced in the textbook is useful to me. المفردات التي في الكتاب مفيدة لي	3.86	1 (1.4)	5 (7.1)	5 (7.1)	51 (72.9)	8 (11.4)
18	The textbook provides a variety of activities to familiarise learners with grammar rules. يوفر الكتاب المدرسي مجموعة متنوعة من الأنشطة لتعلم القواعد النحوية	3.84	0 (0)	8 (11.4)	1 (1.4)	55 (78.6)	6 (8.6)
19	The textbook provides a variety of activities to familiarise learners with new vocabulary items. يوفر الكتاب المدرسي مجموعة متنوعة من الأنشطة لتعلم المفردات الجديدة	3.90	0 (0)	8 (11.4)	3 (4.3)	47 (67.1)	12 (17.1)
Item N°	Language Skills المهارات اللغوية	Means	SA N (%)	A N (%)	NS N (%)	D N (%)	SD N (%)
20	The textbook provides suitable activities to practice listening. الكتاب المدرسي يوفر أنشطة مناسبة لممارسة السمع	3.91	0 (0)	6 (8.6)	5 (7.1)	48 (68.6)	11 (15.7)
21	The textbook provides suitable activities to practice speaking. يوفر الكتاب المدرسي أنشطة مناسبة لممارسة التحدث	3.87	0 (0)	6 (8.6)	3 (4.3)	55 (78.6)	6 (8.6)
22	The textbook provides suitable activities to practice reading. الكتاب المدرسي يوفر أنشطة مناسبة لممارسة القراءة	3.61	0 (0)	11 (15.7)	9 (12.9)	46 (65.7)	4 (5.7)
23	The textbook provides suitable activities to practice writing. يوفر الكتاب المدرسي أنشطة مناسبة لممارسة الكتابة	3.76	0 (0)	9 (12.9)	8 (11.4)	44 (62.9)	9 (12.9)
Item N°	Supporting Components مكونات الدعم	Means	SA N (%)	A N (%)	NS N (%)	D N (%)	SD N (%)
24	The textbook has rich additional resources (extra texts, CD, tapes, pictures) يحتوي الكتاب المدرسي على موارد إضافية غنية نصوص إضافية، وأشرطة، والمصور	4.14	0 (0)	2 (2.9)	2 (2.9)	50 (71.4)	16 (22.9)
25	The additional resources are easy to access. الموارد الإضافية سهلة الوصول إليها	4.13	0 (0)	1 (1.4)	2 (2.9)	56 (80)	11 (15.7)
Item N°	The presentation of Culture عرض الثقافة	Means	SA N (%)	A N (%)	NS N (%)	D N (%)	SD N (%)
26	The textbook includes stimulating aspects of cultures from around the world. يحتوي الكتاب المدرسي محفزات ثقافات من جميع أنحاء العالم	3.94	0 (0)	4 (5.7)	7 (10)	48 (68.6)	11 (15.7)
27	The textbook includes aspects of local cultures. يحتوي الكتاب المدرسي محفزات من الثقافات المحلية	3.79	0 (0)	8 (11.4)	9 (12.9)	43 (61.4)	10 (14.3)

## Appendix S: Results of Thematic Analysis

Codes	Sub-theme	Major theme
Non-involvement of Teachers' in the textbook design process	Marginalisation of teachers' in the decision-making and design processes	Teachers' and learners' views about the textbook
Lack of contribution opportunities		
Lack of quality and effective training	Lack of Training and CPD	
Lack of opportunities for professional development		
Prescriptive approach of the textbook	Lack of flexibility in the Use of the textbook	
Rigid instructions of the designers		
Students find difficulties in relating to the textbook content	Unsuitability of the textbook content to students' needs and levels	
Students find difficulties in understanding the textbook content		
Content inappropriate to students' needs		
Unattractive layout of the textbook	Outdatedness and Unattractiveness of the physical appearance	
Outdated design, illustrations, and examples		
Unstructured organisation and link between lessons and units	Lack of structure and cohesion in the textbook	
Congested syllabus of the first year textbook		
lightweight syllabus of second year textbook		
Outdated and uninteresting topics		
Unsuitable topics to learners' social reality	Inadequacy of the textbook topics to learners' social and study context	
Unsuitable topics to learners' stream (complicated for the literary streams)		
Lack of life-like tasks	Inadequacy and irrelevance of the textbook activities	
Lack of variety in activities (in class and homework)		
Inadequate tasks that do not promote learners' autonomy and critical thinking		
Lack of activities that boost students' interest and engagement		
Decontextualised presentation of grammar and lexis	Unsuitability of the textbook grammar and vocabulary	
Inappropriate grammar and vocabulary to learners' needs, levels, and context		
Over-emphasis on writing at the expense of speaking	Ineffectiveness of the teaching and integration of Language skills	
Lack of speaking opportunities		
Lack of life-like situations and conversations		
Lengthy, dull, and outdated reading texts		
Lengthy and dull listening scripts		
Lack of guidance and preparation in teaching writing		
No accompanying CDs, Tapes, or visual aids	Lack of adequate Supporting resources	
Ineffective teacher guide		
Superficial exposure to local cultural references		

Lack of foreign samples fostering intercultural discourse	Lack of consideration of the cultural dimension in the textbook	
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Codes	Sub-theme	Major theme
Empower teachers to make decisions, evaluate, and select materials	Teachers and Students as co-decision-makers, and co-designers of Material	Teachers' and Learners' wants and suggestions
Allow for learners contribution in material selection		
Provide adequate training and learning opportunities for teachers	Training and CPD opportunities	
Provide CPD opportunities for exchanging ideas and experiences		
Allow for flexibility in the use of the textbook	choice and variety in content and methods	
Provide flexible and varied materials		
Attractive external and internal Artwork Design	Appeal in design and physical appearance	
Clear, consistent and comprehensive layout with appropriate use of examples and illustrations		
Provide well-structured and linked lessons and units	Structure and Coherence in organisation	
Small functional textbook with less writing		
Daily-like social and trendy topics	Endurance and relevance in topics	
Teen's Topics		
Durable topics that can be reused again		
Topics that match learners' interest and stream		
Provide Dynamic and interactive Activities	Variety and motivation in activities	
Provide variety in activities that stretch students' abilities		
Use of gamification methods		
Use of L1 in the activities instructions		
Provide exam-like activities	coherent and Contextualised grammar and vocabulary	
Comprehensible and practical grammar lessons that can be practised in real-life		
Provide clear and useful vocabulary items that can be practised in real-life		
Use life-like and attractive methods for grammar and vocabulary presentation		
Offer speaking opportunities through discussion of real-life situations	Adequate presentation and integration of the language skills	
Provide authentic listening scripts		
Adequate choice of reading passages in matters of length, topics and language		
Provide guidance and gradation in teaching writing.		
Provide adequate audio and visual tools and other supporting materials	Provision of supplementary materials and resources	



Provide accessible online resources		
Add a workbook to the textbook set		
Offer samples of local culture	Consideration of the cultural dimensions	
Provide multi-cultural references		

Codes	Sub-theme	Major theme
Reading and evaluating the materials	Teachers' Pre- adaptation procedure	Adaptation of the textbook materials
Trialling the materials and evaluating learners' reaction to it		
Adapting the materials		
'Addition (expansion and extemporisation)'	Teachers' techniques of adaptation	
'Omission'		
'Replacement'		
'Supplementation'		
'Change (simplification, rewriting, restructuring)'		
Curating		
combining		
'Language'	Foci of teachers' adaptations	
'Level'		
'Content'		
'Process'		
Pre-determined adaptation	Timing of teachers' adaptations	
Improvised adaptation		
Improvised- provocative		
Improvised- Responsive		
Enhance students' engagement	Reasons for teachers' adaptations	
Develop students' criticality		
Match learners' needs and levels		
Adhere to teacher's own beliefs		
Match teacher's own teaching style		
Avoid burning out teacher's energy		
Avoid boredom		
Make up for the shortcomings in the textbook materials		
Prepare students for exams		
Work conditions (time pressure, lack of materials, class size, workloads)		Factors influencing teachers' adaptations and use of the textbook
Lack of autonomy and support		
Focus on summative assessment		
Role of experience in gaining confidence in the use of the textbook		
Role of training in gaining confidence in the use of the textbook		
Inadequate content	Students' use of the textbook inside the classroom	
the teacher as a substitute for the textbook		
Getting ideas for homework and writing	Students' use of the textbook outside the classroom	
Expanding one's lexis		

# Appendix T: Snapshots of the textbook's unit pages, students' handouts, examples of teachers' textbook adaptations and students' reactions to teachers' adaptations

Appendix T.1. this appendix is 9 pages long and contains snapshots of the textbooks' unit pages).

## First year textbook

Read the unit 10.1. Listen and do exercises 1 and 2 first. Listen again.

**REVISION**

**1. Statements (reporting what someone said)**

1. I don't help you? she said. → I don't read newspapers? she said to me.  
 She said to them that it was not there then.  
 She said to her that she didn't read newspapers.

2. Present tense → Past tense    here → there    you → them

**2. Questions (reporting what someone asked)**

1. "Can you help me?" she asked me. → "Can you read TV?" she asked me.  
 "Which TV programme do you watch?" he asked me.  
 She asked me if I could help her. → He asked if I watched TV.  
 She asked me which TV programme I watched.  
 I can → could    I may → might    I shall → should  
 I will → would    I must → had to

**3. When the reporting verb (say, tell, ask, state) is in the present simple tense, no change is made in the verb reported.**

1. I say I don't read newspapers. → I don't read newspapers? she told me.  
 "Can you help me?" she asks. → "Can you watch TV?" she asked me.  
 "Which TV programme do you watch?" he asks me.  
 He said I don't read TV.

2. She says (that) he can't read. → She tells me that he doesn't read newspapers.  
 She asks me if whether I can help her. → She asks me if I don't watch TV.  
 She asks me which TV programme I watch.

4. Present tense → Present tense

1. He asked "Can you read and write?" → He asked me if I could read and write.  
 "Can you read and write?" → "Can you read and write?" he asked me.  
 "Would you like to?" → "Would you like to?" he asked me.

2. "I'll be glad to help." → "I'll be glad to help?" he asked me.  
 "I'll be glad to help." → "I'll be glad to help?" he asked me.

3. "Do you want to read and write?" → "Do you want to read and write?" he asked me.  
 "Do you want to read and write?" → "Do you want to read and write?" he asked me.

4. "I'll be glad to help." → "I'll be glad to help?" he asked me.  
 "I'll be glad to help." → "I'll be glad to help?" he asked me.

5. "I'll be glad to help." → "I'll be glad to help?" he asked me.  
 "I'll be glad to help." → "I'll be glad to help?" he asked me.

6. "I'll be glad to help." → "I'll be glad to help?" he asked me.  
 "I'll be glad to help." → "I'll be glad to help?" he asked me.

7. "I'll be glad to help." → "I'll be glad to help?" he asked me.  
 "I'll be glad to help." → "I'll be glad to help?" he asked me.

8. "I'll be glad to help." → "I'll be glad to help?" he asked me.  
 "I'll be glad to help." → "I'll be glad to help?" he asked me.

9. "I'll be glad to help." → "I'll be glad to help?" he asked me.  
 "I'll be glad to help." → "I'll be glad to help?" he asked me.

10. "I'll be glad to help." → "I'll be glad to help?" he asked me.  
 "I'll be glad to help." → "I'll be glad to help?" he asked me.

**READING AND WRITING**

Read the text carefully and answer the questions. Circle the best answer in the box below.

**A. Picture 1 is:**  
 a. a cartoon  
 b. a painting  
 c. a photo  
 d. a poster

**Picture 2 is:**  
 a. a poster  
 b. a cartoon  
 c. a photo  
 d. a painting

**B. The focus is ...**  
 Picture 1: a. the aeroplane  
 b. the pesticide spray  
 c. the field  
 Picture 2: a. the legs  
 b. the head  
 c. the lungs

**C. In the background of ...**  
 Picture 1: there is a. a mountain  
 b. a field  
 c. a football pitch.  
 Picture 2: there are a. cars and factories  
 b. oil refineries  
 c. trees

**D. In the foreground of ...**  
 Picture 1: there is a. a stadium  
 b. an aeroplane  
 c. a pesticide spray  
 Picture 2: there is a. a lung X-Ray  
 b. a television screen  
 c. a theatre stage

Complete items A, B, or C that best completes the following:  
 The two pictures above illustrate ...  
 A. the causes and consequences of pollution.  
 B. the causes of air pollution.  
 C. progress in medicine and agriculture.

**DEVELOPING SKILLS**

Read the text carefully and answer the questions that follow.

**EcoCLEAN. Kind to your Environment and Kind to you!**

Want to do more to help the environment but not sure how? Or think it's going to be too expensive or take too much time and effort? Look no further than EcoClean's award-winning environmentally sound household cleaning range. It's kind to your environment and to you. Our herbi- and bio-soluble, eco-friendly products are made from plant extracts. It doesn't contain any harmful chemical ingredients so it's gentle on your skin without compromising the effectiveness of the product. EcoClean is the perfect way to really have a positive effect on your environment without having to forget it in your daily life. The first to market ecological cleaning products on a large scale. EcoClean has developed into a worldwide market leader in ecological domestic cleaning products. EcoClean products can be found in all major supermarkets, consumer magazines and traditional washing up, toilets and washing powders.

Using EcoClean means cleaning the same way. EcoClean comes in 100ml cans of the 55 recycled bags. Tired with EcoClean partners write to: please email your name and address to [eco@ecoclean.com](mailto:eco@ecoclean.com) find out more about EcoClean on [www.ecoclean.com](http://www.ecoclean.com)



29. What is the writer's purpose in the advert above? Circle the correct letter in the box and indicate your degree of certainty by ticking (✓) in one of the boxes.

The writer's purpose is to ...	Degree of certainty				
	1	2	3	4	5
A. persuade the reader of the value of the product.				✓	
B. inform the reader that the product is not harmful to nature.			✓		
C. describe the chemical composition of the product.	✓				
D. explain the importance of the product.		✓			
E. exhort the reader to use the product.					✓

**DEVELOPING SKILLS**

30. Read the definitions of text types below. Then circle the type of text (A-D) to which the advert on the previous page belongs. Justify your answer.

- A. An **argumentative** text is a text which develops ideas in order to persuade people to do something.
- B. A **descriptive** text is a text which describes people, objects, ...
- C. A **narrative** text is a text which tells about an event or a series of events.
- D. An **expository** text is a text which states and explains facts.

31. Listen to these sentences from the text above and mark their intonation with an arrow (↑ or ↓).

- Want to do more to help the environment but not sure how? (↑)
- Or think it's going to be expensive or take too much time and effort? (↓)

32. Rewrite the two questions above to make them more grammatically correct.

33. What type of register (formal, informal) does the author use? What for?

34. How would you use the information in the box to write a 'green' advert about the use of biodegradable bags?

A. Ask questions to attract the reader's attention:

- Protect nature and be fashionable at the same time
- Live in harmony with your environment
- Be a friend of the Earth

B. Describe the product using these adjectives:

natural	pollutant free
biodegradable	recyclable
fashionable	viable

C. Give other advantages of the cloth bag:

- economic (price)
- strong ...
- practical
- easy to carry





CONDITIONAL TYPE 0

3. Read Reminder I below, then do the exercise that follows.

**REMINDER I**

**CONDITIONAL TYPE 0**

**IF** introduces a condition. IF + ... present simple ... present simple.

In this type of condition IF means almost always the same as 'WHEN'. The condition is the case at any time.

Example: you put water on the solar cooker at five o'clock.  
if you put water on the solar cooker at five o'clock



3. Match the conditions (1-7) in column A with their results (a-g) in column B. Then join the conditions and the results to form complex sentences. Use IF with the correct tense.

A. Condition	B. Result
1. Parents / not to get water	a. It / to rise
2. You / not to wash yourself	b. They / to die
3. Air / to get hot	c. You / to smell bad
4. You / to travel/mile in the sun	d. It / to expand
5. Metal / to get hot	e. It / to go back
6. You / to pour / water on fire	f. It / to stop
7. A car / to run / out of petrol	g. It / to get hot

3. Read Reminder II on the next page and do exercises 1 and 2 that follow.

CONDITIONAL TYPE 1

REMINDER II

**1. IF + PRESENT SIMPLE ... WILL/WON'T ...**

A: Look at the clouds. It rains, we'll get wet.  
B: Oh, let's take our umbrellas.

**2. IF + PAST SIMPLE ... WOULD/WOULDN'T ...**

A: What would happen if it didn't rain again?  
B: If it didn't rain again, the area would become a desert.

In the first example, 'A' and 'B' are talking about a real possibility. 'A' predicts something which can happen in the future.

*Note:* We do not use 'will' in the if part of the sentence, even though it refers to the future: e.g. If it rains the area *will* become a desert. (Not: If I will pass ...)

In the second example, 'A' and 'B' are talking about an *unreal* situation, it may not happen at all. They are talking about the situation now and not in the past.

*Note:* We generally say "If I **were** you..." and not "If I **was** you..."

1. Put the verbs between brackets in sentences A-B below into the correct form.

- A If we **would** stop industrial pollution, the air **will** be cleaner.
- B If I **would** you, I **would** like that sort of car **would** you pollute.
- C If we **would** stop to pollute any water sources, we **would** die of thirst.
- D When it **would** it, Mars **would** be like our Earth.
- E What **would** it **would** be like?

2. Tell the class what you would do for the environment if you were Prime Minister if you had power. Use the list below.

- A. CFC's destroy the ozone layer, no harm.
- B. toxic wastes can make rivers and lakes.
- C. people use polluting sources of energy.
- D. cars cause air pollution in towns, no restriction.
- E. airports can cause harm as a consequence, no restriction.
- F. some plants and animals species are in danger of extinction, no restriction.

Read Reminder III and do the exercises below.

REMINDER III

You can derive adjectives from some English words by adding suffixes such as -able/-ible, -ous, -al, -ful, -less, -ive, -ing.

**Example:** fashion → fashionable courage → courageous economy → economic/economical wonder → wonderful care → careless attract → attractive tradition → traditional pollute → polluting

You can deduce the meaning of words from context by looking at the suffixes.

22 Add the suffixes in the Reminder above to the words in bold in sentences A-F below. Then rewrite the sentences using the adjectives.

- A. Paper is a material we can recycle. Paper is a recyclable material.
- B. Coal-fired plants contain many toxins. Coal emissions are toxic.
- C. Oil spills harm the oceans and seas. Oil spills are harmful.
- D. Nuclear power doesn't harm the environment. Nuclear power is harmless.
- E. A lot of false aggression is on TV. TV news is misleading.
- F. The greenhouse effect contributes a danger to the earth. The greenhouse effect is dangerous.
- G. Desertification is a serious problem of ecology. Desertification is serious.
- H. This food has no taste. You cannot eat it. This food is tasteless.

23 Put a tick (✓) in the right box to form opposites of the words in the table below.

in-	in-	un-	ir-	il-	dis-	words
✓						pure / 'pjʊə/
				✓		legal / 'li:ɡəl/
✓						possible / 'pɒsəbl/
				✓		logical / 'lədʒɪkl/
		✓				suitable / 'su:təbl/
			✓			drinkable / 'drɪŋkəbl/
					✓	irresponsible / ɪrɪ'spɒnsəbl/
✓						moral / 'mɔ:rl/
		✓				effective / ɪ'fektɪv/
			✓			regular / 'regjʊlə/
					✓	insignificant / ɪn'sɪɡnɪkənt/
	✓				✓	agreeable / ə'grɪəbl/

CONSOLIDATION AND EXTENSION

UNIT 5 SEQUENCE 4

24 Read the text below and answer these questions.

- A. What solutions to the problem of rubbish are suggested?
- B. Would you say it's more important to reduce or to recycle bottles? Why?
- C. Which of the solutions suggested suits you best? Justify.



**Don't be a litter lout!**

Think about the bin you plan to throw away. Maybe there's an alternative to disposal. It's true, there is no solution to the problem of rubbish, but there are three things you can do to make less of it: reduce, re-use and recycle it.

We reduce the amount of rubbish we generate when we use fewer disposable items. For example, we can select products that have as little packaging as necessary. If we use those products, we will have less rubbish to dispose of.

When we re-use an item again and again, we also cut down on the volume of trash we discard. Pour yourself a glass of juice instead of drinking one from a juice box which you will throw away once it is empty. You can wash that glass and use it many times over.

When we recycle, we collect and separate items which we generally throw away. These items are then used to make new products. For example, we can recycle used aluminium into new cans. We can also recycle used plastic bottles and old newspapers. Recycling not only reduces the amount of trash we throw away, but it also protects the environment and conserves natural energies.





Put the verbs between brackets into the correct form of the passive.

- A. Throughout the world, deserts (create) because pastures near arid lands heavily (graze) and (trample).
- B. Around towns, a jacket forest belts (denude) by people in their search for firewood.
- C. More productive plants (introduce) into semi-arid lands. As a result, indigenous plants necessary for the maintenance of the soil (strip) out.
- D. Many people think that desertification (cause) only by a change in climate. But the truth is that deserts (provoke) by human actions.
- E. Because of the intensive production of cash crops like cotton and groundnuts, soil nutrients (deplete) and the topsoil (erode) by wind and water.
- F. A long time ago, history (make) in the deserts.
- G. Today, about 140 million people (threaten) by the spread of the desert caused through the interaction of climatic fluctuations and man's abuse of his environment.
- H. Desertification must (stop) now, otherwise deserts (transform) into a curse for man soon.
- I. These civilizations (build) in deserts because people knew how to live in harmony with nature.
- J. At least two great civilizations (be established) there.

The sentences in exercise 1 are not in the right order. Re-order them into a coherent newspaper article about desertification.

Follow this process

Topic sentence → supporting sentences → transitional sentence  
 supporting sentences for a new idea → conclusion.

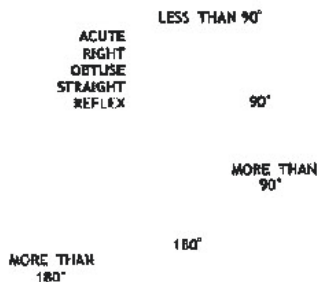
DISCOVERING THE LANGUAGE

Before you read

Look at the picture and use the information to write 5 definitions of the angles.

Start like this:

An acute angle is an angle which ...



As you read

(Figure 1)

Read the text below and check your answer to the task above.

Our lesson today is about geometry. Geometry has many branches. The first branch we shall consider is plane geometry – the study of points, lines and figures occurring in planes. Just what do we mean by these terms? A point is the simplest element in geometry. It has neither length nor thickness, which is another way of saying that it has no dimensions. We can represent a point by a dot made with a lead pencil or a piece of chalk. Such a dot is not a geometry point but a physical point since it has length, width and thickness.

If there are two different points, the shortest distance between them is called a straight line. This line segment has only one dimension, called length; it does not have width or thickness. A straight line that we draw on paper with a pencil has width and thickness.

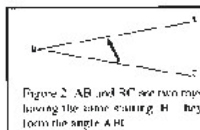


Figure 2. AB and BC are two rays having the same starting point B. AH is a ray from the angle ABC.

PRACTICE

1 Put the verbs between brackets into the correct tense.

- We (get) wet if it (rain).
- If you (boil) water at 100 degrees centigrade, it (evaporate).
- If you (throw) water on fire, it (stop) burning.
- If you (take) an aspirin, you (feel) better.
- She (feel) sick if she (drink) from that polluted water.

2 Put the verbs between brackets in the sentences of column A into the right tense. Then match sentences 1-6 in column A with their functions in column B.

A: Sentences	B: Functions
1. If you (buy) two, you (get) one free.	A Prediction
2. I (help) you do the exercises if you (want).	B Offer
3. If you (not stop) making noise, I (switch off) the TV.	C Warning
4. He (understand) if you just explain why you (come) late.	D Threat
5. If you (touch) that wire, you (get) an electric shock.	E Advice
6. If this jacket (be) the correct size, it (fit) me.	F Promise

3 Write conditional sentences to express the same functions as in column B above. Then read them aloud using the right tone.

4 Group work. Think about what you'll do if you pass your exams. Then play a chain game by asking the other group what they will do next.

Example

- Group 1: If we pass our exams, we'll go to England.  
 Group 2: What will you do if you go to England?  
 Group 1: If we go to England, we'll visit Liverpool.  
 Group 2: \_\_\_\_\_ if \_\_\_\_\_.

WORKING WITH WORDS

1 Complete the blanks in the table below with adjectives of your own.

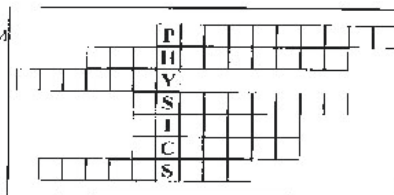
Suffixes	Meaning	Adjectives
-able / -ible	that can be / fit to be / showing qualities of	-reliable
-al, -y, -en	-related to, like	
-ate	-related to	-passionate
-ed	-having the characteristic of	
-ful	-full of, having the quality of	
-ful	-having the characteristic of	
-ic	-related to	
-ive	-having the tendency towards / quality of	
-lar	-in the shape of	
-less	without	
-like	-resembling	-life-like
-ly	-having the qualities of / regular occurrence	-scholarly, yearly
-ous	-having the qualities of	
-some	-which causes	-tiresome
-ss, -ese, -sh, -th	-nationality	-Swiss
-ian, ...		

2 Unmix the letters to find out the name of a science. Then complete the crossword puzzle.

Example: physics = Physics

Across

- OGGKCHOPSY
  - STATICMAHEM
  - GLOOZOY
  - MAYSTROON
  - GLOIBOY
  - YELOCOC
  - CHERYMINT
- Down
- IPYISCS



**LISTENING AND SPEAKING**

1 Skim through the advertisement below and answer the following questions.


- A. Whom does the advertisement address?  
 B. What is the meaning of "open day"?

*University College Open Day*

In addition to the main lectures and talks taking place across the campus on Saturday, there are a number of other ways that will help you find out study opportunities for high school graduates in our university.

A. The English Language library will be open from 9.00 to 5.00. This library is one of the largest libraries in our university. We are proud of its outstanding collection of specialist books and learning resources.

B. Guided tours of the Intensive Language Centre and Computer laboratories will be running all day. You are welcome to test the excellent technical facilities of the language centre. Tours leave at 11.00 a.m., 1.00 and 3.00 p.m. from the reception area at the main entrance.



2 Listen to your teacher reading a dialogue and check your answer to question 1 above.

3 Listen again to your teacher and answer the questions below.

- A. Who are the speakers?  
 B. Who suggests to visit the University first?  
 C. How does she start making his/her suggestion?  
 D. Which faculty does Jarrel want to visit?  
 E. Which faculty does Maya want to visit? Why?

**TIP BOX**

- When we make a suggestion we can use the following expressions:  
 - I feel like chatting on the Net. **How about you...? What about you ...?**  
 - It's a sunny day. **Why don't we go out for a picnic?**  
 - You aren't good at maths. **Why don't you take extra lessons?**  
 - We still have some free time. **We could go and check out books from the library.**  
 - We're a little bit late. **Shall we go?**
- When we agree to a suggestion, we can do it in one of the following ways.  
 - How about going to the lab? **Yes, why not?/Good idea/ Ok, why not?/ That sounds great/Good/ Sure.**
- When you turn down a suggestion, make sure you give a reason why you say no, or suggest something instead.  
**A. What about revising our French lessons this afternoon?**  
**D. Sorry, I can't. I'm going to do my maths exercises.**  
**How about meeting in the evening instead? I'll have finished my homework then.**

4 Your turn!

Pair work. Imagine that your friend was in a dilemma. Suggest to him/her a solution to get out of it. Help yourself with the tip box above.

Example:

- Your partner:** I can't make up my mind about the type of *baccalauréat* exam I'll take. If I register for the scientific stream exam, I'm sure I'll fail and I'll be sorry for it. If I register for the literary stream exam, I'll certainly succeed but my mother won't forgive me. She wants me to be a scientist.
- You:** Why don't you speak to your mother? If you explain, she'll understand.
- Your partner:** I'm sorry, I can't. She has always pushed me, hopes on me. And if I start talking about literature, she won't listen to me at all...



Write it up

Imagine you are in a dilemma, write a letter to an 'agony aunt' to ask for advice.

**AGONY AUNT**

When the English have a problem and no one to turn to, one solution for them is to write to an 'agony aunt' for help and advice. This is the person who answers readers' problems in a newspaper or magazine in Britain.

A letter for seeking advice usually consists of three parts. An introduction where you say why you are writing. A short paragraph where you introduce yourself and another paragraph where you expose your problem and ask what you should do.

Dear \_\_\_\_\_

I'm writing to .....

.....

.....

I find myself in a dilemma and I have no one to turn to.

.....

Now, imagine you are an 'agony aunt'. Read your partner's letter and reply by suggesting a solution to his/her problem. Keep to the following plan:

- Introduction
- Expression of sympathy and reassurance
- Analysis of the problem
- Recommendations/suggestions

## Third year textbook

C. Which of them are the main clauses and which are the subordinate clauses?  
D. Why are they called so?

Have a look at the first conditional on page 216 and 217.

Task: Use the items A-G below to write if-conditional sentences. Start each sentence with the second clause from the sentence below. The first one is done for you.

- A. eat rotten food
- B. have a serious indigestion
- C. go and see a doctor
- D. hospitalize you for two to three weeks
- E. lose your job
- F. no longer earn enough money to buy good food
- G. eating disgusting food

- F: If you eat rotten food, you will have a serious indigestion.
- B: If you have a serious indigestion, .....

Go back to the text on the previous pages and answer the following questions:

- A. Which quantifier in the first paragraph is closest in meaning to 'sufficient' or 'appropriate'?
- B. Pick out the 4 sentences that contain a quantifier and the degree adverb too. Which ones mean 'an excessive amount of' and which ones mean 'not enough/ an insufficient amount of'?
- C. What other quantifiers and other quantity expressions can you find in the text? Pick them out and discuss which type of nouns they can be used with (countable nouns, uncountable nouns or both).
- D. Do you know of any other quantifiers? Use them in illustrative sentences.

See Grammar Reference pp. 216-217

## Appendix T.2. this appendix contains some of the students' Handouts


### Zohra's Class / Second year: 'open-day'

Technology and Innovation | Budding Scientist

**While listening:**

**Activity one:** Listen to the first part of the dialogue and say whether these statements are true or false.

- The speakers are High School students
- Some wants to visit the Faculty of Civil Engineering.....
- Maya is interested in medical sciences .....



**Activity two:** Listen again and answer the following questions.

- When is University's Open Day?
- Who suggests visiting the university first?
- Do Jamel and Maya have the same interest?
- How will they go there? Why?

**Activity three:** Listen again and complete the missing parts of the dialogue.

Jamel: Tomorrow is University's Open Day.  
 Maya: I ~~am~~ *am* ~~going~~ *going* to the university to see how things work there. ~~It's a great opportunity.~~ *It's a great opportunity.*

Maya: Yeah, ~~but I don't have time.~~ *but I don't have time.* We only have one year to go before we take our final exams. Which faculty do you digger we digger?

Jamel: Let me think. ~~Why don't we visit the Faculty of Medicine?~~ *Why don't we visit the Faculty of Medicine?* It is the faculty that students visit most on Open Day.

Maya: ~~Sorry, I don't intend to pursue my studies in medical sciences. I'd pass my baccalaurate. I'd apply for registration in civil engineering, you know that, don't you? So I'd prefer to visit the Faculty of Civil Engineering instead.~~ *Sorry, I don't intend to pursue my studies in medical sciences. I'd pass my baccalaurate. I'd apply for registration in civil engineering, you know that, don't you? So I'd prefer to visit the Faculty of Civil Engineering instead.*

Jamel: Well, we have the whole day for us tomorrow, so we ~~can visit both.~~ *can visit both.* The campus of the Faculty of Medicine is quite close to that of the Faculty of Civil Engineering.

Maya: Fine. How shall we go there?

Jamel: I ~~will go by bus.~~ *will go by bus.* It's cheaper.

Maya: ~~Good. I'll go with you.~~ *Good. I'll go with you.* What time shall we meet?

### Zohra's Class / Year 2: 'agony Aunt'

Technology and Innovation      2nd year

## AGONY AUNT

You are an AGONY AUNT, a specialist in teens psychology. Here are some letters that teenagers have sent to their favorite magazine. Write your answers, give them suggestions and advice. They need your help!

Dear Agony Aunt,

I am 18 years old and I want to leave school this year. My parents say it is too early for me and that I should try to get into university. I think I am old enough to make my own decisions now. I want to work with my friend Susan in a famous fast food restaurant.

What do you think?

Mary, 16

Dear Agony Aunt,

My parents are very strict. I must be home by 5 o'clock. I can't go out to hang out with my friends or to the cinema. I'm really annoyed.

What should I do?

Pamela, 14

**Agony Aunt**  
Here help you with your problems

Dear Agony Aunt,

All the other children laugh at me at school and say my clothes are completely unfashionable. I feel really stupid. I will try to get some better clothes but they don't have enough money.

What can I do?

Nicola, 13

Dear Agony Aunt,

My best friend Lilly is spending a lot of money on clothes, candies, CDs, magazines and make up. Her parents are poor and I don't know where she gets all the money from.

What should I do?

Susan, 15

write your replies  
below

Dear Mary,

Dear Peter,

Dear Emda,

Dear Susan,

### Nora's Class / First Year: 'group-work Game'

1. How many of you have been to the cinema or to the theatre or to the park or to the zoo?
2. How many of you have been to the beach?
3. How many of you have been to the mountains?
4. How many of you have been to the city?
5. How many of you have been to the park?



**Appendix T.3:** this appendix contains more examples of teachers' adaptations resulting from the cross-case analysis in Chapter Seven

### 1. Rayan and Nora: dealing with Reported Speech

The following table reports on how Rayan and Nora used and modified the tasks suggested in the first year textbook under the 'stop and consider' rubric (p. 92-93) to teach the structural form of the reported speech. The section begins with a grammar desk for the use of reporting verbs and a practice task in the form of a dialogue. This is followed by a reminder of the rules and two practice exercises.

<b>Textbook's Procedures</b>	<b>Rayan</b>	<b>Nora</b>
Stop and consider (Reminder I: uses of the reporting Verbs 'Ask' and 'Tell')	X (deleted)	X (deleted)
Stop and consider (Task: complete the dialogues 1-4 by reporting Rashid's words)	√ (Adapted)	X (Substituted with an interview from the internet and activities developed by the teacher)
Stop and consider (Reminder II: reported Speech)	X (deleted)	X (deleted)
Stop and consider (task 1: use the verbs to report the exact words in dialogues a-f)	√ (Adapted)	X (deleted)
Stop and consider (Task 2: use indirect speech to report what the speakers in dialogue a-f above say)	√ (Adapted)	X (Substituted with a self-created game and activities)

## Mira and Aicha: matching Learners' Stream

The table below reveals how Mira and Aicha deviated from the textbook's recommendations when dealing with unit 4 (Budding Scientists) in the second year textbook (p. 79-80-81-82). The unit begins with two pictures of Arab scientists during Abbasid's period (750-1258 CE) to illustrate the unit's theme. This is followed by a pre-reading geometrical figure which aims to familiarise students with the vocabulary to be introduced before moving to a one-page text about geometry. The reading is used to introduce the Conditional type 0. The post-reading phase deals with the conditional. It begins with a grammar desk outlining the conditional form and three tasks for practice.

Textbook's Procedures	Mira	Aicha
Think it Over (Pictures about the theme of the new unit)	X (Substituted with a video from the internet)	√ (Adapted)
Discovering the Language (Before you read: look at the picture and use the information to write 5 definitions of the angles)	X (Substituted with display questions about pictures from the internet)	X (Substituted with a warm-up developed by the teacher)
Discovering the Language (As you read: 1. Read the text below and check your answer to the task above)	X (Substituted with a reading passage from the internet on handouts)	√ (Adapted)
Discovering the Language (As you read: 2. Read the text again, and answer the questions below)	X (Substituted with activities developed by the teacher on handouts)	X (Substituted with activities developed by the teacher)
Discovering the Language (After reading: grammar Desk)	X (Substituted with an experiment and self-created worksheet)	X (Substituted with a self-created worksheet)
Discovering the Language (Practice: 1. Put the verbs between brackets into the correct tense)	X (Substituted with an activity developed by the teacher on handouts)	X (Substituted with activities developed by the teacher)
Discovering the Language (Practice: 2. Put the verbs between brackets in the sentences of column A into the right tense. Then match sentences 1-6 in column A with their functions in column B)	X (Substituted with an activity developed by the teacher on handouts)	X (deleted)
Discovering the Language (Practice: 3. Write conditional sentences To express the same functions as in column B above. Then read them aloud using the right tone)	√ (Adapted)	√ (Adapted)

#### Appendix T.4: this appendix contains more examples of Students' reactions to teachers' adaptations

The classroom observation analysis shows that students reacted positively to both local and target cultural references. For example, Mira asked her students to name some local charity societies and their aims. Most of the students were engaged and proposed different local charities as shown below:

- Mira: Let's see this picture.... What do you see...? What does it represent?
- Student 1: الصليب الأحمر (translation of Red Cross in Arabic)
- Mira: Ok, in English we say Red Cross.... Ok, what about this?
- Student 2: Croissant Rouge (Red Croissant in French)
- Mira: Ok, what do they have in common?
- Student 1: Colour
- Mira: What else, they are serving the same job, purpose.. where do you see them?
- Student 4: in accident
- Mira: yes, emergencies, hospitals... They are associations, how do we know them?
- Student 3: they help people
- Mira: in disasters, poor people starvation. ok can you give me some examples of local charities
- Student 4: Yes, خطوة (a step in Arabic)
- Student 2: صناع الأمل (hope makers)
- Mira: what do they do these two
- Student 2: they help the poor like one called معا (together in English)
- Student 6: there is one we see in Ramadan who prepare food for people in need and those who travel

In the same vein, Zohra used a disordered conversation about two friends deciding which places to visit during their weekend to practice making suggestions, agreeing and disagreeing. The students were particularly interested in knowing some of the London sites.

- Zohra: ok work in pairs now in ordering the conversation about John and Peter. Who has the beginning of the conversation?
- Student 1: Hi peter would you like to do something with me this weekend
- Zohra: Yes, stick it, what is the next one
- Student 2: Sure, what shall we do?
- Zohra: yes ... after that
- Student 3: Why don't we see a film at the Rex cinema?
- Zohra: Yes, do you know where the Rex cinema is. It is in England
- Student 1: is it famous. I like the red bus of London
- Zohra: yes, London is famous for the red bus, there is the big ban also, London eye, Buckingham palace
- Students: really
- Zohra: Buckingham palace is for the queen