

وزارة التعليم العالي والبحث العلمي

MINISTÈRE DE L'ENSEIGNEMENT SUPERIEUR ET DE LA RECHERCHE SCIENTIFIQUE

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جامعة مولود معمري - تيزي وزو

كلية الآداب واللغات

قسم الإنجليزية

**A dissertation submitted in partial fulfilment of the requirements for the degree of Master in English**

**FIELD: Foreign Languages**

**SUBJECT: English Language**

**SPECIALITY: Didactics of Foreign Languages**

## Title

*Analysis of L/S Sections in My Book of English : The  
CLT Approach*

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**Academic Year: 2022-2023**

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*To Members of my family. To my dear mother and father,*

*May Allah bless them for their love and support*

*throughout every moment of this work.*

*To my two dear young brothers: Samy and Elyas.*

*To my beloved cousin: Sarah, Rima and Sara.*

*To my entire best friends: Manel, Kenza, Celia and hicham.*

*To the memory of my Grandparents.*

*Cilya*

*To my beloved father Salah who is giving me an endless hope, strength and support to be  
where I am standing today.*

*To the memory of my loving mother Tassadit. May Allah grant you mercy, forgiveness and the  
highest place in paradise.*

*To my precious and much loved sisters; Sonia, Samia, Lyna and my little sweetest Kenza.*

*Special thanks to my dear Toufik for always being on my side, encouraging and supporting  
me through thicks and thins.*

*To my best friend Sonia with whom I shared precious moments*

*And to my grandparents and all those I love.*

*Ferroudja.*

## *Acknowledgements*

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To successfully accomplish this dissertation, we would like to convey our sincere appreciation to Dr. KESSAR sarah for her invaluable guidance, professional aid, insightful advice, and continuous encouragement. We are also thankful to Mr. AOUINE akli for his generous contribution and unwavering backing in this inquiry .We are grateful that the jury members dedicated their time to thoroughly examine and assess this piece of work. Lastly, we would like to extend our utmost gratitude to the English Department of The Mouloud Mammeri University of Tizi-Ouzou.

## **Abstract**

The present study constitutes a comprehensive evaluation and analysis of the listening and speaking sections in the third-year primary school textbook, *My Book of English*, with a particular focus on adherence to the Communicative Language Teaching (CLT) approach. The central aim of this research is to assess whether the content within these sections aligns with the principles of communicative language teaching and effectively contributes to the development of the learners' communicative competence. To attain this objective, a meticulous analysis of the listening and speaking activities in *My Book of English* for third-year primary learners was performed. This analysis was conducted using an analytical framework that combines David Nunan's (1989) *Designing tasks for the communicative classroom* with the principles outlined by Lou-leaver and B. Willis (2004) regarding *Task based instruction in foreign language education* framework. This research methodology encompassed a mixed-method approach, effectively integrating both qualitative and quantitative research methods. The data collected through this methodical process underwent detailed analysis employing descriptive statistical methods and quantitative content analysis techniques. The findings of this investigation reveal that approximately the majority of the activities within the textbook align closely with the principles stipulated in the analytical framework, showcasing their compliance with the tenets of communicative language teaching. However, some of the activities were found to fall short of these principles. Crucially this study demonstrates that the majority of activities contained within *My Book of English* for third-year primary students are in concordance with the communicative language teaching approach. This suggests that these activities are conducive to the development of communicative competence among learners. The results of this research have broader implications, as they can be extrapolated to the entire textbook, indicating a comprehensive commitment to communicative language teaching.

**Key Words:** Communicative competence, *My Book of English*, Listening/Speaking Activities evaluation, Third year Primary School Textbook.

- **ALM** : Audio-Lingual Method
- **CC** : Communicative Competence
- **CELC** : Center of English of International Communication
- **CLT** : Communicative Language Teaching
- **ELT** : English Language Teaching
- **EFL** : English Foreign Language
- **FNS** : The Functional- National Syllabus
- **GTM** : Grammar-Translation Method
- **L/S** : Listening & Speaking
- **3rd** : Third
- **4 PS** : Fourth primary school
- **SPSS** : Statistical Package for Social Sciences

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- **Statement of the Problem**

In any educational institutions textbooks hold a fundamental role in the realm of education, encompassing English as a foreign language (EFL) course and other subject. They serve as foundational resources that provide essential guidance for both teachers and learners. These instructional materials offer valuable insights from lesson planning recommendations and teaching methodologies to a reservoir of course materials. As Leslie E. Sheldon (1988) noted: “Textbooks represent the visible heart of any EFL program” (p.23). In this sense, they are not just a mere path to follow but also a guiding beacon, offering support to both teachers and learners in their quest for more streamlined and effective teaching and learning processes.

Despite their crucial role in shaping and facilitating the teaching and learning process, textbooks can present significant theoretical issues. One of these issues pertains to the occasional lack of exposure to authentic language use or the failure to align with learners' needs. Consequently, textbook evaluation plays a pivotal role in establishing a meaningful connection between the book's content and its users. Thus, a sense of connection with a book's content is provided by a textbook evaluation. Brown, J. D. (1995) contends that “ Evaluation might be defined as the systemic collection and analysis of the all relevant information necessary to promote the improvement of the curriculum and to assess its effectiveness within the context of the particular institutions involved” (p.24). In the context of EFL teaching and learning, evaluation is meant to be the basis on which informed decisions regarding instructional materials are based.

In recent decades, there has been a notable communicative shift in English Language Teaching (ELT), particularly since the 1970s. The primary objective of developing language teaching and learning curricula is to enhance the communicative competence (CC) of EFL learners. Once this goal of fostering communicative competence is established, textbook designers seek effective strategies to attain it. Consequently, it becomes imperative to evaluate

the textbooks utilized in these educational settings to ascertain whether they indeed contribute to the realization of this desired goal.

Algeria too has actively participated in this communicative movement, marking a significant educational transformation in 2001. This transformation reflects a shift in the approach to English Language Teaching (ELT), departing from traditional methods that emphasized the memorization of grammatical rules and structures. Instead, it embraces new approaches like Communicative Language Teaching (CLT), which centers on language use in authentic, real-life contexts. These contemporary methods are designed to actively involve students in genuine and meaningful language activities.

Despite Algeria's longstanding connection with the French language, there has been a notable and official introduction of the English language, placing it on par with French. This development follows a recent decision made by the President of the Algerian Republic to incorporate English language instruction in elementary Algerian schools. Consequently, a new textbook was created with the purpose of imparting communicative English skills.

Textbook evaluation has been the subject of numerous dissertations in Algeria. However, to our knowledge, no systematic study has focused on the evaluation of the third year primary textbook, specifically the analysis of the listening and speaking sections *in My Book of English*, grounded in the principles of the communicative approach. In this study, we aim to illuminate this analysis, drawing from David Nunan's (1989) *Designing Tasks for the Communicative Classroom* and Betty Lou-leaver and Jane R. Willis's (2004) *Tasks Based Instruction in Foreign Language Education* frameworks .

Our rationale for this study lies in our firm belief that the English language syllabus should be introduced with a communicative intent right from the outset. As expressed by Littlewood (1981) "A communicative approach opens a wider perspective on language learning. It makes us more strongly aware that it is not enough to teach learners how to manipulate the structures

of a foreign language. They must also develop strategies for relating these structures to their communicative functions in real situations and real-time” (p.10).

- **Aims and Significance of the Study**

The current study aims to evaluate to extent to which the listening/speaking activities available in the 3<sup>rd</sup> Algerian primary school textbook *My Book of English* fleshes out fully with the principles of the theory based on CLT approach. Our investigation sheds light on the approach adopted to design these activities, to determine whether they contribute to the development of the Algerian learner’s communicative competence. To ensure the rigor of our evaluation, it must be grounded in valid scientific principles specifically a theory-driven approach. In line with this, we have chosen to employ Nunan’s (1989) *Designing Tasks for the Communicative Classroom* and Lou-leaver and willis’ (2004) *Tasks Based Instruction in Foreign Language Education* frameworks, as a base to evaluate these activities. These selections are guided by the claims that these activities are designed to facilitate Algerian learners in practicing English fluently and utilizing the language for communicative purposes.

This academic research tends to be significant as its findings may figure out if the L/S activities of the textbook incorporate with the principles of the theory chosen and mentioned above, in which the 3<sup>rd</sup> Algerian EFL learners practice English and express themselves in the target language without any breakdowns. The primary objective of this study is to heighten the awareness of educators and curriculum designers regarding the necessity of incorporating communicative activities that can enhance the communicative abilities of Algerian learners. Additionally, it aims to assess whether these activities are suitable for use by future generations without the need for significant adjustments or modifications.

- **Research Questions**

A variety of questions are raised in the current study. In this inquiry, our primary objective is to provide a response to the following questions:

**Q1:** To what extent do L/S activities provided in the Algerian 3<sup>rd</sup> year primary school book *My Book of English* adhere to the principles of Nunan's (1989) *Designing tasks for the Communicative Classroom* & Lou-leaver and Willis' (2004) *Tasks Based Instruction in Foreign Language Education* frameworks?

**Q2:** Do the L/ S activities designed in the Algerian 3<sup>rd</sup> EFL textbook enhances learner's communicative competence?

- **Research Techniques and Methodology**

Concerning the data collection and to attain the stated aims, this study counts for the qualitative and quantitative research methods in which content analysis will be utilized as data collection tool or procedure and as a way to analyze the corpus third year primary English textbook *My Book of English*, The evaluation of the textbook was guided by a checklist derived from Nunan's (1989) *Designing Tasks for the Communicative Classroom* & Lou-leaver and Willis' (2004) *Tasks Based Instruction in Foreign Language Education* frameworks. This approach aims to assess the extent to which the textbook aligns with these theoretical frameworks, thereby offering a comprehensive insight into the study and delivering answers to the research questions.

- **Structure of the Dissertation**

The current research adheres to a conventional structure, encompassing four distinct chapters. The General Introduction introduces the research's background, context, research questions and the study's overarching aims and significance. Moving to chapter one, the Literature Review, it offers readers an in-depth exploration pertinent subject matter while

shedding light on the study's theoretical framework. Chapter two presents the research design and methodology, serving as an informative overview of the various research methodologies employed and the array of data collection tools utilized to gather and analyze data. Subsequently, the presentation of the findings chapter presents all the results and data unearthed during the course of the investigation. In the final pieces of this academic puzzle, the discussion chapter takes the center stage, providing an insightful analysis of the findings from the previous chapter, which leads to broader generalizations for the entire study. Lastly, the General Conclusion chapter neatly summarizes the entirety of the research, offering a comprehensive recapitulation.

## *Review of the literature*

## **Introduction**

This chapter is dedicated to providing a comprehensive examination of the literature that holds relevance to the subject of our study. Moreover, it offers a comprehensive overview of the key concepts that will be at the forefront of our discussion throughout the study. The current chapter is divided into five primary sections, with each section exploring a range of definitions and fundamental terms crucial to our study.

### **1.1. A Global Language.**

According to Salikoko Mufuene (2010), global languages are “languages spoken as vernaculars or as lingua franca outside their homelands and by populations other than those ethnically or nationally associated with them” (p.42). In other words, a global language is a language that is extensively recognized or used on a worldwide scale within several cultures and nations. It is a universal language that connects people of various ethnic and racial backgrounds and serves as a lingua franca. Ulrich Ammon (1989) believes that the global status of a language is determined by its function, which determines whether it is classified as a world language or not. So if a language facilitates communication between speakers of other languages and it is a common language, this can be considered as global language, as the English language nowadays.

#### **1.1.1 What Makes a Global Language?**

One benefit of having a universal language is enhancing communication amongst foreign language speakers. David Crystal states “ A language achieves a genuinely global status when it develops a special role that is recognized in every country” (1997, p.3-4 ); that is to say, a language should be assigned a special position and function to achieve such a status. Thus, not only a language geographical range or application in diplomatic discussions and worldwide organizations that works to differentiate it from other languages, but also the quantity of native and second language speakers. As a result, trade, tourism, diplomacy,

education, as well as cultural exchanges are all made easier by the usage of a universal language.

### **1.1.2. English as a Global Language**

The popularity of one language over another in a given community is influenced by the widespread adoption of English around all over the world. All of our international correspondence is conducted in English, which is widely spoken and comprehended by the vast majority of people worldwide. “English is one of the languages with the highest number of native speakers in the world, having over 360 million of them, with roughly twice as many individuals speaking it as a second language” ( Klappenbach, 2019). A language achieves global status not solely because of the sheer number of its speakers but largely due to the profound influence wielded by those who use it. As David Crystal (2003) highlights, this influence was notably propelled by the expansion of the British Empire, the advancements of the Industrial Revolution, and the economic and cultural impact of the United States (P.10). These are just a few illustrative examples of the factors that contributed to the emergence of English as a global language. English's universality is such that it finds applications in diverse domains, including science, technology, diplomacy, and the internet. This broad range of usage has undoubtedly contributed to the language's ascent to global prominence. English serves as the predominant language in a wide array of literary works, and over 90% of electronic internet content is stored in English, a phenomenon attributed to technological advancements (Arab, 2015). As a result, it becomes of paramount importance for scientists and researchers across the globe to possess a strong command of the English language, given that a significant portion of scientific research articles, conferences, and journals are published in English. Furthermore, the internet's vast repository of English language content has further solidified the prominence of this language.

### **1.1.3. English in the Algerian Society**

Arabic as the official language holds a central position in the Algerian society. It is the primary language spoken by the majority of the population and finds extensive use in various domains, including education, government, and law. Due to Algeria's history of French colonial rule, the French language is recognized as first the language alongside Arabic. However, in recent years, there has been a notable surge in the popularity of English in Algeria, particularly among the younger generation. It is increasingly embraced as a foreign language option. It is worth noting that the level of proficiency in English can vary widely among Algerians. While some may have only a basic understanding of the language, others are proficient English speakers."

#### **1.1.4. English in the Algerian Educational System**

As a universal medium, the English language has positioned itself as a crucial tool to comprehend global happenings and diverse domains. Along with other foreign languages, English is regarded by our nation as a tool for acquiring knowledge and advancing scientific research. It also serves as a gateway to understanding the people and culture associated with this foreign language (Allwright & Bailey, 1991, p. 30). In line with other countries globally Algeria has had to confront this situation and integrate it into its educational system. additionally, it is a multilingual country which strives to add to its educational repertory. As a result, English language subjects are an integral part of its educational curriculum, with an emphasis on vocabulary, grammar, reading and writing, and speaking skills. With the strategic decision made by the president of the Algerian republic, Elementary schools alongside Middle and secondary schools and universities are mandated to include English in their curricula which offers English a greater consideration. This move aims to facilitate language acquisition from an early age. In addition to formal education, In addition to formal education, various institutions and language centers offer English classes outside the traditional educational system. Moreover, the government has initiated policies and programs

to enhance language education, including the recruitment of native English speakers as language assistants in schools and the development of English language textbooks and materials. These measures reflect a concerted effort to elevate language education standards in Algeria.

## **1.2 Textbook Definition**

A textbook is a comprehensive written source that provides knowledge and information regarding a specific topic or field of study. Cunningsworth A. (1995) argues:

“A textbook is defined as a specific source for self- directed learning, an effective source of presentation of materials, a source of ideas and activities, a reference source for students, a syllabus where they reflect predetermined language objectives, and support for less experienced teachers who have yet to gain confidence”.(29)

In educational instruments involving schools, colleges and universities, it is often used as the main teaching instrument. In addition, they are also made to teach the subject matter in a neatly and organized way, covering all the primary concepts, theories and examples.

### **1.2.1 Textbooks in Foreign Language Classroom**

Textbooks are considered as new instruction direction on how to plan lessons. Since English has grown in popularity, many countries introduced it to their educational institutions either as a first language or a foreign language. It has to bear in mind that there are many kinds of learning textbooks in which textbook for foreign language classroom is included. Garinger states that: A textbook can be employed for plenty of purposes, including as a source for the curriculum itself and as an inspiration for classroom activities. In foreign language classroom, textbooks may guarantee a huge level of organization, uniformity and logical progression in class, satisfies a student’s requirement for anticipation of receiving something legible to work with and to take home for more study, as it could offer several resources and activities. Additionally, they serve as a language input, which means that they

offer a variety of actual or largely authentic resources as dialogues, texts and many other resources. These resources expose students to vocabulary, grammar as well as cultural background of the target language.

### **1.2.2 Textbook Evaluation**

The process of critically evaluating a textbook quality, substance, and relevance is known as textbook evaluation. Evaluation is viewed as a process that involves investigating educational resources to figure out their worth (Tomlinson 2003). “It involves not only assembling information but interpreting that information making value judgments” (Nunan, 1992,p.185). That is to say, it involves assessing the textbook’s multiple components to assess whether it is appropriate for educational purposes. According to D. Nevo (1977), "Evaluation refers to the process of delineating, obtaining and providing information on the merit of goals, designs, implementation and outcomes of educational activities and should help to improve educational activities and should help to improve an educational product during the process of its development and/or demonstrate the merit of the final product when its development is completed”(p.127). Therefore, is supposed to help in enhancing learning experiences, and contribute in upgrading educational products as they are being created.

#### **1.2.2.1. Authenticity of the Material**

Authenticity of Materials implies verifying the authenticity of the language materials used in the textbook, including real-world resources such as materials, texts, and videos. These resources expose students to the usage of the language in various contexts and with diverse accents, going beyond their own experiences. When considering the use of authentic materials, H.G. Widdowson writes:

“ It has been traditionally supposed that the language presented to learners be simplified in some way for easy access and acquisition. Nowadays there are

recommendations that the language presented should be authentic” ( Widdowson 1990, p.67).

The utilization of genuine material in educational practices is not a recent development. Authentic material encompasses a wide range of sources such as television shows, radio broadcasts, news reports, documentaries, movies, photographs, artwork, advertisements, brochures, and more.

### **1.2.2.2 A Communicative Approach**

The Communicative Approach, known as Communicative Language Teaching (CLT), is an instructional method that emphasizes the significance of authentic communication in facilitating effective learning. Therefore, this has an impact on classroom materials and course books Chelli (2012) stated that “CLT makes use of real life situations that necessitate communication; therefore, the teacher’s goal is to set up situations that students are likely to encounter in real life through various activities” (pp.15-16). To ensure an effective communicative learning, the textbook ought to emphasize authentic conversations as a teaching method and engage learners in it rather than just rote memorizations, as well as evaluating its exercises, whether they promote the development of speaking, listening, reading and writing skills, since they are considered as communication’s four skills.

### **1.2.2.3 Grammar and Vocabulary Instruction**

Examining the efficiency of the grammatical and vocabulary lessons provided in the textbook, are necessary to see if the explanations are precise and concise and accompanied by relevant examples. In addition, analyzing exercises that use a variety of words and vocabulary of different contexts help learners improve their word knowledge usage.

## **1.3 The Importance of EFL Textbook Evaluation**

Textbook Evaluation is a crucial work in education which entails reviewing assessing the quality, applicability and relevance of any educational textbook or any other material.

According to Rezeian, M. and zamanian, M. “Textbooks evaluation is a process of collecting, analyzing and interpreting information, as result of this process students will improve their language competence and educational programs will be more prosperous” (2015, p.106). Hence it is crucial to ensure that teaching and learning resources are successful and adequate for learners’ needs. Here is one of the key motives underscoring the significance of textbook evaluation:

### **1.3.1. Testing the Quality of Education**

Textbooks are crucial instruments for sharing knowledge and giving students accessibility to learning materials. Textbooks’ Evaluation aids in determining the overall merit of the material and ensuring that it adheres to academic standards and complement the learning objectives of the curriculum. Therefore, textbook evaluation can have a massive influence on the teaching and learning process as teachers would make reference to the textbooks (Canningsworth, 1995), Harmer 1991 and Megrath (2002). Furthermore, the importance of evaluation lies on its informative power about the decisions to make regarding the value of something and its effectiveness. One does not fully appreciate the value of EFL teaching materials until information about them has been provided and clarified. This emphasizes the significance of evaluation as a way to create and adopt efficient teaching materials whose initial intent of which is to smooth out the teaching/ learning process. Thus, for example the importance of evaluation is better shown by Michael Scriven ( 1991,p.4) in the following quote :

The process of disciplined evaluation permeates all areas of thought and practice ... It is found in scholarly book reviews, in engaging’s quality control procedures, in the socratic dialogues, in serious social and moral criticism, in mathematics and in the opinions handed down by appellate courts ....It is the process whose duty is the systematic and objective determination of merit,

worth and value, without such process, there is no way to distinguish the worthwhile from the worthless. (Quoted in Fitzpatrick Et al.2011,p.33).

In simple words, it is the practice of rigorous assessment is present in various domains of thinking and application. It can be observed in academic assessments of books, in the meticulous quality control measures of engaging activities, in the thought-provoking Socratic dialogues, in profound social and moral critiques, in the realm of mathematics, and in the judgments rendered by appellate courts. This process is responsible for methodically and impartially determining the significance, importance, and value of something. Without this process, it would be impossible to differentiate between what is valuable and what is insignificant.

#### **1.4. Types of Textbook Evaluation**

Evaluation may occur before *Pre-use*, during *In-use* and after *Post-use* the usage of a textbook with regard to the circumstances and the objectives of the assessment is being undertaken, Cunningsworth and Elis (1995) have recommended that there are three categories of material assessment:

##### **1.4.1 Pre-use Evaluation**

Pre-implementation assessment pertains to the evaluation carried out prior to the actual utilization or acceptance of an instructional tool, such as a textbook. This assessment is of utmost importance in guaranteeing that the selected materials are in line with educational objectives, cater to the learners' requirements, and are appropriate for the particular teaching environment (Cunningsworth,1995,p.13).

##### **1.4.2. In-use Evaluation**

During the course of actual instruction, in-use evaluation plays a vital role in continuously assessing and analyzing teaching materials, strategies, and resources that are actively being utilized in the educational setting. This form of evaluation is essential for comprehending the

extent to which instructional materials effectively cater to the needs of both teachers and students (Cunningsworth,1995,p.14).

### **1.4.3. Post-use Evaluation**

It delivers a retrospective evaluation of a course book's performance, it can be useful for discovering strengths and flaws that occur over the course of consistent use. This sort of evaluation can be helpful in deciding whether can be employed for further use, especially for self-sufficient courses that are repeated occasionally (Cunningsworth, 1995, p.14).

### **1.5. CLT in EFL Materials**

Communicative language teaching is an approach to language teaching that emphasizes on promoting student's communicative competence in the target language. It places emphasis on putting language in its authentic use, instead of just concentrating only on grammar and vocabulary skills, but also on using language for genuine and meaningful communication. Thus, Clearly, CLT is an approach to foreign and second language teaching, which emphasizes that the goal of language teaching is communicative (Richard et al, 1992,P.65). In CLT, the objective is to provide students with the ability to use the target language properly and effectively in every day contexts. This approach acknowledges that language is a device for communication and that language instruction that should include interactive involvement and negotiation of meaning between learners.

### **1.6. CLT in EFL Materials**

The principles of communicative language teaching may be applied in context of EFL materials to design and opt for suitable resource that maintain EFL learner's communicative competence, here are some considerations for incorporating CLT into EFL materials:

#### **1.6.1. Authentic Listening / Speaking Activities**

As we know, EFL materials should be authentic and have genuine language that reflects real-life language use. This might entail exposing learners to authentic materials like short

stories, role plays and short dialogues, but if the target learners are beginners. The use of authentic materials benefits students greatly, increases their motivation and interest in language acquisition and enhances their communicative ability (Guariento and Morley, 2001, Wilcox et al, 1999,p.1).

### **1.6.2. Task-based Activities**

EFL materials should include task-based Activities that challenge students to utilize English for specific objectives, the goal of these communicative activities is using language in context for interactive purposes. Therefore, a communicative task assists learners with the necessary equipment about using and acquiring an effective interaction in real life situations (Lou-leaver and Willis, 2004). Meaning that, students may be given a task plan, solve problem or create a presentation. So, EFL materials can be created around these activities.

### **1.6.3. Information Gap Activities**

These activities require providing students a limited amount of information that they must communicate with their peers in order to accomplish a communicative environment ( Lou-leaver & Willis, 2004.). An activity is communicative if it adheres to the information gap principles. For instance, students can converse about their interests, favorite things or their future goals and plans in small pairs or groups, this encourages interaction, knowledge sharing and group learning.

## **1.7. Principles of CLT**

CLT employs a set of guiding principles to improve learner's communicative language proficiency, Larsen-Freeman (2002) offers the principles that are going to be mentioned in this chapter. This last fifteen principles provide sufficient clarification about CLT, the majority of the components of CLT and how they ought to be used in communicative language classrooms, the following principles apply:

1. “Authentic Language” or language as it used in genuine contexts should be presented wherever feasible.
2. Part of being able to discern the speaker’s or writer’s intentions adept in communication.
3. The target language is not merely the subject of the study, but also a means of communication in the classroom.
4. Numerous linguistic forms can exist for a single function, so the course should emphasize on communication rather than simply a diversity on mastery of linguistic forms only, since real language use is the core of the CLT.
5. Students should practice discourse-language level. They must have an idea about cohesion and coherence, two linguistic traits that tie two sentences together.
6. Games are significant because they have a certain aspects in connection with real communication circumstances.
7. Students should have the chance to voice their thoughts and points of view.
8. Mistakes are tolerated and considered as natural by product of improving communication skills since these activities focus on fluency: The teachers refrain from correcting them, but they take notes of these mistakes by addressing them later.
9. Creating environment which encourages communication which is one of the teacher’s main duties.
10. Interaction through communication promotes students’ cooperation; consequently, they get the opportunity to collaborate and negotiate about meaning.
11. In order to provide meaning to the utterances, social context of communicative events should be provided.
12. A key component of communicative competence is learning to use language forms for functional communicational purposes that it performs.

13. The role of the teacher is just a facilitator in planning the communicative activities and he serves as a guide during the performance of the activities.
14. When interact the speakers have the choice regarding what to say and how to say it by opting out with the content of the lesson.
15. The learners acquire vocabulary and grammar in relation to language functions.
16. It is crucial to provide students with the avenue to expose to language in real world setting, they might receive training on comprehension and boosting techniques (Larsen-Freeman, 2000, pp. 125- 128).

## **1.8. History of CLT and the Several Key Motives**

Communicative language teaching is an approach to language teaching whose core focus is on using communication as the main objective of language learning of British language tradition dating from the late 1960's where communicative language teaching got its starts ( Jack.c and Theodore.s,2001,P.153). After the changes and so called-communicative movement, it revered its origins in the early 1970's and came as a response to the shortcomings of previous language teaching methods which frequently placed more emphasis on rote memorizing of grammatical rules (GTM) and dialogues (ALM) than effective communication skills. The history of CLT can be traced back to several key influences and advancements.

### **1.8.1 The Oral Approach (Situational Language Teaching)**

In the 1930s, a clear shift in language teaching methodology emerged. As Jack C. and Theodore S. (2001) point out, "this approach known as situational language teaching, emphasized the teaching of language through the practice of basic structures in meaningful context-based activities. With this method, language is acquired within relevant contexts and situations placing a premium on practical applicability and real-life value" (p. 153).

### **1.8.2 The Council of Europe**

In the growth of CLT, the council of Europe was crucial. It advocated the “the hold level” initiative in the 1970s, which sought to identify a collection of functional language skills required for fundamental communication. This initiative has an impact on CLT’s functional and communicative competence. For Chomsky the goal of linguistic theory was to long out the abstract skills that communicators rely on and use to contrast grammatically accurate sentences (cited in Jack.c, Theodore.s,2001,p.195).

### **1.8.3. The UK and the communicative approach**

The UK played a central role in the development and promotion of CLT. In the 1970s, the British linguists Wilga and Cristopher & Brumfit pushed for the changes to a communicative approach to teaching language, their ideas emphasized the significance of meaningful communication authentic materials and learner-centered activities.(Jack.c,Theodore.s,2001,p. )

### **1.8.4. Theories of language**

There are a plenty of language theories initiated by many linguists whose put their touch and contributed in the development and spread CLT as language teaching approach, here are the main ones :

#### **1.8.4.1. Hymes’ Communicative Framework of Communicative Competence ( 1970)**

The communicative approach in language teaching begins from theory of language as communication. The aim of language teaching is to explore and continue what Hymes (1972) meant to as “communicative competence”, Hymes came up with this term as opposed to Chomsky’s theory of communicative competence. For the goal of linguistic theory so called communicative competence, linguistic theory should be viewed as a component of more

comprehensive theory that takes into account communication culture as one sole ( Hymes, 1927, p. 281).

In line with another linguistic theory of communicative usage (Jack and Theodore, 2001, p.195) and Halliday (1970) asserted that linguistics is fundamentally concerned with the description of speech acts and texts. He emphasized that the study of language must encompass its use in all functions, incorporating all components of meaning into focus (p. 145). Halliday's theory of language functions aligns well with Hymes's view of communicative competence and has found favor among many proponents of Communicative Language Teaching (CLT).

#### **1.8.4.2. Henry Widdowson's Theory of Teaching Language as Communication ( 1978)**

This theory which draws its foundation from Halliday's perspective on communicative competence, is referred to as "The Communicative Nature of Language." A prominent advocate of this view is Henry Widdowson, who elaborated on this theory in his book "Teaching Language as Communication" (1978). Widdowson's work underscores the interconnectedness of linguistic systems and their communicative functions within texts and discourses. He emphasizes the importance of understanding language as a tool for various communicative acts and for different purposes (Widdowson, 2011, p. 16).

#### **1.8.4.3. Canale and Swain's Theory of Communicative Competence ( 1980 )**

For a more in-depth exploration of communicative competence, one can turn to Canale and Swain's (1980) model which has significantly influenced the development of Communicative Language Teaching (CLT). Their framework identifies four key dimensions of communicative competence: Sociolinguistic Competence, Discourse Competence,

Strategic Competence, and Grammatical Competence. This model aligns with what Chomsky referred to as linguistic competence and what Hymes meant by “Formally Possible” (Widdowson, 2011, p. 16).

### **1.8.5. The “Functional- Notional Syllabus”**

In the 1980’s, Functional-Notional Syllabuses (FNS) gained widespread popularity as a methodology for organizing language instruction around communication functions and concepts. The nature of the syllabus has been a central point of discussion within communicative language teaching. One of the earliest syllabus models proposed was referred to as the “National Syllabus Models” (Wilks, 1976), which emphasized semantic-grammatical divisions including categories like Frequency, Motion, and Location. These divisions aimed to address the communicative functions that learners need to express (Voice, 2001, p. 163).

## **1.9. Speaking skill**

Speaking is one of the four essential language skills alongside listening, reading, and writing. In the process of acquiring a language, speaking emerges as a vital skill which serves as the primary means of communication. It involves the systematic vocalization of thoughts and ideas to convey meaning effectively. According to James Dean Brown et al. (1994) and Jeremy Harmer (2001), speaking is not merely about rehearsing language patterns, it entails mimicking real-world conversational scenarios (p.283). In essence, the primary goal of teaching speaking is to equip students with the ability to communicate proficiently across various contexts and engage with native speakers, shifting the focus from mere language forms.

However, it is important to acknowledge that speaking in a foreign language is a complex endeavor requiring time and practice for mastery, as noted by ( Luoma 2004, p.1). In other words, developing speaking competence is a challenging undertaking that necessitates

extensive training and practice. Therefore, when instructing students in speaking, an evaluation system becomes indispensable to facilitate objective assessment in critical areas such as comprehension, vocabulary, fluency, grammar, and pronunciation. Such a system streamlines the grading process, ensuring a comprehensive evaluation of speaking performance.

### **1.9.1. Speaking skill components**

Speaking skill possesses two vital components which are fluency and accuracy:

- **Fluency**

Oral fluency is the ability to speak at length while maintaining a sense of ease and confidence. It entails a person's ability to effortlessly and effectively combine words, phrases, and ideas. As Tricia hedge (2000, p.54) observes, fluency is about the automaticity and speed of speech production. In simpler terms, having fluency means being able to communicate without pauses or struggles to find the right words. Segalowitz (2010) distinguished three categories of fluency which are utterance fluency and perceived fluency:

- **Utterance fluency**

Fluency is a characteristic of speech that can be observed and assessed by analyzing various components of a speech sample. As outlined by Skehan (2003) and Tavakoli and Skehan (2005), this construct comprises different dimensions, including breakdown fluency, speed fluency, and repair fluency. Breakdown fluency is associated with the continuous flow of speech and is evaluated by considering the quantity and duration of both filled and unfilled pauses in the speech sample. Speed fluency, on the other hand, pertains to the pace at which speech is delivered and can be measured by determining metrics like the number of syllables spoken per second. Repair fluency is gauged by how often speakers employ false starts, corrections, or repetitions in their speech. These components collectively contribute to the overall assessment of fluency.

○ **Perceived fluency**

Perceived fluency pertains to the subjective evaluation or perception of the smoothness and effortless nature of communication by an individual or entity. This notion is frequently employed in the context of language usage, where perceived fluency represents the observer's or listener's appraisal of an individual's ability to effectively convey their thoughts in a specific language, it is the belief that the speaker's cognitive apparatus is effective and it is closely connected to cognitive fluency (Segalowitz, 2010,p.45). It encompasses more than just linguistic precision and encompasses elements such as authenticity, logical flow, and the general fluidity of communication.

● **Accuracy**

Speaking with accuracy involves using the correct terminology and grammar. In the context of second or foreign language teaching, accuracy can be defined as “the ability to produce grammatically correct sentences .As noted by Jack.C Richards al. (1992). Put simply, accuracy requires careful expression while generating grammatically correct sentences. Similarly, Alex Hussem and Folkert Kuiken (2009,p.204) define accuracy as the capability to utter sentences without errors, indicating an effort to avoid grammatical mistakes in speech. Ellis (2005) views accuracy as the ability to minimize errors, particularly in performance, suggesting a higher degree of language control and a more conservative approach. Essentially, accuracy encompasses the use of appropriate grammar, vocabulary, and pronunciation. This is why Hedge points out that “the communicative approach somewhat neglects the development of high levels of accuracy in grammar, pronunciation, and vocabulary” (2000, p. 61). To speak correctly and comprehensively, learners must pay considerable attention to grammatical structures, vocabulary, and pronunciation.

### **1.9.2. The Listening skill**

Listening is not a passive endeavor but a conscious mental activity and a fundamental component of oral communication and language skill. Rost (1994) argues that “listening is considered to be part of accuracy, a capacity to formulate thoughts verbally and communicate with others, so it is the skill that underlies all verbal communication” (1994,p.7). In other words, listening is an integral part of accuracy which, in turn, refers to the ability to express one's thoughts verbally and effectively communicate with others. Like any form of perception, listening involves both the communicator and the receiver engaging in a dynamic and active process, (Steinberg 2007). This dynamic nature of listening underscores its significance in interpersonal communication, where individuals use it to comprehend what is being communicated to them.

### **1.9.3. The Concept of “ Communicative Competence”**

The notion of Communicative Competence refers to the capacity of an individual to use the language responsibly and successfully in a variety of communication contexts. It includes a variety of linguistic, sociolinguistic, strategic and grammatical skills which are essential for effective communication, going beyond more knowing grammatical rules and vocabulary. The concept of communicative competence was first suggested by linguists Dell Hymes and Canale and Swain in the 1970s, in which they extracted that language competency should be evaluated based on the ability to function the language in actual communicative settings .

### **1.10 Presentation of the Previous Studies**

Mariska Firiady (2018) undertook a thorough pre-use evaluation of redesigned materials in the Center of English for International Communication (CEIC) with the goal to prepare level 1 students at an Indonesian language institute. The analysis was carried out at one level out of six adopting Littlewood's (1981) theoretical framework to assess the various activity types and CLT activities, namely the speaking activities, speaking activities that were neither

functional communication or social interaction activities were classified as pre-communicative, structural, or skill-based activities. The findings revealed that, listening and structural communication activities were more common, subsequently followed by functional communication activities, and social interaction activities were least common. The first two social interaction activities were conversation and discussion, which were promptly followed by dialogue and role play. In the same vein, Gomez-Rodriguez (2010) analyzed three units from each of the five English textbooks in Colombia labeled (A, B, C, D, and E); however, his evaluation was more detailed as it was in terms of mechanical, meaningful, and communicative competence. the results of the investigation showed that the analysis was conducted at the level of vocabulary, grammar, and abilities. the communicative competence did not receive sufficient consideration in these textbooks at the levels of mechanical, meaningful and communicative competence. The textbooks were also discovered to be more grammar-based than skill-based at the level of skills and the use of authentic tasks was not emphasized in the textbooks' format.

Hamidi and Benaissa (2018 ) conducted a content analysis study in which they evaluated the Algerian third-year secondary school textbook, *New Prospects*. The aim of their study was to assess the level of authenticity and originality of the textbook, as well as its contribution to students' communicative competence, from the perspective of teachers. They distributed 40 questionnaires to different instructors in various high schools in the Mascara region and conducted informal observations based on more than five years of teaching experience, receiving responses from 35 of them. The findings of their study indicated that most instructors relied on textbooks in their teaching practices and generally held favorable attitudes toward them. When it came to the authenticity of the activities, 25 instructors believed they lacked authenticity, while the remaining 20 considered the textbook to present real-world examples in dialogues, making them authentic. Furthermore, it was observed that

20 teachers expressed negative opinions about the role of the activities in fostering students' communicative competence, while the other 50 provided positive feedback, suggesting that the activities encouraged students to freely communicate and negotiate meaning. Instructors also expressed their encouragement of using audio-visual aids and resources to incorporate real materials into their teaching.

In contrast, Mrabet and Mougari (2015) conducted an analysis on the development of learners' communicative competence through L activities using third-year secondary school textbook *New Prospects*. Their study aimed to assess the degree of communicative emphasis in speaking activities within the textbooks. They employed analytical frameworks such as Littlewood's "Taxonomy of Communicative Activities" (1996) and the "Three Functions of Speaking" to achieve their objectives. Their findings indicated that *New Prospects* partially emphasized communication and interaction skills, with 40% of speaking activities deemed communicative and 60% as pre-communicative.

The key difference in this study was the use of theory-based analytical frameworks, which enhanced the accuracy and validity of the evaluation process. Therefore, reference to relevant theoretical frameworks is crucial for a more precise and scientific analysis of educational materials, as demonstrated in Mrabet and Mougari's study.

In the context of the communicative approach, Fedoul (2009-2010) conducted an evaluation of a series of Algerian middle English textbooks, specifically the *Spotlight on English* series. The aim of the evaluation was to determine if these textbooks adhered to the principles of the communicative approach, which encompassed aspects like authenticity, the integration of all four language skills, and cultural elements.

The results of this evaluation indicated that the assessed curriculum in these textbooks incorporated communicative elements. They encompassed multi-skills, linguistic, cultural, and sociolinguistic components, with an emphasis on socio-cognitive, cognitive, and

autonomous learning techniques. Notably, the communicative approach served as a foundational methodology for these textbooks. However, Fedoul's study revealed differences between the two textbooks, especially in the domains of listening and speaking skills. While the first two books primarily focused on language mastery, the evaluation showed that the curriculum in these textbooks was centered around communication skills.

It is interesting to note that, at the time of Fedoul's research, she appeared to be the sole researcher who had conducted an evaluation of Algerian textbooks based on the communicative approach in Algeria. Given this gap in the existing research landscape, our study has emerged to address this need for further investigation in the field of education. Specifically, your research seeks to evaluate the new Algerian primary school textbook, *My Book of English*, introduced for 3rd-year primary school students. Since this textbook is a recent addition to the Algerian primary school system, the evaluation will focus on the listening and speaking activities provided in it. The primary objective is to determine if these activities adhere to the communicative approach, particularly because the majority of the content in the textbook revolves around language skills and communication.

By conducting this analysis, our study aims to shed light on the nature of the information that this textbook conveys to its users and whether it genuinely aligns with the principles of the communicative approach. This evaluation will provide valuable insights into the communicative potential of the textbook for students at the primary school level.

## **Conclusion**

This chapter serves as a comprehensive review of the literature relevant to the subject of this research. It is organized into five main sections, each addressing distinct aspects of the topic. The first section sets the stage by elucidating the status of the English language both on a global scale and within the Algerian context. It delves into the role of English in Algerian society and its integration into the educational system. The second section delves into the

concept of textbooks in foreign language education, encompassing discussions about what textbooks are, their evaluation, significance, criteria for assessment, and the different types of textbooks. The third section focuses on the Communicative Language Teaching (CLT) approach, providing an overview of its history and the foundational theories that underpin it. The fourth section emphasizes the pivotal role of listening and speaking (L/S) activities in enhancing English as a Foreign Language (EFL) students' communicative competence. This section defines L/S activities and explores the concept of communicative competence. The final section recapitulates previous studies related to the present research. It offers insights into the body of research that has informed and shaped the current investigation. Overall, this literature review serves as a strong foundation for understanding the context and theoretical underpinnings of the research topic. It provides a comprehensive background for the subsequent chapters, offering a valuable perspective on the subject matter.

# *Research Design*

## **Introduction**

The primary objective of this study is to scrutinize the listening and speaking (L/S) sections within *My Book of English*. The central focus is to determine if these sections align with the communicative language teaching (CLT) approach. Consequently, to achieve this goal, it is essential to delineate the key elements of the research methodology. This chapter offers an insightful overview of the research methodology employed in this study, delineate the corpus used for the investigation, and elucidate the specific procedures for data collection and analysis. This foundational chapter lays the groundwork for comprehending the methods and processes underpinning the research.

### **2.1. Research Method**

This study employs a mixed-methods research approach, encompassing both qualitative and quantitative methods. This choice is deliberate as the research questions delve into social aspects of life that require more than quantitative measurements for a comprehensive understanding. Qualitative research is embraced to concentrate on the nuanced understanding of social events and processes in specific settings. Qualitative research can be described as a multi-method approach, characterized by an interpretive and naturalistic stance toward its subject matter (Denzin and Lincoln, 1994). It enables a deep exploration of the phenomena under investigation and provides valuable insights.

On the other hand, quantitative research is focused on the collection, analysis, and interpretation of numerical data to address research questions and test hypotheses. It employs statistical methods to describe, summarize, identify relationships between variables, and conduct inferential analysis to determine the impact of various treatments (Pilcher, 1990). The quantitative aspect of the study allows for numerical analysis of data, enhancing the robustness of the findings. The choice of this approach is strategic as it allows for a comprehensive evaluation of the L/S activities in the textbook by employing both qualitative

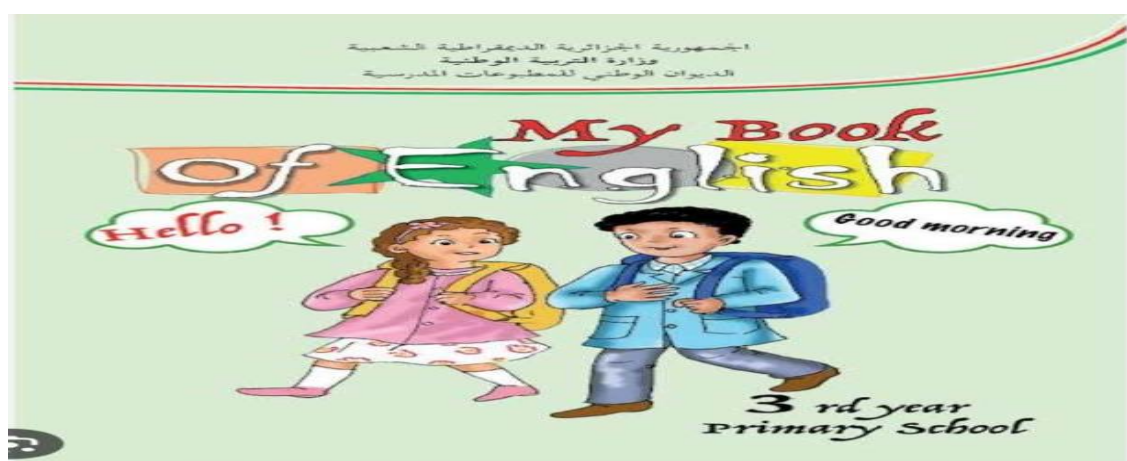
and quantitative research methods. This combined approach provides a holistic perspective and enables a nuanced analysis of the research problem at hand, considering the specific nature of this corpus-based study.

### **2.1.2. Description of the Textbook *My Book of English***

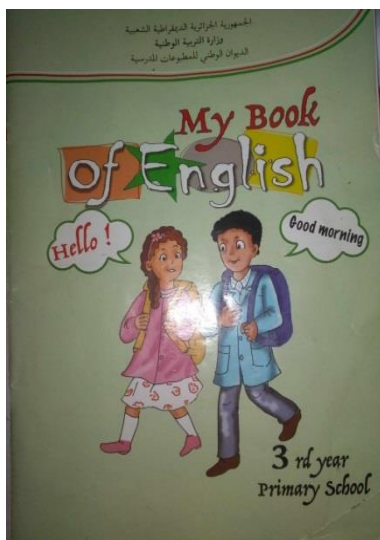
*My Book of English* is an official textbook, designed for 3<sup>rd</sup> year Algerian primary school learners by the ministry of education. Since Algeria is moving further away from its francophone history by introducing instructions of the English language in the Algerian primary schools for the first time. This is considered as an ELT Algerian official documents, which is created obeying the principles of the CLT approach.

### **2.1.3. Structure of the Textbook**

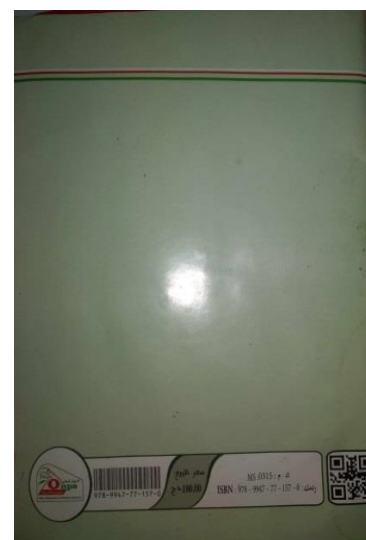
*My Book of English* comprises 62 pages, the first ones are dedicated for the book's title and the names of the book's designer, writer and the technical team. While the third page is concerned with the dedication for the learners, written down in Arabic. In the sixth one, we find the book's units accompanied by the pages of the book for each unit. In terms of the page layout and design, from the first glance we notice that it is full of green color, with a thin lines of red, green and white colors which symbolizes the colors of the Algerian Flag.



- **The Front and the Back cover of *My Book of English***



The Front Cover



The Back Cover

#### 2.1.4. Content of the Textbook

*My Book of English* composed of six units and each unit tackles a certain topic. According to the table bellow every unit covers a series of L/S activities regarding writing, drawing, singing, role playing and spelling activities for intermediate learning level; however, the L/S activities played the role of a leader comparing to the rest of the activities provided in the textbook.

**Table 1**

- **Teaching Units of 3rd year primary School Textbook MY BOOK OF ENGLISH**

<b><u>THE UNIT</u></b>	<b><u>THE NAME OF THE UNIT</u></b>
Unit one page 8	<i>Me. My family and my friends</i>
<i>Unit two page 19</i>	<i>My school</i>
<i>Unit three page 30</i>	<i>My home</i>
<i>Unit four page 38</i>	<i>My play time</i>
<i>Unit five page 45</i>	<i>My pets</i>
<i>Unit six page 52</i>	<i>My fancy birthday</i>

As regards the chosen corpus, the textbook was selected for three main reasons. First of all, this book is recently introduced to the Algerian primary schools. The second reason is the fact that after a long investigation we did not find any research which dealt with this topic, in particular, an evaluation concerning the CLT approach. The third motive for this study is that, when we decided to analyze the activities provided in the textbook, the basis of its selection was that we noticed that most of the activities of the textbook categorized to L/S activities. So, as we know that listening/ Speaking skills are considered as one of the communication skills. Hence, to fill this gap we have decided to launch a fresh area of investigation to the domain of education, to discover if they really adhere to the CLT approach and whether they truly develop learner's Communicative English.

## **2.2 Procedure of data collection**

This section includes the procedure of data collection. In order to analyse L/S sections provided in the textbook *MY BOOK OF ENGLISH*, we have selected a checklist as the primary tool of research since it provides an extremely practical and trustworthy method for drawing on the applicability of the textbook under evaluation. The checklist is extracted from Nunan's (1989) *Designing Tasks for the Communicative Classroom* & Lou-leaver and Willis' (2004) *Tasks Based Instruction in Foreign Language Education* frameworks. We have extracted nine principles from these two theoretical frameworks and incorporated them into a checklist that will be used to evaluate these actions in our content analysis. By doing so, we will be more prepared to provide answers to the study's primary research questions.

### **2.2.1 The description of the checklist**

An evaluation checklist is a list created to review and analyze a program or piece of content. According to their intended use, the checklist acts as a tool or instrument for evaluating educational materials and identify its positives and negatives ( Daniel Stufflebon 1971, cited in Nunan 1992,p.19). It focuses on how certain topics are presented in a textbook, especially those that relate to students' learning needs, syllabi requirements and how various linguistic features are dealt with. thus, it is a very cost-effective method for evaluating textbooks as it may guarantee that all pertinent factors are taken into account in a methodical manner (Cunningsworth 1995 ). In this inquiry, the checklist obtained from the combination of the two theoretical frameworks which are Nunan's (1989) *Designing Tasks for the Communicative Classroom* & Lou-leaver and Willis' (2004) *Tasks Based Instruction in Foreign Language Education* frameworks is applied to assess our corpus which deals with the textbook *MY BOOK OF ENGLISH* and try to find to which extent these listening activities are communicative. In other words, the checklist contains nine principles, each of which only addresses communication-related activities, with the goal of evaluating the extent to which

the L/S activities in my book of English adhere to the principles of CLT. We may, therefore, arrive at a more accurate and thorough evaluation by using our checklist to assess the real results of using the textbook.

### **2.3 Procedure for data analysis**

The steps involved in data analysis are covered in this section. It describes the methods and research approach employed to examine the data that was acquired. The study deals with a corpus of analyzing the listening and speaking activities in *MY BOOK OF ENGLISH*.2.3.1

#### **2.3.1. Descriptive Statistics ( Statistical Analysis )**

The statistical package for social sciences, is a mathematical data analysis procedure that we relied on for examining the results of the checklist. The social sciences are where this program is most frequently employed. Moreover, This renders more straightforward to lay out statistical data and illustrates the outcomes in their counterparts before transferring them into diagrams like tables, and pie charts.

#### **2.3.2 Content analysis**

The research technique which is called content analysis is used to find patterns in recorded speech. In order to perform content analysis, one needs to methodically gather information from a collection of texts, which may be written, spoken, or visual. In the same context, Richards & Smidth (2010) defined content analysis as “A method used for analyzing and tabulating the frequency of topics, ideas and opinions in written and spoken conversations”. Put differently, the frequency of concepts, notions, and views in both verbal and written conversations analyzed and calculated using the content analysis method. This method is employed in our investigation to more interpret the results of the evaluation that are presented in frequencies we adopted the theoretical framework that we went over in the previous chapter to assess the data in our content analysis.

## **Conclusion**

This chapter centers around the study's research design. It initiates by identifying and defining the studies research approach, which is the quantitative research .next, it highlights the data gathering techniques used in creating the textbook, that collectively make up the corpus of our research. Additionally, it identifies the data collection analysis that looks at the checklist adopted from Nunan and Lou-Leaver frameworks which is employed to analyze each section of the textbook and simplifies the method of assessing and presenting the outcomes straightforward. Finally, it shows the descriptive statistical method and content analysis.

## *Presentation of the findings*

## **Introduction**

This chapter aims to present the findings derived from a meticulous analysis of Listening and Speaking (L/S) activities featured in the 3rd year primary English school *textbook My Book of English*. Throughout this chapter, we delve into the results of this analysis, offering a comprehensive view of the adherence and non-adherence patterns across various units. These findings are not only presented in the form of percentages displayed in tables but are also visualized using pyramid charts and pie charts, allowing for a holistic understanding of the data.

### **1. Results of the analysis of L/S activities in My Book of English**

This phase in this chapter is concerned with the presentation of the results displayed after a deep analysis of the activities. In the textbook the results are exhibited for each unit individually:

#### **1.1 Unit One: *Me .My Family And My Freinds***

**Table 1**

***Adherence of Listening and Speaking (L/S) Activities in Unit One 'ME, MY FAMILY AND MY FRIENDS' to the Checklist's Principles***

	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>P5</b>	<b>P6</b>	<b>P7</b>	<b>P8</b>	<b>P9</b>
<b>A1</b>	×						×	×	
<b>A2</b>	×						×	×	
<b>A3</b>	×	×	×	×	×		×	×	
<b>A4</b>	×							×	×
<b>A5</b>	×		×	×			×	×	

<b>A6</b>	×	×	×	×			×	×	
<b>A7</b>	×				×	×	×	×	
<b>A8</b>	×	×	×	×	×	×	×	×	
<b>A9</b>	×	×	×				×	×	×

**Table 2**

*Adherence and Lack of Adherence Percentage to Checklist Principles for Listening and Speaking (L/S) Activities in Unit One 'ME, MY FAMILY AND MY FRIENDS'*

<b>The number of the activity</b>	<b>The extent to which each activity adheres to the principles of the checklist</b>	<b>The extent to which each activity lacks the principles of the checklist</b>
<b>Activity one</b>	<b>22.2%</b>	<b>77.8%</b>
<b>Activity two</b>	<b>22.2%</b>	<b>77.8%</b>
<b>Activity three</b>	<b>77.7%</b>	<b>22.2%</b>
<b>Activity four</b>	<b>33.3%</b>	<b>66.6%</b>
<b>Activity five</b>	<b>66.6%</b>	<b>33.3%</b>
<b>Activity six</b>	<b>55.5%</b>	<b>45.5%</b>
<b>Activity seven</b>	<b>77 %</b>	<b>23%</b>
<b>Activity eight</b>	<b>66%</b>	<b>33%</b>
<b>Activity nine</b>	<b>55.5%</b>	<b>44.5%</b>

The above tables 1 and 2 offer a detailed analysis of each activity's alignment with the principles outlined in the checklist. As can be seen, Activity one and Activity two exhibit similar patterns with 22.2% adherence and 77.8% non-adherence. These activities show a significant deviation from the checklist's principles, indicating areas that may require improvement for better alignment. Activity Three demonstrates a relatively high adherence rate of 77.7%, suggesting that it closely aligns with the checklist's principles. However, there is still a room for further enhancement. With a 33.3% adherence rate, Activity Four indicates a moderate level of alignment with the checklist's principles. Nonetheless, a substantial portion (66.6%) falls under non-adherence, highlighting opportunities for improvement. As far as Activity Five is concerned, we can see that it demonstrates a relatively stronger adherence at 66.6%, implying reasonable alignment with the checklist's principles, albeit with room for refinement. Activity Six achieves a 55.5% adherence rate, suggesting a moderate level of alignment, while its 45.5% non-adherence underscores the potential for improvement. Conversely, Activity Seven stands out with a robust adherence rate of 77%, indicating a closely aligned and positive example within the unit. Activity Eight also exhibits commendable adherence at 66%, representing a reasonably strong alignment. Lastly, Activity Nine mirrors the moderate alignment trend with a 55.5% adherence rate, yet its 44.5% non-adherence highlights areas that could benefit from further enhancement.

**1.2. Unit Two: MY SCHOOL**

**Table 3**

*Adherence of Listening and Speaking (L/S) Activities in Unit Two My SCHOOL to the Checklist's Principles*

	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>P5</b>	<b>P6</b>	<b>P7</b>	<b>P8</b>	<b>P9</b>
<b>A1</b>	×						×	×	×
<b>A2</b>	×						×		×
<b>A3</b>	×					×		×	
<b>A4</b>	×	×	×	×	×	×	×	×	
<b>A5</b>	×	×	×	×	×		×	×	×
<b>A6</b>	×						×		×

The results provide insights into the alignment of these activities with the checklist's principles. Subsequently, the findings displayed above were translated into percentages as shown below to indicate the extent to which each activity adheres to or lacks adherence to the principles outlined in the checklist.

**Table 4**

*Adherence and Lack of Adherence Percentage to Checklist Principles for Listening and Speaking (L/S) Activities in Unit Two My SCHOOL*

<b>The number of the activities</b>	<b>The extent to which each activity adheres to the principles of the checklist</b>	<b>The extent to which each activity lacks the principles of the checklist</b>
<b>Activity one</b>	<b>33.3%</b>	<b>66.7%</b>
<b>Activity two</b>	<b>33.3%</b>	<b>66.7%</b>
<b>Activity three</b>	<b>33.3%</b>	<b>66.7%</b>
<b>Activity four</b>	<b>88.8%</b>	<b>11.2%</b>
<b>Activity five</b>	<b>88.8%</b>	<b>11.2%</b>
<b>Activity six</b>	<b>33.3%</b>	<b>66.7%</b>

The table titled Adherence and Lack of Adherence Percentage to Checklist Principles for Listening and Speaking (L/S) Activities in Unit Two My SCHOOL offers a comprehensive view of each activity's alignment with the checklist's principles. Notably, Activities One, Two, and Three exhibit a consistent pattern, with a 33.3% adherence rate and a 66.7% non-adherence rate, indicating a low alignment with the checklist's principles. Conversely, Activities Four and Five stand out with a notably high adherence rate of 88.8%, signifying a strong alignment. These activities serve as positive examples within Unit Two. Activity Six, on the other hand, returns to the moderate alignment pattern, with a 33.3% adherence rate and 66.7% non-adherence rate. This diversity in adherence levels underscores the unit's strengths and areas for potential enhancement.

**1.3. Unit Three: MY HOME**

**Table 5**

*Adherence of Listening and Speaking (L/S) Activities in Unit Three 'My HOME' to the Checklist's Principles*

	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>P5</b>	<b>P6</b>	<b>P7</b>	<b>P8</b>	<b>P9</b>
<b>A1</b>	×							×	
<b>A2</b>	×	×	×	×	×		×	×	
<b>A3</b>	×							×	×
<b>A4</b>	×							×	
<b>A5</b>	×	×	×	×	×		×	×	×

The checklist results displayed above have been converted into percentages

**Table 6**

*Adherence and Lack of Adherence Percentage to Checklist Principles for Listening and Speaking (L/S) Activities in Unit Three 'My HOME' in the subsequent table.*

<b>The number of the activities</b>	<b>The extent to which each activity adheres to the principles of the checklist</b>	<b>The extent to which each activity lacks the principles of the checklist</b>
<b>Activity one</b>	<b>22.2%</b>	<b>77.8%</b>
<b>Activity two</b>	<b>77.7%</b>	<b>22.3%</b>
<b>Activity three</b>	<b>33.3%</b>	<b>66.7%</b>
<b>Activity four</b>	<b>22.2%</b>	<b>77.8%</b>

<b>Activity five</b>	<b>88.8%</b>	<b>11.2%</b>
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It is remarkable from Table 6 that Activity one and Activity Four exhibit lower adherence rates of 22.2%, coupled with higher non-adherence rates of 77.8%, indicating significant misalignment with the checklist's principles and there are areas requiring improvement. Conversely, Activity Two stands out with a favorable adherence rate of 77.7% and a lower non-adherence rate of 22.3%, demonstrating a strong alignment. Activity Three falls within the moderate alignment spectrum, boasting a 33.3% adherence rate and a 66.7% non-adherence rate. Lastly, Activity Five showcases a notably high adherence rate of 88.8%, complemented by a low non-adherence rate of 11.2%, marking it as a positive example within Unit Three. These diverse adherence levels offer educators valuable insights into the strengths and potential enhancement areas for L/S activities within 'My Home.'

#### **1.4. Unit Four: *MY PLAY TIME***

**Table 7**

*Adherence of Listening and Speaking (L/S) Activities in Unit Four 'My Play Time' to the Checklist's Principles*

	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>P5</b>	<b>P6</b>	<b>P7</b>	<b>P8</b>	<b>P9</b>
<b>A1</b>	×	×	×	×	×		×	×	×
<b>A2</b>	×						×	×	
<b>A3</b>	×						×	×	
<b>A4</b>	×						×	×	
<b>A5</b>	×						×	×	
<b>A6</b>						×	×	×	×

The analysis results, displayed in the table above, were translated to percentages and are represented in the table below.

**Table 8**

*Adherence and Lack of Adherence Percentage to Checklist Principles for Listening and Speaking (L/S) Activities in Unit Four 'My Play Time'*

<b>The number of the activity.</b>	<b>the degree to which each activity adheres to the checklist's guidelines.</b>	<b>the degree to which each activity lacks the checklist's guidelines.</b>
<b>Activity one</b>	<b>88,8%</b>	<b>11,2%</b>
<b>Activity two</b>	<b>33,3%</b>	<b>66,7%</b>
<b>Activity three</b>	<b>33,3%</b>	<b>66,7%</b>
<b>Activity four</b>	<b>33,3%</b>	<b>66,7%</b>
<b>Activity five</b>	<b>33,3%</b>	<b>66,7%</b>
<b>Activity six</b>	<b>55,5%</b>	<b>44,5%</b>

The table above offers a detailed assessment of Listening and Speaking (L/S) Activities within Unit Four, titled My Play Time, with a focus on their adherence to or deviation from the checklist's guidelines. These quantitative results provide valuable insights into the extent to which each activity aligns with the principles outlined in the checklist. Upon closer examination, it is evident that the compliance percentages across these activities fall within a range of 33.3% to 88.8%. Notably, the 33.3% compliance rate is repeated four times, signifying a consistent pattern of adherence for a majority of the activities within this unit. Activity four stands out as an exception with a 33.3% compliance rate, while Activity one achieved the highest adherence rate at 88.8%. This data underscores the need for further

exploration into the factors contributing to the varying levels of adherence and suggests opportunities for potential enhancements in alignment with the checklist's guiding principles. Overall, these findings offer a nuanced understanding of the effectiveness and alignment of L/S activities within 'My Play Time' with the checklist's standards.

### **1.5. Unit Five: My Pets**

**TABLE 9**

*Adherence and Lack of Adherence Percentage to Checklist Principles for Listening and Speaking (L/S) Activities in Unit Four My Pets*

	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>P5</b>	<b>P6</b>	<b>P7</b>	<b>P8</b>	<b>P9</b>
<b>A1</b>	×						×	×	
<b>A2</b>	×						×	×	
<b>A3</b>	×						×	×	
<b>A4</b>	×	×	×	×	×	×	×	×	×
<b>A5</b>	×					×	×		
<b>A6</b>	×						×	×	
<b>A7</b>	×	×	×	×			×	×	×
<b>A8</b>	×						×	×	
<b>A9</b>	×						×	×	
<b>A10</b>	×						×	×	

A11	×							×	×
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The results of our analysis, which can be seen in the table above, were transformed to percentages and are displayed in the table below.

**Table 10**

*Adherence and Lack of Adherence Percentage to Checklist Principles for Listening and Speaking (L/S) Activities in Unit Five ‘My Pets’*

<b>The number of the activity.</b>	<b>the degree to which each activity adheres to the checklist's guidelines.</b>	<b>the degree to which each activity lacks the checklist's guidelines.</b>
<b>Activity one</b>	33,3%	66,7%
<b>Activity two</b>	33,3%	66,7%
<b>Activity three</b>	33,3%	66,7%
<b>Activity four</b>	100%	0%
<b>Activity five</b>	33,3%	66,7%
<b>Activity six</b>	33,3%	66,7%
<b>Activity seven</b>	77,7%	22,3%
<b>Activity eight</b>	33,3%	66,7%
<b>Activity nine</b>	33,3%	66,7%
<b>Activity ten</b>	33,3%	66,7%
<b>Activity eleven</b>	33,3%	66,7%

The tables above provide a quantitative assessment of the degree to which Listening and Speaking (L/S) Activities in Unit Five, titled My Pets, adhere to or deviate from the

checklist's guidelines. The results show that Activity four achieved a perfect compliance rate of 100%, marking the highest percentage in this unit. In contrast, the majority of activities hover around 33.3%, indicating a consistent trend in adherence to the checklist's principles among the other activities. These findings offer valuable insights into the alignment of these activities with the checklist's standards.

**1.6.UNIT SIX: MY FANCY BIRTHDAY**

**TABLE 11**

***ADHERENCE OF LISTENING AND SPEAKING (L/S) ACTIVITIES IN UNIT SIX***

***'MY FANCY BIRTHDAY' TO THE CHECKLIST'S PRINCIPLE***

	P1	P2	P3	P4	P5	P6	P7	P8	P9
A1	×						×	×	
A2	×						×	×	
A3	×	×	×	×	×		×	×	×
A4	×	×	×	×	×	×	×	×	×
A5	×						×	×	
A6	×						×	×	×
A7	×						×	×	
A8	×						×	×	
A9	×						×	×	
A10	×						×	×	
A11	×						×	×	

The results of our detailed analysis, as presented in the table above, have been quantified as percentages and are displayed in the subsequent table.

**Table 12**

*Adherence and Lack of Adherence Percentage to Checklist Principles for Listening and Speaking (L/S) Activities in Unit Six 'My Fancy Birthday'*

<b>The number of the activity.</b>	<b>the degree to which each activity adheres to the checklist's guidelines.</b>	<b>the degree to which each activity lacks the checklist's guidelines.</b>
<b>Activity one</b>	33,3%	66,7%
<b>Activity two</b>	33,3%	66,7%
<b>Activity three</b>	88,8%	11,2%
<b>Activity four</b>	100%	0%
<b>Activity five</b>	33,3%	66,7%
<b>Activity six</b>	44,4%	55,6%
<b>Activity seven</b>	33,3%	66,7%
<b>Activity eight</b>	33,3%	66,7%
<b>Activity nine</b>	33,3%	66,7%
<b>Activity ten</b>	33,3%	66,7%
<b>Activity eleven</b>	33,3%	66,7%

The above table presents a quantitative assessment of the extent to which each activity aligns with or deviates from the checklist's principles. Upon closer examination of the data, we observe that the compliance percentages span a range from 33.3% to 100%. Notably, the 33.3% compliance rate serves as the central point of reference for the majority of activities within this unit. Activity four stands out with a perfect compliance rate of 100%, indicating a strong alignment with the checklist's guidelines. Conversely, activity six has the lowest compliance rate at 44.4%. The variation in adherence levels across these activities highlights

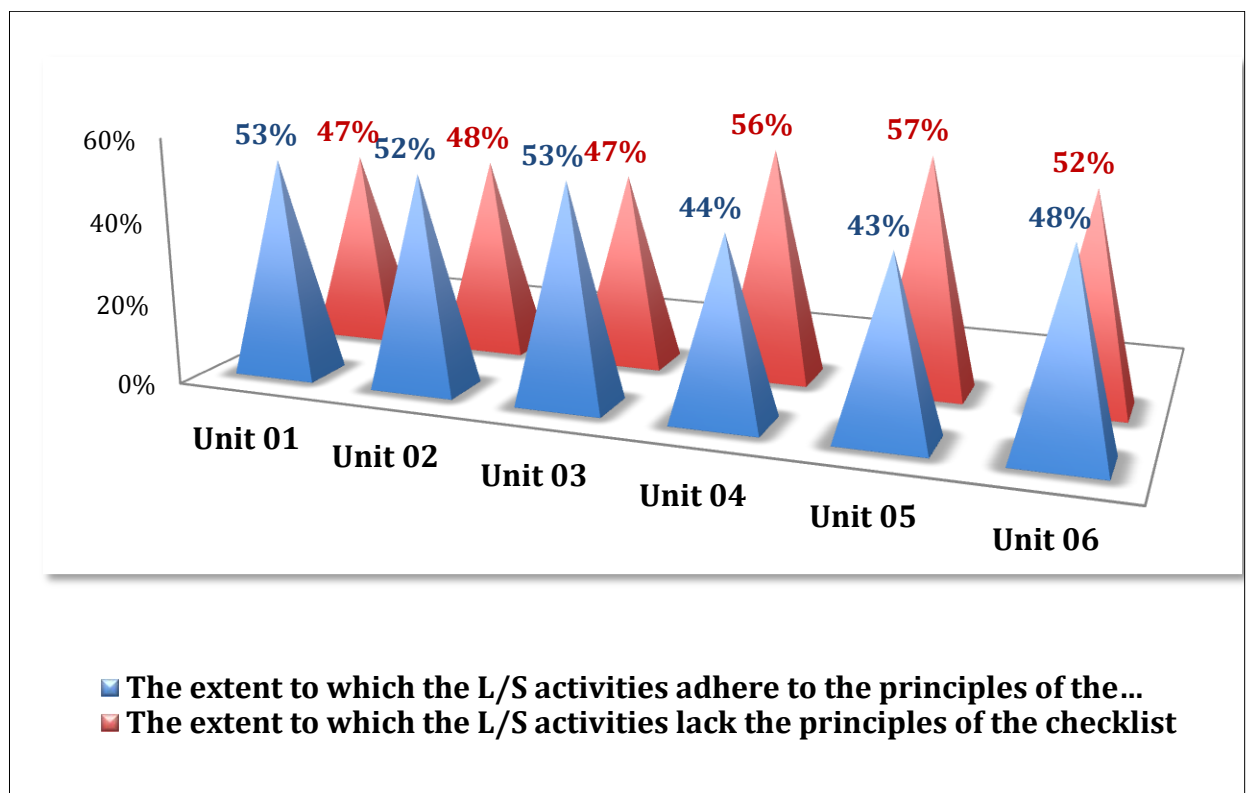
the need for further exploration into the factors contributing to these differences. This quantitative analysis underscores the nuances in how each activity aligns with the checklist's , principles providing valuable insights for potential improvements.

In order to provide a comprehensive overview of the adherence and non-adherence patterns across all units, we have synthesized the results into a single visual representation. This pyramid chart offers a holistic view of how each unit aligns with the checklist's principles, allowing for easy comparison and identification of trends. Simply put, each unit's adherence and non-adherence are presented as building blocks within the pyramid, offering a clear and concise view of our findings.

**Figure 1**

***Adherence Pyramid: Summary of Listening and Speaking (L/S) Activities***

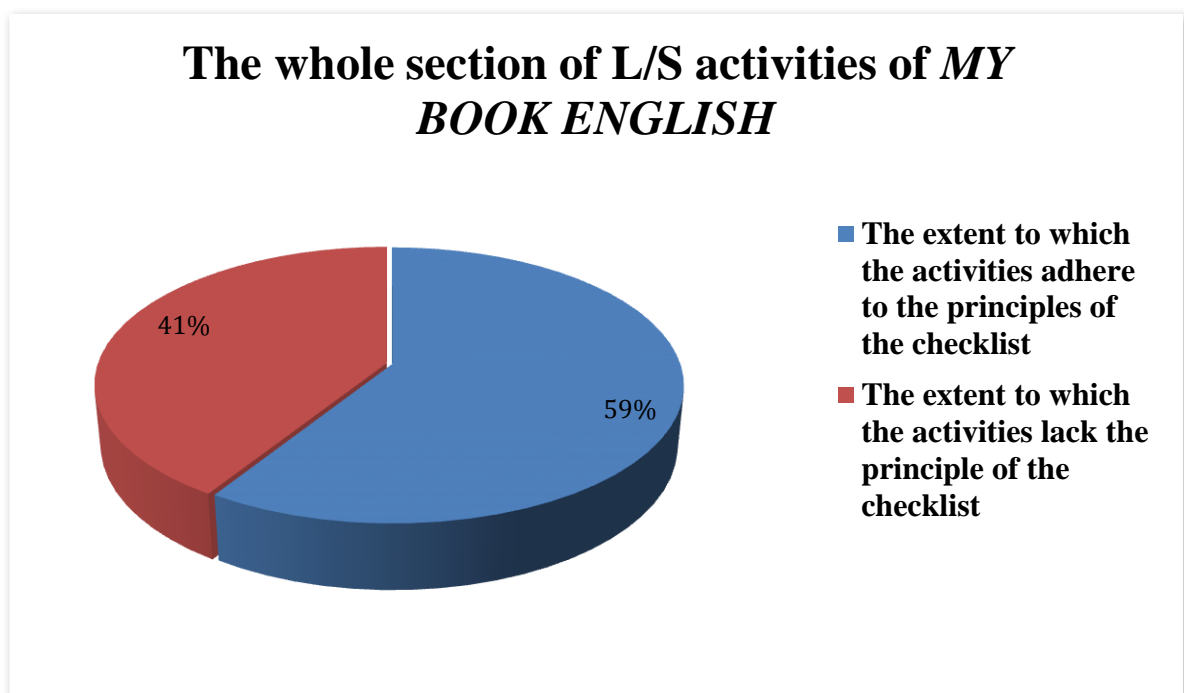
***Across units***



The pyramid chart illustrates the degree of alignment of each unit with the checklist's principles. Within the figure, we observe that the results generally fall within the range of

40% to 50%. Notably, most units exhibit a high level of compliance, exceeding 57% adherence to the checklist's principles. However, units 4 (56%), 5 (57%), and 6 (57%) stand out with notable degrees of non-compliance, indicating areas where activities may require further alignment with the checklist's guidelines. In a detailed manner, Unit One ME, MY FAMILY AND MY FRIENDS exhibits a balanced distribution, suggesting that the L/S activities here adhere moderately well to the checklist's principles. Similar to Unit One, Unit Two MY SCHOOL demonstrates a balanced distribution, indicating consistent adherence levels among its activities. In Unit Three MY HOUSE, the adherence and non-adherence sections are nearly identical in size, implying a mixed performance where some activities closely align with the checklist while others do not. The pyramid chart for Unit Four My Play Time reveals a predominant trend towards non-adherence, with a smaller representation in the adherence section. Notably, Activity four is the sole activity that fully complies with the checklist's principles. Unit Five My Fancy Birthday prominently adheres to the checklist's principles.

**Pie Charts 1** *General Adherence of L/S Activities in MY BOOK OF ENGLISH to the principles of the checklist extracted from Nunan's (1989) Designing Tasks for the Communicative Classroom & Lou-leaver & Willis' (2004) Task-Based Instruction in Foreign Language Education framework.*



The diagram provided above offers a comprehensive view of the compliance of Speaking and Listening (S/L) activities within the Algerian EFL textbook *MY BOOK OF ENGLISH* with the checklist's guidelines. It indicates an overall adherence rate of 59%, signifying that the majority of these activities align reasonably well with the prescribed checklist principles. However, it is equally revealing in highlighting the areas where these activities fall short, with a non-adherence rate of 41%. This figure underscores the importance of addressing the

shortcomings and further refining the S/L activities to ensure they align more closely with the checklist's guidelines.

## **Conclusion**

This empirical chapter serves as the focal point for the key findings derived from our analysis. It specifically pertains to the presentation of the findings drawn from the comprehensive analysis of Speaking and Listening (S/L) activities within the EFL textbook *MY BOOK OF ENGLISH*. To enhance readability and depth of analysis, the results have been meticulously represented in tables, featuring both percentages and numerical data based on Nunan and Lou Leaver's checklist for assessing listening and speaking activities. These findings reveal a noteworthy 59% compliance rate, indicating a substantial alignment with the checklist's principles. This alignment is anticipated to significantly contribute to the development of students' listening and speaking abilities. The subsequent chapter delves into an in-depth examination and interpretation of these significant findings.

## *Discussion of the Findings*

## **Introduction:**

This chapter serves the purpose of examining the findings presented in the preceding chapter. Through a detailed discussion, we aim to provide responses to the research questions outlined in the general introduction. Two main sections constitute this chapter. The first is dedicated to the interpretation of the results stemming from the analysis of the listening and speaking (L/S) activities extracted from the 3rd-year primary English textbook, *MY BOOK OF ENGLISH*, while the second discusses the findings of the present research in relation to the literature review.

### **4.1. Discussion of the L/S activities in *MY BOOK OF ENGLISH* based on Nunan's (1989) *Designing Tasks for the Communicative Classroom* and Lou-leaver and Willis' (2004) *Tasks Based Instruction in Foreign Language Education* frameworks:**

As it is manifested in figure 2, we can discern a notable trend wherein a significant portion of the units, namely Units 1, 2, 3, and 6, exhibit high total percentages of 59%. This percentage reflects the extent to which the L/S activities align with the prescribed principles.

Additionally, figure 1 provides a visual representation of the adherence levels of these units to the principles of the checklist. The ensuing discussion will delve into these findings, offering a deeper understanding of the nuances within each unit's adherence and non-adherence patterns, thereby shedding light on the overall effectiveness of the textbook's L/S activities in promoting the communicative competence.

#### **4.1.1. Principle one : The activity teaches the learners to know how to connect acquired information to previous knowledge ( cyclical learning)**

According to the results presented in the previous chapter's tables ( See tables 1, 2,3,4 ,5, and 6), it becomes evident that this principle has been consistently and rigorously applied across all units of the textbook, achieving a remarkable 100% adherence rate. This compelling result

underscores the textbook's deliberate focus on enhancing learners' ability to bridge the gap between newly acquired information and their existing knowledge base. In essence, this principle emphasizes the vital skill of relating what one has heard to their prior experiences, a fundamental aspect of effective communication within a social context. To provide a tangible example of its implementation, consider Activity 12 on page 13 and Activity 16 on page 14 from Unit 01 (See Appendix 06 )

Activities 12 and 13 serve as exemplary embodiments of the cyclical learning principle, as emphasized by Nunan (1989) in communicative language teaching (CLT). In Activity 12, learners are prompted to listen to a captivating story. This initial engagement serves as a prelude, setting the stage for what follows. Activity 13, the subsequent step, invites learners to listen to the story once more and then actively participate by acting out 'scene 4.' However, these activities go beyond mere language comprehension and production. They embody the essence of our discussed principle, compelling learners to do more than merely understand and produce language. They are encouraged to delve into the depths of their prior knowledge, their accumulated language skills, and real-life experiences.

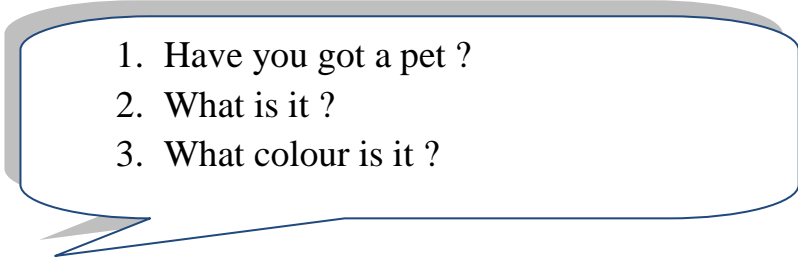
As Nunan (1989) underlines, communicative activities should empower learners to seamlessly connect previously acquired information or messages to enhance their understanding and application. Nunan (1989) claims that a successful listening involves, the ability to relate the messages heard to the background knowledge (p.20). This fundamental principle signifies that learners should not only grasp and articulate language but also harness what they have learned and heard from their own background knowledge and experiences. In the realm of CLT, this connection to real-life situations and background knowledge is hailed as indispensable for meaningful language acquisition. Activities 12 and 13 align with this elementary of the theory by merging language learning with practical application. By revisiting the story and physically embodying 'scene 4,' learners are poised to apply their linguistic skills to real-world situations. In

summary, Activities 12 and 13 mirror the cyclical learning principle and underscore the textbook's commitment to providing a holistic language learning experience. They inspire learners to be active participants in their linguistic journey, fostering meaningful language acquisition and communication skills that transcend the classroom and extend to the broader context of real-life situations.

#### **4.1.2. Principle two : The activity ought to engage learners in interactive-collaborative team work environment through role plays and dialogues :**

A key principle emphasized in the analysis, as derived from Lou-leaver and Willis' (2004) recommendations, centers on the imperative of fostering interactivity and collaboration in language learning. This principle underscores the significance of designing activities that engage learners in active communication, encouraging collaborative teamwork through role plays and dialogues. Throughout our examination, it becomes evident that several L/S activities across all units effectively meet this principle, scoring a commendable 50% adherence rate. These activities provide learners with valuable opportunities to immerse themselves in the practical application of the English language within authentic contexts, primarily through pair work, dialogues, and role plays. Lou-leaver and Willis (2004) strongly advocate for specific features in communicative activities, emphasizing the need for pair work and group-based task activities. These features, skillfully incorporated into the activities analyzed, effectively nurture learners' sense of interactivity and collaboration. The activity that follows demonstrates how this principle is put into practice in the activity and how this gives learners the opportunity to interact with each other:

- **Activity 07: ( See Appendix 02 ) Listen and act out with your friend:**

- 
1. Have you got a pet ?
  2. What is it ?
  3. What colour is it ?

(Illustration 2: *My Book of English*, 2022, p.47)

This activity encapsulates the essence of collaborative learning. It encourages students to actively engage with their peers in a dynamic exchange of ideas and information. The task involves listening to a series of questions and subsequently acting them out with a partner. What makes this activity particularly significant is its emphasis on pair work. As students collaborate to bring the questions to life, they do not only enhance their language skills but also cultivate a sense of interactivity. Through role plays, learners have the opportunity to share their knowledge and information with one another. The questions posed in this activity revolve around the theme of pets, encouraging students to inquire about their classmates' pets, their species, and even their colors. This exchange of information not only enhances their language proficiency but also offers them a platform to work closely with their partners, fostering meaningful interaction. In essence, activities like, activity 07, provide students with a valuable opportunity to apply their language skills in authentic social contexts. They promote interactivity, collaboration, and the exchange of ideas, aligning perfectly with the principles of communicative language teaching. Through such activities, learners not only enhance their language abilities but also develop essential life skills in the process.

#### **4.1.3. Principle Three: The activity has fully to clarify to the learners the roles they are performing together while interaction**

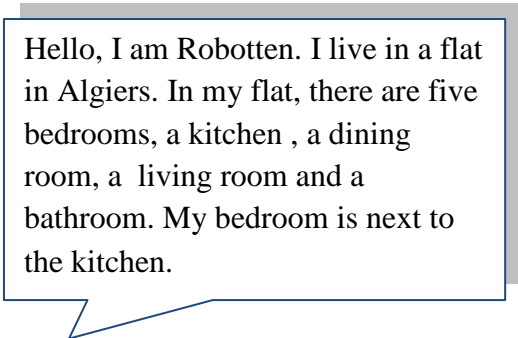
Principle Three underscores the importance of clarity in defining the roles learners are expected to assume during interactive activities, particularly in scenarios like role plays. An essential element of successful communication activities, such as role plays, hinges on

participants' clear understanding of their roles and responsibilities within the given context. As Lou-leaver and Willis (2004) state:

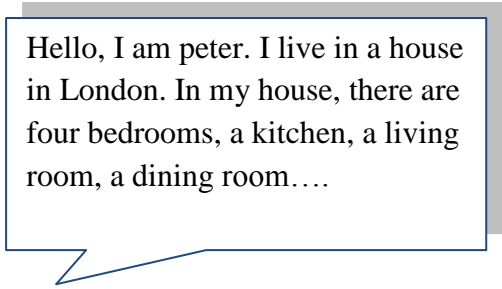
The exercise should provide the participants a clear understanding of the needs of the activity since it involves portraying a scene in a role-play, communicative activities must engage learners in full understanding of the roles they are playing with their partners in the interaction process (p 110).

The experts show that, the participants should gain a comprehensive comprehension of the activity's requirements through the exercise, as it entails depicting a scene in a role-play. Communicative activities should actively involve learners in fully understanding the roles they assume and the interaction process with their partners. Our analysis reveals that this principle is most prominently applied in activities within Unit One, including activities 3, 6, 8, and 7 (See Table 1). These activities excel in their ability to guide learners in comprehending the roles they must undertake while engaging in interaction. To illustrate this principle in action, we can examine the following activity:

- **Activity 12: Listen, read and do the same with your friend. (see appendix 03 )**



Hello, I am Robotten. I live in a flat in Algiers. In my flat, there are five bedrooms, a kitchen , a dining room, a living room and a bathroom. My bedroom is next to the kitchen.



Hello, I am peter. I live in a house in London. In my house, there are four bedrooms, a kitchen, a living room, a dining room....

In this activity, two characters, Robotten and Peter, introduce themselves and describe their living spaces. Robotten resides in a flat in Algiers with five bedrooms, a kitchen, a dining room, a living room, and a bathroom. Meanwhile, Peter lives in a house in London

with four bedrooms, a kitchen, a living room, and a dining room. These descriptions serve as the foundation for interaction and role-play.

This activity exemplifies the principle of role clarification, an essential component in effective language learning. It is a two-step process: first, learners are given a text to read in detail. Second, they listen and execute what they have read through role-play. The clarity of this process provides students with a clear roadmap of the roles they are expected to perform. Specifically, they are tasked with introducing themselves and describing their respective homes to each other, as outlined in the activity's instructions.

However, it is crucial to acknowledge that this principle is not consistently applied throughout the textbook, which is a matter of concern. Neglecting this principle in various activities can lead to confusion and hinder the language learning process, especially for primary school learners who are encountering the English language for the first time.

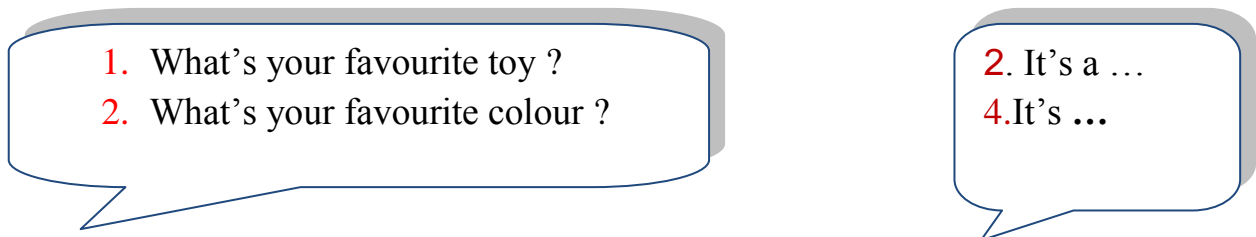
To ensure effective language instruction, it is imperative to make all activities, particularly role-plays, unambiguous for learners. This approach empowers them to engage confidently with the language and fosters a positive learning experience. Clarity in role definition and guidance is pivotal, as it guides learners through their linguistic journey and enhances their language acquisition skills.

**4.1.4. Principle four : The activity offers the learners the chance to ask and answer to establish relationships and transmit information through dialogues:**

As revealed in the preceding chapter, a noteworthy observation emerges: a substantial portion of activities spanning Unit 1 to Unit 3 align with this principle. These activities, as denoted in Table 1, 2, and 3, meticulously adhere to this principle by providing a structured framework for both inquisitive dialogue and the sharing of information. This principle falls within the broader category of communicative tasks,

which aim to establish connections, articulate ideas, convey knowledge, and facilitate information exchange through engaging discussions (Nunan, 1989). To illustrate the application of this principle, let's consider the following activity:

- **Activity 4: Draw your favorite toy in your copybook and colour it with your favorite colour. Ask and answer.( See appendix 04 )**



( Illustration4:My Book of English,2022,P.39)

Nunan (1989) emphasizes the importance of communicative activities in enabling learners to seamlessly connect previously acquired information or messages, thereby enhancing their understanding and application. This principle highlights the need for learners to not only comprehend and express language, but also utilize their own background knowledge and experiences. In the context of CLT, this connection to real-life situations and background knowledge is considered essential for meaningful language acquisition. Activities 12 and 13 align with this aspect of the theory by integrating language learning with practical application. By revisiting the story and physically embodying 'scene 4,' learners are able to apply their linguistic skills to real-world situations. In essence, Activities 12 and 13 exemplify the cyclical learning principle and reinforce the textbook's commitment to providing a comprehensive language learning experience. They encourage learners to actively participate in their linguistic journey,

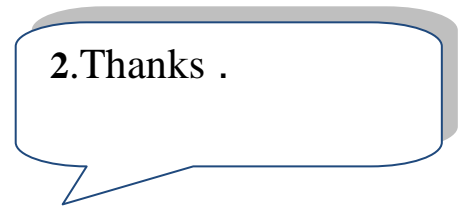
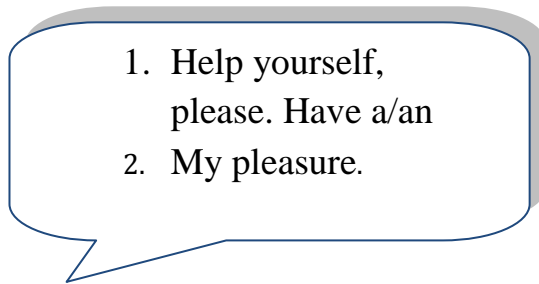
fostering meaningful language acquisition and communication skills that extend beyond the classroom to real-life contexts.

**4.1.5. Principle Five, the exercise allows the learners to practice a variety of language skills;**

As previously discussed in the preceding chapter and illustrated in various tables [1, 3, 5, 7, 9, 11], it becomes evident that not all language exercises adhere to this principle. Out of a total of 48 exercises analyzed, only 11, which accounts for approximately 22%, align with this principle. These exercises provide language learners with the opportunity to practice a range of linguistic forms, such as offering advice, making requests, or apologizing. These functional language forms are crucial in developing successful communication skills.

Lou-Leaver and Willis (2004) put forth what they termed 'the functional principle,' which goes beyond rote vocabulary and grammar instruction. Instead, it emphasizes teaching students how to communicate effectively in everyday contexts. This principle encourages language educators to focus not only on linguistic structures but also on their real-world application. By integrating this approach into language teaching, students gain the ability to communicate clearly, even when they make minor errors. Nunan (1989) echoes the importance of combining linguistic structures with real-world language application when learning a new language. The key idea is that language is a tool for communication, and language learners should be prepared to use it effectively in practical, everyday situations. The illustration that follows demonstrates how this principle is highlighted and demonstrated in *My Book of English*.

- **Activity 09: Offer your friend something to eat or drink.( See appendix 05)**



Soda

Biscuit

Apple

Ice Cream

(Illustration5:My Book of English, 2022,P.57)

In this activity, the learners are asked to offer their mates something to eat or drink. We have got some images listed in the activity, which are soda, biscuit, apple, and ice cream. These images are integrated in this exercise in order to assist the students in choosing their offer and it is a role playing activity. Even though it is crucial and plays a big part in developing communicative skills, only a few exercises adhered to this notion. These real-world communication events should be added to the curriculum to help students develop practical skills and an understanding of how communication works in a variety of contexts. It also encourages kids to grow as individuals and to form strong interpersonal connections. That is, solve real life issues and know how to use language communicatively.

As Lou-leaver (2004) emphasized, incorporating real-world communication scenarios into the language learning curriculum is essential. These scenarios help students develop practical skills and an understanding of how language works in a variety of contexts. Beyond the classroom, these skills prepare students to address real-life issues and navigate interpersonal relationships effectively. In essence, they empower students to use language as a tool for

communication and problem-solving, enriching their overall language learning experience.  
(p.26)

**4.1.6. Principle Six: The exercise makes the students listen to an information such as real life stories then applying it on a virtual world.**

Principle Six underscores the significance of integrating real-life narratives and experiences into language learning, allowing students to not only listen to such information but also apply it in a virtual setting. Some of the tasks listed in tables 1, 3,5, 7, 9 and 11 in the previous chapter adhere to this rule with a rate of 16,6%. These exercises offer students the unique opportunity to listen to real-life narratives, which they later apply in practical, virtual scenarios. Nunan (1989) points out the necessity of communicative activities and explained that communication should take place in the kind of activities that help students learn how to read or listen to a material, and then practice it in a virtual setting (p.125). Richards (2008) in his way asserts that being able to listen is regarded as the most useful talent because it is essential for fostering learners' communicative competence (p.46). Guariento and Morley (2001), Wilcox et al. (1999) state that Students gain a lot by using real resources, which also improves their communicative skills and raises their willingness to learn languages. Simply put, through listening to and participating in real conversations, discussions, and role plays, learners can practice using the language in a realistic settings, this is what we call authentic materials.

When it comes to the book of English, listening to an information may include real life stories as it is shown in exercise twelve, unit one page 13, [ see appendix 1 ], activity eight, unit two, page 22.[ see appendix 6 ] and activity eight, unit four, page 47, and also listening to songs as in exercise seven unit two, page 21[ see appendix 8].

Listening to songs is also one of the authentic materials used to improve students communicative competence. It is noteworthy that, in comparison to the book's broader range of activities, only a fraction of them focus on Principle Six. This limited representation underscores the untapped potential within the curriculum to further enhance the language learning experience. The exercises that align with this principle serve as catalysts for students, aiding them in grasping the material more effectively and engaging with it on a deeper level. For instance:

- **Activity 16: Listen to the story again ( Activity 12- page 13-14) and act out scene 4 (See appendix 01 )**

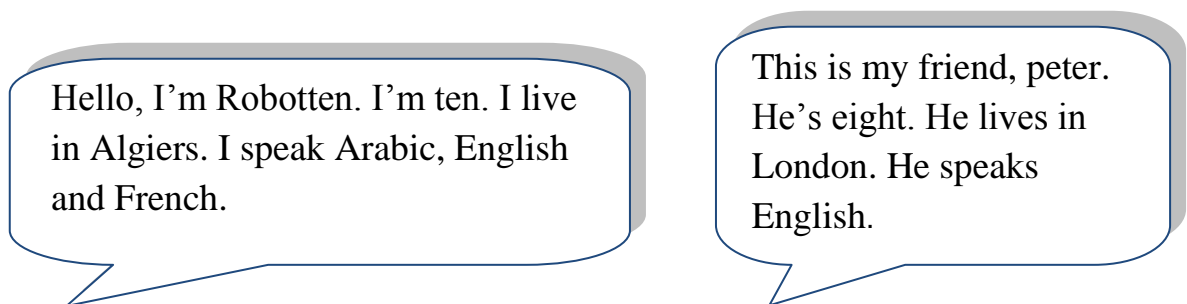
(Illustration 6: *My Book of English*.2022,p. 13-14)

#### **4.1.7. Principle seven :The activity exposes the learners to contextual real world scenarios:**

Nearly all of the activities described in the book's units above, [see tables 1,3,5,7,9,11], adhere to this principle with 83.3%, particularly unit four and unit six in which all the activities fit the principle with 100%. Notably, units four and six excel in this regard, with a perfect compliance rate of 100%. To elaborate, unit four features six listening and speaking activities, while unit six comprises eleven activities, all impeccably aligned with this guiding principle, as highlighted in tables 7, 8, 11, and 12. These exercises ingeniously recreate authentic social settings, mirroring real-world situations. This authenticity is recognized as pivotal, as noted by Nunan (1989), for an activity to be considered truly communicative. In the same taken, Lou-leaver and Willis (2004) asserted that a communicative activity helps students acquire the skills they need to communicate effectively in everyday context. That is to say, these exercises provide students with a secure environment for honing their communication skills, predominantly within the confines of the school, specifically the classroom (p.13). These kinds of exercises offer the learners the opportunity to practice their communication abilities in a safe setting which is the school namely, within the confines of the

school, specifically the classroom and construct situations that allow students to practice role playing as in activity twelve, unit one, page 23 [ see appendix], dialogues like in activity four, unit four, page 39 [ see appendix] and acting the scenes, such as in activity eleven, unit five, page 48. In brief, one of the tenets of teaching functional language and communicative competence has been strictly adhered to by these exercises. The instruction that follows demonstrates how *My Book of English* emphasizes and teaches this principle.

- **Activity: Listen, read and do the same with your friend. (See appendix 07 )**



(Illustration7: *My Book of English*, 2022, p.15)

The activity introduces Robotten and Peter, who provide brief self-introductions. Robotten, aged ten, resides in Algiers and fluently speaks Arabic, English, and French. Meanwhile, eight-year-old Peter calls London home and communicates solely in English. This activity serves as a stepping stone for students to immerse themselves in practical language use. They are prompted to substitute Robotten and Peter with their own names and seamlessly continue by sharing personal information such as their age, place of residence, and the languages they speak in a dialogue format with their partners. Such exercises offer a dynamic platform for students to grasp the art of communication in authentic contexts, fostering their ability to express themselves effectively. Importantly, these activities open the door to diverse conversation opportunities with peers from varying backgrounds. These kinds of exercises teach students how to engage with speakers of the target language in natural settings, how to

express themselves, know how to communicate and exposes them to a variety of conversation opportunities with students of different backgrounds. Thus, students education must encounter real life situations since this will help them acquire the practical communication skills that are needed in both academic and professional settings.

**4.1.8. Principle Eight: The entire class of language learners has to take part in the exercise**

As shown in the previous chapter, it boasted an impressive compliance rate of 93.75%. Notably, this principle finds perfect embodiment in Unit One, unit three, Unit Four, and Unit Six, where every single activity seamlessly adheres at a remarkable 100%. Out of the total, 48 exercises examined, merely three exhibit minor deviations from this principle.

Lou-leaver and Willis (2004) advocated that the ultimate goal of communicative activities is to consistently employ language for communication, which centers on consistently employing language as a medium for effective communication. This underscores the core belief that effective teaching and learning necessitate active student interaction within the classroom setting. It is commonly agreed that interaction uses the appropriate discourse in social contexts and situations. A considerable proportion of the activities underscore the vital aspect that all students in a language classroom should actively partake in these exercises. They encompass diverse forms of engagement, including role-playing, as exemplified in activity nine in unit one ( page 11, See Appendix 12 ), singing songs ,active listening and repetition and engaging in question-and-answer interactions and, all pupils are required to take part in the activity. Communication abilities that are indispensable for effective class participation. These include active listening, the clear articulation of ideas, and the capacity to respond constructively to feedback. To illustrate the application of these principles, we to illustrate, we have chosen the following activity.

- **Activity Six: Look at your friends' pictures [activity 5 ]. Ask and answer.**



(Illustration 8: *My Book of English*, 2023,p.21)

The exercise has a relation with the previous activity [ See appendix 08 ] which includes several pictures for instance a pencil, a book, a school bag and a chair. The students are asked to guess the color of these pictures in their copybooks. By doing so, they gain the ability to discuss their school supplies, starting with their names and progressing to their respective colors. This transition is facilitated by their prior familiarity with color concepts. The exercise is designed as a conversational activity, wherein one student inquires based on their friend's image, prompting another to respond. These exercises not only instruct students in the art of questioning, responding, and providing additional information but also encourage the application of their prior knowledge, as indicated in the principle. Students have the potential that may have been previously confusing clearer when they ask questions situations and this valuable skill extend its benefits to various real-life scenarios. This process is repeated for all of the students; simply put, all the students take part in the task. Thus, students participation is crucial, in order to make an environment that is both interesting and productive for learning and encourages them to feel interested in and engaged in their own learning. Moreover, Active learning, which entails interacting with the subject rather than simply listening to a lecture,

through their active engagement in the classroom, students have the opportunity to learn more meaningfully and enjoyably, reaping the rewards of this immersive educational experience.

#### **4.1.9 Principle Nine: The activity has to incorporate a fun component.**

In the previous chapter, only a limited number of exercises from tables 1, 3, 5, 7, 9, and 11 adhere to the principle we are discussing, representing just 33.3% (6 activities) of the 48 exercises in total. This means that out of this selection, only six incorporate an enjoyable component designed to enhance student engagement and satisfaction. Lou-leaver and Willis (2004) suggest that for an exercise to be truly communicative, it should include an element of enjoyment that simultaneously motivates students. Put differently the exercise must have an element that is enjoyable for students and motivate them at the same time. Making learning enjoyable is a fantastic method to give students worthwhile opportunity to apply their information and reduce their affective filter. Students are more eager to participate and take chances when teachers use activities that make learning interesting and enjoyable. The elements of enjoyment can be found in various exercise types, such as playing in exercise 9, page 33, unit three , [ see appendix 10] singing the song as in page 50, unit 5 [ see appendix 11] and listening to stories or acting them out like in exercise 11, page 57, unit six. [ see the previous principles] and playing the games which is a crucial element to include in teaching foreign languages, To provide an example, notice activity 9, unit three, page 33.[see the following exercise]. Students who have fun while learning are more likely to remember what they are learning since the experience is enjoyable and memorable.

- **Activity 9: Use your paper puppets and play the game with your friends (See Appendix 10)**

1. Where is my sister's bedroom ?
2. Where's she ?

2. It's next to/ opposite ...
4. She's in ...

In this interactive exercise, students partner up to play a game where one poses questions about the location of their sister's bedroom, while the other responds using a guide featuring illustrations of various rooms in a house. This engaging activity provides students with a practical opportunity to apply what they have learned in class, all while injecting an element of enjoyment into the learning process. Not only does this foster swift acquisition of new information, but it also sparks excitement and interest in learners, teaching them how to navigate everyday situations effectively.

### **4.2. Comparison and discussion of the present study in relation to previous findings**

According to the previous studies discussed in the literature review (See chapter one), there have been many researches in terms of analyzing English), at both the middle and secondary school levels. As English has recently been introduced into Algerian primary schools, a new textbook, *MY BOOK OF ENGLISH* (2022), has been developed. Surprisingly, we found a significant gap in the existing research landscape, specifically in the context of evaluating whether these textbooks align with the Communicative Language Teaching (CLT) approach. This observation prompted us to embark on a fresh investigative path, as no one had ventured into this territory before, except for Fedoul's (2015) analysis of the secondary English textbook *SPOTLIGHT ON ENGLISH*. Fedoul's study primarily focused on assessing the authenticity and communicative aspects of activities, with a foundation in the CLT approach, which distinguishes it from our current study, which addresses the distinct primary school level. Therefore, we conclude that our study introduces novel insights, enriching the existing body of research with a unique perspective compared to previous investigations.

Comparing the previous researches mentioned in the first chapter ( See chapter one), concerning the first study of Fedoul ( 2015), we reached the same results as their findings Both studies reached a common conclusion that some activities in the textbooks are communicative

while others are not ( see chapter three). However, when examining the research of Hamidi and Benaissa in 2018, we encountered differing outcomes. Their study revealed that 20 teachers responded negatively, while 15 had a positive attitude toward the contribution of activities in enhancing students' communicative competence. This contrast highlights a disparity between their results and our own. Lastly, the study conducted by Mmerabet and Mougari (2015) showed that 60% of the speaking activities were pre-communicative, with the remaining 40% being communicative. In this case, their findings also diverged from our own results. These disparities across studies underscore the need for a comprehensive analysis to better understand the intricacies of English language education in Algerian primary schools.

The commonalities between our study and the earlier research cited in Chapter One become evident when we examine the approaches and focus of these studies. For instance, Firiadi (2018), much like our own research, delved into the realm of Communicative Language Teaching (CLT) activities, with a specific emphasis on speaking activities. He categorized these activities as social interaction or functional communication exercises, an approach that we also adopted in our study, incorporating activities that adhere to the functional communication principle. In our findings, we, too, encountered a variety of exercises, such as dialogues, role-playing, and conversations, similar to what Firiadi (2018) revealed. In our findings, we, too, encountered a variety of exercises, such as dialogues, role-playing, and conversations, similar to what Firiadi discovered. This parallel approach resonates with what Hamidi and Benaissa did in their evaluation of the third-year secondary school textbook for Algerian middle schools. Our research is also akin to Gomez-Rodriguez's (2010) analysis, as we focused on the aspect of communicative competence, a key facet that ties our work to the principles explored by previous researchers [see Chapter One]. In contrast to the numerous textbooks examined in prior studies, our approach mirrored that of Mrabet and Mougari (2014-2015), who assessed the development of learners' communicative competence through language (L) activities in two textbooks for the

third year of secondary school. In a similar vein, our investigation aimed to gauge the communicative nature of speaking activities. Additionally, Fedoul (2009-2010) scrutinized English textbooks in Algeria, *Spotlight on English*, to determine their alignment with the principles of the communicative approach, mirroring our purpose of examining a single book, *My Book of English*, with a specific focus on communicative competence.

### **Conclusion**

In summary, this chapter has presented the findings from our investigation into the listening and speaking (L/S) activities featured in the Algerian 3<sup>rd</sup> year primary school EFL textbook *My Book of English*. We evaluated these activities against a checklist that integrates Nunan's (1989) and Lou-leaver & Willis' (2004) principles of the communicative approach. Our goal was to address the research questions posed in our study. Upon the analysis, we have arrived at the conclusion that the listening and speaking activities in *My Book of English* align with the principles of Communicative Language Teaching (CLT) to a significant extent, reaching a compliance rate of 59%. This high level of alignment underscores their emphasis on communicative competence, indicating that these activities contribute significantly to enhancing learners' communicative competence.

## ***General conclusion***

The present study has intended to analyze the listening and speaking sections of the new Algerian EFL textbook *My Book of English* designed for the third year of the primary school. This investigation had two main objectives: firstly, to assess the extent to which the activities in *My Book of English* align with the principles outlined above, and secondly, to check whether these activities help learners' enhancement of the communicative competence. To guide our analysis, we drew upon the theoretical foundations laid out by Nunan (1989), which provides a comprehensive description of the principles and characteristics of communicative listening and speaking tasks. Additionally, we incorporated Lou-leaver and B. Willis' (2004) principles of communicative teaching into our analytical framework. Both quantitative and qualitative research methodologies for data collection and analysis were adopted in the present research. Our focus was on examining the speaking and listening sections within the Algerian textbook *My Book of English*, which served as the focal point of our investigation. To facilitate a clear presentation of the results, we utilized a descriptive statistical approach to process the quantitative data. Additionally, for the qualitative data, we adopted Content Analysis (CA) as a research method to systematically analyze, interpret, and elucidate the findings.

The results of our analysis revealed a noteworthy adherence to the principles of both theories, reaching a rate of 59%. A substantial majority of the exercises incorporate these principles, as demonstrated in the previous chapters. However, it is worth noting that few exercises achieve a perfect score of 100%, implying the complete application of all nine principles. On the other hand, we identified exercises that only meet 22.2% of the criteria, representing the weakest link in our findings, which significantly contributes to the overarching questions addressed in the general introduction. Furthermore, the results

demonstrate that the majority of the speaking and listening exercises in *My Book of English* aid students' improving their communicative competence.

In this case, we encountered two primary limitations. First, the study necessitated a substantial sample of 3rd-grade primary English teachers for interviews. However, a significant challenge arose in finding an adequate number of willing participants. Relying solely on the feedback from one or two teachers would not suffice for generalizing the study's results to the broader context of the field. This limitation prompted us to reconsider our data collection procedures. Secondly, the second limitation stemmed from the complexity of using the SPSS platform for inferential statistics to validate the findings derived from the earlier descriptive statistics. This process proved to be considerably intricate. These limitations underscore the challenges we faced in conducting this study while emphasizing the need for thoughtful adjustments to our methodology.

As a recommendation, we opted to maintain our focus on descriptive statistics. Fortunately, these results, specifically the percentages representing the application of principles in the textbook's listening and speaking activities, were deemed valid. Despite the constraints we previously mentioned, we anticipate that these findings will serve as valuable contributions, enriching the field's understanding.

In conclusion, we strongly recommend conducting a study centered on the analysis of the 4PS in the English textbook *My Book of English*, with a focus on identifying its adopted communicative approach. We believe that such a study could provide inspiration for future researchers in this area.

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# *Appendices*

## **Appendix 1: Checklist**

We have chosen some principles that we have taken from Lou-Leaver & Willis (2004) and Nunan (1989) frameworks and provided a sort of checklist based on these two theoretical frameworks that we explored in the first chapter. The analysis of this latter will determine whether the listening and speaking activities in The Algerian EFL Textbook "My Book of English" adhere to these principles and whether they are communicative or not.

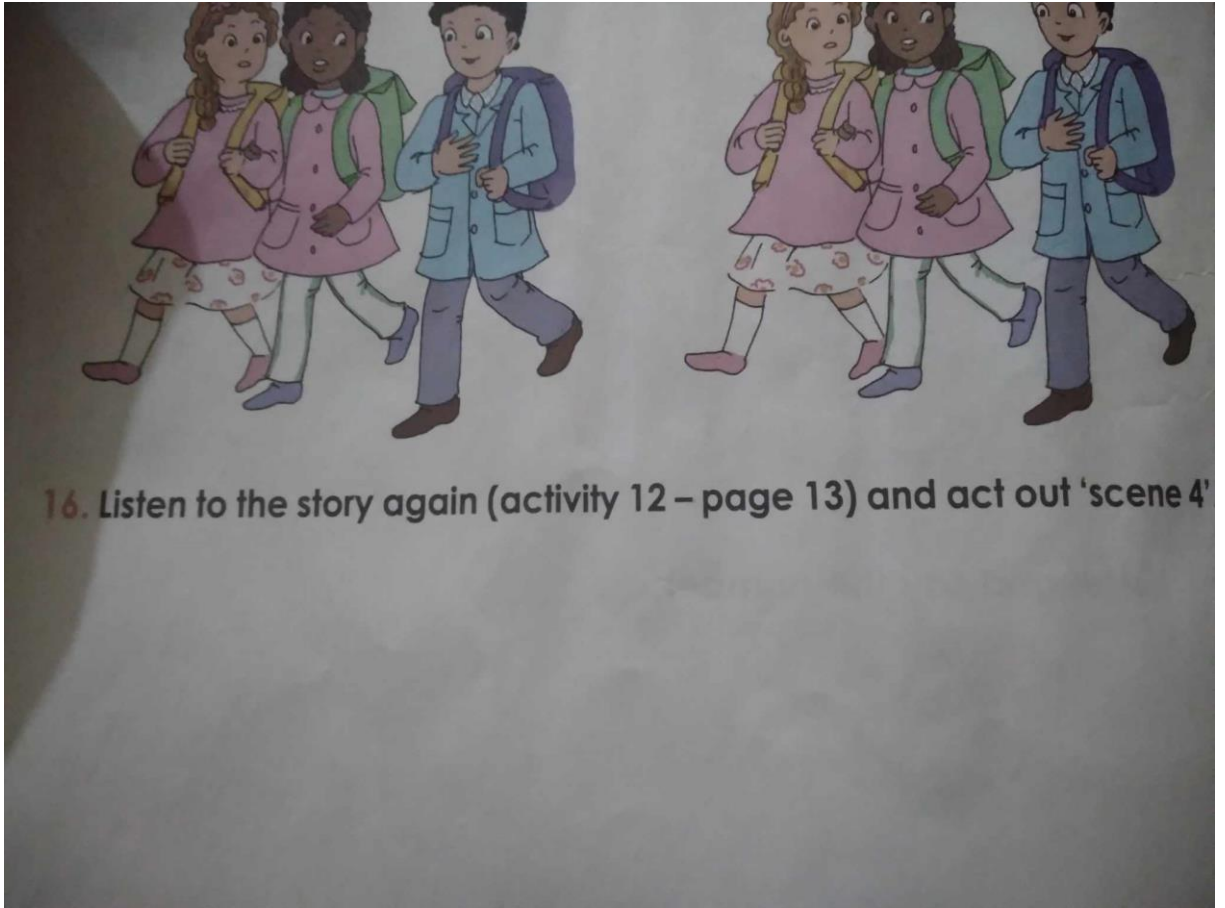
- Principle one: The activity teaches the learners to know how to connect acquired information to previous knowledge (cyclical learning).
- Principle two: The activity ought to engage learners in interactive-collaborative teamwork environment through role plays and dialogues.
- Principle three: The activity has fully to clarify to the learners the roles they are performing together while interacting.
- Principle four: The activity offers the learners the chance to ask and answer to establish relationships and transmit information through dialogues and role play.
- Principle five: the exercise allows the learners to practice a variety of language skills.
- Principle six: The exercise makes the students listen to an information such as real life stories then applying it on a virtual world.
- Principle seven: The activity exposes the learners to contextual real world scenarios.
- Principle eight: The activity exposes the learners to contextual real world scenarios.
- Principle nine: the activity has to incorporate a fun component.

**Appendix 01: Checklist**

<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>P5</b>	<b>P6</b>	<b>P7</b>	<b>P8</b>	<b>P9</b>
<b>A1</b>								
<b>A2</b>								
<b>A3</b>								
<b>A4</b>								
<b>A5</b>								
<b>A6</b>								
<b>A7</b>								

**Appendix 02: The Selection of the Corpus**

**Appendix 01:**



12. Listen to the story.




13. Listen and say the number.

16. Listen to the story again (activity 12 – page 13) and act out 'scene 4'

**Appendix 02:**

6. Listen and say the number.



7. Listen and act it out with your friend.


1. Have you got a pet?  
2. What is it?  
3. What colour is it?

8. Listen to the story.

**Appendix 03:**


**12. Listen, read and do the same with your friend.**

**1**



Hello, I'm Robotten. I live in a flat in Algiers. In my flat, there are five bedrooms, a kitchen, a dining room, a living room and a bathroom. My bedroom is next to the kitchen.

**2**



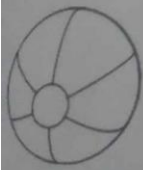





Hello, I'm Peter. I live in a house in London. In my house, there are four bedrooms, a kitchen, a living room, a dining room and two bathrooms. My bedroom is opposite the garden.

**Appendix 04:**

**4. Draw your favourite toy in your copybook and colour it with your favourite colour. Ask and answer.**

**1.** What's your favourite toy?  
**3.** What's your favourite colour?

**2.** It's a...  
**4.** It's...


39

**Appendix 05:**

9. Offer your friend something to eat or to drink.

1. Help yourself, please. Have a/an ...  
3. My pleasure.

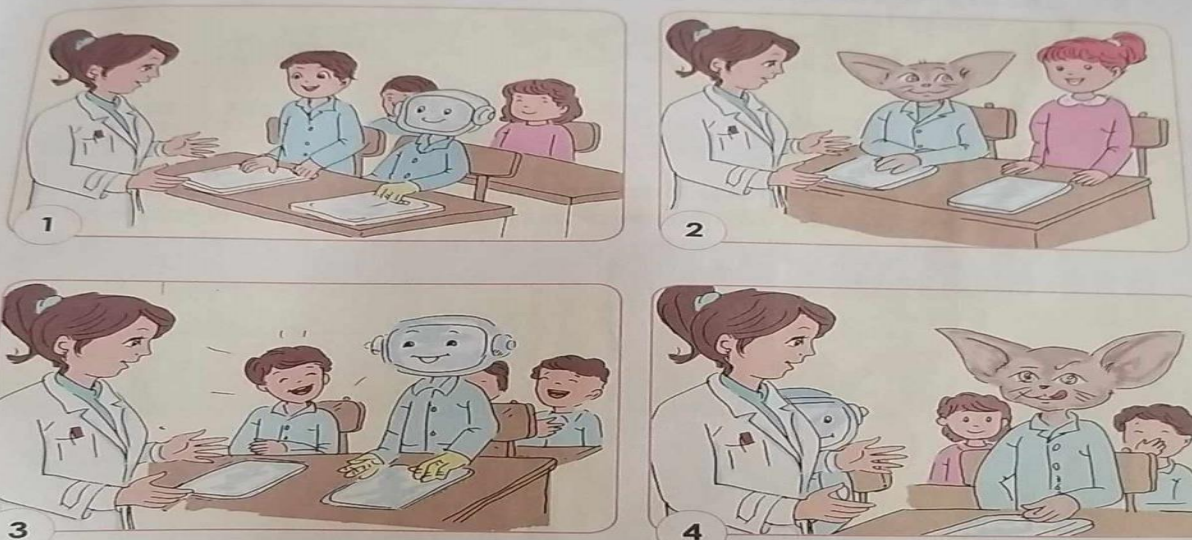
2. Thanks.



Soda                      biscuit                      apple                      ice cream

**Appendix 06:**

8. Listen to the story.



1                      2                      3                      4


c. The pencil is red.  
d. The eraser is on the table.  
e. The book is in the schoolbag.

11. Choose a scene (activity 8) and act it out.

Appendix 07:



18. Listen, read and do the same with your friend.

1



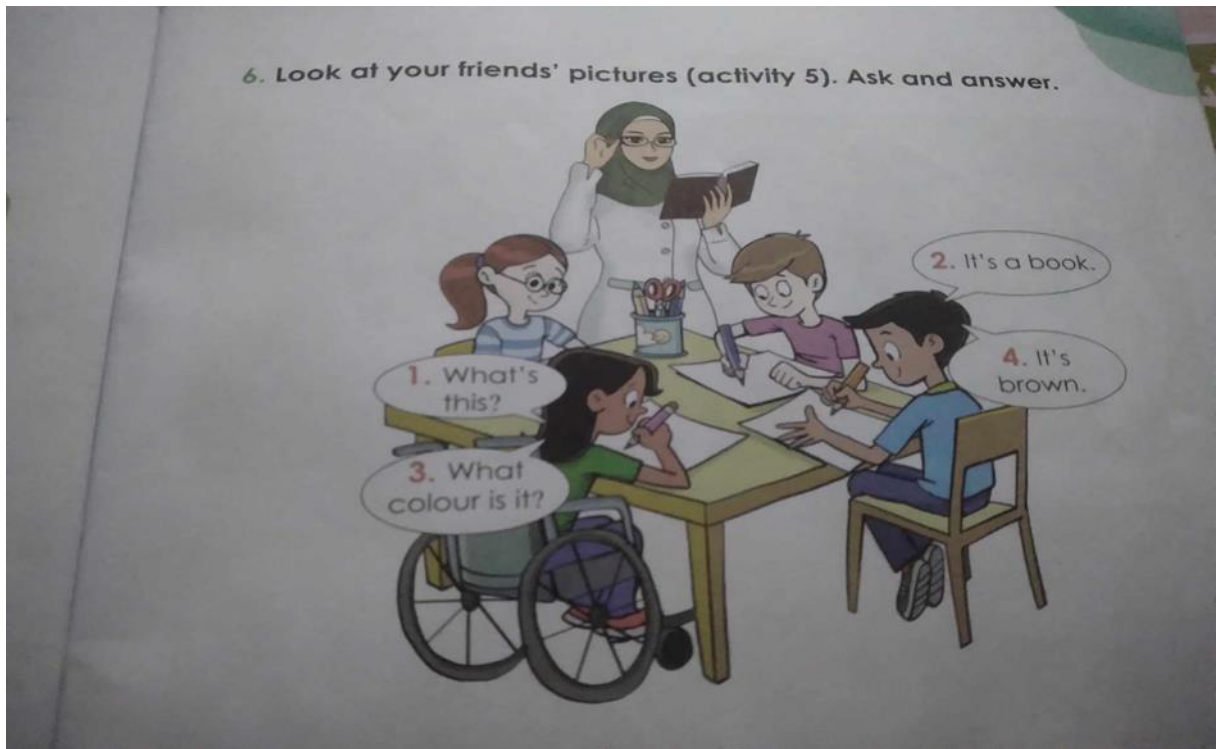
Hello, I'm Robotten.  
I'm ten. I live in Algiers.  
I speak Arabic, English  
and French.

2

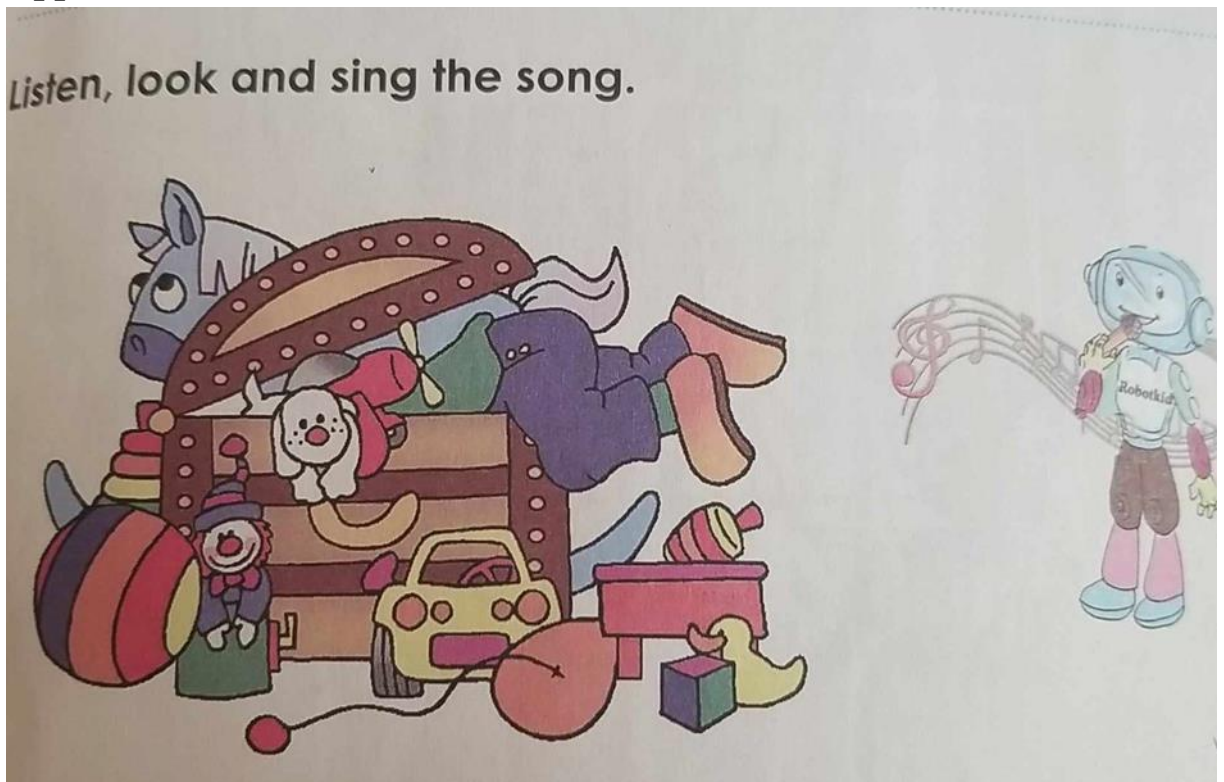


This is my friend, Peter.  
He's eight. He lives in  
London. He speaks  
English.

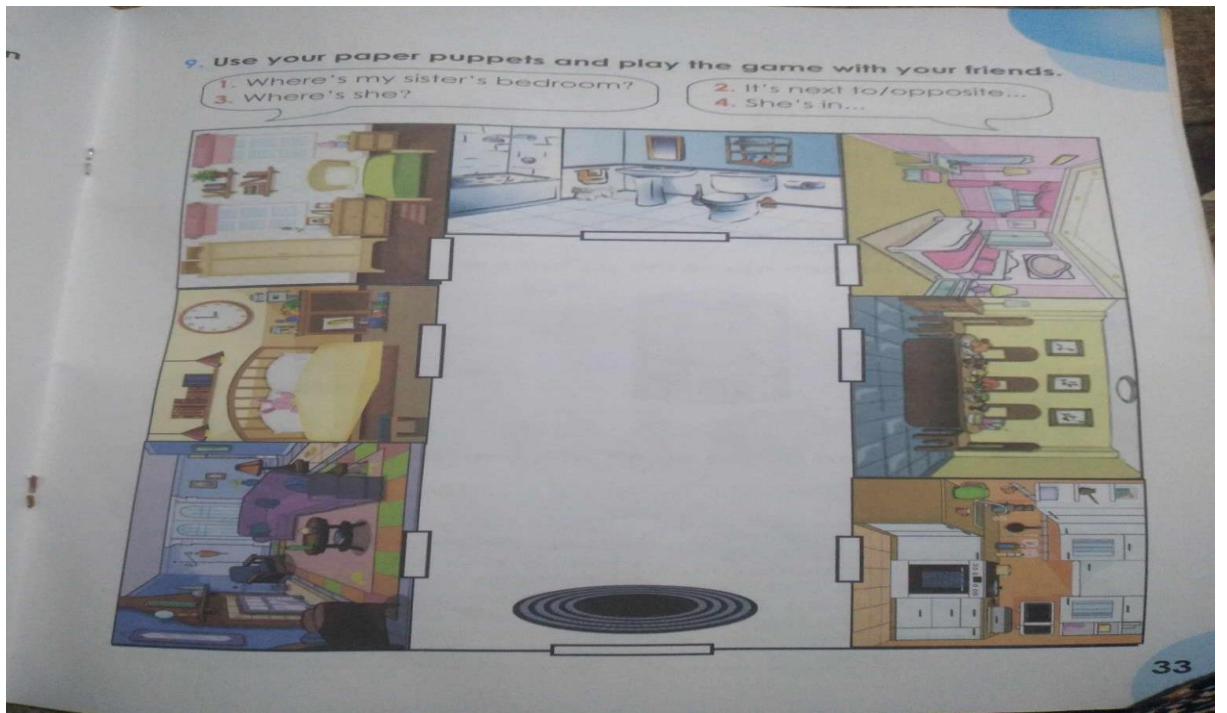
**Appendix 08:**



**Appendix 09 :**



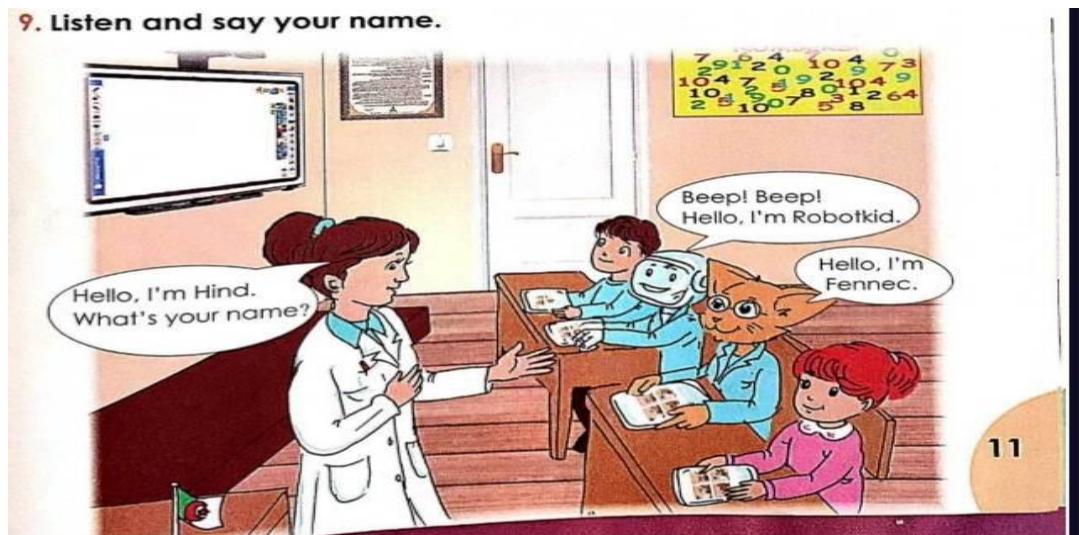
**Appendix 10**



Appendix 11



Appendix 12



Thank You.