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University of Ibn Khaldoun, Tiaret جامعة ابن خلدون – تيارت-

Faculty of Letters and Languages كلية الآداب و اللغات

Department of English قسم اللغة الانجليزية

Scrutinizing English Text book 3 rd year Primary School: Syntactic Analytical Study

A Dissertation Submitted to the Department of Letters and English Language

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Submitted	Supervised	Scientific committee
Benferhat Meriem Maghrabi Benaissa	Dr. Bouguessa Amina	President Dr. Sahli Naima Examiner Dr. Boukhelif Naima

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Dedication

This work is to the five years that I spent studying the field of

English language, to the great encouragement from my family,

to the effort and time that it requires.

To the brave steps that my father motivated me with, and to my

mother's prayers and wishes.

List of Abbreviations

L1: First Language

L2: Second Language

PSTs: Pre-service teachers

MP: Minimalist Program

UG: universal grammar

VP: Verb Phrase

NP : Noun phrase

Det : Determiner

N : Noun

ConjP : Conjunction Phrase

PP : Prepositional Phrase

P: Preposition

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Summary

      This research project aims to analyze the syntactic structures within English textbooks and evaluate the adequacy of the grammar construction and pedagogical instructions provided. While the study falls under the domain of didactics, the analysis and approach will focus purely on linguistics. Adhering to the ethical standards of scientific research, this study aims to contribute to the field of linguistics by establishing a database for understanding language as a fundamental aspect of instructional development. The research problem revolves around examining the syntactic structures employed in constructing instructions within English textbooks and exploring various aspects of syntax analysis. Two main hypotheses guide this study: firstly, to what extent is the construction of grammar and pedagogical instruction in the textbook sufficient, and secondly, what are the different syntactic forms presented in the instructions?

In line with its linguistic focus, this project aims to provide valuable insights into a pedagogical instrument from a purely linguistic perspective. The significance of this study lies in the understanding that it is impractical for individuals to possess a mental repertoire of all possible sentence structures.

The methodology employed in this study begins with observation as a primary tool for investigating language as a human communicative behaviour. By establishing a bridge between the researcher and the content of the study, observation serves as an initial step. Additionally, the research will be supported by evidence and statistics to enhance the validity of the linguistic analysis.

Overall, this research project aims to provide valuable insights into the syntactic structures and pedagogical instructions found within English textbooks, contributing to the field of linguistics and offering a deeper understanding of language as a core component of instructional development.

Keywords: Securitize - Book components - Construction of grammar - Pedagogical instruction- Linguistics -Syntactic structures - English textbook - Syntax analysis.

General Introduction

Syntactic Analytical Study suggests that the focus of the research is on analyzing the syntax or sentence structure within the English textbook used in the third year of primary school. The aim of the study appears to be closely examining the construction and organization of sentences in the textbook.

By scrutinizing the textbook, the research intends to conduct a detailed analysis of the syntactic structures employed in the instructional materials provided to third-year primary school students. This analysis may involve identifying different types of sentence patterns, examining the arrangement of words and phrases, and exploring how grammar rules are presented and applied. The research aims to contribute to a better understanding of the syntactic aspects of the English textbook used in the third year of primary school, shedding light on its effectiveness in teaching and facilitating language learning at that level.

O Statement of Problem

The problem statement of this study involves the analysis of the syntactic structures found within the English textbook instructional materials. The aim is to examine how instructions are constructed and explore various aspects of syntax analysis within the textbook.

O Hypothesis

1- To what extent is sufficient the construction of grammar the pedagogical instruction in the text book. ?

2- What are the various syntactic forms provided in?

O Aims and Objectives

As it is proposed as a project in linguistics we choose to devote efforts in order to form a search on a Pedagogical instrument in a purely linguistic perspective.

O Significance of Study

The significance of the study lies in its potential contributions to the field of linguistics and language education. By conducting a syntactic analytical study of the English textbook, several significant aspects can be addressed:

Educational Improvement: The findings of the study can inform curriculum developers, textbook authors, and language educators about the effectiveness of the syntactic structures presented in the textbook. This knowledge can lead to improvements in instructional materials and teaching practices, ultimately enhancing language learning outcomes for students. Language Pedagogy: Understanding how syntactic structures are presented in the textbook can

Provide valuable insights into language pedagogy. It can help identify effective instructional strategies for teaching syntax and guide teachers in their classroom practices.

Research Gap Filling: The study may contribute to filling gaps in existing research on syntactic Analysis of language textbooks, particularly within the specific educational context under investigation. This can expand the knowledge base in the field of linguistics and education.

Practical Application: The study findings can be directly applied in the development of future English textbooks, considering the identified strengths and weaknesses in the presentation of syntactic structures. This can lead to the creation of more effective instructional materials and facilitate language learning for students.

O Methodology

When conducting a syntactic analytical study of an English textbook, various methodologies can be utilized. One such approach is qualitative analysis, which entails conducting a comprehensive examination of the textbook content. This includes closely reading the text, categorizing different Syntactic structures, and analyzing the presentation of grammar rules. By employing this method, researchers can gain a profound understanding of the language and the pedagogical decisions made within the textbook.

Alternatively, quantitative analysis involves gathering quantitative data and systematically coding and analyzing the syntactic structures within the English textbook. This method entails quantifying the frequency of specific sentence patterns, identifying the most prevalent syntactic forms, and making comparisons across different sections or units of the textbook.

I. Chapter One: language policy and learning theories

Language policies and learning theories have significant implications for linguistics and syntactic analytical study. Language policies establish guidelines for language use, preservation, and development, influencing linguistic diversity and language planning. Learning theories provide frameworks for understanding how individuals acquire languages, focusing on cognitive processes and social interactions. These theories help underlying principles of language acquisition. The interplay between language policies, learning theories, and syntactic analysis allows researchers to explore language structure, variation, and the mechanisms of language acquisition and use.

1.1 Language Planning and Policies

Language planning and policies involve intentional actions taken by governments, educational institutions, and language communities to manage and regulate the usage, status, and development of languages in a particular context. These plans and policies aim to address issues related to linguistic diversity, language education, language rights, and language revitalization.

Language planning entails determining the official status of languages in a country or region. Official language policies designate specific languages as official or national languages, granting them special recognition in government, education, and public domains. These policies have implications for language rights, education, and access. Language planning also involves decisions regarding language education. This includes selecting the languages taught in schools, allocating resources for language teaching and learning, developing curricula, training teachers, and assessing language proficiency. Language education policies aim to promote linguistic diversity, multilingualism, and the development of language skills.

Language education policies encompass the intentional decisions and measures implemented by educational institutions and governing bodies to regulate and guide language teaching and learning practices within a particular context. These policies serve to establish guidelines, frameworks, and

standards for language education, ensuring the provision of high-quality language instruction and fostering linguistic diversity. Language education policies can be observed in various settings, such as national contexts, multilingual education, English language instruction, language-in-education planning, bilingual and immersion education, and assessment and certification practices. These policies have a significant impact on curriculum development, teacher training, assessment methods, and resource allocation, ultimately shaping the language learning opportunities available to students and promoting equitable access to language education. Effective language education policies strive to foster language proficiency, promote intercultural understanding, and adapt to the evolving global landscape. Language planning and policies play a crucial role in addressing language-related challenges, promoting linguistic diversity, and supporting language communities. They shape language usage, education, rights, and development within a specific socio-political context.

1.2 Algerian Context

The implementation of the English language in Algerian primary schools has been influenced by various historical, socio-political, and educational factors. The challenges and debates surrounding language planning and policy in Algeria have shaped the educational reforms and decisions regarding the inclusion of foreign languages in the curriculum.

As previously mentioned, this work involves reviewing and analyzing an English language textbook for the third primary stage, which is the second experience of its kind. Before delving into the specifics of the textbook, it is necessary to provide an overview of the linguistic situation in Algeria, which is complex due to the presence of multiple dialects and the influence of the French language. This has impacted the linguistic phenomenon, particularly in the use of the Arabic dialect. Despite Algeria's Arabization movement aimed at preserving its identity, the role of French as a colonial legacy in education, starting from the primary stage, has gradually diminished in the minds of people following the inclusion of English as a course. Preserving identity and the Arabic language has posed many challenges. As Dr. MOULAY mentioned, "Algeria places emphasis on

education as the most important sector for socialization and establishing order, which the dominant group in power aims to establish. To eliminate the language and educational system of the colonizer, the Algerian authorities implemented a language policy that is considered the most significant in Algeria's history" (ENGLISH IN THE ALGERIAN PRIMARY SCHOOLS BETWEEN NECESSITY AND CONTINGENCY, 2017, p.17).

Previously, such regulatory processes aimed to protect or restore endangered languages or control sociolinguistic communication. In Algeria, the government implemented interventions immediately after independence, as the Arabic language had been erased from people's minds. The Arabization system was established as the first reform in 1962, aiming to preserve the community's identity. Administrative transactions began shifting from French to Arabic from the same date. Arabizing street names was a step towards changing linguistic behaviour, and subsequently, the average number of French teaching hours in schools was reduced. Teachers from Egypt and Syria were recruited to restore the Arabic language in Algeria. "In 1966, out of a total of 13,000 Arabized primary school teachers, 3,500 (27%) were non-Algerians, of whom 2,000 were instructors or tutors and only 1,500 were teachers. The report complained of these teachers' lack of qualifications, their lack of faith in their task, the handicap their accent represented and their political involvement in the country's domestic policy" (Ben Rabah, 2004).

The second reform, known as "The Fundamental Schooling System," was introduced in 1976. During this stage, Algeria made significant progress in improving the educational system, aiming to combat the remnants of colonialism, particularly illiteracy. The primary stage was extended to 5 years, while the average duration of the secondary stage was reduced to 3 years.

At that stage, the English language was only taught in the intermediate stage. Later, the educational system was restructured, dividing the stage into a basic stage and a preparatory stage. As a result, the primary stage extended to 6 years, from grades 1 to 6, and the intermediate or preparatory stage encompassed grades 7 to 9. Technical training was also introduced, including placements for students in factories.

Despite these rapid reforms, the language issue and its usage remained a subject of prolonged debate in Algeria. Educators were divided into two groups: one that advocated for the use of Arabic and another that favored the French language. The French language, being considered a colonial legacy, had a longstanding presence, as noted by the minister responsible for the sector at that time: "A foreign language that benefits from a special situation due to objective historical considerations" (Cited in Morsly, 1984, in Taleb Ibrahimi, 1995:39).

"The sun regularly sets on the Union Jack these days but never on the English Language...has it replaced French in the world of diplomacy and German in the field of science" (Newsweek, November 15, 1982). This quote encapsulates the transformation addressed in the third stage during the course of educational reforms.

One aspect of these reforms was the introduction of the English language in primary schools for the first time in 1993. During this period, English was offered as an optional subject alongside French, although the majority of teachers were Algerians. However, the idea did not succeed, and most students opted for the French language. Whether the failure was due to political or social reasons is debatable. Nonetheless, the importance of the English language was justified by the statement from the National Ministry of Education: "The ultimate aim of teaching English is to help students acquire a new language and not to accumulate knowledge of another culture which has no real use in the context of our needs today" (I.P.N; 85/86; p10).

In the context of Algeria, the educational system places great importance on the English language as a global language. However, implementing English as a second or third language in primary schools poses challenges and necessitates modifications in the linguistic abilities of learners. Researchers, such as Benchanaa Saad (2019), emphasize the concept of early language education, taking into account a child's age, cognitive and emotional development, and the holistic and natural development of children.

Early language education aims to create a supportive and interactive learning environment that promotes the development of language skills in young learners. It recognizes the importance of

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providing age-appropriate activities and materials that engage children and encourage their active participation in the language learning process. Such an approach considers the developmental stages of children, their learning preferences, and the integration of language skills in meaningful contexts. Moreover, the integration of the English language into the primary school curriculum requires careful attention to the selection and evaluation of textbooks and teaching materials. Studies, such as the one conducted by Hichem Alaabdi and Abdelhamid Nefissi, highlight the importance of evaluating textbooks based on various criteria, including physical appearance and format, materials and contents, relevance of activities to students, mastery of language skills, vocabulary and grammar presentation, and language teaching methods.

1.3 Effective Curriculum

Curriculum development and textbook evaluation play crucial roles in the successful integration of the English language into the primary school curriculum. By considering the specific needs and developmental stages of learners, evaluating textbooks, and adopting effective teaching methods, educators and policymakers can strive to enhance the quality of English language education in Algeria and support the holistic development of young learners in an increasingly interconnected world.

Developing an effective curriculum, syllabus, and textbooks for the implementation of a second or third language at the primary level requires careful consideration of various factors, including learner needs, pedagogical approaches, and the connection between theory and practice.

In the process of curriculum development, the syllabus plays a crucial role in outlining the content to be learned and the objectives set by the teacher. Wilkins (1981) describes the syllabus as a primary plan that establishes a bridge of communication between the teacher and the learner. The syllabus should clearly outline the learning process and the anticipated goals and objectives, guiding both the teacher and the learner throughout the language learning journey.

The methodology used to construct the syllabus should focus on effective teaching practices and strategies. It should consider not only what to teach but also how to teach. This includes selecting

appropriate instructional materials, incorporating a variety of engaging activities, and utilizing pedagogical approaches that promote active participation and meaningful language use.

Content selection is another crucial aspect of curriculum and syllabus development. When selecting content, it is essential to consider criteria such as validity, quality, and learner needs. The content should be relevant, meaningful, and aligned with the language proficiency goals of the learners. It should also cater to their interests, experiences, and cultural backgrounds to enhance their motivation and engagement in the language learning process.

Furthermore, the efficiency of the content used in the curriculum relies on the capacity of the learners. It is important to consider their cognitive abilities, linguistic background, and prior knowledge to ensure that the content is suitable and comprehensible for them. This requires a careful balance between challenging learners to progress and providing appropriate scaffolding to support their language development.

In conclusion, the development of an effective curriculum, syllabus, and textbooks for the implementation of a second or third language in primary schools requires thoughtful consideration of learner needs, pedagogical approaches, and the connection between theory and practice. By establishing clear goals and objectives, selecting relevant content, and employing appropriate teaching methodologies, educators can create a language learning environment that fosters unity, coherence, and meaningful language learning experiences for young learners.

The nature of a syllabus is an essential component of teaching methodology, and it has undergone changes in curriculum development and syllabus design to cater to learner needs and course objectives. These changes have led to the emergence of different types of syllabuses, each tailored to meet specific language learning goals and learner characteristics.

In the case of the English curriculum for primary education in Tunisia, the focus is on developing the child's phonemic and phonological awareness, orthographic awareness, and directionality of print. Comprehension skills take priority, with listening and speaking skills given special emphasis for beginners. The curriculum promotes the use of appropriate materials, designing activities that

connect English learning to physical actions, providing visual contextual support, teaching language in chunks, suggesting technology-based teaching activities, and incorporating multisensory tasks that engage learners in various ways. It also encourages different modes of interaction, including individual work, pair work, small group work, and whole-class activities.

It is crucial to recognize that children develop at different speeds and in different ways, necessitating flexibility and adaptability in the curriculum to meet their individual needs. The ultimate goal is for children to develop their English language skills and achieve the learning objectives outlined in the curriculum.

Teaching English in Indonesian primary schools has been a challenging task for many teachers since 1994. Moreover, the government's change in English language policy in 2012, from a compulsory subject to a local subject in the Indonesian National Curriculum, has had an impact on the quality of English courses. Many teachers in Indonesian primary schools are found to be unqualified and lack proficiency in English, which hampers their ability to teach effectively.

Using the first language (L1) in teaching the second language (L2) is considered important, and textbooks are recommended to support learning. However, lectures and other instructional methods are also valuable, especially when developing learning materials using technology, such as adopting computer-based learning. It is essential to consider the learning styles and individual needs of students to create a supportive and inclusive learning environment.

Pre-service teachers (PSTs) who will teach primary education need to have a strong foundation in grammar, including pronouns, parts of speech, and verb tenses. They should also be proficient in engaging in simple English conversations, understanding instructions, and demonstrating the use of a wide range of vocabulary items. The content of the syllabus should consider the learners' existing knowledge and their future needs. Participatory activities, where students actively engage in the learning process, play a crucial role in language learning.

The structural syllabus, as suggested by Grave (2000), focuses on mastering grammar, including the classification and order of words to form phrases. Asselin (2000) emphasizes the importance of

standard grammar in improving communication skills. To enhance language learning, learners should focus on specific learning goals and engage in practice activities. Gradually progressing from simple to complex ideas and exercises promotes fluency in communication.

When designing activities for the syllabus, it is important to align them with the unit goals. For example, if the goal is to teach the present tense to describe people and routines, activities should emphasize the use of adverbs and provide opportunities for learners to practice using the target language to develop proficiency. As learners have different capacities, activities can be conducted individually or in groups, allowing for differentiated instruction.

Assessment is crucial for the meaningful and effective development of the curriculum, teaching materials, as well as the progress of teachers and learners. It helps ensure the success of the unit and the overall English language learning process. Assessment methods should be designed to measure the students' language proficiency, provide feedback for improvement, and inform future instruction.

The evaluation of teaching materials, including textbooks, is indeed crucial for making informed decisions about their suitability for specific educational contexts. Teachers need to consider various factors and criteria to ensure that the selected textbooks meet the learning needs of their students. The influence of market factors, timing, and popularity can sometimes overshadow the importance of choosing quality textbooks. Tomlinson (2008) highlights the issue of textbooks prioritizing the teaching of language elements rather than providing meaningful opportunities for students to learn the language. Commercial success and external pressures may lead to textbooks that lack student-centered learning opportunities and require minimal teacher preparation.

Post-use evaluation studies, such as the one conducted by Litz (2005) on university-level Korean language textbooks, are valuable in assessing the educational value and practical considerations of textbooks. Feedback from students and teachers can shed light on the strengths and weaknesses of the content, planning, and design of the textbooks. Understanding the learning needs of students is essential to ensure that textbooks align with their requirements.

David Williams' criteria for evaluating textbooks, including standard, speech, grammar, vocabulary, reading, writing, and technical aspects, provide a useful checklist for assessing the quality and suitability of textbooks for language teaching. These criteria help teachers consider different dimensions of the textbooks and determine their effectiveness in supporting language learning. In conclusion, the evaluation of teaching materials, including textbooks, is vital for selecting appropriate resources that meet the needs of students. Post-use assessments and criteria like those proposed by David Williams can provide valuable insights into the strengths and weaknesses of textbooks, ensuring that they align with the learning goals and requirements of students. Evaluating textbooks not only serves teaching purposes but also provides a measurable means of tracking students' progress and ensuring their overall language development.

Critical thinking is an important aspect of education that has been studied in various contexts, including Malaysia and Morocco. It involves cognitive processes such as attention, judgment, problem-solving, analysis, and knowledge acquisition. Rudd (2007) expanded the scope of critical thinking beyond narrow cognitive abilities, emphasizing the development of a range of skills and abilities. To support the implementation of critical thinking in schools, textbooks like "English in Mind" have been adopted due to their comprehensive coverage of skills such as listening, speaking, reading, and writing.

In conclusion, the evaluation of textbooks and teaching materials is crucial for ensuring their effectiveness and continuous improvement. Additionally, incorporating critical thinking skills into educational practices and utilizing comprehensive textbooks can enhance students' language development and overall learning experience. By continuously assessing and enhancing teaching materials, educators can provide students with quality resources that promote their language skills and critical thinking abilities.

1.4 The Field of Linguistics and Securitizing

Language is examined as a structured and organized system of communication. Linguists investigate various aspects of language, such as its organization, sounds, grammar, vocabulary, and

meaning. They explore how individuals and communities acquire, use, and understand language. Linguists analyze the rules and patterns that govern language, aiming to comprehend its fundamental principles and its role in facilitating communication. They study different language components, including phonetics (sounds), phonology (sound patterns), morphology (word formation), syntax (sentence structure), semantics (meaning), and pragmatics (language use in context). Additionally, linguistics investigates the diverse range of languages found globally, their historical evolution, and the sociocultural factors that influence language variation and development. Through their research, linguists strive to uncover the universal characteristics of language and gain insights into the human capacity for acquiring and expressing language.

In this context, the study of linguistics serves several purposes. Firstly, it enhances analytical and critical thinking skills. Secondly, it facilitates the development of teaching techniques for English as a foreign language and fosters language interpretation abilities.

Chomsky's transformational-generative grammar extends beyond the construction of language. He shaped the theoretical understanding of language as a fundamental aspect of human nature. By focusing on language as a cognitive process, he emphasizes a fundamental rule that universally governs multiple languages.

In this sense, a distinction exists between surface structure and deep structure. The universal linguistic system is genetically encoded to provide a set of shared grammatical principles, while parameters allow for various realizations at different degrees, referred to as competence and performance. The term "language" itself encompasses multiple academic definitions. Noam Chomsky defines language as a natural object, a component of the human mind that is physically represented in the brain and part of the species' biological endowment (Chomsky, 2002: 1).

Sapir (1921, p. 7) clarifies language as "a purely human and non-instinctive method of communicating ideas, emotions, and desires utilizing a system of voluntarily produced symbols." Bloch and Trager (1942:5) describe language as a system of arbitrary vocal symbols through which a social group collaborates. Robins (1979:9-14) notes that languages are "symbol systems... almost

entirely based on pure or arbitrary convention," but emphasizes their flexibility and adaptability.

David Crystal (Woodstock, NY: Overlook Press, 2005) states that language is productive, meaning that there is an infinite number of utterances that can be generated.

Language has the remarkable ability to connect existing words in new and innovative ways. Moreover, its vocabulary is boundless, constantly expanding as new words are coined on a daily basis. The symbols we employ come together to form language systems or codes, which are culturally agreed-upon and ever-changing systems of symbols that assist us in organizing, comprehending, and generating meaning (Leeds-Hurwitz, 1993).

The Minimalist Program (MP) is a linguistic framework developed by Noam Chomsky that aims to simplify the rules and principles underlying human language (Chomsky, 1995). It represents a shift in Chomsky's theories and focuses on explaining language as a cognitive system with innate principles and parameters. The MP proposes that humans possess a Universal Grammar (UG) which allows for the generation and understanding of limitless grammatically correct sentences.

The main idea of the Minimalist Program is to minimize the computational complexity of language. Chomsky argues that language production and comprehension involve the least amount of effort or computation. The MP introduces the operations of Merge and Move to achieve this. Merge combines linguistic elements to form hierarchical structures, while Move allows elements to shift positions within a sentence to fulfill syntactic and semantic conditions.

An important objective of the Minimalist Program is to provide a unified account of language principles across different languages. Chomsky suggests that variations in grammar among languages can be explained by differences in the settings of specific parameters within UG. These parameters determine how certain syntactic features are expressed in a particular language.

The Minimalist Program has had a significant impact on the field of syntax, although it has also generated debates and critiques. Critics have raised concerns about the complexity of the theory and its empirical coverage.

In syntax, the binary system refers to a fundamental property of human language that organizes sentence structure into binary branching (Chomsky, 1995). It is a core aspect of syntactic theory, emphasizing the hierarchical structure of sentences by consistently dividing constituents into two branches. The binary system is a principle that governs the formation of syntactic structures across different languages.

Binary branching refers to the pattern in which sentence structures are formed by continuously dividing constituents into two branches. Each constituent is divided into two smaller constituents, which are further divided into two even smaller constituents, and so on. This recursive process of binary division continues until we reach the individual words or lexical items.

Syntactic structures are often represented as trees, called phrase structure trees or constituency trees. The binary branching principle is reflected in these trees, where each internal node (non-terminal) branches into exactly two daughter nodes (constituents). This binary structure allows for a systematic organization of hierarchical relationships between constituents.

The binary system helps in identifying constituents or phrases within a sentence. Constituents are groups of words that function as a unit, such as noun phrases (NP), verb phrases (VP), or prepositional phrases (PP). The binary branching structure enables the identification of these constituents and their hierarchical relationships within the sentence.

The binary system is closely related to the Merge operation, a fundamental operation in syntactic theory. Merge combines two syntactic objects (words, phrases, or constituents) to form a new structure.

II. Chapter Two: Content Analysis and Coding Instruments

2.1 Introduction

In this chapter, dedicate to the methodology employed in the study, which aims to analyze the syntactic structures within the English textbook's instructional materials. The focus of this chapter is to provide a comprehensive understanding of the content analysis approach used and the coding instruments followed throughout the research process.

Content analysis is a research method widely used in various disciplines to systematically examine and interpret qualitative and quantitative data within textual materials. In our study, content analysis serves as the primary approach for analyzing the syntactic structures found within the English textbook's instructions. By utilizing content analysis, we are able to identify patterns, themes, and characteristics related to the construction of instructions.

Before commencing the analysis, a set of coding instruments were developed to facilitate the systematic examination of the instructional materials. These coding instruments play a crucial role in organizing and categorizing the data, allowing for a structured analysis of the syntactic structures. The coding categories are designed to capture various aspects of syntax analysis within the instructions. They include but are not limited to sentence types, word order, grammatical constructions, and the use of modifiers. These categories serve as the foundation for coding the data, ensuring a comprehensive and detailed analysis.

2.2 Methodology and Participant Description

This chapter presents the observation methodology employed in the study, which aims to gather firsthand data on the implementation and reception of the English textbook's instructional materials. The observation method serves as a valuable tool for capturing real-time interactions and behaviours related to the syntactic structures within the instructions.

The observation method utilized in this study involves systematically observing and documenting the instructional sessions where the English textbook is being utilized. It entails the researcher being present in the classroom or educational setting, carefully observing the activities, behaviours, and interactions related to the implementation of the textbook's instructions.

The study involves a group of English language teachers from various primary schools. The number of teachers participating in the study is 31 participants through purposeful sampling.

The study focuses on a specific group of third-year primary school students who are the intended recipients of the English textbook's instructional materials. The number of students involved in the study is determined based on the size of the classrooms in the selected schools. The students' age range typically falls between 8 and 9 years old, and both male and female students are included to ensure gender diversity.

The observation takes place within the natural environment of the classroom, where the English textbook is utilized as part of the regular curriculum.

The type of observation used in this study is non-participant observation. The researcher remains outside the direct interaction between teachers and students, carefully observing their actions, behaviours, and language usage related to the syntactic structures within the textbook's instructions. During the observation process, several elements and features are specifically noted. These include the types of instructional activities conducted, the presentation of grammar rules, and the organization of sentence structures.

2.3 Research Aim and Approach

2.3.1 Research Aim

In this chapter, we outline the aim of the study, which is to conduct a comprehensive syntactic analysis of the instructional materials within the English textbook used in third-year primary schools. The primary goal is to examine how the instructions are constructed and explore various aspects of syntax within the textbook. By achieving this aim, the study aims to provide valuable insights into the effectiveness and pedagogical implications of the textbook's syntactic structures.

2.3.2 Research Approach

The research approach adopted in this study is a mixed-methods approach, combining both qualitative and quantitative methods. This choice is justified by the need to capture both the richness and depth of qualitative data regarding the construction of instructions and the systematic analysis of quantitative data related to the syntactic structures within the textbook.

2.3.3 Qualitative Approach

The qualitative approach allows for a detailed exploration and understanding of the instructional materials' construction. Through qualitative methods such as content analysis and close reading of the text, the study can identify patterns, themes, and underlying pedagogical choices made in presenting the syntactic structures. This approach provides a nuanced understanding of how the instructions are developed and how they align with language learning objectives.

2.3.4 Quantitative Approach

The quantitative approach complements the qualitative analysis by providing empirical data and statistical insights into the syntactic structures present in the textbook. By systematically coding and analyzing the data, including the frequency of specific sentence patterns, the most common syntactic forms used, and their distribution across different sections or units, the study can identify quantitative trends and patterns within the instructional materials.

2.4 Questionnaire Design and Participants

The questionnaire has been created to gather reliable and pertinent data for the research study. It consists of different sections, each focusing on various aspects of the instructional materials found in the textbook. The questions are formulated to evaluate factors like accessibility of the book, availability of supplementary resources, comprehensiveness of the content, suitability of the layout and design, and effectiveness of the included activities and assessments. The questionnaire incorporates a combination of Likert scale items, multiple-choice questions, and open-ended questions to gather both quantitative and qualitative data.

The questionnaire utilized in this study is a structured self-report questionnaire, comprising a series of closed-ended questions with predetermined response options. It is designed to gather specific information regarding teachers' perceptions and experiences regarding the instructional materials in the English textbook. The questions have been carefully crafted to align with the research objectives and facilitate easy data analysis.

The participants in this study consist of primary and middle school teachers who are directly involved in utilizing the English textbook under examination. The actual number of teachers involved will be determined based on the determined sample size for the research study. The age range of participants will vary, encompassing teachers from different age groups. Additionally, the gender distribution of participants will also vary, including both male and female teachers.

2.5 Observation:

Upon reviewing the English language book for the third year of primary school, several noteworthy points were identified. Firstly, the presence of colloquial words such as "dad" and "mum" was observed, indicating the incorporation of informal language elements to make the content more relatable to young learners.

Furthermore, it was observed that pronouns were often abbreviated in the conjugation of the simple present tense, such as using "he's" and "she's" instead of "he is" and "she is." This highlights a linguistic feature aimed at simplifying language structures for students.

Additionally, inconsistencies were noticed in the activities and organization of lessons within the textbook, which could potentially lead to confusion among students and hinder their understanding of the progression of concepts and skills.

The observations also revealed difficulties encountered in certain textbook exercises, indicating that some exercises may not be appropriately designed or aligned with the students' proficiency level, potentially impeding their progress and comprehension.

Moreover, the instructions provided in the textbook were found to be unclear in some instances, which can hinder students' comprehension and their ability to complete tasks accurately.

Another important observation was the absence of vocabulary lists or resources for learning units, which may limit students' ability to expand their vocabulary and acquire a broader range of language skills.

Lastly, difficulties were observed in children's pronunciation of certain sentences, suggesting potential challenges in teaching and practicing pronunciation within the book, which could impact students' overall speaking proficiency.

These observations offer valuable insights into areas that may require attention and improvement in the English language book for the third year of primary school. Addressing these issues, such as providing clearer instructions, revising exercises, incorporating comprehensive vocabulary resources, and focusing on pronunciation practice, can contribute to a more effective and engaging learning experience for students.

5. Listen, look and match in your copybook (example: 4 = D).

mother (mum) **B**

father (dad) **A**

sister **C**

me **F**

grandmother (grandma) **D**

grandfather (grandpa) **G**

brother **E**

6. Listen, look and sound the letters of the alphabet.
7. Listen, look and sing the song.

Figure 2.1

A ..?.. randmother

b	g	d
1	2	3

B ..?.. randfather

p	q	g
1	2	3

C ..?.. other

n	m	w
1	2	3

D ..?.. ather

t	l	f
1	2	3

E ..?.. ister

x	s	y
1	2	3

F ..?.. rother

p	d	b
1	2	3

9. Listen and say your name.

Hello, I'm Hind. What's your name?

Beep! Beep! Hello, I'm Robotkid.

Hello. I'm Fennec.

11

Figure 2.2

14. Listen, repeat and tick the right box in your copybook.

a. She's 4. ☐   c. He's 5. ☐   e. She's 8. ☐   g. She's 9. ☐

b. She's 3. ☑   d. He's 10. ☐   f. She's 7. ☐   h. She's 6. ☐

15. Ask and answer.

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

Figure 2.3

24

3. Look at the picture (activity 1), read and answer by 'yes' or 'no'

a. There is one garden in the house. Yes

b. There are six bedrooms in the house.

c. There are five bedrooms in the house.

d. There are two bathrooms in the house.

e. There is one bathroom in the house.

f. There is one living room in the house.

4. Listen, look at the pictures and tick the right box in your copybook.

a. He is sitting opposite his sister. [?]   a. He is sitting next to his sister. [?]

b. He is sitting next to his sister. [?]   b. He is sitting opposite his sister. [?]

5. Listen, look at the picture (activity 1) and match on your copybook.

grandparents' bedroom	1		A
parents' bedroom	2		B
Meriem's bedroom	3		C
Yassine's bedroom	4		D
Lilia's bedroom	5		E

6. Look at the picture (activity 1). Ask and answer.

1. Where's the kitchen?
3. Where's the bathroom?

2. It's next to ...
4. It's opposite ...

Figure 2.4

25

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.

Figure 2.5

2.6 Interpretations of the syntactic structures in the provided instructions using the minimalist program approach

```
              VP
        ————————|————————
        |                |
      VerbP             NP
        |           ————|————
      Verb        Det       N
        |          |        |
     Offer        your    friend
        |
    Something
       /     \
     To       VP
    /    |     \
  VP   VerbP   NP
   |     |      |
  eat   to    drink
         |
        /  \
      Det    N
       |     |
      The   drink
```
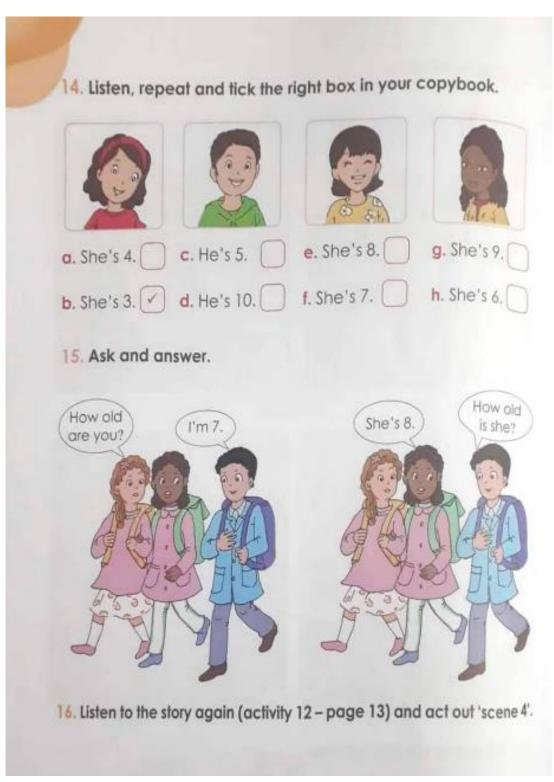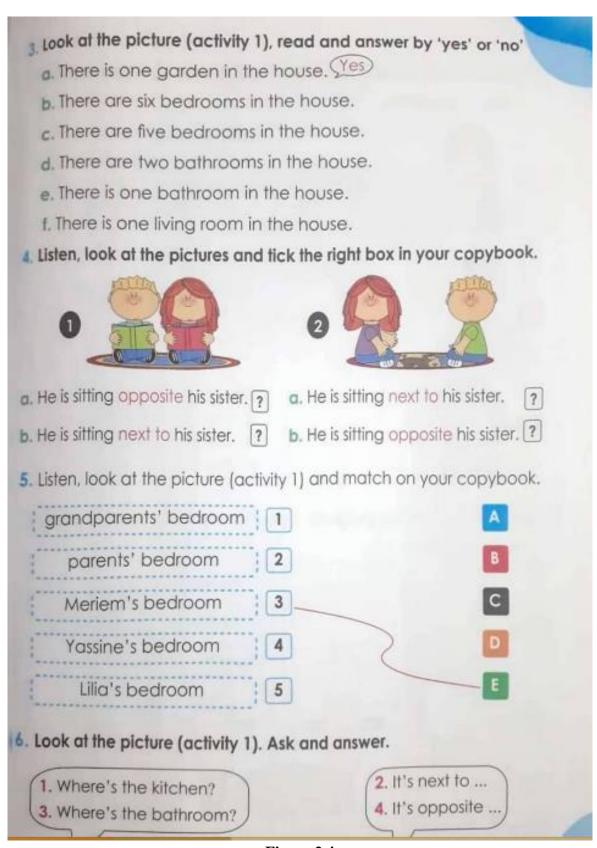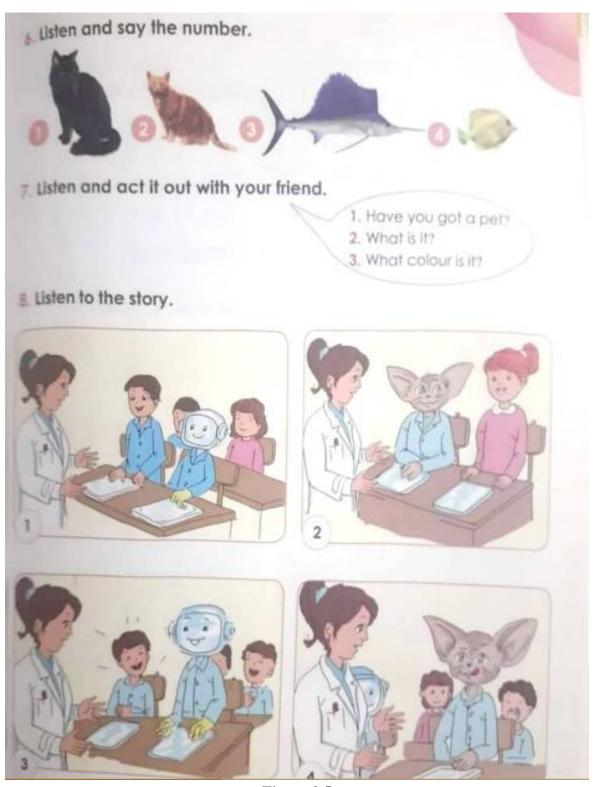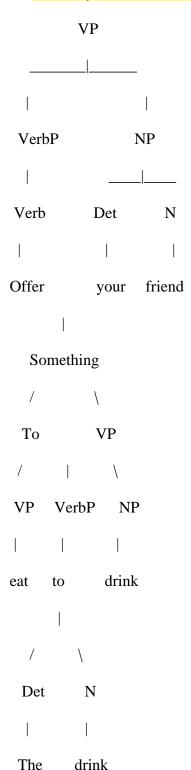
The given sentence is a command or request. It instructs the person being addressed to offer their friend a choice between something to eat or something to drink. The structure of the sentence can be broken down as follows:

- Subject: "you" (referring to the person being addressed)
- Verb: "offer" (imperative form)
- Direct object: "your friend"
- Indirect object: "something to eat or to drink"
The instruction involves an imperative sentence structure with a verb "offer" followed by a noun phrase "your friend" and a complex object phrase "something to eat or to drink." The instruction suggests offering food or drink to a friend.

```
           VP
       _____|_____
       |         |
     VerbP      NP
       |         |
      Is          N
       |          |
    What       color
       |
      Det
       |
     your
```
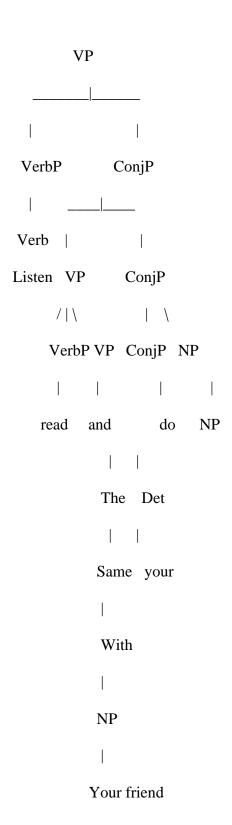
- Subject: "your" (referring to the person being addressed)

- Verb: "is" (present tense of the verb "to be")

- Direct object: "favourite colour?"

The instruction is an interrogative sentence structure asking about a person's favourite colour. It consists of a question word "what," a verb "is," and a noun phrase "your favourite colour.

28

```
                VP
          _____|_____
         |              |
       VerbP          ConjP
         |        ____|____
       Verb  |          |
      Listen  VP        ConjP
            / | \        | \
        VerbP VP  ConjP  NP
          |    |     |    |
         read  and   do   NP
                     |   |
                    The  Det
                     |   |
                    Same your
                     |
                    With
                     |
                    NP
                     |
               Your friend
```
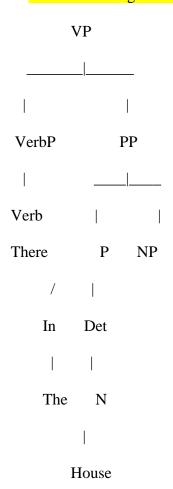
The given sentence is a command or instruction that tells someone to engage in listening, reading, and doing the same activities with their friend.

- Verb: "Listen, read, and do"

- Direct object: "the same"

- Prepositional phrase: "with your friend"

The instruction uses a series of imperative verbs "listen," "read," and "do" to instruct the reader. It includes a coordinated phrase "the same with your friend," suggesting performing the same actions together.

```
             VP
      _____|_____
      |              |
    VerbP           PP
      |          ___|___
    Verb        |       |
    There       P      NP
              /    |
            In    Det
            |      |
           The     N
                   |
                 House
```

The given sentence states the existence of a garden within a house.

- Subject: "There"
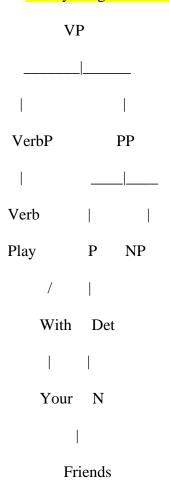
- Verb: "is"

- Indefinite article: "one"

- Noun: "garden"

- Prepositional phrase: "in the house"

The instruction presents a declarative sentence structure. It states the existence of a garden within the house, using the verb "is" and prepositional phrase "in the house."

```
              VP
      _____|_____
     |               |
   VerbP           PP
     |          ____|____
   Verb        |         |
   Play        P        NP
              /          |
           With         Det
            |            |
           Your          N
                         |
                      Friends
```
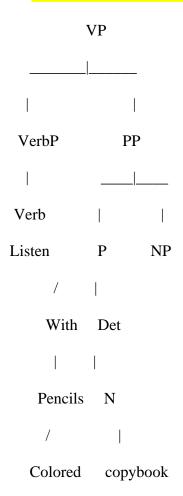
The given sentence is a command or instruction that directs someone to play a game with their friends.

- Verb: "Play"

- Direct object: "the game"

- Prepositional phrase: "with your friends"

The instruction uses an imperative sentence structure, instructing the reader to play a specific game with their friends. It includes a noun phrase "the game" and a prepositional phrase "with your friends."

```
                  VP

        _____|_____

        |               |

      VerbP           PP

        |           ____|____

      Verb          |        |

    Listen          P       NP

              /        |

            With      Det

              |        |

           Pencils     N

              /         |

          Colored    copybook
```

The given sentence is a command or instruction that instructs someone to listen and match using colored pencils in their copybook.

- Verb: "Listen and match"
- Prepositional phrase: "with colored pencils"
- Prepositional phrase: "in your copybook"

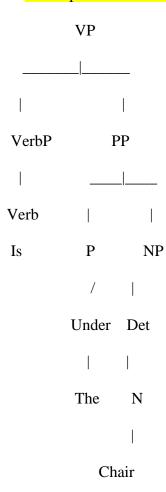The instruction includes a compound verb phrase "listen and match" and a prepositional phrase "with colored pencils in your copybook." It instructs the reader to listen and then match using colored pencils.

```
                VP
         _____|_____

         |             |

       VerbP          PP

         |           ___|____

       Verb         |        |

        Is          P       NP

                    /        |

                  Under     Det

                    |        |

                   The       N

                             |

                           Chair
```
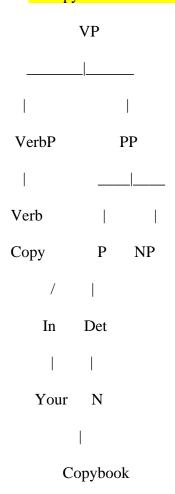
The given sentence describes the location of a pen, stating that it is positioned underneath a chair.

- Subject: "The pen"

- Verb: "is"

- Preposition: "under"

- Definite article: "the"

- Noun: "chair"

The instruction is a simple declarative sentence stating the location of the pen, using the verb "is" and the prepositional phrase "under the chair."

```
              VP
        _____|_____
        |             |
     VerbP          PP
        |          ____|____
      Verb         |       |
      Copy         P      NP
                   /       |
                  In      Det
                  |        |
                 Your      N
                          |
                        Copybook
```
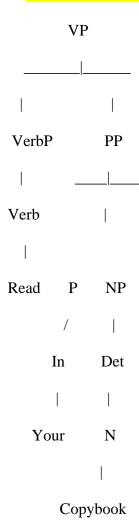
The given sentence is a command or instruction that directs someone to copy the small letters in their copybook.

- Verb: "Copy"

- Direct object: "the small letters"

- Prepositional phrase: "in your copybook"

The instruction uses an imperative sentence structure, instructing the reader to copy the small letters. It includes a definite article "the," a noun phrase "small letters," and a prepositional phrase "in your copybook."

```
              VP
        _____|_____
       |              |
     VerbP           PP
       |           ____|____
     Verb           |
       |
     Read     P    NP
              /      |
            In      Det
             |       |
           Your      N
                     |
                  Copybook
```
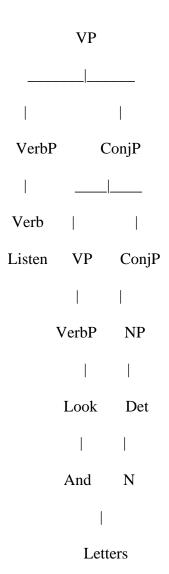
The given sentence is a command or instruction that instructs someone to read and circle something in their copybook.

- Verb: "Read and circle"
- Prepositional phrase: "in your copybook"
The instruction uses a compound verb phrase "read and circle" and a prepositional phrase "in your copybook." It instructs the reader to read and then circle something within their copybook.

```
                VP
        _____|_____
       |               |
     VerbP           ConjP
       |          ____|____
     Verb   |         |
    Listen  VP      ConjP
            |         |
          VerbP      NP
            |         |
           Look      Det
            |         |
           And        N
                      |
                   Letters
```

The given sentence is a command or instruction that directs someone to listen, look, and say the small letters.

- Verbs: "Listen, look, and say"
- Direct object: "the small letters"

The instruction uses a series of imperative verbs "listen," "look," and "say" to instruct the reader. It includes a definite article "the" and a noun phrase "small letters."

2.7 Results

In the first question, six people, accounting for 18.3%, identified themselves as teachers of middle school education, while 26 teachers, representing 81.3%, stated that they teach primary education.

Moving on to the second question, 37.5% of the 12 participants expressed their ability to use the book. On the other hand, 18 participants (56.3%) indicated the need to consult the annual distribution to determine its usage, and a small percentage of 6.3% stated that they cannot use it without receiving specific instructions.

Regarding the third question, we inquired about the presence of an accompanying activity book or teacher's guide. Among the 26 respondents, 81.3% mentioned that they rely on other sources independently, while 6 individuals (18.8%) reported that the book lacks any guide or activity materials.

We included a question about whether the book provides a comprehensive description of vocabulary and structure lessons in each unit. Among the 15 participants, 46.9% responded negatively, stating that the book lacks a detailed introduction to the units being taught. In contrast, 43.8% of the 14 respondents found the description in the book to be sufficient, and 9.4% mentioned that the description is included in the annual distribution.

Afterwards, we gathered feedback on whether the book and its design were clear and appropriate in terms of colors. Out of 19 respondents, 59.4% answered affirmatively, stating that they found it clear and appropriate. On the other hand, 12.5% of the 4 participants felt that the design was not suitable, while 28.1% of others believed that improvements were necessary.

Moving on to the vocabulary list and book dictionary, 79.9% of the 23 individuals reported that they couldn't find it on the Units page. Additionally, 28.1% mentioned that some of the vocabulary could be found.

In another question, we inquired about the presence of accents or abbreviations in the textbook. The majority, 75.6%, responded positively, confirming the existence of abbreviations and accents. Only a small percentage of 7.5% stated that the book did not contain any abbreviations. Interestingly, 9.4% of the respondents indicated that the book primarily consists of abbreviations.

Furthermore, when asked about the presence of exercises to support student achievements, 56.3% confirmed the inclusion of such exercises, while 43.8% disagreed, stating that the provided exercises were insufficient.

We also included a question regarding whether the book provides additional instructions on how to use it more effectively. Among the respondents, 25% stated that they did not find any such instructions. In contrast, 75% mentioned that they are attempting to enhance its usefulness on their own.

Regarding the activities included in the book, we asked if they encourage sufficient communicative practice. Approximately 34.4% of the participants responded negatively, stating that it is not enough, while 18.8% expressed that the activities do promote communicative practices.

Inquiring about the focus of the book on specific language skills, 43.8% of the 14 individuals answered that it primarily emphasizes individual competencies. On the other hand, 34.4% mentioned that the book supports both individual and group work. Interestingly, 21.9% of the teachers believed that the purpose of the book is solely to correct mistakes without providing support.

Lastly, we explored whether the textbook highlights and provides practice for pronunciation, including stress and intonation. Approximately 43.8% responded positively, stating that it does address these aspects to some extent. In contrast, 56.3% claimed that stress and intonation are not the primary focus in most courses.

The following is a compilation of teachers' responses regarding their perception of the syntax used in instructions:

1. Some teachers found the syntax of instructions to be clear and concise, making it easy for students to understand and follow.

2. A few teachers mentioned that the syntax used in instructions could be improved, as they found it confusing or ambiguous at times.

3. Several teachers appreciated the use of simple and straightforward syntax in instructions, as it facilitated better comprehension and implementation by students.

4. A couple of teachers expressed their preference for more complex syntax in instructions, believing that it challenges students and enhances their linguistic abilities.

5. Some teachers noted that the syntax used in instructions varied across different sections or activities within the book, which created inconsistencies and occasionally led to misunderstandings.

6. A few teachers highlighted the importance of using clear and explicit syntax in instructions, particularly for tasks that required precise sequencing or step-by-step guidance.

When we asked the teachers which parts were the most difficult to teach, the following responses were collected:

1. A majority of 59.4% of the teachers identified grammar as the most challenging aspect to teach.

2. Approximately 21.9% of the teachers stated that teaching vocabulary posed greater difficulties.

3. A significant proportion of 18.8% mentioned that teaching articles was somewhat more difficult.

Furthermore, when asked about areas that require improvement, the responses were as follows:

1. Among the teachers, 18.8% believed that the grammar section needed to be reviewed.

2. 15.6% expressed the opinion that vocabulary should be enhanced.

3. Additionally, 21.9% suggested improving the section on pronouns and participles.

Interestingly, a majority of 62.5% of the teachers agreed that the listening and reading components should receive more attention and organization.

Overall, the teachers expressed varying levels of difficulty in teaching different aspects such as grammar, vocabulary, and articles. They also highlighted the need for improvement in grammar,

vocabulary, pronouns, participles, and emphasized the importance of enhancing the organization of listening and reading materials.

Based on the statistics provided, there are several interesting points to discuss regarding the teachers' responses:

1. Difficulty in Teaching: The majority of teachers (59.4%) identified grammar as the most challenging aspect to teach. This finding suggests that grammar instruction may require additional attention and support in order to effectively address the difficulties faced by teachers in this area. The relatively high percentage indicates a need for further exploration into the specific challenges encountered and potential strategies to overcome them.

2. Vocabulary Instruction: While grammar was identified as the most difficult part to teach, a significant portion of teachers (21.9%) expressed that teaching vocabulary posed greater challenges. This highlights the importance of vocabulary instruction and indicates the need for teachers to employ effective teaching methods and resources to address this difficulty. Exploring innovative approaches to vocabulary teaching could be beneficial in enhancing students' language acquisition.

3. Areas Requiring Improvement: The teachers' responses shed light on specific areas that they believed needed improvement. Approximately 18.8% of teachers expressed the need for reviewing the grammar section, while 15.6% emphasized the importance of improving vocabulary instruction. Additionally, 21.9% suggested focusing on enhancing the teaching of pronouns and participles. These findings emphasize the importance of continuous professional development for teachers, including targeted training and resources to improve their instructional practices in these specific areas.

4. Listening and Reading Skills: Notably, a significant majority of teachers (62.5%) agreed that the listening and reading components should have a greater share of organization. This indicates a collective recognition of the importance of these skills and highlights the need for well-structured and organized materials to effectively develop students' listening and reading abilities. Addressing this concern could lead to improved language comprehension and overall language proficiency.

2.8 General conclusion

In conclusion, this chapter has provided an overview of the observation methodology employed in the study, including a description of the method, details about the participants (teachers and students), the setting, the type of observation used, observed elements and features, and the approach for observing the participants. These methodological aspects contribute to the collection of valuable data regarding the implementation and reception of the English textbook's instructional context. Materials, facilitating the subsequent analysis of the syntactic structures within the observed classroom

Our study focused on scrutinizing the syntactic structures found within the English textbook used in primary education, specifically targeting the 3rd-year book. Through the application of content analysis, we conducted a detailed qualitative analysis of the instructional materials, aiming to identify and categorize different syntactic structures and analyze how grammar rules were presented.

The utilization of the minimalist program allowed us to examine the syntactic patterns within the textbook and interpret their significance in the context of language acquisition and pedagogical effectiveness. By closely examining the tree diagrams representing the syntactic structures of sample sentences, we gained valuable insights into the organization and hierarchy of linguistic components in the instructional materials.

Our findings revealed that the textbook adequately presented syntactic structures and grammar rules, providing learners with a solid foundation in English syntax. The clear layout and appropriate design of the textbook facilitated ease of access and comprehension for both teachers and students. Moreover, the inclusion of activities Incorporating individual, pair, and group work promoted communicative practice and engagement among learners.

However, our analysis also identified areas for improvement. While the textbook effectively covered vocabulary and grammar, there were instances where certain concepts, such as English

dialects and pronunciation, could be further emphasized and practiced. Additionally, some participants expressed the need for more comprehensive explanations and clarifications in certain grammar areas, such as the use of articles and pronouns.

2.9 practical recommendations

Based on the examination of the syntactic structures present in the English textbook we recommend:

1. Enhance clarity of instructions: Make instructions clear and concise, using simple language, providing examples, and offering step-by-step explanations to ensure understanding for both teachers and students.

2. Increase interactive activities: Incorporate more interactive elements like role-playing, group discussions, and language games to promote active engagement and reinforce understanding of syntactic structures.

3. Provide supplementary resources: Consider adding extra materials such as workbooks, teacher guides, or CDs to support teachers and students in grasping and applying syntactic structures effectively. These resources should include additional explanations, examples, and practice exercises.

4. Address challenging grammar areas: Focus on specific grammar concepts like English dialects, pronunciation, articles, and pronouns. Offer targeted lessons and exercises that provide clear explanations and ample practice opportunities to address difficulties.

5. Support individualized learning: Recognize and accommodate the diverse learning needs and preferences of students by incorporating activities that encourage individual exploration and self-paced learning. Allow students to personalize their language learning experience based on their interests and experiences.

6. Continuously update and refine the textbook: Regularly review and update the textbook to align with current language usage and teaching methodologies. Seek feedback from teachers and students to identify areas for improvement and make necessary revisions to ensure the relevance and effectiveness of the instructional materials.

7. Promote professional development for teachers: Provide opportunities for teachers to enhance their understanding of syntactic structures and effective instructional strategies through professional development programs such as workshops, seminars, and training sessions.

8. Conduct further research: Expand the scope of research by considering a larger sample size, analyzing multiple textbooks, and exploring various educational contexts. This will contribute to a more comprehensive understanding of syntactic instruction and provide valuable insights into best practices across different materials and settings.

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Appendices

- **Questionnaire Form:**

This questionnaire aims to gather responses that will contribute to the importance and scientific value of our research: "Scrutinizing primary education English textbook: a linguistic analytical study of the 3rd-year book." It is part of a dissertation submitted in partial fulfillment of the requirements for a Master's degree in Linguistics.

1. Are you:

- A primary school teacher?

- A middle school teacher?

2. Do you find the book easy to access?

- Yes, I am able to access the book.

- I can access the book but need to check the annual distribution syllabus.

- I would need instructions on how to access the book.

- I find it difficult to access the book.

3. Is the textbook accompanied by a workbook, teacher's guide, or CDs?

- No, it is not.

- Yes, I have some useful resources.

4. Does the textbook include a detailed overview of the functions, structures, and vocabulary that will be taught in each unit?

- Yes, it includes a detailed overview of the functions, structures, and vocabulary that will be taught.

- No, it does not include a detailed overview of the functions, structures, and vocabulary that will be taught.

- A detailed overview of the functions, structures, and vocabulary that will be taught is included in the annual distribution.

5. Is the layout and design of the textbook appropriate and clear?

- Yes, it is.

- No, it is not.

6. Does the textbook have an adequate vocabulary list or glossary included?

- Yes, an adequate vocabulary list or glossary is included.

- No, an adequate vocabulary list or glossary is not included.

7. Does the textbook contain English dialects and abbreviations?

- Yes, it does.

- No, it does not.

- It contains only abbreviations.

8. Does the textbook include an adequate set of evaluation quizzes or testing suggestions?

- Yes.

- No.

9. Does the teacher book contain guidance about how the textbook can be used to its fullest advantage?

- No.

- Yes, I find it useful.

10. Do the activities encourage sufficient communicative practice?

- It is not enough.

- Yes, they do.

- I often manage to use practical tools like songs and role-playing.

11. Do the activities incorporate individual, pair, and group work?

- They focus on individual capacities.

- They incorporate individual, pair, and group work.
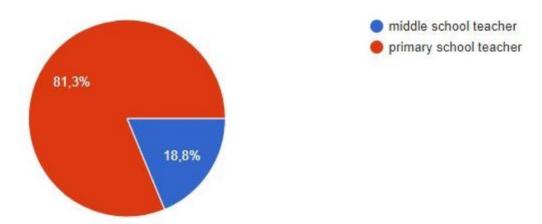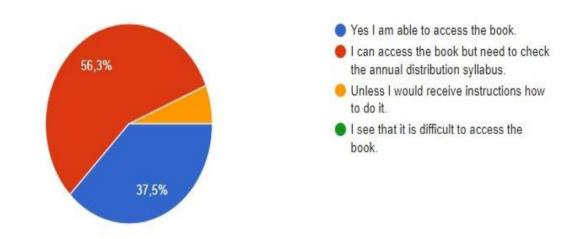
- The activities are devoted to correcting mistakes through the learning process.

12. Does the textbook highlight and practice pronunciation, such as stress and intonation?

- Approximately.

- It is not the main focus in the courses.

13. As a teacher, how do you find the syntax of instruction in the book?

....

14. Which part is difficult to tackle?

- Grammar is somewhat difficult.

- Vocabulary items are often hard to teach.

- The articles "a," "an," and "the" are difficult to teach at this stage.

15. Which part in the book do you find ambiguous and in need of clarification and refinements?

- Grammar.

- Vocabulary.

- The articles and pronouns.

- Listening and reading.

○ middle school teacher
○ primary school teacher

Graph response 1

○ Yes I am able to access the book.
○ I can access the book but need to check the annual distribution syllabus.
○ Unless I would receive instructions how to do it.
○ I see that it is difficult to access the book.

Graph response 2

○ NO, IT IS NOT
○ YES, I do have some useful resources
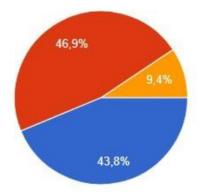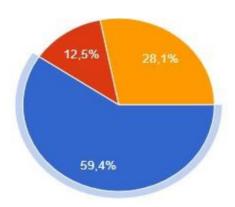
Graph response 3

51

YES , it includes a detailed overview of the functions ; structures and vocabulary that will be thaught

NO , it does not include a detailed overview of the functions ; structures and vocabulary that will be thaught

a detailed overview of the functions ; structures and vocabulary that will be thaught is included in the annual distibution

46,9%

9,4%

43,8%

Graph response 4

yes , it is

No , it is not

the layout and design need to be refining

12,5%

28,1%

59,4%

Graph response 5

no adequate vocabulary list or glossory included

Yes, an adequate vocabulary list or glossory included

28,1%

71,9%

Graph response 6

Graph response 7

Graph response 8

Graph response 9

Graph response 10

Graph response 11

Graph response 12

Note that Question 13 is an open ended Question

Graph response 14

Graph response 15

5. Listen, look and match in your copybook (example: 4 = D).

mother
(mum)
B

father
(dad)
A

sister
C

me
F

grandmother
(grandma)
D

grandfather
(grandpa)
G

brother
E

6. Listen, look and sound the letters of the alphabet.
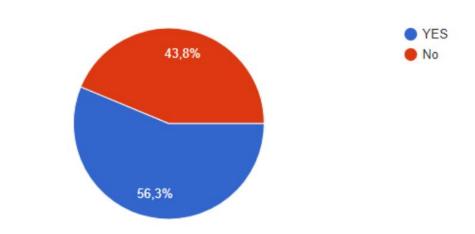7. Listen, look and sing the song.

..?.. randmother
b   g   d
1   2   3

..?.. randfather
p   q   g
1   2   3

..?.. other
n   m   w
1   2   3

..?.. ather
t   l   f
1   2   3

..?.. ister
x   s   y
1   2   3

..?.. rother
p   d   b
1   2   3

9. Listen and say your name.

Hello, I'm Hind. What's your name?

Beep! Beep! Hello, I'm Robotkid.

Hello, I'm Fennec.

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14. Listen, repeat and tick the right box in your copybook.

a. She's 4. ☐   c. He's 5. ☐   e. She's 8. ☐   g. She's 9. ☐

b. She's 3. ✓   d. He's 10. ☐   f. She's 7. ☐   h. She's 6. ☐

15. Ask and answer.

How old are you?   I'm 7.   She's 8.   How old is she?

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

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3. Look at the picture (activity 1), read and answer by 'yes' or 'no'

a. There is one garden in the house. (Yes)

b. There are six bedrooms in the house.

c. There are five bedrooms in the house.

d. There are two bathrooms in the house.

e. There is one bathroom in the house.

f. There is one living room in the house.

4. Listen, look at the pictures and tick the right box in your copybook.

❶   ❷

a. He is sitting opposite his sister. [?]   a. He is sitting next to his sister. [?]

b. He is sitting next to his sister. [?]   b. He is sitting opposite his sister. [?]

5. Listen, look at the picture (activity 1) and match on your copybook.

grandparents' bedroom	1		A
parents' bedroom	2		B
Meriem's bedroom	3		C
Yassine's bedroom	4		D
Lilia's bedroom	5		E

6. Look at the picture (activity 1). Ask and answer.

1. Where's the kitchen?   2. It's next to ...
3. Where's the bathroom?   4. It's opposite ...

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6. Listen and say the number.

① ② ③ ④

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.
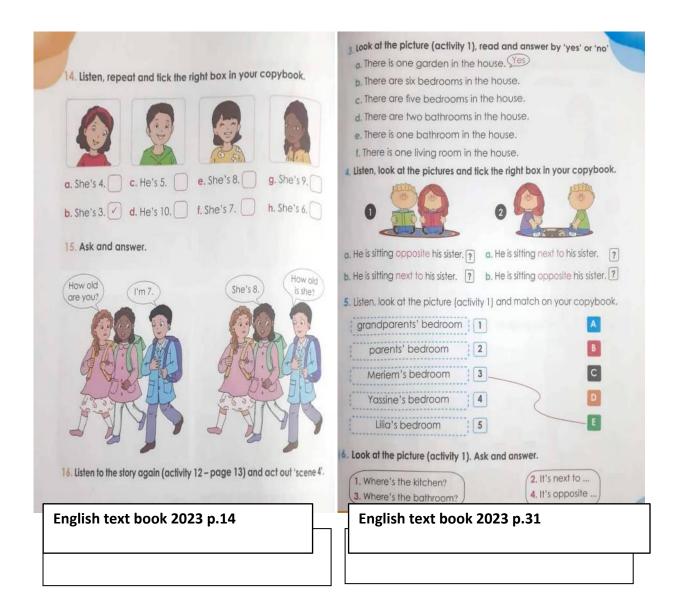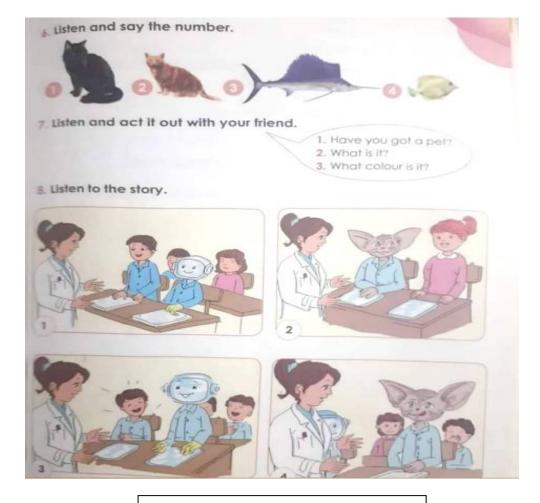

1

2

3

4

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Résumé

يعتبر تحليل المحتوى أحد الأساليب البحثية المستخدمة على نطاق واسع في مجالات مختلفة لفحص وتفسير البيانات الكيفية والكمية

الهياكل النحوية الموجودة في تعليمات كتاب الموجودة في المواد النصية. في دراستنا، يعتبر تحليل المحتوى النهج الأساسي لتحليل

اللغة الإنجليزية. من خلال استخدام تحليل المحتوى، نتمكن من تحديد الأنماط والمواضيع والخصائص المتعلقة ببناء التعليمات من

خلال تطبيق هذه الطريقة، نهدف إلى توفير فهم شامل للمحتوى التعليمي وملامحه النحوية لضمان الاتساق والدقة، يتم إتباع أدوات

التشفير في عملية التحليل، مما يسمح بتصنيف وفحص منهجي للهياكل النحوية المحددة.

L'analyse de contenu est une méthode de recherche largement utilisée dans diverses disciplines pour examiner et interpréter systématiquement les données qualitatives et quantitatives présentes dans des documents textuels. Dans notre étude, l'analyse de contenu est utilisée comme l'approche principale pour analyser les structures syntaxiques présentes dans les instructions du manuel d'anglais. En utilisant l'analyse de contenu, nous sommes en mesure d'identifier les motifs, les thèmes et les caractéristiques liés à la construction des instructions.

Content analysis allows for the identification of patterns, themes, and characteristics related to the construction of instructions. By applying this method, we aim to provide a comprehensive understanding of the instructional content and its syntactic features. To ensure consistency and accuracy, coding instruments are followed in the analysis process, enabling systematic categorization and examination of the identified syntactic structures.