



The Pedagogical Impact of the Absence of the Teacher's Book in Primary English Language Teaching at Al Abyar Schools.

Asmaa Awad Nouh Abdelsalam
Faculty of Arts and Sciences – Al-Abyar
University of Benghazi – Libya
asma.abdelsallam@uob.edu.ly

تاريخ الاستلام: 2025/11/02 - تاريخ المراجعة: 2025/12/1 - تاريخ القبول: 2025/12/26 - تاريخ النشر: 2026 / 1/20

Abstract

This study investigates the phenomenon of the absence or non-utilization of the Teacher's Book in primary English language teaching, with particular reference to Libyan schools. It aims to identify the underlying causes of this absence and to examine its pedagogical implications for teachers' instructional practices and students' learning outcomes. Adopting a quantitative research design, the study collected data through a structured online questionnaire administered to thirty primary school English language teachers in Al-Abyar. The findings reveal that the Teacher's Book plays a pivotal role in supporting lesson planning, ensuring curriculum coherence, enhancing classroom performance, and improving students' learning outcomes. The absence of this resource leads to inconsistencies in teaching quality, reduced teacher confidence, and weakened alignment between curriculum objectives and classroom practices. The study concludes that the Teacher's Book is not merely a supplementary resource but a fundamental pedagogical tool, particularly at the primary level. Accordingly, the study recommends the mandatory provision of the Teacher's Book, alongside targeted professional development programs to promote its effective and flexible use.

Keywords: Lesson Planning, Teaching Materials, Curriculum Implementation, Teachers' perceptions, Learning Outcomes.

المخلص

تتناول هذه الدراسة ظاهرة غياب أو عدم توظيف دليل المعلم في تدريس اللغة الإنجليزية في المرحلة الابتدائية، مع التركيز على المدارس الليبية. وتهدف إلى الكشف عن الأسباب الكامنة وراء هذا الغياب، وتحليل آثاره التربوية على الممارسات التدريسية للمعلمين وعلى نواتج تعلم التلاميذ. وقد اعتمدت الدراسة المنهج الكمي، حيث جُمعت البيانات من خلال استبانة إلكترونية منظمة وُرِّعت على ثلاثين معلمًا لمادة اللغة الإنجليزية في المرحلة الابتدائية بمدينة الأبيار. وتشير نتائج الدراسة إلى أن دليل المعلم يؤدي دورًا محوريًا في دعم تخطيط الدروس، وضمان الاتساق المنهجي للمقرر الدراسي، وتحسين الأداء الصفّي، وتعزيز نواتج تعلم التلاميذ. كما أظهرت النتائج أن غياب هذا المورد التربوي يؤدي إلى تباين في جودة التدريس، وانخفاض مستوى الثقة المهنية لدى المعلمين، وضعف الملائمة بين أهداف المنهج والتطبيقات الصفية. وتخلص الدراسة إلى أن دليل المعلم لا يُعد موردًا مساعدًا فحسب، بل يمثل أداة تربوية أساسية، ولا سيما في المرحلة الابتدائية. وبناءً على ذلك، توصي الدراسة بضرورة توفير دليل المعلم بشكل إلزامي، إلى جانب تنفيذ برامج تنمية مهنية موجهة تساهم في تعزيز الاستخدام الفعّال والمرن له.

الكلمات المفتاحية: تخطيط الدروس، المواد التعليمية، تنفيذ المنهج، تصورات المعلمين، نواتج التعلم.

Introduction and Background of the Study

1.1 Introduction

Learning English has become an essential requirement in the contemporary globalized world, as proficiency in the language enhances bilingualism and increases employability across diverse international contexts. English is widely recognized as the primary language of higher education, scientific research, and global communication. Consequently, English is formally taught from elementary school through university level and is an integral component of the Libyan national curriculum.

Teaching English as a Foreign Language (EFL) constitutes a distinctive educational process whose aims and methodologies differ considerably from those of other school subjects. It extends beyond the transmission of grammatical and phonetic knowledge to emphasize the development of the four fundamental language skills—listening, speaking, reading, and writing—in order to enable learners to communicate effectively in authentic contexts (Richards, 2020).

Despite its importance, the English Language Teaching (ELT) process faces numerous challenges that negatively affect its effectiveness. These challenges include learners' varying levels of language proficiency, the need for continuous curriculum adaptation, and the necessity of updating instructional strategies in line with contemporary pedagogical standards (Brown, 2001). As a result, reliance on high-quality teaching materials and clear methodological guidance becomes essential for achieving effective learning outcomes.

Among the key resources that support English language teachers, the Teacher's Book occupies a central position. It functions as a crucial link between curriculum design and classroom practice, offering far more than an answer key. The Teacher's Book provides guidance on lesson objectives, instructional procedures, assessment methods, and supplementary activities. According to Cunningsworth (1995), it serves as an organizational framework that connects curriculum goals with practical classroom application. For novice teachers in particular, the Teacher's Book offers methodological support and professional reassurance, thereby reducing the stress often associated with the early stages of teaching.

However, in many educational contexts—especially in developing countries—teachers frequently work without access to this vital resource. The absence of the Teacher's Book may be attributed to several factors, including the lack of official provision within the curriculum, weak communication between curriculum designers and classroom teachers, limited awareness of its pedagogical significance, and administrative or financial constraints that hinder its distribution. This absence often results in inconsistencies in lesson implementation, variations in teaching approaches, and ultimately, suboptimal student learning outcomes. Teaching materials play a critical role in shaping instructional practices and learners' achievements, and among these materials, the Teacher's Book remains one of the most valuable resources for guiding teachers in lesson organization and material adaptation.

1.2 Aims of the Study

This study aims to examine the reasons underlying the absence of the Teacher's Book in primary English language education and to analyze its pedagogical effects on both teachers and learners. Additionally, it seeks to propose practical recommendations to enhance the quality and effectiveness of English language instruction at the primary level.

1.3. Research Questions

1. What is the effect of not using the Teacher's Book on the educational process?
2. How does the Teacher's Book contribute to improving the quality and consistency of English language teaching?
3. Why is the Teacher's Book considered a central and indispensable resource in English language teaching?

1.4. Methodology

The study adopts a quantitative research approach that integrates both theoretical and practical perspectives. Data were collected through an online questionnaire administered to thirty English language teachers working in primary schools in Al-Abyar.

1.5. Significance of the Study

This study highlights the critical role of the Teacher's Book as a core pedagogical resource that bridges curriculum design and classroom implementation. It provides valuable insights into how this resource enhances teaching practices and learning outcomes in EFL contexts, thereby contributing to improved instructional quality and consistency in primary English language education.

Literature Review

2.1. Introduction

This chapter presents a comprehensive review of the literature related to the role, importance, and pedagogical value of the Teacher's Book / Teacher's Guide in English language education, with particular emphasis on primary education contexts. It also examines previous studies addressing the consequences of the absence of the Teacher's Book and its effects on teachers' instructional practices and learners' outcomes. The review includes both classical and contemporary theoretical perspectives in order to provide a solid conceptual framework for the current study.

English language teachers are typically associated with primary and secondary public schools; however, a considerable number of graduates from English departments enter the teaching profession without sufficient pedagogical preparation. Although some teachers receive training through specialized institutes, the majority begin teaching with limited or no practical experience. This lack of training often results in weak instructional performance and uncertainty in classroom management. Furthermore, newly appointed teachers frequently receive minimal supervisory support due to limited availability of supervisors and weak communication systems. In such contexts, the Teacher's Book—also referred to as the Teacher's Guide—emerges as a critical instructional resource, particularly for novice teachers. The Teacher's Book is designed to support teachers before and during classroom instruction by outlining pedagogical principles, suggested teaching techniques, activity procedures, and classroom management strategies. It is expected to function as a practical reference that teachers can consult repeatedly. However, the information provided in the Teacher's Book may require adaptation to suit specific school environments, learner needs, and contextual constraints (Richards, 2020).

According to several researchers, the Teacher's Book serves as an essential companion for beginner teachers, especially during the early stages of their professional careers. It can function as an emergency reference that teachers can quickly consult when facing difficulties in lesson planning or classroom delivery. Cunningsworth (1995) emphasizes that Teacher's Guides should be flexible and adaptable to different teaching contexts while providing clear methodological guidance that aligns with curriculum objectives and values. Moreover, the Teacher's Guide can support teachers with limited pedagogical knowledge by offering well-structured instructional ideas and classroom procedures. The document is referred to in the literature by various terms, including Teacher's Book (TB) and Teacher's Guide (TG).

2.2. The Role of the Teacher's Guide in English Language Education

A considerable body of research highlights the importance of the Teacher's Book as a guiding tool in the educational process. It assists teachers in effective lesson planning and serves as a bridge between curriculum design and actual classroom practice. Shulman (1986) argues that an effective Teacher's Book provides more than content knowledge; it offers instructional

strategies closely related to Pedagogical Content Knowledge (PCK), enabling teachers to present language items in pedagogically sound ways.

Tomlinson (2011) asserts that the Teacher's Book plays a significant role in motivating learners, diversifying teaching methods, and addressing individual differences among students. Similarly, Brewin (2019) notes that Teacher's Books contribute to teachers' professional development by introducing contemporary instructional approaches such as cooperative learning and task-based learning. Richards (2020) further describes the Teacher's Book as the best companion for novice teachers, functioning as a quick reference that can be consulted whenever challenges arise in lesson planning or teaching.

Cunningsworth (1995) stresses that the Teacher's Book is not merely an answer key; rather, it is a comprehensive guiding document that includes lesson objectives, suggested timing, methods of presenting content, and assessment strategies. He argues that it serves as a bridge between curriculum theory and classroom practice and adds that the Teacher's Guide is a crucial component of course materials because it explains how the textbook should be used and provides methodological justification for instructional tasks.

Harmer (2007) contends that an effective Teacher's Book should include concise theoretical explanations of language skills, examples of activity sequencing, and strategies for dealing with learner errors. Allwright (1981) explains that classroom interaction is strongly influenced by the teaching materials available; when guidance is lacking, teachers tend to rely on simple, closed-ended exercises that are easier to manage.

Graves (2000) highlights that beginner teachers depend heavily on the Teacher's Book because it provides a sense of professional security. Many novice teachers struggle with setting realistic lesson objectives and managing class time; therefore, step-by-step guidance increases their confidence. Byrne (2002) similarly notes that untrained teachers rely extensively on the Teacher's Book because it offers a structured framework for effective lesson planning. Kraft (2014) adds that in schools where supervision is weak, the Teacher's Book often becomes the primary source of instructional guidance. Fullan (2001) emphasizes that the Teacher's Book is essential for maintaining curriculum fidelity, particularly in centrally designed EFL curricula, as it prevents teachers from reverting to traditional grammar-based instruction.

Richards (2001) underscores the importance of aligning the planned curriculum presented in the Teacher's Book with the curriculum actually implemented in the classroom. Richards (2017) further explains that the Teacher's Book helps teachers connect individual lessons with broader curriculum goals and supports informed classroom decision-making.

2.3. Teachers' Guide / Teacher's Book.

The Teacher's Book (TB) and Teacher's Guide (TG) are widely recognized as indispensable instructional tools that provide methodological explanations, lesson procedures, rationales, and practical strategies to support effective teaching and learning. Numerous scholars—from early contributions by Nunan (1998) and Graves (2000) to later works by Richards (2001), Harmer (2007), and Tomlinson (2011)—emphasize the role of these resources in ensuring coherence between curriculum design and classroom implementation.

Richards and Lockhart (1996) describe the Teacher's Guide as a reflective tool that not only provides teaching procedures but also encourages teachers to reflect on their instructional decisions and classroom practices. Burns and Joyce (1997) view the Teacher's Guide as a communicative resource that supports interaction by offering strategies for managing speaking and listening tasks in real classroom contexts. Nunan (1998) asserts that the Teacher's Guide assists teachers in interpreting the curriculum, implementing communicative tasks, and managing classroom interaction effectively.

More recent scholars further elaborate on the purpose of the Teacher's Book. Graves (2000) argues that it bridges the gap between curriculum design and classroom implementation by providing rationales, instructional steps, and practical strategies. Hedge (2000) describes the

Teacher's Book as a pedagogical support resource that helps teachers understand lesson aims and carry out activities efficiently. Larsen-Freeman (2000) considers the Teacher's Book a methodological reference that guides teachers in applying language teaching approaches and making pedagogically informed decisions.

Richards (2001) explains that the Teacher's Book offers lesson plans, methodological explanations, and practical techniques for effective classroom instruction. Ellis (2003) adds that it should function as a methodological companion that supports the implementation of task-based language teaching through clear rationales, task procedures, and evaluation methods. Harmer (2007) regards the Teacher's Book as an indispensable accompaniment to the student's course book, providing detailed guidance and solutions to common classroom challenges.

Brown (2007) defines the Teacher's Guide as a supportive reference that clarifies the pedagogical principles underlying course materials. Johnson (2008) notes that the Teacher's Book provides structured lesson pathways, anticipates learning difficulties, and suggests appropriate solutions. Nation and Macalister (2010) view the Teacher's Guide as a curriculum-oriented resource that explains how learning principles are translated into classroom activities. Tomlinson (2011) emphasizes that the Teacher's Book supports teachers by clarifying activity aims, suggesting adaptations, and offering alternative teaching procedures. Ur (2012) describes the Teacher's Book as a functional instructional tool that assists teachers in lesson planning, organization, and classroom management. Richards and Rodgers (2014) further explain that the Teacher's Guide outlines the theoretical foundations of teaching methods and provides classroom procedures consistent with those methods.

2.4. The Effects of the Absence of the Teacher's Book.

The absence of the Teacher's Book has a profound impact on the educational process and teachers' classroom practices. One major consequence is weak lesson planning, as teachers lack structured guidance for organizing activities, managing time, and maintaining lesson coherence. In addition, the absence of methodological explanations limits teachers' understanding of lesson objectives and appropriate teaching approaches.

Another significant effect is the variation in teaching quality among teachers, as each instructor relies on personal judgment rather than unified guidelines. This often leads to poor alignment between curriculum objectives and classroom practices. Furthermore, many textbook activities depend on instructions provided in the Teacher's Book; without such guidance, activities may be misapplied, modified inappropriately, or omitted entirely, reducing their instructional effectiveness.

The absence of the Teacher's Book also negatively affects teacher confidence, as professional explanations and suggestions are no longer available. Classroom management may weaken due to the lack of guidance on organizing group work and managing learner behavior. In addition, student evaluation becomes less systematic and objective without access to answer keys and assessment criteria. Consequently, poorly structured lessons may reduce student motivation and engagement.

Finally, the lack of the Teacher's Book hinders teachers' professional development, as it often contains updated pedagogical insights and contemporary teaching strategies. Without this resource, teachers lose an important means of continuous professional growth.

Methodology

3.1. Introduction

This chapter presents a detailed description of the research methodology adopted in the current study. It outlines the research design, population and sample, data collection instruments, and procedures used to investigate the pedagogical impact of the absence of the Teacher's Book in

primary English language teaching. The purpose of this chapter is to justify the methodological choices and demonstrate their suitability for addressing the research questions.

3.2. Research Design

The research design was deliberately selected to focus on English language teachers, as they are the group most directly affected by the absence of the Teacher's Book. A quantitative research approach was employed, as it allows for the systematic collection and analysis of numerical data to identify patterns, trends, and relationships related to the research problem. The quantitative design was considered appropriate for examining teachers' perceptions, experiences, and attitudes toward the absence of the Teacher's Book in a measurable and objective manner.

Data were collected through an online questionnaire, which enabled the researcher to reach participants efficiently and to gather responses in a standardized format. The structured nature of the questionnaire ensured consistency across participants and facilitated statistical analysis of the collected data.

3.3. Population and Sample

The target population of the study consisted of English language teachers working in primary schools. From this population, a purposive sample of thirty English language teachers was selected from primary schools in Al-Abyar. The selection of this sample was based on the relevance of the participants' teaching context to the research problem, as primary school teachers are particularly dependent on structured guidance such as the Teacher's Book.

The sample included teachers with varying levels of teaching experience, which provided a broader perspective on how the absence of the Teacher's Book affects both novice and experienced teachers. This diversity enhanced the representativeness of the data and contributed to a more comprehensive understanding of the phenomenon under investigation.

3.4. Data Collection Instrument

The primary data collection instrument used in this study was a structured questionnaire administered via an online platform. The use of an online questionnaire was chosen for its practicality, accessibility, and ability to facilitate rapid data collection from multiple participants. The questionnaire was designed to collect quantitative data related to the availability of the Teacher's Book, its impact on lesson planning and classroom performance, and teachers' coping strategies in the absence of this resource.

3.5. Teachers' Questionnaire

The Teachers' Questionnaire served as the main tool for gathering quantitative data concerning the absence of the Teacher's Book or Teacher's Guide and its pedagogical implications. The questionnaire consisted exclusively of closed-ended questions, primarily in the form of multiple-choice items. This format was selected to ensure clarity, reduce ambiguity, and enable the efficient quantification of responses.

The closed-ended nature of the questionnaire facilitated the collection of data from the thirty respondents and allowed for the measurement of key variables such as the perceived causes of the absence of the Teacher's Book, the severity of its pedagogical effects, and the extent to which teachers rely on alternative instructional resources. The structured design of the questionnaire also made the data suitable for statistical analysis, thereby enhancing the reliability and objectivity of the findings.

According to Domyi (2003), questionnaires are effective research instruments that present respondents with a series of statements or questions, accompanied by predefined response options. This structure enables researchers to collect large amounts of data efficiently while maintaining standardization across participants' responses. Similarly, Kothari (2004) emphasizes that questionnaires are essential tools for gathering self-reported data related to

teachers' beliefs, motivations, and responses to professional challenges, particularly when numerical scales are used.

Based on these methodological considerations, the present study relied solely on a quantitative, closed-ended questionnaire to generate data that could be generalized and supported by statistical evidence. This methodological choice was consistent with the objectives of the study and the nature of the research questions, which sought to examine patterns and perceptions rather than individual narratives.

Data Analysis and Results

4.1. Introduction

The purpose of this chapter is to present and analyze the data collected through the quantitative approach. The quantitative data were obtained from the questionnaire and were then analyzed and interpreted. The results are presented in a set of questions, answers, and corresponding percentages. The data used in this chapter were derived from the items included in the questionnaire, which consisted of fourteen questions administered to the teachers. The findings obtained from the teachers' questionnaire are presented in detail in this chapter.

4.2. Teachers' Questionnaire Results.

The quantitative data obtained from the questionnaire were analyzed and interpreted using percentages. The questionnaire was administered to primary school teachers and consisted of fourteen questions aimed at identifying how the absence of Teachers' Book effects in the process of Teaching in primary stage. The questionnaire divided into six sections. First section is general information that includes questions about grades do they teach and how many years of experience. Second section, is about availability of Teaching Guides and Materials; the third section is impact on lesson planning. Forth section is classroom performance and fifth section is about Teacher strategies. The last section is about opinions and suggestions.

Section 1: General Information.

1. Which grade(s) do you teach?

(Table 1)

Grades	Count	(%) Percentage
Grade 1	8	%26.7
Grade 2	2	%6.7
Grade 3	9	%30
Grade 4	4	%13.3
Grade 5	3	%10
Grade 6	4	%13.3

The table shows that the third grade represents the highest percentage of participants (%30), indicating that this class was the most responsive to the questionnaire. It is followed by the first grade by (%26.7), which reflects the existence of relatively high participation from this group as well. As for the fourth and sixth grades, they obtained similar percentages (%13.3) each of them, which is average compared to the rest of the grades, while the fifth grade come by (%10), which is a percentage lower than the previous levels, but it is still more than the (%6.7) second Grade, which achieved the lowest participation rate.

2. How many years of experience do you have in teaching English?

(Table 2)

Responses	Count	(%) Percentage
Less than 1 year	8	%26.7
years 3–1	14	%46.7
years 7–4	6	%20
More than 7 years	2	%6.7

The results indicate that most teachers have between 1–3 years of experience (%46.7), Suggesting that the majority possess limited but not very recent experience. Participants with less than one year (%26.7) represent almost a quarter of the sample, while those with 4–7 years (%20) form a moderate proportion. The smallest group was teachers with more than 7 years (%6.7), showing that long experience was the least represented. Overall, the data reveal that most participants have short to medium teaching experience.

Section 2: Availability of Teaching Guides and Materials

3. Do you currently have an official Teacher's Book for the English curriculum you teach?

(Table 3)

Responses	Count	(%) Percentage
Yes	20	%66.7
No	10	%33.3

The results show that most participants chose “yes” (%66.7), while a smaller but noticeable group selected “no” (%33.3). In general, the overall trend still leans towards agreement.

4. If the Teacher's Book is not available, are alternative materials provided (Lesson plans, digital guides, training).

(Table 4)

Responses	Count	(%) Percentage
Yes	7	%23.3
No	11	%36.7
Sometimes	12	%40

The results indicate that “sometimes” received the highest percentage, while the percentage of “no” responses also increased noticeably, and “yes” recorded the lowest rate. Overall, participants tend to choose neutral or negative responses rather than supportive ones.

5. How do you evaluate the adequacy of the alternative materials available?

(Table 5)

Responses	Count	(%) Percentage
Very adequate	5	%16.7
Adequate	11	%36.7
Not adequate	9	%30
Not available	5	%16.7

The results indicate that most participants consider the resources to be “adequate,” while nearly one third believe they are “inadequate,” reflecting some level of dissatisfaction. Both “very adequate” and “not available” were selected by a small and similar percentage. Overall, participants tend to view the resources as generally acceptable, although their evaluations differ based on individual experiences.

Section 3: Impact on Lesson Planning

6. To what extent does the absence of a Teacher’s Book affect your ability to plan lessons?

(Table 6)

Responses	Count	(%) Percentage
Very highly	12	%40
Highly	10	%33.3
Moderately	8	%26.7
Not at all	0	%0

The results show that most participants perceive the impact as very strong or strong, while a smaller group considers it limited. Overall, the general trend indicates that the impact is viewed as significant, with slight differences in how strongly it is perceived.

7. Which aspects are most affected by the absence of a Teacher’s Book?

(Table 7)

Responses	Count	(%) Percentage
Setting lesson objectives	12	%40
Organizing time for Activities	4	%13.3
Choosing appropriate Activities	4	%13.3
Assessing students	5	%16.7
Classroom management	4	%13.3
Applying modern teaching Strategies	1	%3.3

The results show that the most selected factor was “setting study objectives” (%40), indicating that it is seen as the most essential step in educational planning. “Student evaluation” came next, while elements such as time organization, activity selection, and classroom management received similar moderate percentages. The use of modern Strategies had the lowest percentage. Overall, participants focus more on objectives and evaluation than on other aspects.

Section 4: Classroom Performance

8. Does the absence of a Teacher's Book cause difficulties during the lesson explanation?

(Table 8)

Responses	Count	(%) Percentage
Yes	13	%43.3
No	7	%23.3
Sometimes	10	%33.3

The results show that the highest percentage was for the option "Yas" with %43.3, indicating that most participants still hold a neutral or undecided position.

The option "Sometimes" came in second place with %33.3, which means a considerable portion of participants support the topic. Meanwhile, the option "No" recorded the lowest percentage at %23.3, suggesting that fewer participants disagree or hold a negative view.

9. Which activities become difficult to implement without a Teacher's Book ?

(Table 9)

Responses	Count	(%) Percentage
Listening activities	4	%13.3
Speaking activities	7	%23.3
Reading activities	12	%40
Writing activities	6	%20
Games and interactive Activities	1	%3.3
Formative assessment	0	%0

The results show that reading activities are the most frequently selected, with %40, indicating a strong focus on developing students' reading skills. Writing and speaking activities follow with %20 and %23.3, suggesting they are important but less emphasized. Listening activities received %13.3, while games and interactive activities were the least chosen at only %3.3, reflecting a preference for traditional tasks over interactive ones.

10. How does the absence of a Teacher's Book affect students' learning outcomes?
(Table 10)

Responses	Count	(%) Percentage
Strongly affects	12	%40
Moderately affects	10	%33.3
Slightly affects	5	%16.7
Does not affect	3	%10

The results show that most participants believe the topic has a strong impact, with %40 selecting this option. This is followed by a moderate impact at %33.3, a limited impact at %16.7, and no impact at %10. Overall, the findings indicate that the majority view the topic as clearly influential, with slight variation in how strongly the impact is perceived.

Section 5: Teacher Strategies

11. What sources do you rely on to compensate for the absence of a Teacher's Book?
(Table 11)

Responses	Count	(%) Percentage
Internet resources	16	%53.3
External textbooks	3	%10
Colleagues' experience	2	%6.7
Personal experience	5	%16.7
School training	4	%13.3

The table shows that the internet is the most used source at (%53.3), indicating strong reliance on digital resources. It is followed by personal experience (%16.7), school training (%13.3), and external books (%10), while colleagues' experience is the least used at (%6.7). Overall, participants clearly prefer digital sources to traditional ones.

12. Do you need additional training to improve your lesson planning skills?
(Table 12)

Responses	Count	(%) Percentage
Yes	18	%60
No	4	%13.3
Maybe	8	%26.7

The results show that most participants chose "Yes" (%60), indicating strong agreement. About %26.7 chose "Sometimes", reflecting a moderate or uncertain stance, while only %13.3 chose "No", meaning few participants disagreed. Overall, the general trend is positive agreement.

Section 6: Opinions and Suggestions

13. How strongly do you feel the need for an official Teacher's Book for the
current curriculum?

(Table 13)

Responses	COUNT	(%) Percentage
Very strong need	10	%33.3
Strong need	10	%33.3
Moderate need	8	%26.7
No need	2	%6.7

The results show that most participants believe there is either a strong need or a high need, with both options receiving %33.3. A moderate need came next with %26.7, while no need had the lowest percentage at %6.7. Overall, the findings indicate that participants recognize the importance of need to Teacher Book at varying levels, with the strongest emphasis on high and urgent needs.

14. What components would you like the Teacher's Book to include?

(Table 14)

Responses	COUNT	(%) Percentage
Clear objectives for each Lesson	10	%33.3
Detailed steps for lesson Delivery	6	%20
Suggested extra activities	4	%13.3
Supporting teaching Materials	4	%13.3
Assessment tools	2	%6.7
Weekly and monthly plans	4	%13.3

The results show that most participants focus on setting clear lesson objectives (%33.3), making it the most important planning element. Detailed lesson steps come next at (%20). Other elements—such as extra activities, teaching aids, and weekly or monthly plans receive similar moderate levels (%13.3). Assessment samples have the lowest use at (% 6.7). Overall, participants give priority to objectives and main lesson steps over other planning elements.

4.3. Summary.

Taken together, the results across Sections One to Six provide a coherent picture of the pedagogical consequences associated with the absence of the Teacher's Book in primary English language classrooms. The demographic profile indicates that the majority of respondents are early-career teachers, a group that, according to the literature, is more reliant on structured pedagogical guidance. This contextual factor helps explain the consistently high levels of perceived impact reported across lesson planning, classroom performance, and student learning outcomes.

With regard to resource availability, the findings demonstrate that although a majority of teachers report access to an official Teacher's Book, a substantial minority do not, and alternative materials are provided inconsistently. Even when alternatives are available, their adequacy is rated only moderately, suggesting that substitute resources do not fully compensate for the systematic guidance offered by an official Teacher's Book.

The data related to lesson planning reveal that the absence of the Teacher's Book exerts a strong to very strong influence on teachers' ability to plan effective lessons. In particular, the difficulty in setting clear lesson objectives and conducting appropriate assessment highlights the central role of the Teacher's Book in ensuring instructional coherence and alignment with curriculum goals. These findings reinforce the argument that structured guidance is essential for translating curriculum intentions into classroom practice.

Classroom performance results further indicate that instructional difficulties arise at various stages of lesson delivery when the Teacher's Book is unavailable. Reading, speaking, and writing activities—often requiring detailed procedural guidance—are reported as the most challenging to implement. This suggests that the Teacher's Book functions not only as a planning tool but also as an operational guide during classroom interaction.

In response to the absence of the Teacher's Book, teachers predominantly rely on internet-based resources and personal experience. While such strategies demonstrate professional adaptability, they also point to a lack of standardization in instructional practices. The strong expressed need for additional training further confirms that teachers perceive gaps in methodological support that could be addressed through systematic use of the Teacher's Book. Finally, teachers' opinions regarding the urgent need for an official Teacher's Book and their preferences for its components underscore its perceived pedagogical value. The emphasis on clear objectives, detailed lesson steps, and structured planning tools reflects teachers' desire for practical, classroom-oriented guidance. Overall, the findings of this chapter substantiate the view that the Teacher's Book is a foundational resource for effective, consistent, and high-quality English language instruction at the primary level.

Conclusion and Recommendations

5.1. Conclusion

This study investigated the phenomenon of the absence or non-utilization of the Teacher's Book in primary English language teaching, with the aim of identifying its underlying causes and examining its pedagogical implications for teachers' instructional practices and students' learning outcomes. The findings of the study clearly demonstrate that the absence of the Teacher's Book constitutes a substantial pedagogical challenge that affects multiple dimensions of the teaching and learning process.

The results indicate that the causes of the absence of the Teacher's Book are not limited to a single factor; rather, they stem from a combination of logistical, administrative, and professional issues. These include delays or failures in the official provision of the Teacher's Book, limited institutional follow-up, and in some cases, teachers' beliefs that personal experience alone is sufficient for effective teaching. Such factors collectively contribute to an unstable instructional environment characterized by inconsistency and lack of standardization. One of the most significant consequences identified in this study is the decline in curriculum coherence and the noticeable variation in teaching quality among classrooms. In the absence of clear methodological guidance, teachers face increased pressure in lesson planning and often rely on individual judgment, which leads to uneven implementation of the curriculum. Furthermore, the findings reveal that teachers without access to the Teacher's Book tend to depend on familiar and traditional instructional practices, such as rote learning or direct translation, rather than adopting communicative and learner-centered approaches recommended in modern EFL pedagogy. This limitation negatively affects students' development of the four language skills, particularly reading, speaking, and writing.

The study also highlights the impact of the absence of the Teacher's Book on teachers' professional confidence and classroom management. Without structured guidance, teachers experience uncertainty during lesson delivery, assessment, and classroom interaction. Consequently, students' motivation and engagement may decline due to poorly organized lessons and unclear instructional objectives.

In conclusion, the findings confirm that the Teacher's Book is not merely a supplementary or optional resource; rather, it is a foundational pedagogical tool that ensures instructional quality, curriculum fidelity, and consistency in English language teaching at the primary level. Its availability and effective utilization are essential for enhancing teachers' competence and improving students' learning outcomes. Therefore, educational authorities should consider the Teacher's Book a strategic investment in the quality of primary English language education.

5.2. Recommendations.

Based on the findings and conclusions of this study, the following recommendations are proposed:

1. Ensure the mandatory and timely provision of the Teacher's Book, in both printed and digital formats, to all primary English language teachers before the beginning of each academic year.
2. Establish an official digital platform through which the Teacher's Book and its supplementary instructional materials can be accessed easily by teachers across different regions.
3. Provide continuous professional development programs that train teachers on effective and flexible use of the Teacher's Book, with particular emphasis on adapting its content to suit learners' levels, classroom contexts, and available resources.
4. Integrate the utilization of the Teacher's Book into supervisory and evaluation criteria used by educational inspectors and school supervisors when assessing lesson planning and classroom performance.
5. Encourage the formation of Professional Learning Communities (PLCs) that enable teachers to exchange experiences, share best practices, and collaboratively reflect on the application of the Teacher's Book activities.
6. Promote the perception of the Teacher's Book as a strategic planning tool rather than merely a reference consulted during instruction, thereby enhancing its role in lesson preparation and curriculum alignment.
7. Encourage teachers to apply the activities presented in the Teacher's Book selectively and creatively, modifying them when necessary to accommodate time constraints, class size, and available teaching resources.
8. Motivate teachers to document reflections, notes, and adaptations directly in the margins of the Teacher's Book in order to transform it into an evolving and personalized professional guide.
9. Recommend that future research compare the linguistic achievement of students taught by teachers who consistently use the Teacher's Book with those whose teachers do not, in order to provide further empirical evidence of its pedagogical impact.

References

- Allwright, R. L. (1981). What do we want teaching materials for? *ELT Journal*, 36(1), 5–18.
- Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy* (2nd ed.). Longman.
- Brown, H. D. (2007). *Principles of language learning and teaching* (5th ed.). Pearson Education.
- Brewin, M. (2019). *Developing teachers and teaching practice*. Routledge.
- Burns, A., & Joyce, H. (1997). *Focus on speaking*. National Centre for English Language Teaching and Research.
- Byrne, D. (2002). *Teaching oral English*. Longman.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). SAGE Publications.
- Cunningsworth, A. (1995). *Choosing your coursebook*. Heinemann.
- Domyci, D. (2003). *Research methods in education*. McGraw-Hill.
- Ellis, R. (2003). *Task-based language learning and teaching*. Oxford University Press.
- Fullan, M. (2001). *The new meaning of educational change* (3rd ed.). Teachers College Press.
- Graves, K. (2000). *Designing language courses: A guide for teachers*. Heinle & Heinle.
- Harmer, J. (2007). *How to teach English*. Longman.
- Harmer, J. (2015). *The practice of English language teaching* (5th ed.). Pearson Education.
- Hedge, T. (2000). *Teaching and learning in the language classroom*. Oxford University Press.
- Johnson, K. (2008). *An introduction to foreign language learning and teaching* (2nd ed.). Pearson Education.

- Kothari, C. R. (2004). *Research methodology: Methods and techniques* (2nd ed.). New Age International.
- Kraft, R. J. (2014). *Teacher professionalism and instructional support*. SAGE Publications.
- Larsen-Freeman, D. (2000). *Techniques and principles in language teaching* (2nd ed.). Oxford University Press.
- Nation, I. S. P., & Macalister, J. (2010). *Language curriculum design*. Routledge.
- Nunan, D. (1998). *Syllabus design*. Oxford University Press.
- Richards, J. C. (2001). *Curriculum development in language teaching*. Cambridge University Press.
- Richards, J. C. (2017). *Teaching English through English*. Cambridge University Press.
- Richards, J. C. (2020). *Exploring pedagogy for teachers of English*. Cambridge University Press.
- Richards, J. C., & Farrell, T. S. C. (2005). *Professional development for language teachers*. Cambridge University Press.
- Richards, J. C., & Lockhart, C. (1996). *Reflective teaching in second language classrooms*. Cambridge University Press.
- Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching* (3rd ed.). Cambridge University Press.
- Shulman, L. S. (1986). Those who understand: Knowledge growth in teaching. *Educational Researcher*, 15(2), 4–14.
- Tomlinson, B. (2011). *Materials development in language teaching* (2nd ed.). Cambridge University Press.
- Ur, P. (2012). *A course in English language teaching*. Cambridge University Press.

Appendix

Questionnaire on the Absence of the Teacher's Book in Primary English Teaching

Section 1: General Information

1. Which grade(s) do you teach?
 - Grade 1
 - Grade 2
 - Grade 3
 - Grade 4
 - Grade 5
 - Grade 6
2. How many years of experience do you have in teaching English?
 - Less than 1 year
 - 1–3 years
 - 4–7 years
 - More than 7 years

Section 2: Availability of Teaching Guides and Materials

3. Do you currently have an official Teacher's Book for the English curriculum you teach?
 - Yes
 - No
4. If the Teacher's Book is not available, are alternative materials provided (lesson plans, digital guides, training)?
 - Yes
 - No
 - Sometimes

5. How do you evaluate the adequacy of the alternative materials available?

- Very adequate
- Adequate
- Not adequate
- Not available

Section 3: Impact on Lesson Planning

6. To what extent does the absence of a Teacher's Book affect your ability to plan lessons?

- Very highly
- Highly
- Moderately
- Not at all

7. Which aspects are most affected by the absence of a Teacher's Book?

- Setting lesson objectives
- Organizing time for activities
- Choosing appropriate activities
- Assessing students
- Classroom management
- Applying modern teaching strategies

Section 4: Classroom Performance

8. Does the absence of a Teacher's Book cause difficulties during the lesson explanation?

- Yes
- No
- Sometimes

9. Which activities become difficult to implement without a Teacher's Book?

- Listening activities
- Speaking activities
- Reading activities
- Writing activities
- Games and interactive activities
- Formative assessment

10. How does the absence of a Teacher's Book affect students' learning outcomes?

- Strongly affects
- Moderately affects
- Slightly affects
- Does not affect

Section 5: Teacher Strategies

11. What sources do you rely on to compensate for the absence of a Teacher's Book?

- Internet resources
- External textbooks
- Colleagues' experience
- Personal experience
- School training

12. Do you need additional training to improve your lesson planning skills?

- Yes
- No
- Maybe

Section 6: Opinions and Suggestions

13. How strongly do you feel the need for an official Teacher's Book for the current curriculum?

- Very strong need

- Strong need
- Moderate need
- No need

14. What components would you like the Teacher's Book to include?

- Clear objectives for each lesson
- Detailed steps for lesson delivery
- Suggested extra activities
- Supporting teaching materials
- Assessment tools
- Weekly and monthly plans