

Educators' Insights into Market Leader and Business Result: A Critical Review of Two Elementary Business English Textbooks

رؤى المعلمين حول كتابي *Market Leader* و *Business Result* مراجعة نقدية لكتابين في اللغة الإنجليزية للأعمال – المستوى الابتدائي

Ikhlas Gherzouli* (1)

Mohamed Lamine Debaghine Sétif 2 University, (Algeria)

i.gherzouli@univ-setif2.dz

Sending date :13/10/2025	Acceptance date :09/12/2025	date of publication :26/12/2025
------------------------------------	---------------------------------------	---

Abstract:

This study examines the implementation and evaluation of two prominent Business English (BE) textbooks within Algeria's private language teaching sector. Although BE remains absent from university curricula, it is widely offered in private institutions and language centres responding to the growing needs of corporations, professionals, and individuals seeking career-oriented English training. Focusing on the coursebook series *Market Leader* and *Business Result*, the research employs a post-use evaluation framework to analyse teacher perceptions of their pedagogical value. Data were collected through a checklist-based analysis and qualitative feedback from 15 instructors recruited via snowball sampling. Findings reveal notable strengths in content authenticity and visual design but expose limitations in contextual relevance and classroom adaptability. The study advocates for a more reflective, locally responsive approach to textbook selection and adaptation in BE instruction across Algeria's private education landscape.

Keywords: Business English; textbook evaluation; private language schools; Algeria; pedagogical adaptation

ملخص

تبحث هذه الدراسة في استخدام وتقييم كتب تدريس الإنجليزية للأعمال في سياق التعليم الخاص للغة الإنجليزية في الجزائر. وعلى الرغم من أن الإنجليزية للأعمال ليست جزءاً رسمياً من المناهج الجامعية، إلا أنه يتم تدريسها بشكل متكرر في المدارس الخاصة بناءً على طلب الشركات أو الشخصيات المهمة أو الأفراد الذين يسعون لتعلم الإنجليزية لأغراض مهنية. من بين أكثر الموارد استخداماً في هذا السياق سلسلتا الكتب *Market Leader* و *Business Result*. تعتمد هذه الدراسة إطار تقييم الكتب بعد الاستخدام لتقييم كيفية إدراك مدرسي الإنجليزية للأعمال لهذه الموارد في بيئات التدريس الخاصة. و

*Ikhlas Gherzouli

بالإستناد إلى تقييم قائم على قائمة مراجعة وتقييمات نوعية من طرف 15 مشاركا تم إختيارهم بطريقة العينة المتسلسلة، تكشف الدراسة على نقاط قوة في أصالة المحتوى وتصميمه، لكنها تحدد أيضا ثغرات تتعلق بمدى ملائمة السياق المحلي وقابلية التكيف التربوي. وتساهم النتائج في تقديم توصيات لإتباع أساليب أكثر تأملا ووعيا عند إختيار و تكيف الكتب الدراسية لتدريس الإنجليزية للأعمال في الجزائر.

الكلمات المفتاحية: اللغة الإنجليزية للأعمال ؛ تقييم الكتب الدراسية ؛ المدارس الخاصة لتعليم اللغات؛ الجزائر ؛ التكيف التربوي.

1. Introduction

In English Language Teaching (ELT), textbook evaluation is a key practice for selecting materials that align with specific learning contexts and learner needs. It ensures pedagogical relevance, practical usability, and provides constructive feedback for future revisions. Scholars such as Ellis (1997), Ellis et al. (2020), and Siegel (2021) highlight its role in promoting reflective teaching and professional growth. Rea-Dickins and Germaine (1992) further stress that ‘evaluation is an intrinsic part of teaching and learning’ (p. 3), underscoring its centrality to pedagogical practice.

While English for Specific Purposes (ESP) textbooks—particularly in BE—have been widely examined internationally, Algerian research has focused predominantly on General English (GE) textbooks prescribed for public education (Boukendakdji & Abdul Samat, 2022; Khaldi, 2007; Nouichi, 2022; Rouaghe & Bouguebs, 2023). This study addresses that gap by presenting the first systematic evaluation of BE textbooks used in Algeria’s private education sector. Unlike public institutions where materials are ministry-mandated, private schools independently select resources tailored to their learners’ professional and communicative goals.

The research investigates how two leading BE series—*Market Leader* and *Business Result*—are perceived and employed by teachers in Algerian private schools, where English instruction is often commissioned by companies, executives, and professionals seeking workplace-oriented competence. The findings provide actionable insights for curriculum developers, publishers, teacher educators, and private school administrators, promoting more context-responsive and reflective textbook selection and adaptation.

Eight research questions guide the study, addressing the role, design, content, methodology, assessment, and classroom practicality of the textbooks. The paper is structured into nine sections: introduction and research questions, literature review, study context, methodology, findings, discussion, pedagogical implications, and conclusion. The results contribute to the understanding of BE textbook suitability in Algerian private institutions, emphasizing the importance of systematic evaluations that

integrate qualitative teacher perceptions with quantitative evidence to inform pedagogical decision-making.

2. Literature Review

2.1 Significance of Textbooks

Textbooks occupy a central position in ELT, shaping classroom practices and serving as essential resources for both teachers and learners. Sheldon (1988) describes them as ‘the visible heart of any ELT programme’ (p. 237), while Dudley-Evans and St. John (1998) emphasize their multiple functions in providing language input, stimulating cognitive engagement, fostering motivation, and facilitating independent learning. Hutchinson and Torres (1994) similarly argue that no educational setting can operate effectively without an appropriate textbook, as it offers structure and pedagogical stability. In the same vein, Cunningsworth (1995) notes that textbooks promote communicative interaction, support self-study, and provide guidance for less experienced teachers.

In ESP, their role becomes even more significant. Scholars such as Anthony (1997), Dudley-Evans (2001), and Hutchinson and Torres (1994) underline that textbooks are crucial in developing learners’ professional and discipline-specific competences. However, several researchers caution against excessive dependence on a single textbook. Cunningsworth (1995) and Fajardo-Dack (2016) observe that such reliance can restrict teacher autonomy and creativity, particularly in centralized education systems where materials are standardized and may not address learners’ diverse needs.

Richards (2001) also warns that rigid textbook use may hinder content adaptation, while Crawford (2002) identifies further drawbacks, including inauthentic language, limited relevance to learners’ goals, and high production costs. Ultimately, as Cunningsworth (1995) concludes, textbooks should *complement rather than dictate* teaching, functioning as flexible pedagogical tools that enhance learning without constraining instructional objectives.

2.2 Textbook Evaluation

Textbook evaluation is essential for determining the pedagogical value and contextual suitability of instructional materials. Siegel (2021) notes that systematic evaluation enables educators and decision-makers to make informed selections and assists authors in improving future editions by identifying strengths and weaknesses. Without such processes, ensuring a textbook’s relevance to its intended audience remains difficult.

Effective evaluation must therefore consider multiple dimensions, including design, objectives, content, language skills, and supplementary resources (Alamri, 2008; Harmer, 1998; Jahangard, 2007; Litz, 2005).

Sheldon (1988) advocates for a broad evaluation approach that includes factors such as layout, authenticity, cultural bias, validity, and flexibility. Similarly, Harmer (1998) highlights methodological alignment, price, syllabus coverage, and cultural appropriateness as key considerations. Within ESP, and particularly BE, textbook evaluation has attracted growing scholarly attention. Chan (2009) proposed a six-step framework that integrates pedagogical, discourse, and intercultural dimensions in BE textbook assessment.

Several researchers have advanced this field using diverse theoretical and empirical approaches. Goktepe (2015) employed Bloom's revised taxonomy to analyse ESP coursebooks, revealing implications for the development of language skills and instructional design. Romanowski (2016) constructed evaluation checklists addressing course design, methodology, and content organization. Hu and Chen (2020) introduced a multidimensional, technology-enhanced evaluation system enabling real-time textbook analysis. Guo and He (2020) adapted needs analysis frameworks from Hutchinson and Waters (2002) and Richterich and Chancerel (1987) to examine BE writing textbooks, applying McDonough and Shaw's (1997) criteria to identify key areas for improvement. Alemi, Ensafi, and Rezanejad (2021) evaluated two global BE series, finding that linguistic tasks dominated while creative, learner-centred activities were underrepresented—suggesting a need for teacher adaptation and task enrichment.

Across these studies, the literature consistently emphasizes that robust textbook evaluation should produce reliable, context-sensitive results aligned with evaluators' objectives. Such evaluation provides actionable insights for teachers, curriculum developers, and materials writers, fostering the continuous refinement of teaching resources and the enhancement of learning outcomes.

2.2 Textbook Evaluation Methods

2.3.1 Pre-use, In-use, and Post-use Approaches

Cunningsworth (1995) and Ellis (1997) distinguish three main stages of textbook evaluation: *pre-use*, *in-use*, and *post-use*. The most common, *pre-use* (or *predictive*) evaluation, assesses a textbook's potential effectiveness before adoption, assisting educators in selecting materials consistent with course objectives (Ellis, 1997). The *in-use* stage evaluates materials during actual classroom implementation, while *post-use*

(or *reflective*) evaluation examines their overall success, informing future material selection and design (Ellis, 1997).

2.3.2 Micro- vs. Macro-Evaluation

Textbook evaluation can also operate at two analytical levels: *micro* and *macro*. *Micro-evaluation* focuses on discrete tasks or units, assessing specific components such as activities or skill integration. In contrast, *macro-evaluation* considers the textbook as a whole, determining its overall suitability for achieving curriculum goals. Tucker (1995) supports *micro-evaluation* as a valuable complement to broader *macro-evaluations*, enhancing validity and depth.

2.3.3 Content Analysis

Content analysis is a qualitative approach widely used in textbook research to examine how materials align with learning objectives and educational standards. Francis (1995) defines it as a systematic analysis of material characteristics, enabling evaluators to assess clarity, coherence, and pedagogical effectiveness.

2.3.4 Impressionistic, Checklist, and In-depth Methods

Abdelwahab (2013) identifies three principal textbook evaluation methods: *impressionistic*, *checklist*, and *in-depth*. The *impressionistic* method involves forming a general judgment by reviewing a textbook's organization, layout, and presentation. Although useful for preliminary screening, it lacks analytical rigor. The *in-depth* method provides a detailed examination of specific elements—such as unit design or the treatment of language features—while considering learner needs and pedagogical approach (Widodo, 2007). However, this method may overlook the textbook's overall coherence.

The *checklist* method employs structured criteria to ensure systematic evaluation. McGrath (2016) highlights its efficiency for comparing multiple textbooks, and Ellis et al. (2020) emphasize its applicability for both predictive and retrospective evaluations, allowing evaluators to identify specific strengths and weaknesses.

2.3.5 The Cyclical Nature of Evaluation

McGrath (2016) conceptualizes textbook evaluation as a *cyclical process* involving continuous reflection and refinement. This iterative approach enables educators to adapt

materials dynamically, ensuring their sustained relevance and pedagogical effectiveness.

2.3.6 Application in the Present Study

Drawing on these frameworks, the present study adopts an *integrated evaluation methodology* that combines multiple paradigms. Following Ellis's (1997) classification, it primarily employs an *in-use* evaluation, as it examines textbooks currently implemented in Algerian private schools rather than hypothetical or retrospective contexts. This aligns with McGrath's (2016) notion of evaluation as a cyclical and reflective practice, incorporating authentic teacher experiences.

The research also adopts a *macro-evaluation* perspective (Tucker, 1995) to assess the textbooks' overall suitability, supplemented by the structured *checklist* approach advocated by Abdelwahab (2013) to ensure systematic data collection. The evaluation checklist was designed to integrate key criteria from prior scholarship—Sheldon's (1988) focus on layout and educational validity, Harmer's (1998) emphasis on methodology and cultural relevance, and Chan's (2009) attention to business discourse and pedagogical appropriateness.

By synthesizing these complementary approaches, this study offers a multifaceted, evidence-based evaluation that captures both quantitative data and qualitative teacher insights on the use of *Market Leader* and *Business Result* in Algeria's private BE teaching context.

3. Context of the Study

ESP was formally introduced in Algeria in 1987 through international collaborations between Algerian and British universities. These partnerships included study abroad programs that broadened students' academic exposure and advanced scientific development. Four Algerian higher education institutions established strategic programs with universities such as Glasgow, Stanford, Nottingham, and Sheffield, focusing on Computer Science and Applied Sciences. These initiatives enabled Algerian graduates to obtain prestigious degrees abroad and develop specialized professional skills.

To institutionalize ESP teaching, the Algerian government created three dedicated ESP centres in 1988—located in Algiers, Constantine, and Oran—equipped with modern resources and supported by the British Council. Despite their promising start, these centres were short-lived due to inadequate planning, inconsistent policy support, and limited stakeholder commitment.

Within Algerian higher education today, BE operates in two distinct contexts. In public universities, particularly within Faculties of Economics, Commerce, and Management Sciences (ECMS), BE is taught as a compulsory subject across various academic levels. More broadly, ESP courses are also offered to English language students to prepare them for teaching specialized English across professional domains.

By contrast, private language schools—the focal context of this study—function under a markedly different model. Here, BE courses are typically commissioned by companies, executives, or professionals seeking to enhance their workplace communication and business fluency. Instruction is tailored to learners' professional objectives and organized around flexible schedules to accommodate working participants.

In Algeria, where French historically dominates as the main foreign language, English remains undervalued in many public institutions. Students tend to prioritize French due to its entrenched sociolinguistic and economic prestige, despite English's growing global significance in business and technology. Private BE instruction thus occupies a unique niche, bridging this gap between linguistic reality and market demands.

Private BE schools differ substantially from public universities in several pedagogical and operational aspects. They typically feature:

- Small class sizes (1–5 learners), allowing personalized instruction.
- Highly motivated students who view English as essential for professional mobility.
- Teachers with diverse backgrounds, including business professionals and language specialists with field-specific experience.
- Pedagogical autonomy in course design and textbook selection.
- Freedom to adopt internationally recognized materials unconstrained by ministerial regulation.
- Flexible timetables adapted to working professionals.

Learners in these programs are often managers, executives, or job seekers aiming to enter the corporate sector. Instruction focuses on authentic workplace communication, business correspondence, negotiation skills, and meeting management—skills directly transferable to professional contexts.

This study focuses on the private BE sector based on the assumption that such environments offer more favourable conditions for effective learning: smaller classes, motivated participants, qualified and flexible instructors, and the ability to select suitable

teaching resources. The research evaluates two of the most widely used international BE textbook series—*Market Leader* and *Business Result*—across nine Algerian private schools. The goal is to determine, from teachers' perspectives, how effectively these materials meet the linguistic and professional needs of Algerian learners seeking English proficiency for career advancement and international business communication.

4. Methods and Materials

This study employed a single-method design integrating both quantitative and qualitative data to evaluate the textbooks. The approach provided a comprehensive understanding of the material effectiveness based on teachers' perspectives and real classroom experience.

4.1 Participants

Teachers served as the main evaluators, selected through snowball sampling—a strategy well suited for specialized populations that are not easily accessible through random sampling (Atkinson & Flint, 2001). The final sample consisted of 15 *English language teachers* (nine females, six males) from nine private schools in Algiers, Constantine, Béjaia, and Sétif. Participation was voluntary and based on professional recommendations, ensuring that all participants had direct experience with *Market Leader* or *Business Result* in BE instruction.

Although modest in size, the sample aligns with qualitative research norms prioritizing depth over breadth. Guest, Bunce, and Johnson (2006) observe that data saturation typically occurs within twelve interviews, while Crouch and McKenzie (2006) support small, information-rich samples for focused, contextualized inquiry.

The choice to concentrate exclusively on private schools was deliberate. As Hutchinson and Waters (1987) assert, ESP materials should be evaluated in contexts where they are used for their intended professional purposes. Private schools in Algeria provide BE training directly aligned with workplace needs, unlike public universities where it functions as a general academic course. Moreover, private institutions have full autonomy in material selection, allowing textbooks to be evaluated on pedagogical merit rather than policy compliance. This approach follows Tomlinson's (2013) recommendation that materials evaluation be conducted in authentic settings characterized by teacher independence and learner motivation.

Participants' educational backgrounds were diverse: two held doctorates (in BE and Applied Linguistics), nine had master's degrees (including one doctoral candidate), two

held bachelor's degrees in TEFL, one held a degree in Engineering, and one possessed a Teaching Aptitude Diploma. Teaching experience ranged from 2 to 31 years, while BE-specific experience ranged from a few months to 24 years. Fourteen participants had prior GE teaching experience, and three had received formal BE training.

Eight participants primarily used *Market Leader*, seven used *Business Result*, and eleven reported supplementing these with additional materials such as *Intelligent Business*, *Career Paths*, *Business Vocabulary in Use*, and *English for Business Studies*. A careful data-screening process excluded five respondents who did not meet the inclusion criteria (e.g., non-private instructors or users of other textbooks), ensuring that the final sample accurately represented the target population.

4.2 Corpus

The study analysed two internationally recognized BE textbook series: **Market Leader** by Pearson Longman and **Business Result** by Oxford University Press. Both are designed for professionals and adult learners aiming to develop workplace communication skills. The research focused specifically on the **Elementary-level coursebooks**, as these are the most commonly used in Algerian private institutions.

Market Leader, developed in collaboration with the *Financial Times*, consists of five proficiency levels from Elementary to Advanced. Each coursebook includes 12 thematic units, structured around six recurring components: *Starting up*, *Vocabulary*, *Reading*, *Listening*, *Language focus*, *Skills*, and *Case study*. Every three units, a *Working Across Cultures* section is added to promote intercultural competence. The series offers an extensive set of resources, including the Coursebook, Practice File, Teacher's Resource Book, Test File, Audio and DVD-ROMs, Test Master CD-ROM, and *ActiveTeach* software for interactive use.

Business Result, covering six levels, emphasizes communicative, task-based learning. Each unit contains five main sections: *Starting point*, *Working with words*, *Language at work*, *Practically speaking*, and *Case study/activity*. The Elementary coursebook comprises 12 units supported by supplementary materials such as the Practice File, Information File, Audio Scripts, Interactive Workbook (CD-ROM), and Teacher's Book. The series is also suitable for exam preparation, including Cambridge Business English Certificates and Trinity's *Spoken English for Work* exams.

Together, these series represent distinct pedagogical and design philosophies, offering a strong comparative foundation for evaluating BE textbook effectiveness in the Algerian private education context.

4.3 Research Instrument

An eclectic evaluation checklist served as the main research tool. It was developed by synthesizing frameworks from Alamri (2008), Harmer (1998), Jahangard (2007), and Litz (2005), combining theoretical rigor with contextual relevance. The instrument included 54 items organized under nine categories: Role of the textbook in the programme; general attributes; design and organization; topics; language content and skills; methodology; practice and testing; practical considerations; and background information.

The checklist integrated 46 closed-ended (quantitative) items and 8 open-ended (qualitative) questions to capture both measurable and interpretive data. This design followed Litz's (2005) recommendation for blending numerical evaluation with reflective teacher commentary for more comprehensive insights.

Table 1. Theoretical Foundation and Contextual Relevance of Evaluation Criteria

Evaluation Category	Key Sources	Main Criteria	Relevance to Algerian Context
Role of the Textbook in the Programme	Cunningsworth (1995); Richards (2001)	Alignment with curriculum; Supplementing vs. dominating instruction	Relevant due to lack of standardized BE curricula in Algerian private schools
General Attributes	Sheldon (1988); Ellis (1997)	Alignment with learner needs; Appropriateness for teaching context	Important for meeting the needs of Algerian professionals
Design and Organization	Sheldon (1988); Harmer (1998)	Layout; Sequencing; Visual appeal; Structural organization	Supports efficient delivery in time-limited BE courses
Topics	Harmer (1998); Chan (2009)	Cultural relevance; Range of topics; Freedom from stereotypes	Ensures cultural and contextual appropriateness for Algerian learners

Language Content and Skills	Dudley-Evans & St. John (1998); Goktepe (2015)	Business vocabulary; Grammar; Skills integration	Crucial for workplace-oriented language development
Methodology	Crawford (2002); Hutchinson & Torres (1994)	Learner-centeredness; Guidance for teachers; Adaptability	Reflects teacher diversity and autonomy in private schools
Practice and Testing	Jahangard (2007); Litz (2005)	Exercises; Assessment; Review activities	Ensures progress tracking in short BE courses
Practical Considerations	Alamri (2008); Tucker (1995)	Physical durability; Supplementary materials; Cost-effectiveness	Important for resource-conscious private institutions

The checklist was validated through a **three-stage pilot process**: (1) peer review by two Algerian ESP professors; (2) revision by a native-speaking BE instructor for clarity and validity; and (3) trial testing among colleagues for usability feedback. Revisions enhanced clarity, internal consistency, and item relevance. The final checklist was distributed anonymously via Google Forms for secure and accessible data collection.

4.4 Data Collection

Data were collected over April–May 2024-2025. Participants received an email containing study details, ethical assurances, and a link to the online checklist. The survey remained open for eight weeks, with two reminder emails sent to maximize response rates. All responses were submitted anonymously and securely stored.

4.5 Data Analysis

Quantitative data from closed-ended items were coded and analysed in Microsoft Excel. Descriptive statistics (frequencies and percentages) were calculated to identify general trends, while comparative analyses explored differences based on textbook series (*Market Leader* vs. *Business Result*) and teacher characteristics (experience, BE training).

Qualitative responses were examined using thematic content analysis based on Braun and Clarke's (2006) six-step model: familiarization, coding, theme identification,

review, definition, and synthesis. This process revealed recurring patterns in teachers' perceptions of the textbooks' strengths, limitations, and pedagogical suitability.

Greater analytical weight was given to *Language Content and Skills* and *Topics*, as these directly affect learners' communicative competence and contextual relevance (Hutchinson & Waters, 1987). *Methodology* and *Role of the Textbook* were given secondary focus, reflecting the diversity of teacher training backgrounds in private schools. The weighting combined quantitative frequency (how often criteria were mentioned) with qualitative significance (depth of teacher concern), following Ellis's (1997) multidimensional evaluation approach.

Finally, findings from both data strands were integrated through a convergent parallel mixed-methods design (Creswell & Plano Clark, 2017). This triangulation provided a rich, contextually grounded understanding of how *Market Leader* and *Business Result* function in Algerian BE classrooms and how teachers perceive their effectiveness for workplace-oriented English learning.

4.6. Ethical Considerations

Participant anonymity and confidentiality were strictly upheld throughout data collection and analysis. All responses were anonymized, stored on a password-protected device, and stripped of identifying details before analysis. Participation was voluntary, and informed consent was obtained from all respondents. To ensure data security, all records will be permanently deleted following the completion of the study.

4.7. Limitations

This study acknowledges several limitations that may affect the interpretation of its findings. First, the snowball sampling technique, while suitable for reaching a specialized population, may have introduced self-selection bias, as participants with greater engagement or experience in BE teaching were more likely to participate. Consequently, the sample may represent a more motivated subset of teachers rather than the entire BE teaching population.

The sample size ($n = 15$) is modest by quantitative standards but appropriate for exploratory research involving a homogeneous group of professionals. As Guest, Bunce, and Johnson (2006) note, data saturation in such contexts often occurs within the first twelve interviews. This aligns with one participant's comment: '*BE teaching in Algeria is still a developing field with a small but committed community*' (Teacher 7).

The qualitative component, though systematically analysed through content analysis, lacked the depth that interviews or classroom observations might have provided. For instance, one teacher explained, '*I often supplement both textbooks with local business case studies, as international examples rarely reflect Algerian contexts*' (Teacher 3). Such insights highlight the potential value of richer qualitative exploration.

Possible social desirability bias may have influenced responses, as participants could have presented their teaching or the textbooks more favourably. Additionally, the absence of advanced inferential statistics limits the ability to determine the statistical significance of observed differences between the two textbook series.

Future studies should employ larger, more diverse samples, incorporate mixed qualitative methods such as interviews or observations, and utilize longitudinal or inferential designs to evaluate textbook impact over time. Expanding research to include newer BE materials with digital and blended components, as noted by one participant — '*Newer resources integrate technology in ways that ML and BR do not*' (Teacher 11) — would further strengthen the evidence base.

Despite these constraints, the study provides valuable preliminary insights into BE textbook use in Algerian private schools and establishes a foundation for future research in this underexplored domain.

5. Results

The evaluation of ML and BR yielded insights across eight key areas.

5.1. Role of the Textbook in the Programme

Slightly over half the teachers (53.3%) reported having defined BE curricula, while 46.7% indicated that textbooks function as the primary course framework. Qualitative responses emphasized the need for 'specialized teacher training' and 'curriculum development focusing on business communication'.

5.2. General Attributes

Most participants (93.3%) agreed that textbook aims align with learners' needs, and 73.3% found them suitable for the Algerian context. All respondents (100%) viewed both textbooks as valuable instructional resources.

5.3. Design and Organization

All teachers (100%) affirmed the clarity of layout and sequencing, and 93.3% found illustrations engaging. While 86.7% agreed that units were effectively structured by topic, function, and skill, several teachers cautioned against ‘over-reliance on textbooks’ and noted that ‘BE teachers should possess some business background’.

5.4. Topics

A majority (86.7%) acknowledged wide topical coverage, and 80% recognized cultural integration. All participants confirmed that the topics enriched students’ business awareness and critical thinking, with 93.3% describing content as stereotype-free and 80% noting encouragement of learner expression.

5.5. Language Content and Skills

Teachers unanimously (100%) endorsed the relevance of reading content for career development. Most (80%) confirmed adequate grammar and business communication training, and 93.3% found the speaking activities effective. Listening materials were seen as authentic by 80%, with strong integration of the four skills overall.

5.6. Methodology

Most respondents (93.3%) affirmed that both textbooks are well-structured and teacher-friendly; 86.7% considered them student-centred. However, only 66.7% agreed that they accommodate all learning styles, signalling a methodological gap.

5.7. Practice and Testing

Eighty percent judged the exercises sufficient for review and diagnostic assessment, though 20% of ML users felt the number of activities was inadequate.

5.8. Practical Considerations

All respondents (100%) confirmed the inclusion of essential components such as glossaries, tables of contents, and clear unit titles. 93.3% noted that both books are durable and user-friendly.

5.9. Comparison between ML and BR

ML users reported greater challenges than BR users: 37.5% found ML too lengthy (vs. 14.3% for BR), 25% noted outdated content (vs. 28.6%), and 37.5% required more

supplementation (vs. 14.3%). Satisfaction rates were comparable in cultural relevance (75% ML; 85.7% BR) and learner engagement (87.5% ML; 85.7% BR).

6. Discussion

6.1. Curriculum Integration and Teacher Preparation

The near-even split between schools with defined curricula and those relying solely on textbooks reveals weak curricular standardization, addressing Research Question 1. Teachers emphasized the need for stronger professional preparation: *'Language teaching skills alone are insufficient; BE teachers need business knowledge to contextualize material'* (Teacher 2). Effective textbook use thus depends on teacher expertise as much as on content quality.

6.2. Textbook Content and Cultural Relevance

In response to Research Questions 3 and 4, most teachers praised the textbooks' design and topic range. However, several noted that 'international business examples fail to resonate with Algerian realities' (Teacher 5). BR appeared slightly more adaptable, with fewer users reporting the need for supplementary materials. This highlights the importance of cultural localization even in globally acclaimed textbooks.

6.3. Language Skills Development and Methodology

Addressing Research Questions 5 and 6, both textbooks were found to promote communicative competence effectively—particularly through reading and speaking tasks. Yet, only two-thirds of teachers felt the materials addressed diverse learning styles, suggesting that additional visual or kinesthetic support is needed: *'Some learners require more visual or practical input than the textbooks offer'* (Teacher 3).

6.4. Assessment and Practical Implementation

Concerning Research Questions 7 and 8, both series were deemed practical and assessable, though some ML users criticized the limited number of exercises. Practical features such as glossaries and structured organization were universally appreciated, though the ML's length occasionally led to 'student fatigue' (Teacher 5).

6.5. Connection to Previous Research

These findings align with Alemi, Ensafi, and Rezanejad's (2021) results regarding the strength of linguistic task design, but differ in that teachers here reported satisfaction with creative speaking activities. The emphasis on teacher expertise echoes Chan (2009), while the mixed perceptions of cultural relevance correspond with Romanowski (2016). The limited accommodation of diverse learning styles parallels Goktepe (2015). In contrast to Guo and He (2020), who found deficiencies in BE writing textbooks, participants here expressed generally positive views—perhaps reflecting contextual adaptation in Algerian private schools. Consistent with Hutchinson and Torres (1994), the structured organization of both series supports educational innovation, though Cunningsworth's (1995) warning against overreliance remains valid.

7. Pedagogical Implications

The results of this study highlight several practical strategies for improving BE instruction in Algeria. First, localizing textbook content can enhance learner engagement and contextual relevance. International case studies should be replaced or supplemented with examples from prominent Algerian companies such as *Cevital* and *Sonatrach*, while role-plays simulating interactions between local and international firms can develop workplace communication skills. Incorporating authentic Algerian business materials—such as emails, job advertisements, and company reports—would further strengthen learners' connection to real-world contexts.

Second, cultural and terminological adaptation is essential. Developing an Algerian BE glossary that maps English terminology to equivalents shaped by French and Arabic usage would clarify meaning and promote linguistic consistency. Supplementary modules addressing Algerian business etiquette, including greetings, meeting conventions, and negotiation norms, would also enhance learners' intercultural competence.

Third, teacher training should focus on integrating business knowledge with pedagogical expertise. Professional development programmes need to include instruction on the Algerian economic landscape, task-based learning, materials adaptation, and needs analysis, ideally complemented by exposure to authentic business settings.

Finally, curriculum development and collaboration across private schools, employers, and industry professionals would establish clear proficiency benchmarks and foster the creation of a shared repository of localized teaching resources. By combining contextualized materials, teacher specialization, and coordinated curriculum design, BE

instruction in Algeria can more effectively prepare learners for communication in both domestic and global business environments.

8. Conclusion

This study found that *Market Leader* and *Business Result* serve as valuable resources for BE instruction in Algerian private schools. Their effectiveness, however, depends on integration within structured curricula, specialized teacher training, and localized adaptation. When supported by these elements, both textbooks can significantly enhance learners' professional communication skills and readiness for participation in global business contexts.

The generally positive feedback on topic range and cultural content suggests that these materials meet learners' needs, yet greater alignment with the Algerian business environment remains essential. Incorporating local case studies, adapting terminology, and including context-specific examples would strengthen their relevance and authenticity.

To improve BE instruction nationally, this study recommends the development of standardized curricula that integrate international textbooks with locally contextualized materials; the establishment of teacher training programmes combining pedagogical and business expertise; and the adaptation of teaching resources through authentic Algerian business documents and communicative tasks. Furthermore, a structured progression from GE to ESP and BE courses should be implemented to ensure gradual skill development aligned with workplace demands.

By merging global pedagogical frameworks with local realities and professional expertise, Algerian BE programmes can move beyond linguistic instruction toward developing business communication competence that meets both national and international professional standards.

9. List of Bibliography

Abdelwahab, M. M. (2013). Developing an English language textbook evaluative checklist. *IOSR Journal of Research & Method in Education (IOSR-JRME)*, 1(3), 55-70. Retrieved from <https://www.iosrjournals.org/iosr-jrme/papers/Vol-1%20Issue-3/I0135570.pdf>

- Alamri, A.A.M. (2008). *An evaluation of the six grade English language textbook for Saudi boy's schools*. [Unpublished M.A Thesis]. King Saud University, Riyadh, Saudi Arabia.
- Alemi, M., Ensafi, A., & Rezanejad, A. (2021). Global business textbook evaluation: task types in the spotlight. *IARTEM E-J*, 13 (1), 1–20. <http://doi.org/10.21344/iartem.v13i1.826>
- Anthony, L. (1997). *English for Specific Purposes: What does it mean? Why is it different?* Retrieved from <http://www.interserver.miyazaki-med.ac.jp/~cue/pc/anthony>.
- Atkinson, R., & Flint, J. (2001). Accessing hidden and hard-to-reach populations: Snowball research strategies. *Social Research Update*, 33(1), 1-4.
- Boukendakdji, I., & Abdul Samat, N. (2022). The Evaluation of Culture in EFL Textbook for Middle School in Algeria. *International Journal of Academic Research in Progressive Education and Development*, 11(2), 1057-1070. <http://dx.doi.org/10.6007/IJARPED/v11-i2/13981>
- Braun, V. & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3, 77-101.
- Chan, C.S.C. (2009). Forging a link between research and pedagogy: A holistic framework for evaluating business English materials. *English for Specific Purposes*, 28(2), 125–136. <https://doi.org/10.1016/j.esp.2008.12.001>
- Cotton, D., Falvey, D., Kent, S., & O'Driscoll, N. (2012). *Elementary market leader: Business English coursebook* (3rd ed.). Harlow, UK: Pearson Longman.
- Crawford, J. (2002). The role of materials in the language classroom: Finding the balance. In J. Richards & W. Renandya (Eds.), *Methodology in language teaching: An anthology of current practice* (pp. 80-90). Cambridge, UK: Cambridge University Press.
- Creswell, J. W., & Plano Clark, V. L. (2007). *Designing and conducting mixed methods research*. Sage.
- Crouch, M., & McKenzie, H. (2006). The logic of small samples in interview-based qualitative research. *Social Science Information*, 45, 483-499. <http://doi.org/10.1177/0539018406069584>
- Cunningsworth, A. (1995). *Choosing your coursebook*. Oxford, UK: Heinemann.
- Dudley-Evans, T. (2001). English for specific purposes. In R. Carter & D. Nunan (Eds.), *Teaching English to speakers of other languages* (pp.131-136). Cambridge, UK: Cambridge University Press.
- Dudley-Evans, T., & St. John, M. (1998). *Developments in English for specific purposes: A multi-disciplinary approach*. Cambridge, UK: Cambridge University Press.

- Ellis, R. (1997). The empirical evaluation of language teaching materials *ELT Journal*, 51(1), 36-42. <https://doi.org/10.1093/elt/51.1.36>
- Ellis, R., Skehan, P., Li, A., Shintani, N., & Lambert, C. (2020). *Task-based language teaching: Theory and practice*. Cambridge, UK: Cambridge University Press.
- Fajardo-Dack, T. (2016). Teacher disempowerment in the education system of Ecuador. *World Journal of Education*, 6(3), 82-89. <https://doi.org/10.5430/wje.v6n3p82>
- Francis, A. (1995). *English as a foreign language: Textbook analysis, ideology and hegemonic practice in a Brazilian context*. [Unpublished dissertation]. Ohio State University, USA.
- Guest, G., Bunce, A., & Johnson, L. (2006). How many interviews are enough? An experiment with data saturation and variability. *Field Methods*, 18(1), 59-82.
- Goktepe, F.T. (2015). *An evaluation of two ESP course books using revised Bloom Taxonomy*. *The Online Journal of New Horizons in Education*, 5 (1), 1–9. Retrieved from <https://www.tojned.net/journals/tojned/articles/v05i01/v05i01-01.pdf>
- Grant, D., Hughes, J., & Turner, R. (2009). *Elementary business result: Student's book*. New York, NY: Oxford University Press.
- Guo, G., He, B. (2020). Evaluation of business English writing course-book based on the needs analysis model-Taking a basic course for business English writing as an example. *International Linguistics Research*, 3 (3), 11–21. <https://doi.org/10.30560/ilr.v3n3p11>
- Harmer, J. (1998). *How to teach English: An introduction to the practice of English language teaching*. Harlow, UK: Longman.
- Hu, J., & Chen, W. (2020). Evaluation system of business English textbook under multiple perspectives. *International Conference on Education Reform and Innovation* (ERA2020). Dalian, China. Retrieved from http://proceedings-online.com/proceedings_series/SH-EDUCATION/ERA2020/ERA204401.pdf
- Hutchinson, T., & Torres, E. (1994). The textbook as agent of change. *ELT Journal*, 48(4), 315-328. <https://doi.org/10.1093/elt/48.4.315>
- Hutchinson, T., & Waters, A. (1987). *English for specific purposes: A learning-centered approach*. Cambridge: Cambridge University Press.
- Hutchinson, T., & Waters, A. (2002). *English for specific purposes*. Shanghai: Shanghai Foreign Language Press.
- Jahangard, A. (2007). Evaluation of EFL Materials Taught at Iranian Public High Schools. *The Asian EFL Journal Quarterly*, 9(2), 130-150. Retrieved from <https://www.asian-efl-journal.com/main-editions-new/evaluation-of-efl-materials-taught-at-iranian-public-high-schools/index.htm>

- Khalidi, K. (2007). Textbook evaluation: The Algerian experience. *Al Adab Wa Llughat Journal*, 2(1), 97-112. Retrieved from [Textbook Evaluation : the Algerian Experience. | ASJP \(cerist.dz\)](#)
- Litz, D. R. A. (2005). Textbook evaluation and ELT management: A South Korean case study. *Asian EFL Journal* 48(1), 1-53. Retrieved from http://www.asian-efl-journal.com/Litz_thesis.pdf.
- McDonough, J., & Shaw, C. (1997). *Materials and methods in ELT: A teacher's guide*. London: Blackwell.
- McGrath, I. (2016). *Materials evaluation and design for language teaching* (2nd ed.). Edinburgh, UK: Edinburgh University Press.
- Nouichi, F. (2022). Do algerian high school EFL teachers adapt textbook materials? *مجلة ميلاف للبحوث و الدراسات* 8(2), 325-337.
- Rea-Dickens, P., & Germaine, K. (1992). *Evaluation*. Oxford, UK: Oxford University Press.
- Richards, J. (2001). *Curriculum development in language teaching* (2nd ed.). Cambridge, UK: Cambridge University Press.
- Richterich, R., & Chancerel, J. (1987). *Identifying the needs of adults learning: A foreign language*. Englewood Cliffs, NJ: Prentice Hall.
- Romanowski, P. (2016). Business English course books—why and how to evaluate them? *Hungarian Journal of Applied Linguistics*, 1(XVI). <http://dx.doi.org/10.18460/ANY.2016.1.003>
- Rouaghe, F., & Bouguebs, R. (2023). The cultural content represented in the middle school school EFL course: Target, International or, source. *Altralang Journal* 5(1), 377-397.
- Sheldon, L. (1988). Evaluating ELT textbooks and materials. *ELT Journal*, 42(4), 237-246. <https://doi.org/10.1093/elt/42.4.237>
- Siegel, J. (2021). Evaluating EAP notetaking textbooks: Eight key questions. *Journal of English for Academic Purposes*, 50(1), 100952. <https://doi.org/10.1016/j.jeap.2020.100952>
- Tomlinson, B. (2013). *Developing materials for language teaching* (2nd ed.). Bloomsbury Academic.
- Tucker, C. A. (1995). Evaluating beginning textbooks. *English Teaching Forum*, 13(3/4), 355- 361.
- Widodo, H. P. (2007). Textbook analysis on college academic writing. *TEFLIN Journal*, 18(2), 109-122. <http://dx.doi.org/10.15639/teflinjournal.v18i2/109-122>