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Faculty of Letters and Languages

Department of Letters and English Language

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Textbook Evaluation: Investigating the Development of the Speaking Skill through the Activities of My Book of English

Presented and publicly defended by

BOUKHRIS Fatma zohra

Supervised by

Dr. BADJADI Nour El Imane

Jury

Dr.AMRANI DJALAL EDDINE	Institution	Chairperson
Dr. SADOUNE FARIDA	Institution	Supervisor
Dr. BADJADI NOU EL IMANE	Institution	Examiner

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Dedication

In the name of Allah,
The most compassionate,
The most merciful, without whom this Work would have ever been possible.

I dedicate this work to my beloved mother, the soul that will forever be my guiding light and inspiration in life. Your love, strength, and wisdom continue to shape my journey, I carry your memory with me every step of the way. Your love, guidance, and support continue to inspire me, even in your physical absence. Every milestone I achieve is a proof to the values you instilled in me and the sacrifices you made for me, though I cannot share this moment with you in person, I feel your presence in every word written and every thought pondered. Your spirit lives on in the depths of my heart, as a guiding light that illuminates even the darkest of days. Thank you, for being my rock, my idol, and my greatest champion. I love you, it is all for you. To my dear beloved family, my father Ahmed, my all and loving Tasnim, and my brothers Salah, Mohamed and my little Talha. Your support, love, and encouragement have been my pillars of strength. I am grateful for the bond we share and the love that binds us together.

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Abstract

This research investigating the development of the speaking skill through the activities in My Book of English. The overall objective of the research is to investigate the development of the speaking skills among the third-year learners through the various activities used in My Book of English. In doing this, the researcher underpins the study, provides broad background about the general theoretical and conceptual framework about speaking in relation to the teaching and learning, and evaluates the textbook My Book of English via the checklist and the teachers' perceptions in order to enhance the reliability of the research. Therefore, the researcher employed a quantitative research design to investigate the effectiveness of speaking activities in the third-year primary school book. The population involved in the study includes 26 primary school teachers of English language, males and females between the age of 25 and 45 who are currently teaching English language in primary schools at Ouargla district, particularly, the third-year teachers. The researcher used both closed- and open-ended questions in collecting the data from the EFL teachers. The purpose of the questionnaire was to gain insights into the teachers' perceptions and practices regarding the speaking activities in the third-year primary school book. Additionally, a checklist was used by the researcher to assess and evaluate the strengths or otherwise of the speaking   activities designed in the book. The quantitative data obtained from the questionnaire and checklists were analyzed using appropriate statistical tools (percentage), pie chart, and bar chart. The findings of the study showed that the key challenge identified in the teaching or development of speaking skill is the lack of clear instructions for speaking activities. This can hinder students' understanding and execution of tasks, thus impeding their progress in developing speaking skills, such as lack of examples and illustrations in the instructional materials, linguistic needs and educational level (appropriate vocabularies) are also other impinging factors.

Keywords: primary school, textbook evaluation, EFL classroom, speaking skill.

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List of Abbreviations

EFL: English foreign language
ELT: English language teaching
SP: Speaking Proficiency
TB: Textbook
PS3: Primary School - third year

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General Introduction

1.1. Background

Out of different modes of communication, language is the most widely used means of communication which is common to all and only human beings. It is the unique gift that helps to share ideas, emotions, desires, experience etc. Crystal (2003) states "language, at its most specific level, refers to the concrete act of speaking, writing or singing in a given situation" (p. 255). Wardhaugh (1998, p.1) defines "a language is what the members of a particular society speak." Various scholars have defined language variously but none of the definitions is absolutely complete in themselves. However, different definitions given by different scholars share some characteristics of language.

Language is a set of structurally related elements for encoding and decoding of a message. It is also a voluntary vocal system of human communication and thus language is learned or acquired through speaking. Speaking is a process of human communication, exchanging ideas and knowledge through human vocal organs with an intent to be understood between speaker and hearer. However, speaking is an elusive term to linguists and has been defined differently.

The Oxford Pocket Dictionary of current English (2009) defines speaking as "the action of conveying information or expressing one's thoughts and feelings in spoken language". It is considered as one of the most difficult skills in language learning besides writing, listening and reading. According to Tarone (2005,p. 485), speaking is usually viewed as "the most complex and difficult skill to master".

However, Chancy (1998, p.13) defines speaking as "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts". Speaking skill has been given priority by language learners in their learning, because mastering the speaking skill is considered as they mastered the other four skills.

Ur (2009, p.120) states that speaking is the most important skill of all the four language skills because individuals who learn a language are referred to as the speakers

of that language. speaking not only knows how to produce specific points of language like grammar, vocabulary, pronunciation, and other that are in linguistic competence, but also learners need understanding about when, why, and in what ways to produce language or apply the sociolinguistic competence.

Haryudin and Jamilah (2018, p. 61) state that speaking English as a foreign language that should be done by many practices to master it. The learners should practice in the classroom activity and also outside of the class because with a lot of practice the learners will make a habit to use English language and their speaking will be fluently.

Speaking skills are an important part of the curriculum in language teaching (Luoma, 2009, p.1). Speaking is one of four skills that should be mastered in learning English. It is a productive language skill. The productive language should pass the mental process. Speaking English as a foreign language is a difficult skill to be taught and learned because the learners should master some aspects like vocabulary mastery, correct pronunciation, grammatical knowledge, and other linguistic elements (Haryudin and Jamilah, 2018, p.59).

1.2. Statement of the Problem

Over the years, linguists are busy and committed to finding possible and best ways for teaching speaking skills. That is, teaching speaking has been undervalued and English teachers have continued to teach speaking just as memorizations of dialogues, however, today's world requires that the goal of teaching speaking should improve students' communicative skills because, only in that way they can express themselves and learn how to follow social and cultural rules appropriate in each communicative circumstance.

Speaking instruction is a major concern in many language programs and instructional strategy cannot be used to influence learning outcomes. In terms of teaching speaking strategies, it is paradoxical that the majority of students in third grade were unable to speak English. It is the responsibility of English teachers to make English class fun, exciting, and interactive for students, especially in every speaking activity. According to Penny (1996), the first hallmark of effective speaking activity is

the learner's dialogue. It is meant; they may convey their thoughts and ideas by speaking frequently. The second point is that participation is equal. In this instance, students should master those aspects of speaking as part of their learning process. It is the responsibility of English teachers at the school to make English class fun, exciting, and interactive for students, especially in every speaking activity, in order to instill confidence in them to speak. When pupils are taught to talk, the goal is to develop their ability to communicate.

To this end, strategies, techniques and activities need to be checked and investigated in the process of teaching speaking with regards to teachers' instructions, preparation and lesson deliberation as well as authenticity, suitability and availability of teaching materials, particularly, the textbooks and the activities used in the textbooks and how the teachers use them in the actual classroom situation.

1.3. Objectives of the Study

The objectives this study attempts to achieve are:

- To evaluate the activities used in teaching speaking skills in PS3 My Book of English.

- To find out the pedagogical implications in the process of teaching speaking skills.

1.4. Research Question and Hypothesis

The researcher raises the following questions:

1. What are the different techniques and strategies used to teach the speaking skill?

2. Is My book of English sufficient to enhance third year pupil's proficiency in the speaking skill?

3. Does My book of English provide the teacher with reliable activities in their attempt to develop and improve year pupil's speaking skills?

It is hypothesized that:

1. Several activities can be utilized in teaching speaking skills to greatly enhance the speaking abilities of EFL learners. Engaging activities like role-playing, communication games, storytelling, and picture description activities are believed to positively impact students' oral proficiency and communication skills.

2. Yes, My book of English is sufficient to enhance third year pupil's proficiency in the speaking skill

3. Yes, My book of English provides the teacher with reliable activities in their attempt to develop and improve year pupil's speaking skills. The activities integrated into teaching speaking have a significant effect on the development of speaking skills of third-grade students.

1.5. Significance of the Study

Mainly, the findings of the study will be beneficial for the teachers in the sense that it aims to identify the challenges in teaching speaking skills to third-grade students that are influenced by factors such as limited vocabulary acquisition, difficulties in grammar comprehension, lack of speaking practice opportunities, and insufficient exposure to authentic language contexts. Similarly, it will be equally important for the textbook writers, syllabus designers, book writers and other persons who are interested in this field. It is also significant to assess the suitability of the materials for speaking skills and the general stakeholders, such as curriculum planners and researchers.

1.6. Methods

This study employed a quantitative research approach to investigate the effectiveness of speaking activities in the third-year primary school book. The participants in this study are 26 EFL (English as a Foreign Language) teachers working in Ouargla district primary schools. To collect data, a questionnaire is administered to the EFL teachers. The purpose of the questionnaire is to gain insights into the teachers' perceptions and practices regarding the speaking activities in the third-year primary school book. Additionally, a checklist is used by the researcher to assess and evaluate the speaking activities included in the book.

The questionnaire is distributed to teachers who were asked to complete it and share their experiences and opinions on the speaking activities in the third-year primary school book. At the same time, the researcher utilized a checklist to evaluate the speaking activities. The data collected from the questionnaire and checklists are analyzed to draw conclusions about the effectiveness of the speaking activities in the third-year primary school book.

The quantitative data obtained from the questionnaire and checklists are analyzed using appropriate statistical methods. This analysis aimed to identify patterns and trends related to the effectiveness of the speaking activities in the third-year primary school book. Prior to collecting data, ethical considerations were carefully taken into account to ensure the confidentiality and anonymity of the participants.

1.7. Structure of the Study

The present study consists of two main chapters. The first chapter is divided into two sections; the first section explores the definition and significance of textbooks in language instruction, emphasizing their role in enhancing linguistic and communicative proficiency. Following this, the chapter examines the criteria for assessing EFL textbooks, covering general characteristics, educational content, grammar, vocabulary, and cultural elements. Different viewpoints from experts on textbook evaluation criteria are presented, underscore the importance of physical features like layout, design, and size, as well as the educational principles embedded in the materials.

Additionally, the chapter underscores the importance of speaking activities and skills in textbooks stressing the necessity of a well-rounded mix of activities to promote communicative practice. Moreover, the chapter explores considerations related to language teaching EFL speaking to young learners.

The second chapter of this paper is practical; it summarizes the methodology used in this research, the sample, as well as the tools for data collection and analysis the results. In the end, this study is concluded with a general conclusion.

CHAPTER ONE: Literature Review

Introduction

This chapter provides an in-depth analysis of textbook evaluation and the enhancement of speaking skills in the realm of English as a Foreign Language (EFL) education. It scrutinizes the definition, categories, advantages, drawbacks, and justification for textbook evaluation, stressing the significance of different types in guaranteeing that educational resources cater to the diverse requirements of students and educators. Furthermore, the chapter explores the intricate process of honing speaking skills in second language acquisition, shedding light on various aspects such as language genre, substance, approach, syntax, lexicon, and cultural elements. The instruction of speaking skills to children is also investigated, with a focus on the importance of semantics, opportunities for oral practice, and customized strategies to cater to a range of learner necessities. The evaluation of young learners' speaking proficiencies is highlighted as a pivotal component for tracking advancement and offering constructive criticism to improve their communicative competence in essential linguistic functions.

Section One: Textbook Evaluation

1.1. Definition of the Textbook

The textbook is considered as the most vital instrument. It is an almost universal element of English language teaching and learning situation, it seems it incomplete until it has its relevant textbook; Hutchinson and Tores (1994, p 315). According to Hutchinson; Torres, 1994 In the same reference the way textbook chapters are designed and structured can provide a blueprint of how a lesson shall be conducted. According to Sheldon, 1987, a textbook can be referred to as published book specially designed to help learners to improve their linguistic and communicative abilities (Ghettas, 2017).

Although the use of a textbook is vital in ELT, many researches were made on whether the use of the textbook can help or hinder the teaching and learning process. According to (Skierso, 1991) TB can serve as a tool to motivate and stimulate language learning. Moreover, according to Mares, 2003 the textbooks are useful in providing

support and security for new inexperienced teachers or teachers have relatively low confidence to deliver ELT lesson in a communicative way (Ghettas, 2017).

1.2. Types of Textbooks

A Type of textbooks that, in their internal structure, are subject to a systematic arrangement of all contents and activities, according to criteria such as selecting information according to its scientific or academic value and importance in general, and its suitability with the external environment and the cultural and ideological environment of society, taking into account the pedagogical coherence of the contents and units.

A Type related to reference books that display a set of information that can be relied upon when needed. There are two types of textbooks, according to Chopin (1992), namely: textbooks in the strict sense of the word, and books that have acquired, after their authorship, a character or a scholastic dimension. In the same context, a distinction is made between several types of textbooks, according to their functions in relation to the process of learning and formation: there are books aimed at teaching and learning, that is, for the teacher and the student. There are books directed to individual or group education, there are books that need to be used in learning, and there are finally reference books that help students learn and acquire school knowledge. On the other hand, there are books and pedagogical carriers that accompany previous textbooks (such as guides for teachers, exercise books and applications...), which are often useful for classroom learning and are linked to a specific school subject, academic level, semester, and even a specific axis of the course. It provides the student with the content of the course according to a well-defined sequential system, and at the same time, it is suitable for collective (inside the classroom) or individual (inside the home) use (Dafater Education and Training, 2010).

1.3. Benefits of the Textbook

Textbooks play a pivotal role in language classrooms in all types of educational institutions, public schools, colleges, and language schools, all over the world. The vast majority of teachers, however, have textbooks suggested, prescribed, or assigned to them (Garinger, 2001). "Textbooks play a very crucial role in the realm of language

teaching and learning and are considered the next important factor in the second/foreign language classroom after the teacher." The textbook is a tool in the hands of the teacher, and the teacher must know how to use it, and how useful it can be for everyone. The wealth of published materials for English language teaching makes selecting the right textbook a challenging task.

Moreover, the selection of a particular core textbook signals an executive educational decision in which there is considerable professional, financial, and even political investment (Sheldon, 1988). Textbooks are a key component in most language programs. In some situations, they serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom. They may provide the basis for the content of the lessons, the balance of skills taught and the kinds of language practice the students take part in. In other situations, the textbook may serve primarily to supplement the teacher's instruction. For learners, the textbook may provide the major source of contact they have with the language apart from input provided by the teacher. In the case of inexperienced teachers textbooks may also serve as a form of teacher training – they provide ideas on how to plan and teach lessons as well as formats that teachers can use. Much of the language teaching that occurs throughout the world today could not take place without textbooks. Learning how to use and adapt textbooks is hence an important part of a teacher's professional knowledge. (Richards, 2001). Theorists such as (Sheldon 1988, p237). suggested that textbooks not only represent the visible heart of any ELT program but also offer considerable advantages for both the student and the teacher when they are used in the ESL / EFL classroom and Using textbooks is psychologically essential for students since their progress and achievement can be measured according to the content of the text book that because the Text books are effective resource for self - directed learning, effective resources for material; ideas and activities. For teachers, Textbook syllabuses reflect pre - determined learning objectives, material, methodology and activities. The best textbook provides a good syllabus, motivating texts, a good language control. It provides also a reference for students; revision. It is essential for the teacher's confidence (Harmer, 1995).

1.4. Limitations of the textbook

EFL textbooks cause a number of reactions, which often oscillate between two extremes, representing arguments and counterarguments for textbook usage in the classroom. Renner (1997) express contrary views, arguing that textbooks lack authentic texts since they depict preferences and biases of their authors and therefore may generate misjudgment, misconceptions, prejudices and stereotypical representations of people from other countries. In their view, such teaching materials are not suitable and convenient for classroom usage. Allwright (1981) argues that textbooks cannot meet various needs of learners around the world. There is no perfect textbook that meets the needs of all students, teachers, schools and curricula. Each textbook has its own strengths and weaknesses On the other hand, ibid (1981 p. 9–10) claims that textbooks are too rigid and they mirror the pedagogic, psychological and linguistic predilections and biases of their authors. Cathcart (1989) argue that besides cultural and social biases, the representation of the target language in textbooks is unnatural, inappropriate and unauthentic and such language models and dialogues do not prepare students satisfactorily for real-life situations. In their view, textbooks give unrealistic representations of real-life situations as they contain relatively few examples of authentic texts and might lead to misconceptions regarding the target society and its culture and might be dangerous for those who expect to interact with native speakers and, consequently, in order to avoid prevalent bad sides and disadvantages of instructional materials, it is necessary to carry out a systematic analysis of textbooks based on well-established criteria and determine their strengths and weaknesses.

Experts such as Sheldon (1988), Skierso (1991), Cunnings worth (1995), and Byrd (2001) have provided various checklists for textbook analysis, from which a teacher can choose according to one's needs. The following table, introduce advantages and limitations of a textbook:

Advantages:

• Provide structure and a syllabus for a program

• Help standardize instruction

• Maintain quality

• Provide a variety of learning resources

•Provide effective language models and input

• Train teachers if teachers have limited teaching experience

• Visually appealing and efficient

• Economy, A textbook is the cheapest way of providing learning material for each learner

Disadvantages:

• May contain inauthentic language

• May distort content

• May not reflect students' needs

• May be expensive

1.5. Reasons of Using Textbooks in Classroom

Hutchinson and Torres (1994, p. 232) identify four ways in which textbooks can help in times of educational change: first as a vehicle for teacher and learner training; second because they provide support and relief from the burden of looking for materials; third by providing as complete a picture as possible of what the change will look like; and fourth through the psychological support they give to teachers and this depends on the approach and quality of the textbook. Therefore, it has great impact at all level; from administrators to teacher and students all rely heavily on textbook to achieved prescribed goals and objectives. The textbook determines the components' and method of learning. It controls the contents, the method and the procedures of learning. Students learn what is presented in the textbook, in other words the way the textbook presents materials is the way the students learn it. In fact the textbook influences the class and the learning process where It is provides neat and clean platform for it users and teachers get good readymade activities which provides concrete sample of classroom progress.

According to Sheldon in 1980 identified the reason why the teacher uses textbook (Ghettas, 2017), they are as follows:

• Developing their own classroom material is an extremely difficult process for teachers.

• They have limited time so to develop new material is difficult due to the nature of their profession.

• Extreme pressures restrict many teachers: so using textbook is one of the most efficient ways of teaching.

1.6. Textbook Evaluation

Textbook evaluation It is considered as an educational judgment (Hutchinson and Waters1987, p:96). The review of literature on textbook evaluation offers several surveys and checklists made by different authors also the evaluation of the cultural knowledge representation in the textbook by (Skiero; s, 1991). In Algeria, the issue was tackled by some studies. According to (Messaoudi, 2020) Textbooks are evaluated based on an analysis tool that takes into consideration pedagogical, scientific, social and cultural aspects. There were important researches about textbooks' evaluation by making judgment about the effect of the textbook on the people using them, as an example of this kind of evaluation (Grant, 1987) also expressed different opinions about textbook evaluation because is a form of professional improvement. Evaluation focuses on the users of the textbook making judgment on its efficiency.

1.6.1. The Importance of Textbook Evaluation

Textbook evaluation is an important process, which can be beneficial to publishers, teachers as well as students. (Amrani, 2011) asserts, publishers have always needed to evaluate their materials in order to satisfy a wide range of end-users. Except for publishers, teachers also need to evaluate teaching materials for a variety of reasons. To begin with, evaluation helps the selection of an appropriate textbook. Furthermore, sometimes there is the need to adopt new textbooks through evaluation. As discussed above, textbook evaluation is an important process which, as noted by (Hargreaves, 1989) is sometimes neglected. However, it should be noted that the

evaluation process is actually of secondary importance to the criteria against which textbooks are evaluated. (Sheldon, 1988) has offered several reasons for textbook evaluation:

• Thorough evaluation of textbooks, people in charge would be able to discriminate between of the available textbooks on the market.

• Textbook evaluation provides a sense of familiarity with a book's content which assists educators in identifying the particular strengths and weaknesses in textbooks, the shortcomings of certain exercises, tasks, and entire texts.

• One additional reason for textbook evaluation is the fact that it can be very useful in teacher development and professional growth.

1.6.2. A Checklist of Suggested Criteria for Textbook Evaluation

There are many criteria that can be used for evaluating EFL textbooks, for examples, (Grant, 1987), (Sheldon, 1988), (Cunnings worth, 1995), and the last but not the least (Mukundan, 2011). Each expert has his or her own idea about the evaluating criteria of EFL textbook. However, all agree that evaluation checklists should consist of some criteria related to the physical attribute of textbooks such as layout, design and size.

Number of scholars have proposed different evaluation checklists included of what they believe to be the most essential general criteria such as , design and organization, etc. A number of other scholars and researchers such as (Chastain, 1971), (Tucker, 1975), (Daoud and Celce-Murcia, 1979), (Canlin and Breen, 1979), and (Sheldon, 1988) have also attempt to come up with their own evaluation checklist. Littlejohn (2011) presents a framework different from the evaluation checklists available. Although he agrees that such frameworks can be useful depending on the purpose you have in evaluating materials, Littlejohn suggests that we need a general framework through which materials can speak for themselves. Littlejohn (2011) proposes a framework, which provides a list of the aspects that need to be considered from a pedagogic viewpoint. His framework is divided into two parts: Publication and design. The first section concerns the tangible or physical aspects of the materials while

the second section relates to the thinking underlie the materials. On the other hand, some language practitioners and researchers believe that since instructional settings are uniquely different we need different evaluation schemes as well. As an instance, (McDonough and Shaw, 2003) suggest that they cannot certainly set worldwide criteria for evaluation since some might argue that textbook criteria are often local. Moreover, (Byrd , 2001, p.416) states "making a comprehensive yet reasonable checklist for evaluation of textbooks is an enormous challenge that requires different lists for different types of courses in different settings". In this research, we present study made an attempt to come up with local evaluation criteria against which ELT textbooks could be evaluated:

• Criteria related to the physical characteristics of textbooks include layout and design.

• Criteria that assess a textbooks content, methodology and fits the needs of the learners

• Criteria related to the specific language, grammar, and skills that are covered by textbook as well as the vocabulary and activities.

• Criteria related to representation of cultural components, and topics that match up to student's personalities, backgrounds, needs, and interests.

Layout and Design Littlejohn (2011, p.179) offers two major criteria for examining the worthiness of a textbook, they include publication and design aspect. Additionally, the layout and design should be appropriate and clear and textbook designers need to take into account these principles. It is because a good textbook provides the students and teachers a comprehensive explanation on each part. In each unit of textbooks, the designer should provide information of the materials being presented. The textbook is should be organized effectively. Illustrative figures will be included.

1.6.2.1. Activities

A textbook should provide a balance of activities to encourage communicative and meaningful practice that incorporate individual , pair and group work in order to creative , original and independent response .The activities should achieved all the objectives in realistic contexts. The activities in textbook must be designed in interesting and meaningful ways following the nature real life and these activities should give a balance between the acquisition of new language skills and the amount of practice. According to (Cunnings worth, 1995) the activities should be taken into account terms and the number of activities, the activities must be designed in interesting and meaningful ways following the nature of listening in real life.

1.6.2.2. Skills

The materials should include and focus on the skills that students need to practice .The materials should provide an appropriate balance of the four language skills; listening, reading, writing, speaking. Cunnings worth (1995, p.67) mentions that textbooks must be provided pre-listening tasks for help learners and reduce the complexity of the text which will make it more comprehensible for them. According to (Cunnings worth, 1995, p.69) In textbooks, speaking should play role and give a balance between the acquisition of new language skills and the amount of practice in order to facilitate the learners to produce accurate spoken utterances. Cunnings worth (1995, p.73-75) points out some dimensions of reading materials which should be taken into consideration like selection the topic, students, ability, the exercise and activities, this makes reading is relatively easy to be done. Writing activities in textbooks require the students to produce something such as filling the gaps, dictation, for that, textbooks should also adapt this principle by presenting how words are combined into a meaningful discourse structure. This also means looking beyond the mechanics of writing at the sentence level (Cunnings worth, 1995, p. 81)

1.6.2.3. Language Type

The language used in the textbook should be authentic and effective for students in addition to appropriate vocabulary. The gradation of grammar points should be presented with clear and easy examples and explanations. from main criteria propose by (Ur, 1996) of evaluating the textbooks is the language which should be

comprehended easily Content One from the main aspects to be considered in evaluating textbooks According to (Byrd, 2001) include content/explanations ☐ The content of a textbook should be relevant to student's needs.

• The content of the textbook should be generally realistic

• The content of the materials should be interesting, challenging and motivating

• There should be a sufficient variety in the content of the textbook.

1.6.2.4. Methodology

Mukundan, (2011, p.104-105) offer a comprehensive checklist of textbook evaluation included two main parts general attributes and teaching-learning content. General attributes seek to answer questions in relation to the match between textbook and the syllabus, the methodologies employed, the capability of textbook to some factors related to the learners' needs, interests

1.6.2.5. Grammar

Textbook is categorized into some aspects related to the grammar, vocabulary (Byrd in Celce-Murcia, 2001, p. 419-420). Due to the fact that grammar plays an important role in English language teaching, the grammar Should be presented in textbook with clear, easy and interesting examples and explanations balanced between form and meaning, the activities should be also integrated in accordance to grammatical principles and the functions being According to (Cunnings worth, 1995, p. 38) good vocabulary in textbook should adding new words into the old ones This will enable students to use words properly and this strategies aimed at raising students' awareness that words are interconnected and interrelated each other's. Taking the principle of good vocabulary tasks into account and the words should efficiently, repeated and recycled across the book for reinforcement of words they have learned previously.

1.6.2.6. Cultural Components

Integrating the learners own culture into the target culture in teaching English is fine, but the textbooks used in the classroom should sensitive have been relevant considered to the culturally content for aimed at maintaining local and national identity, according to Ena (2013, p 17) argues that book will be more effective when them accommodate with culture of the learners.

1.6.3. Types of textbook evaluation

A textbook can be evaluated at three types. Predictive or pre - use evaluation that is designed to examine the future or potential performance of a textbook is mainly Impressionistic and predictive involved with the destiny of newly designed textbooks (Gunning Worth, 1995). Whilst -use evaluation: The in - use of textbook evaluation is designed to examine material that is currently being used it is called in – use evaluation (Gunning Worth, 1995) or Retrospective evaluation. According to (Mukundan, 2007) It is a long-term process and will continue used as long as the textbook is used. After– use evaluation: The retrospective or post - use; reflection: (reflective) evaluation of a textbook that has been already used is used after the use of the material to look for improvements.

Section Two: The Development of the Speaking Skill

2.1. Defining Speaking

Before defining speaking skill, one needs to define what it means to speak. Speaking entails translating thoughts to sounds, mostly while taking part in conversations. This brief description of speaking reflects how two main research fields have influenced thinking about the construct of speaking.

Speaking is a complex cognitive process (Graham-Marr, 2004) and an active use of language to express meaning (Cameron, 2001). It requires the language users to speak fluently, to be able to pronounce phonemes correctly, to use appropriate stress and intonation patterns, and to speak in connected speech (Harmer, 2007). In line with Harmer (2007), Chaney (cited in Kayi, 2006) defines speaking as a process of building and sharing meaning and information with verbal and non-verbal symbols in variety

context. In EFL context, the language users are also urged to speak in different genres and situation, and they will have to be able to use a range of conversational and conversational repair strategies (Harmer, 2007a).

For language assessment, the psycholinguistic tradition views speaking as an individual cognitive skill. Whereas, the sociolinguistic-interactional tradition views speaking as a social interactional ability.

2.2. Approaches to Speaking

Traditional psycholinguistic models of speaking, the speech production process consists of multiple stages (Dell et al. 1997, Levelt et al. 1999). Although models of speech production diverge on which processes in speech production may run parallel to each other and which may interact (Morsella; Miozzo 2002), they agree on the general stages in speech production: preverbal planning, lexical retrieval processes that include retrieving morphosyntactic knowledge to build correct structures and phonological knowledge to plan intelligible sounds, and finally, articulatory planning. During these processes, speakers monitor their progress (Dell et al. 1997, Levelt et al. 1999). To communicate successfully then, a speaker needs to have the processes at each of the stages of speech production run efficiently. Speaking, from the cognitive perspective, can therefore be broken down into several sub skills: a skill to conceptualize the preverbal message, a skill to retrieve the correct lexical items quickly along with their morphosyntactic characteristics, a skill to retrieve the appropriate sounds with these lexical items and to plan them as connected speech, a skill to send motor programs to the articulatory muscles to produce intelligible sounds, and finally, skills to efficiently monitor one's speech.

In the L2 acquisition and assessment literature, the model by Levelt et al. (1999) has been adapted to describe processes of L2 production (De Bot 1992, Kormos 2006, Segalowitz 2010), and these adapted models assume that the speech production processes for L1 and L2 are largely the same. They add that, unlike for L1 speakers, many of the processes involved after the preverbal planning stage are not automatized, and L2 learners need to rely more on (slow) declarative knowledge in addition to procedural knowledge (e.g., Kormos 2006). In addition, L2 learners need to tap more

into strategies due to a lack of (for instance, lexical) knowledge and due to more limited cognitive resources when automatization falls short (Skehan 1998).

The recent emphasis on dialogue in psycholinguistic research is inspired by and in line with the sociolinguistic-interactional research paradigms that view human communication as a social activity. Conversation analysis is the research field in sociology that specializes in studying social interaction. From such studies, we know that interaction, although dynamic and spontaneous, is sequentially organized in adjacency pairs such as greetings and counter greetings or questions and answers. In addition, the transition of turns between two participants in a conversation is organized (Sacks et al. 1974).

Importantly, meaning in interaction is co constructed by the speakers involved, and thus, interactional competence is "distributed across participants" (Young 2011, p. 430). Because interaction is reciprocal, the skill of speaking in interaction must include—in addition to the individual cognitive skills already mentioned—the ability to listen attentively, to design the message for the recipient (recipient design)

(Drew 2012), to manage the conversation, and to use appropriate nonverbal behavior. As Clark (2002) put it, in dialogue, a speaker is simultaneously delivering their primary message (the propositional content) and the collateral message, in which the speaker is informing the listener about their performance and their understanding.

2.3. Teaching Speaking

The goal of teaching speaking is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation. To this relation, it is worth voting to what Nunan (2003) believes, which particularly dealing with teaching speaking. In his perception, to teach speaking can be defined as to teach the students to: - Produce the English speech sound and sound patterns- Use words and sentences stress, intonation patterns, and the rhythm of the second language- Select the appropriate words and sentences according to the proper social setting, audience, situation and subject matter- Organize their

thoughts in a meaningful and logical sequence- Use language as a mean of expressing values and judgments- Use the language quickly and confidently with few unnatural pauses, which is called as fluency. To help the students in developing communicative efficiency in speaking, teachers can use a balanced activities approach, which combines language input, structured output, and communicative output (Richard, p. 2008).

First, Language input comes in the form of teacher talk, listening activities, reading passages, and the language in which the students hear and read outside the class. It gives learners the material they need to begin producing language themselves. Language input may be content oriented or form oriented.

Second, structured output focuses on correct form. In structured output, students may have options for responses, but all of the options require them to use the specific form or structure that the teacher has just introduced. Structured output is designed to make learners comfortable producing specific language items recently introduced, sometimes in combination with previously learned items. Instructors often use structured output exercises as a transition between the presentation stage and the practice stage of a lesson plan. Textbook exercises also often make good structured output practice activities.

Third, communicative output, the learners; main purpose is to complete a task, such as obtaining information, developing a travel plan, or creating a video. To complete the task, they may use the language that the instructor has just presented, but they also may draw on any other vocabulary, grammar, and communication strategies that they know. In communicative output activities, the criterion of success is whether the learner gets the message across. Accuracy is not a consideration unless the lack of it interferes with the message.

2.4. Teacher Roles in Teaching Speaking

Paul (2003, p. 77) lists several principles that teachers need to consider in preparing students to communicate in English:

1. Introducing and practicing patterns in ways that feel meaningful to the children, such as in games, in situation where the children genuinely want to express themselves, and through personalization.

2. Practicing new patterns in combination with the other patterns the children have learned, so the children can internalize them more easily.

3. Giving the children many opportunities to guess how to use the patterns flexibly in novel situation.

4. Giving the children confidence to speak out in front of others by talking independently with other children and the whole class.

5. Building the children's inner strength to deal with confusing and novel situations, by presenting them with puzzles to overcome and solve, and making sure, they are finally successful.

Focusing on the question forms of new patterns, so the children can ask about things they do not know. They can learn who it is. Before or at the same time as learning, it is a cat, and, what is she doing? Before or at the same time as learning she is sleeping. In line with Paul (2003), Harmer (2007b) and Terry (2008) classify roles of teacher in teaching speaking, as follows:

1. Prompter: The teachers provide the students with discrete suggestions, leave them to struggle by themselves, and give them chunks not words, without disrupting the discussion.

2. Participant: The teachers participate in the discussion by introducing new information and by ensuring the continuation of students' engagement. The main point is the teacher should not monopolize the conversation.

3. Feedback provider: The teachers can give some feedbacks by giving helpful and gentle correction and by telling the students about their performance. Besides that, they should avoid over-correction, since it might lead to students' reluctance to continue the dialogue.

4. Assessor: The teachers can write down some written samples of languages produced by students, or memorize some of it, then tell it to their students.

5. Observer: The teachers should observe the class speaking activity and find out what makes the activity breakdown.

6. Resource: The teachers have to provide some tools to improve their students' oral competence.

7. Organizer: The teachers manage the classroom to set the activities and get the students engaged. In one teaching activity, the teachers might play more than one roles in the classroom. They can be a prompter in the middle of speaking of activity then in the end of the class, they will play a role as feedback provider.

2.5. Characteristics of Young Learners

Young learner is categorized as students from ages three to eight years old (Wilson, 2003; Alianello, 2004). Pinter (2006) limits the age groups of young learners from five to fourteen years old. However, she offers an idea that age of categorization is not a big deal in teaching language to young learners. The main issue in teaching language to young learners should begin with the consideration that every child is unique and they have substantial differences within, such as the culture differences (Pinter, 2006). Moreover, Paul (2000) adds that all children deserve the chance to achieve their potential both as learners and as completely people, and become broad-minded members of a truly international society. Further, Harmer (2007b, p. 82) classifies the characteristics of young learners as follows:

(1) They respond to meaning even if they do not understand individual words

(2) They often learn indirectly rather than directly

(3) Their understanding comes not just from explanation, but also from what they see and hear, and crucially, have a chance to touch and interact with

(4) They find abstract concepts such as grammar rules difficult to grasp

(5) They generally display an enthusiasm for learning and a curiosity about the world around them

(6) They have a need for individual attention and approval from the teacher

(7) They are keen to talk about themselves and respond well to learning that uses themselves and their own lives as main topics in the classroom; and

(8) They have a limited attention span unless activities are extremely engaging, they can get easily bored. Based on those classifications, various teaching approach in teaching young learners are significantly developed. The finding of an effective approach is usually correlated with the particular needs of the young learners. In this context, teacher should develop a general approach based on their views on how young learners learn most effectively and consistently (Paul, 2003). Since the teaching English to young learners become a universal consideration due to the expansion of English, there must be specific approaches in teaching them (Hudelson, 1989; Pinter, 2006).

2.6. Strategies in Teaching Speaking to Young Learners

Teaching speaking to young learners is very rewarding since they are less-conscious than older learners (Phillips, 1993) are. However, the teachers find it difficult since the learners have to master vocabularies, pronunciation, structure, function in order to say what they want. Cameron (2001) holds an assumption that the major part of teaching and learning to young learners will be oral. Furthermore, she proposes two guiding principles in teaching speaking to young learners:

(1) Meaning must come first: if children do not understand the spoken language, they cannot learn it

(2) To learn discourse skill, children need both to participate in discourse and to build up knowledge and skill for participation. It means that the young learners should be involved in a situation where they will practice speaking with real people for real purposes.

Graham-Marr (2004) provides some of the speaking skills that merit classroom time include fluency, phonological clarity, strategies, being able to produce chunks of language, appropriacy (register), understanding elliptical forms, and the use of interconnected devices. Based on the explanation above, teaching speaking to young learners should rely on children characteristics to make the learning meaningful. The use of song and cants will be useful for teaching stress patterns and rhythm of English (Phillips, 1993).

2.7. Techniques in Teaching Speaking to Young Learners

To make an interactive teaching and learning, designing and promoting various techniques become a crucial part in teaching speaking. Brown (2001, pp.275-276) proposes seven principles in designing speaking techniques, as follows:

1. Use techniques that cover the spectrum of learners needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency.

2. Provide intrinsically motivating techniques

3. Encourage the use of authentic language in meaningful contexts.

4. Provide appropriate feedback and correction.

5. Capitalize on the natural link between speaking and listening.

6. Give students opportunities to initiate oral communication

7. Encourage the development of speaking strategies

2.8. Assessing Young Learners' Speaking Skill

Assessment is an integral part of teaching and learning process. It can be described as the process of data analysis that teacher use to get evidence about their learners' performance and progress in English (Pinter, 2006).

Assessment has several roles, such as: to change people's lives (Shahamy 2001, in McKay 2006), to examine, monitor and aid children's progress (Hudelson, 1989; Ioannou-Georgiou; Pavlou, 2003), to build an accurate and effective communication between teacher and parents

(Hudelson,1989; Ioannou Georgiou; Pavlou,2003), to provide feedback on pupils' learning (Cameron, 2001), and to monitor teacher's performance and plan future work (Ioannou-Georgiou; Pavlou, 2003). It is important to assess young learners' speaking performance, since speaking is considered as the most rewarding and motivating skill for them. The young learners usually get excited when they are able to express a few things in target language. Therefore, Ioannou-Georgiou and Pavlou (2003) propose the criteria in assessing young learners' speaking performance, namely: pronunciation, intonation and turn taking. Overall, the aim is to achieve oral communication, and the teacher should assess their communicative proficiency in basic functions, such as asking questions or introducing themselves.

Conclusion

The present chapter was devoted to the significance of assessing EFL textbooks to ensure they adequately address the requirements of both students and teachers. It presents a comprehensive set of criteria for evaluating textbooks, encompassing aspects such as layout, design, activities, and the range of skills covered. Furthermore, it sheds light on the enhancement of speaking skills in language acquisition, underscoring the multifaceted nature of this process, which encompasses language type, content, methodology, grammar, vocabulary, and cultural elements. When instructing young learners in speaking, it is essential to prioritize comprehension, offer ample opportunities for oral practice, and employ strategies that cater to a diverse range of learner needs. The evaluation of young learners' speaking abilities is pivotal in monitoring their progress and providing constructive feedback to foster the development of their communicative skills in fundamental functions.

CHAPTER TWO: METHODS AND FINDINGS

Introduction

This study in hand contains and presents the processes and procedures that the researcher follows in carrying out the study and are discussed under the following sub-headings: Methodology, description of the data collection instruments, description of the textbook evaluation checklist description of the questionnaires, population of the Study, Sample and Sampling Technique, Procedure for data analysis, and Results.

1. Methodology

Framed according to a descriptive research design, the study is based on a quantitative approach. According to Creswell (2014); survey research presents a quantitative assessment of the trends, attitudes, or point of views of a population through the analysis of results of a sample taken from that population. Therefore, considering the study's objectives, an evaluation checklist and a questionnaire were selected as research tools. The reason for using these quantitative research instruments was because they help to generate quantifiable data that are ready for statistical analysis (Mugenda, 2008:285).

Furthermore, the use of a questionnaire enabled the researcher to obtain data and opinions about a phenomenon from people who are informed on the issue under investigation (Delport, 2007). The questionnaire allowed the respondents to read and answer identical questions related to the topic that the researcher is investigating, thereby ensuring consistency in the data collection (Saunders et al., 2007:357). Another reason for using a questionnaire it helps to generate standardized data, which made the processing of responses easier. According to Panneerselvam (2008:93), standardized data help to increase the validity and reliability of the results. Open-ended questions allow respondents to say anything they like and to say it in their own words. Closed- ended questions involve multiple-choice questions: respondents were required to select one alternative from a list of options provided by the researcher. The researcher uses more closed-ended questions because the response options can be chosen to represent categories of interest to the researcher and because it can be designed in such a way as to be easily quantified (Whitley, 2002:345).

2. Description of the Instruments

In order to answer our research questions, the study investigates the development of the speaking skill through activities in the textbook My Book of English 3rd year primary school. A checklist is used to measure the actual outcome of the use of the textbook, which would help us to arrive at a more reliable and comprehensive evaluation results. This section describes this tool and follows it with a description of a questionnaire that was designed to collect data from teachers.

2.1. Description of the Textbook Evaluation Checklist

A speaking skill checklist is a tool used to assess and provide feedback on students speaking skills in language learning. The checklist was developed and validated by Dumančić (2011) as part of her Doctoral dissertation entitled "The Development of the Speaking Skill: a textbook analysis". Dumančić (2011) focused on the development of the speaking skill in English as a foreign language in the elementary school. The research was done on the corpus of tasks compiled on the basis of the analysis of the "Dip in" textbooks and workbooks for English as a foreign language in primary school. The checklist was selected and applied on PS3 textbook for its practicality and suitability to the purpose of the present research.

2.2. Description of the questionnaire

This questionnaire is about exploring the perceptions of primary school teachers on how effectively activities in My Book of English facilitate the development of learner's speaking skill. The researcher administers questionnaire as a primary tool. The questionnaire is a suitable instrument for quantitative research because it allows the researcher to give a number of options for eliciting the responses in determining the extent to which respondents hold a particular view on what the researcher was investigating (Babbie; Mouton, 2001:233).

The present questionnaire incorporates close-ended questions to be answered through selecting from a defined set of responses. Data was measured on the Likert scale including five points: (1) Strongly Disagree, (2) Disagree, (3) Neutral, (4) Agree, (5) Strongly Agree. "The Likert scale is one of the most frequently used methods for the measurement of social attitude. 'The method of summated ratings' developed by Likert in 1932" (Singh, 2006, p.207).

The questionnaire is divided into 2 parts the first part is about the demographic data (Age, Gender, Experience, etc.). While the second part discuss the textbook use and speaking skills development last section, the last three questions are open - ended questions (Teacher's feedback) aimed at knowing from the participants if there was anything that they wish to ask or supply that is absent in the questionnaires in the research topic.

3. Population of the Study

The population involved in this study is primary school teachers of English language, male and female between the ages of 25 and 45 who are currently teaching English language in primary schools at Ouargla district, particularly, the third-year teachers. At a rate of one teacher for every 2 schools, the researcher has however selected population across the district of Ouargla and the questionnaire was distributed via email so as to reach a representative random sample.

3.1. Sample

This study collects responses from a random sample of 26 primary school English language teachers to ensure a diverse range of perspectives.

3.2. Ethical Considerations

All data will be anonym zed and stored securely to protect the privacy and confidentiality of participants.

4. Data Analysis

This section presents the results and interprets them. First, the textbook evaluation takes place through reporting the content analysis based on a checklist. Then, the responses to the questionnaire will be analyzed.

5. Results

5.1. Textbook Evaluation

A comprehensive assessment of a textbook based on the findings requires several important factors to be taken into account. At first it is essential to prioritize the clarity of instructions for speaking activities in order to guarantee comprehension and engagement among third-grade students. Secondly, the content's relevance, including vocabulary and examples, must align with the students' cultural background and language proficiency level to facilitate understanding. Thirdly, the effectiveness of teaching methodologies, which emphasize authentic language exposure and interactive practice, plays a crucial role in fostering confidence and fluency in oral expression. Additionally, incorporating a variety of speaking activities caters to different learning styles and encourages active participation. Moreover, the textbook's adaptability to cater to learners of varying proficiency levels ensures equal opportunities for skill development. Lastly, adherence to curriculum standards, user-friendly design, and mechanisms for feedback integration contribute to the overall usability and effectiveness of the textbook in supporting the acquisition of speaking skills among third-grade learners.

Table 1. Speaking Activities Evaluation of My Book of English

Sequence	Title	Types of speaking activities	Page number
1/2/3/4/5/6	-Me My Family And My Friends - My School - My Home - My Play Time - My Pets - My Fancy Birthday	Listen And Repeat	8.16.19.20.22.27.30.35.39 42.45.49.52.58.59
2/3/4/5/6	- My School - My Home - My Play Time - My Pets	Listen And Sing A Song	10.17.21.28.37.43.50.61

	- My Fancy Birthday		
2	- My School	Ask And Answer	12.14
1/2/5	- Me My Family And My Friends - My School - My Pets	Act It Out	14.23.48

The report presents the findings of a checklist evaluation that aimed to identify the types of speaking activities present in each unit of a textbook and their corresponding page numbers. The analysis was conducted in descending order based on the number of speaking activities per unit.

The evaluation employed a checklist that categorized speaking activities into four types: Listen and Repeat, Listen and Sing a Song, Ask and Answer, and Act It Out. Each unit of the textbook was analyzed using the checklist, and the page numbers where the activities were located were recorded.

Unit 1, "Me My Family And My Friends," exhibited the highest number of speaking activities. The "Listen and Repeat" activity was found on pages 8, 16, 19, 20, 22, 27, 30, 35, 39, 42, 45, 49, 52, 58, and 59, while the "Act It Out" activity was identified on pages 14, 23, and 48.

In Unit 2, "My School," "Listen and Repeat" tasks were observed on pages 10, 17, 21, 28, 37, 43, 50, and 61, and "Ask and Answer" activities were situated on pages 12 and 14.

Unit 3, "My Home," and Unit 4, "My Play Time," both included the "Listen and Sing a Song" activity, which was found on pages 10, 17, 21, 28, 37, 43, 50, and 61 in each unit.

Unit 5, "My Pets," incorporated the "Listen and Repeat" activity on pages 10, 17, 21, 28, 37, 43, 50, and 61, and "Act It Out" tasks were located on pages 14, 23, and 48.

In Unit 6, "My Fancy Birthday," the "Listen and Repeat" activity was evident on pages 10, 17, 21, 28, 37, 43, 50, and 61.

The analysis reveals a varied spectrum of speaking activities throughout the textbook. "Listen and Repeat" tasks dominate across all units, while "Listen and Sing a Song" activities are notably prevalent in units 3, 4, and 6. "Ask and Answer" activities feature solely in unit 2, and "Act It Out" tasks are exclusive to units 1 and 5.

This report provides a comprehensive overview of speaking activities within the textbook, showcasing a balanced assortment of task types. These findings can assist educators in selecting units and tasks that align with their instructional objectives, thus supporting students' language acquisition endeavors.

Table 2. Strategies of Speaking through Textbook Activities

Strategies	Frequency	Page number
Repeating after the teacher	15	8.16.19.20.22.27.30.35.39 42.45.49.52.58.59
Repeating after the recording	8	10.17.21.28.37.43.50.61
Reading aloud	/	
Singing a song	8	10.17.21.28.37.43.50.61
Acting out	3	14.23.48
Reciting	/	
Spelling	Regularly	
Asking and giving answers	2	12.14
Reporting	/	
Interviewing	/	
Discussing	/	
Saying	/	
Describing	/	
Telling a story	/	
Retelling	/	

The analysis based on the outlined strategies in table 2, it shows the evaluation of the strategies utilized in the textbook activities demonstrates a particular emphasis on pronunciation. The data presented in Table 2 outlines the various strategies employed to enhance students' speaking abilities, along with their corresponding frequencies and page numbers. This information serves as the basis for assessing the effectiveness and prevalence of each strategy in promoting speaking skills.

One of the most frequently used strategies is "repeating after the teacher," which occurs 15 times across pages 8, 16, 19, 20, 22, 27, 30, 35, 39, 42, 45, 49, 52, 58, and 59. This technique involves students mimicking the teacher's pronunciation and

intonation, and it is considered fundamental for improving pronunciation and building fluency (Harmer, 2007).

Another strategy, "repeating after the recording," is similar to repeating after the teacher and is employed 8 times on pages 10, 17, 21, 28, 37, 43, 50, and 61. In this case, students mimic a recorded model, which provides a consistent and accurate reference for pronunciation.

The strategy of "singing a song" is also utilized 8 times on the same pages as repeating after the recording (10, 17, 21, 28, 37, 43, 50, and 61). Singing songs not only enhances pronunciation, rhythm, and intonation but also offers an enjoyable and engaging way to practice speaking (Murphey, 1992).

Furthermore, the strategy of "acting out" is employed 3 times on pages 14, 23, and 48. This approach involves students dramatizing dialogues or scenarios, allowing them to apply their speaking skills in a contextualized and meaningful manner, thereby promoting communicative competence (Kao & O'Neill, 1998).

Lastly, the strategy of "asking and giving answers" is used twice on pages 12 and 14. This strategy involves students engaging in question-answer exchanges, providing them with opportunities to practice spontaneous speaking and develop their conversational skills (Thornbury, 2005).

The analysis of the strategies employed in the textbook activities highlights a strong focus on improving pronunciation as a means of enhancing students' speaking abilities.

5.2. Results of the Questionnaire
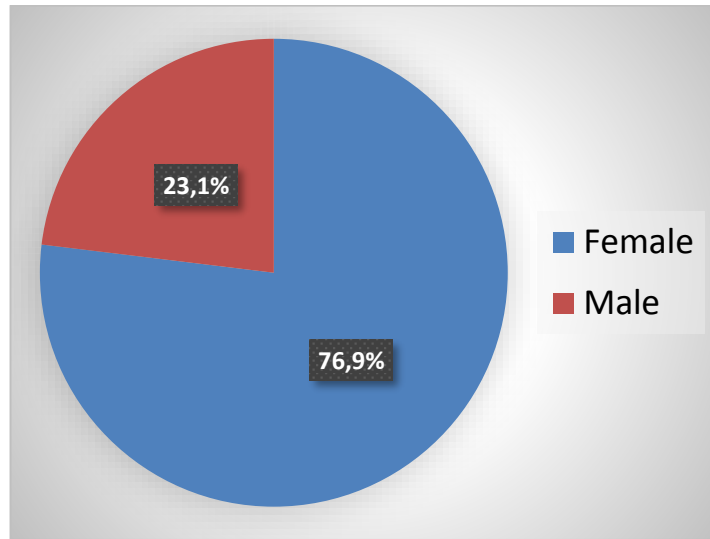
Background Information

Gender

Figure 1. Participants' Gender

The above figure shows the descriptive statistics related to the demographics of the respondents and their total number 26, there were 20 females and 6 males.
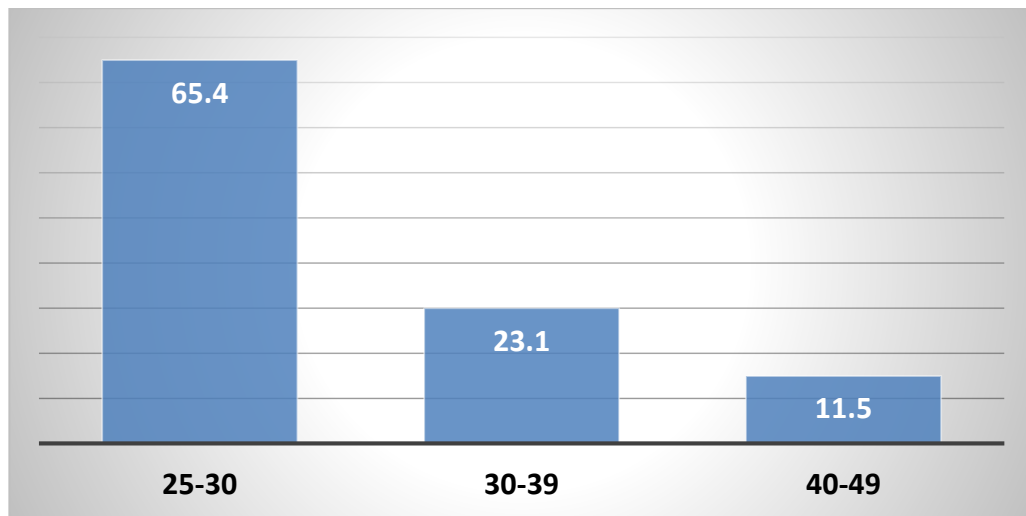
Age

Figure 2. Participants' Ages

Figure 2 shows the total of participants who were 65.4 % aged between 25-30, 23.1% aged between 30 to 39 and 11.5% aged between 40 to 49.
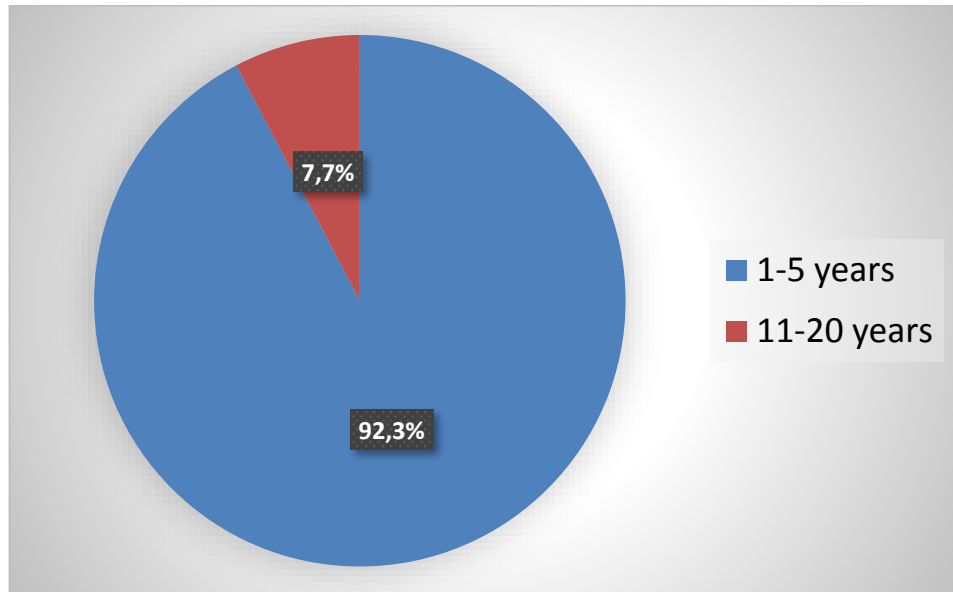
Experience

Figure 3. Distribution of Teaching Experience

Respondents' teaching experience ranged from 1 to 5 years, with the majority (92.3%) having high teaching experience and the minority (7.7 %) having low teaching experience
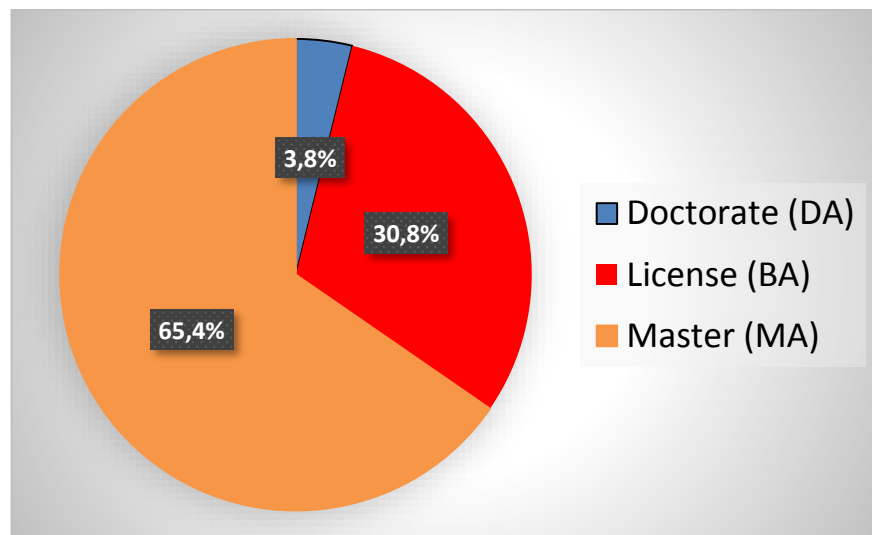
Level of Education

Figure 4. Participants' Academic Level

In terms of education level, majority of the respondents 65% had a Master's degree, 30.8% had a License BA, the rest 3.8 % had a Doctorate degree DA.
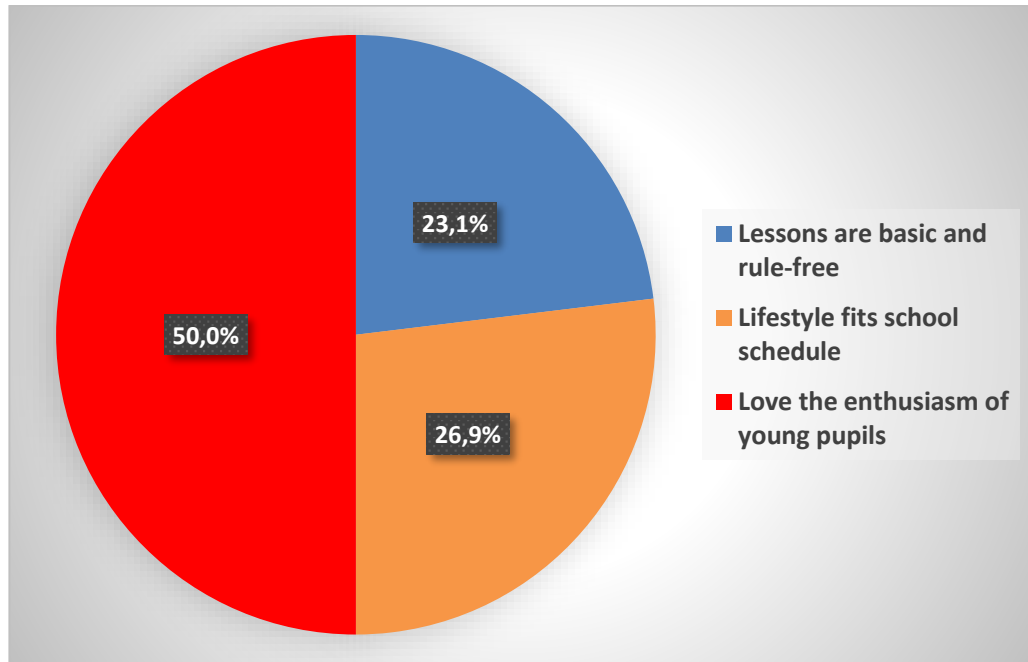
Why did you choose to teach English in primary school?

Figure 5. Reasons for Choosing English

When primary school teachers make the decision to teach English, they are often motivated by a range of factors that align with their professional and personal aspirations. The genuine enthusiasm displayed by young pupils, as mentioned by 50.0% of participants, highlights the intrinsic reward of witnessing their curiosity and eagerness to learn at this stage of their development. This enthusiasm not only creates a dynamic and engaging teaching environment but also serves as a source of inspiration for educators. Moreover, 26.9% of respondents value the appeal of a school schedule that harmonizes well with their lifestyle, indicating a preference for the structured and predictable hours that come with teaching at the primary school level. This may potentially allow for a more balanced work-life arrangement. Additionally, 23.1% of participants appreciate the opportunity to teach English at the primary level because of the simplicity and lack of rigid rules in lessons.

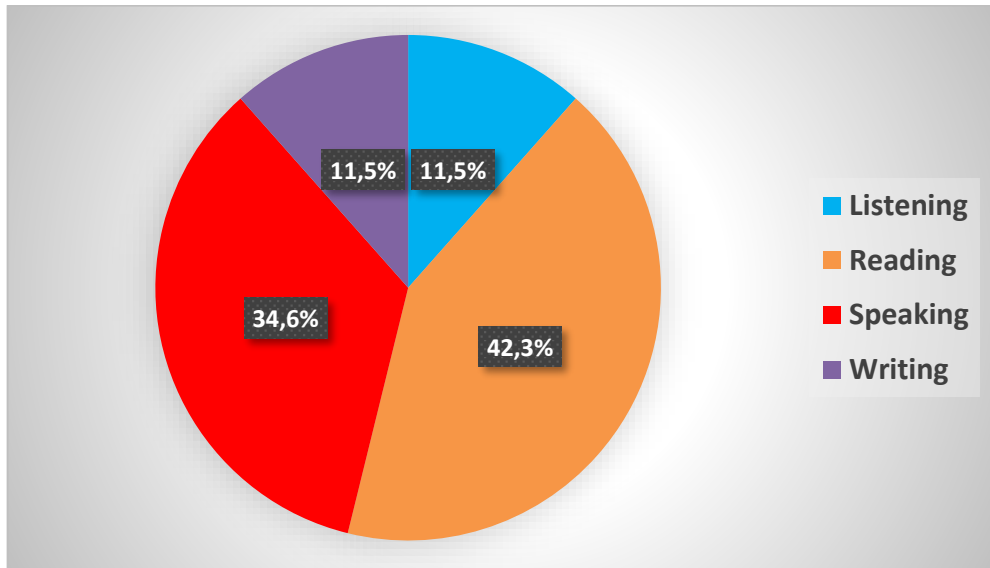*Which of the four skills should you focus on in the primary school?*

Figure 6. The Most Targeted Skill

In the context of primary English education, the cultivation of the four essential language skills - reading, writing, listening, and speaking - is crucial. The data illustrated in the graph highlights a notable focus on these skills, with reading being the most emphasized at 42.3%, followed by speaking at 34.6%, and both listening and writing at 11.5%. This emphasis on a comprehensive approach to language development is consistent with the established guidelines for effective English teaching at the primary level.

Is the content of the 3rd year textbook relevant and reflects the cultural background of Algerian pupils?
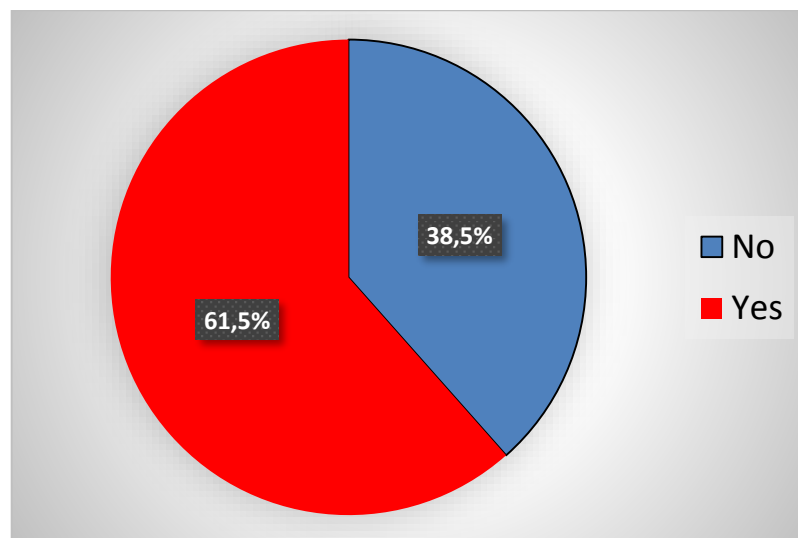
Figure 7. Textbook Relevance and Cultural Reflection

61.5% of participants agree that the content of the textbook really reflect and it is relevant to the cultural background, while 37.5 % see that it does not really reflect the cultural background.

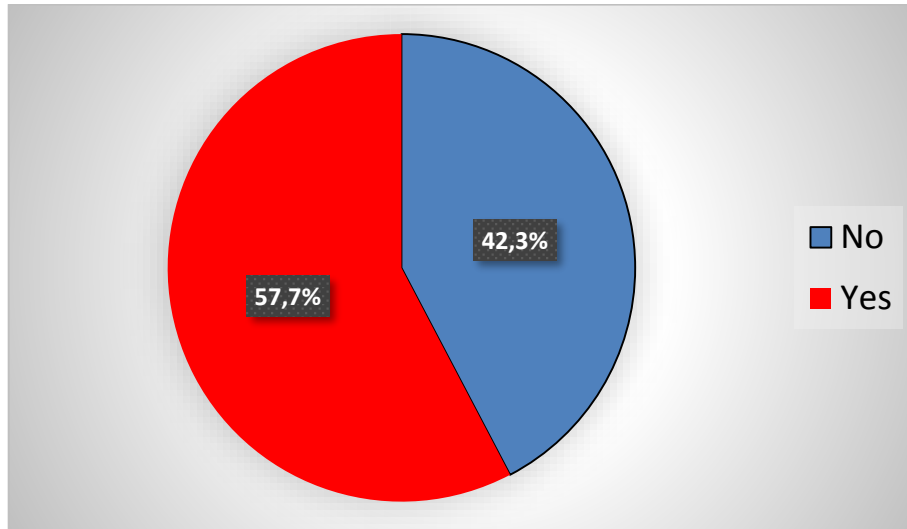*Have you ever faced challenges when using the textbook?*

Figure 8. Challenges While Using Textbook

The figure below shows that 57.7 % of the teachers face challenges when using the textbook, in the other hand 42.3 % of them doesn't really face any challenges.

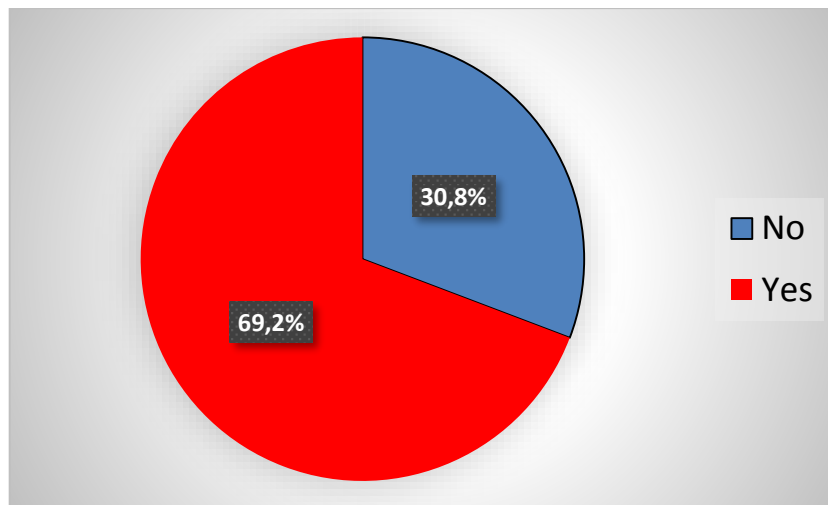*Do you think that the vocabularies used in the book are suitable to the learners?*

Figure 9. Vocabulary Suitability

The examination of feedback on the adequacy of vocabulary in the elementary school English textbook "My Book of English" indicates a prevailing consensus, as 69.2% of participants acknowledge its suitability for students. This favorable viewpoint implies that the chosen vocabulary corresponds effectively with the language requirements and educational level of elementary school pupils. Nevertheless, the 30.8% of respondents who voice reservations about the appropriateness of the vocabulary highlight significant points for reflection.

Do you think that the grammar used in the book align with the age of the learners?
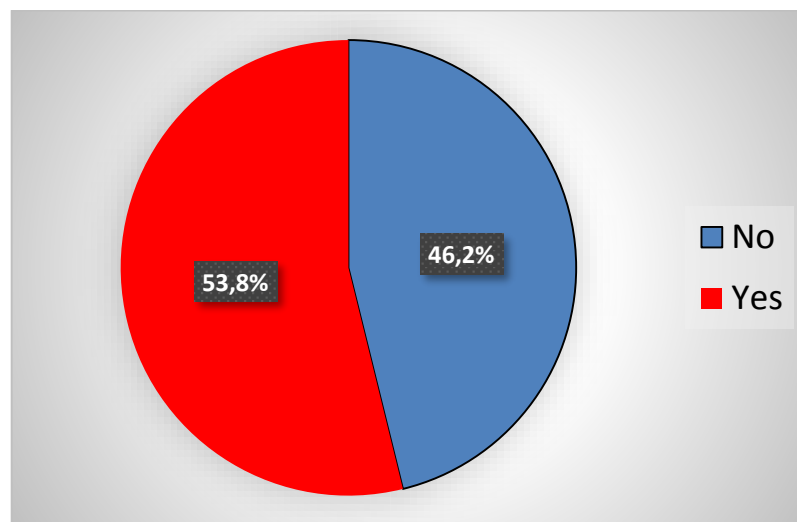

Figure 10. Grammar Suitability

The viewpoints on the correlation between the grammar in the English textbook for primary school students and their age are divided, with 53.8% supporting the alignment and 46.2% expressing disagreement. This divergence in opinions emphasizes the importance of ensuring that the grammar lessons in educational materials are appropriate for the developmental stage of the target age group. The positive responses indicate that the grammar content in the textbook is perceived as suitable for the cognitive and linguistic abilities of primary school students. On the other hand, the opposing perspectives raise concerns about the potential mismatch between the complexity of grammar presented and the students' readiness based on their age. This underscores the significance of carefully assessing and adjusting grammar instruction in textbooks to effectively meet the developmental needs and learning capacities of young learners in primary school settings.

Do you think that the examples and illustrations facilitate the learners' understanding?

Figure 11. Simplicity of Illustrations in the Textbook
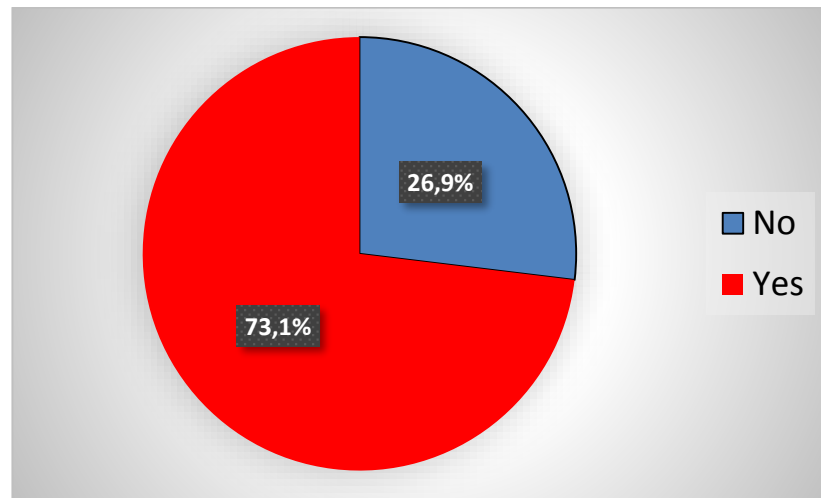
73.1 % of the teachers think that the examples and illustrations provided facilitate the learners understanding in the other hand 26.9 % think that it does not provide with a clear understanding.

Do you feel that the speaking exercises in the textbook adequately prepare students to communicate effectively in English?
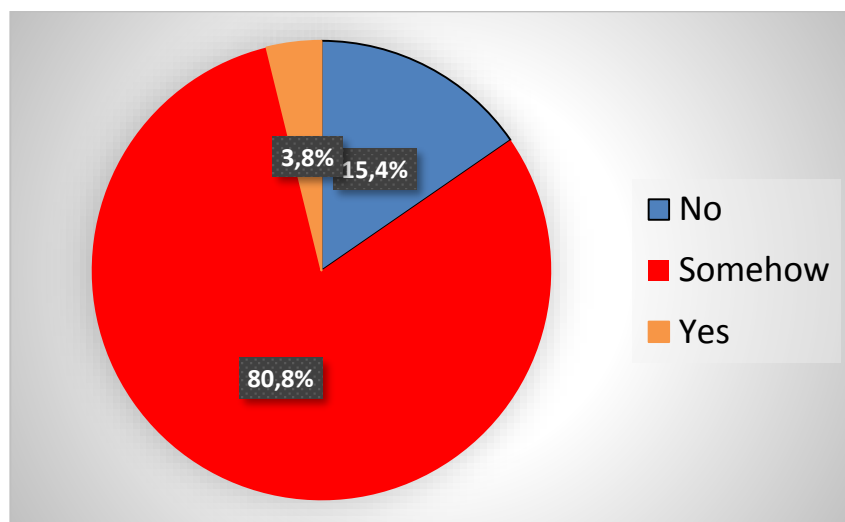
Figure 12. Adequacy of Speaking Activities

The majority of teachers with 80.8 % comprises that the speaking exercises in the textbook prepare learners to communicate effectively, somehow accounts for 15.4% while 3.8% no represents.

In your opinion, is the content of the book suitable for children?

Figure 13. Content Suitability

The majority, 76.9% indicate that the content is suitable for children, while 23.1% disagreed.

Is it learner-friendly?

Figure 14. The Textbook as Learner-Friendly

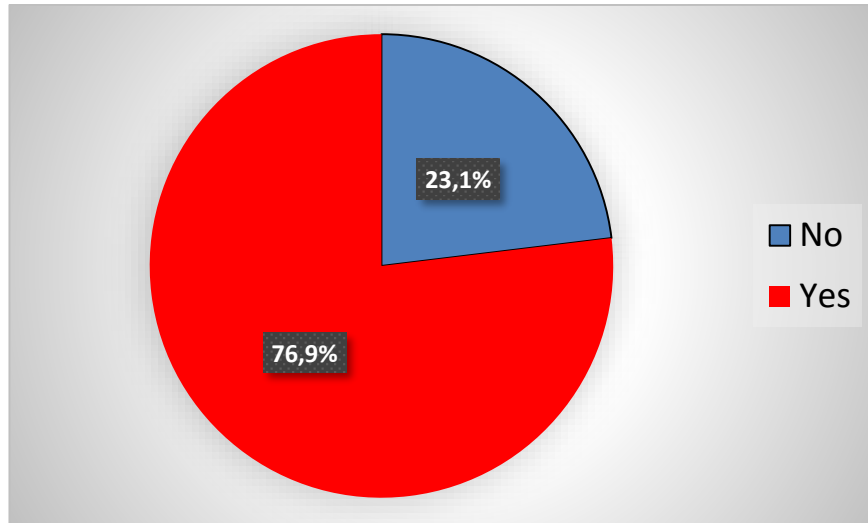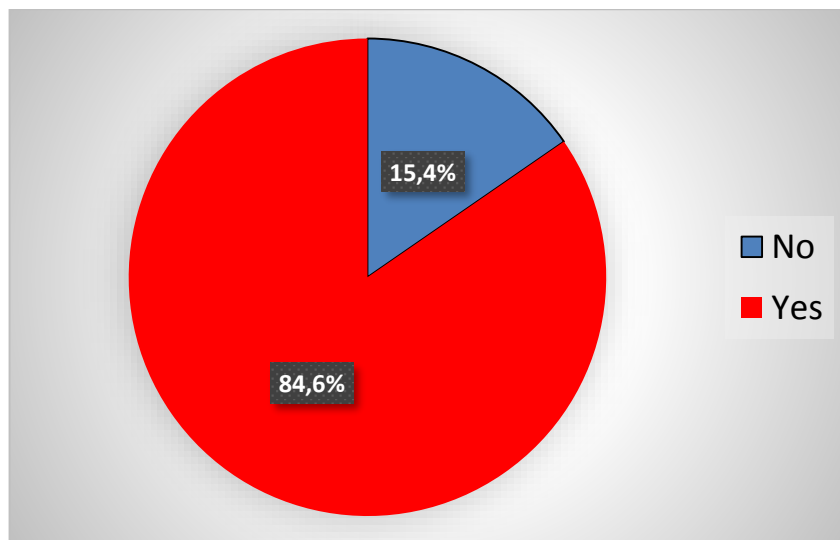The effectiveness of English language textbooks in primary and secondary schools greatly depends on their learner-friendliness. These textbooks are specifically created to align with the curriculum, include a variety of content, and encourage learner autonomy. By providing clear instructions, interactive activities, and customized grammar instruction, the learning experience is greatly enhanced. The fact that 84.6% of individuals agree that these textbooks are learner-friendly demonstrates their ability to effectively engage students and facilitate language acquisition.

Does it contain sufficient dialogue to foster learners' speaking skill?
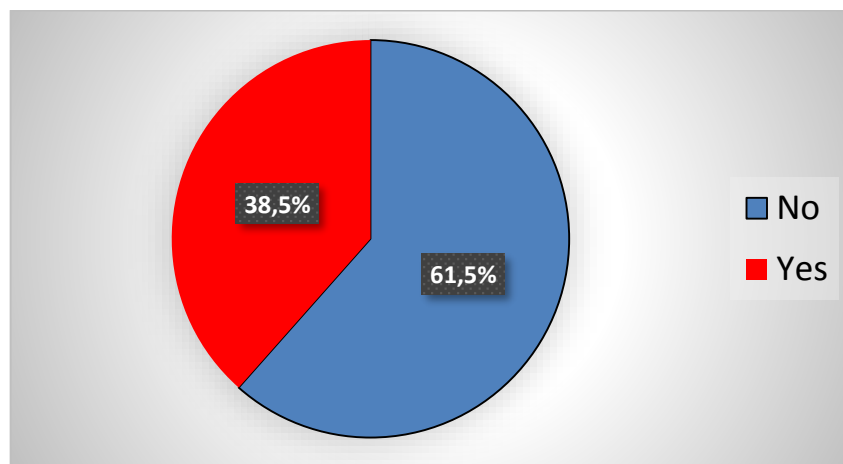
Figure 15. Dialogues Sufficiency in the Textbook

The inclusion of ample dialogue in language learning resources plays a vital role in nurturing learners' speaking abilities. Nevertheless, the survey results reveal a discrepancy, as 61.5% of participants perceive a deficiency in suitable dialogue, while 38.5% acknowledge its existence. This contrast emphasizes the necessity for a more equitable approach that integrates meaningful and interactive dialogue to effectively enhance learners' oral communication skills.

Does it contain several activities used in the teaching speaking?
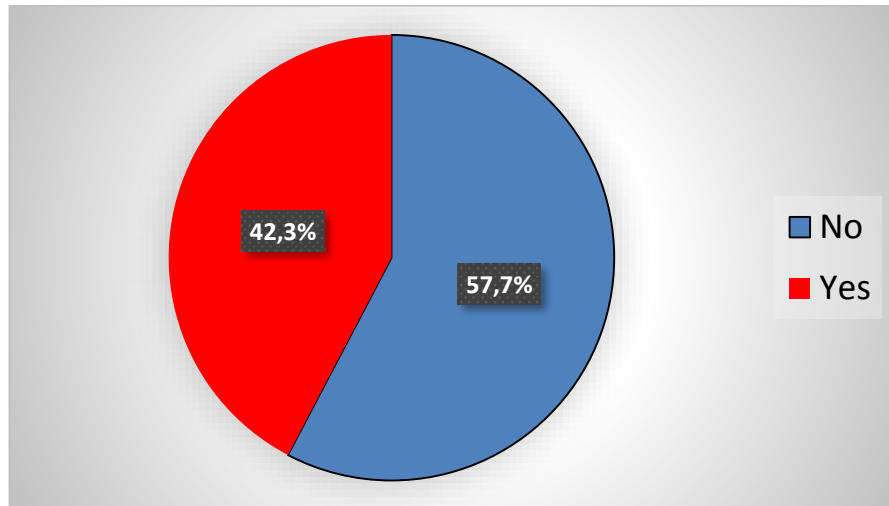
Figure 16. Multiplicity of Speaking Activities in the Textbook

The examination of the responses uncovers a varied viewpoint concerning the availability of activities for instructing speaking abilities. While 42.3% recognize the presence of numerous activities, 57.7% express a deficiency in such activities. The findings imply a possible chance to improve the assortment and intricacy of speaking tasks in order to accommodate different learning requirements.

Are the speaking tasks in the textbook suitable for students of varying language proficiency levels?
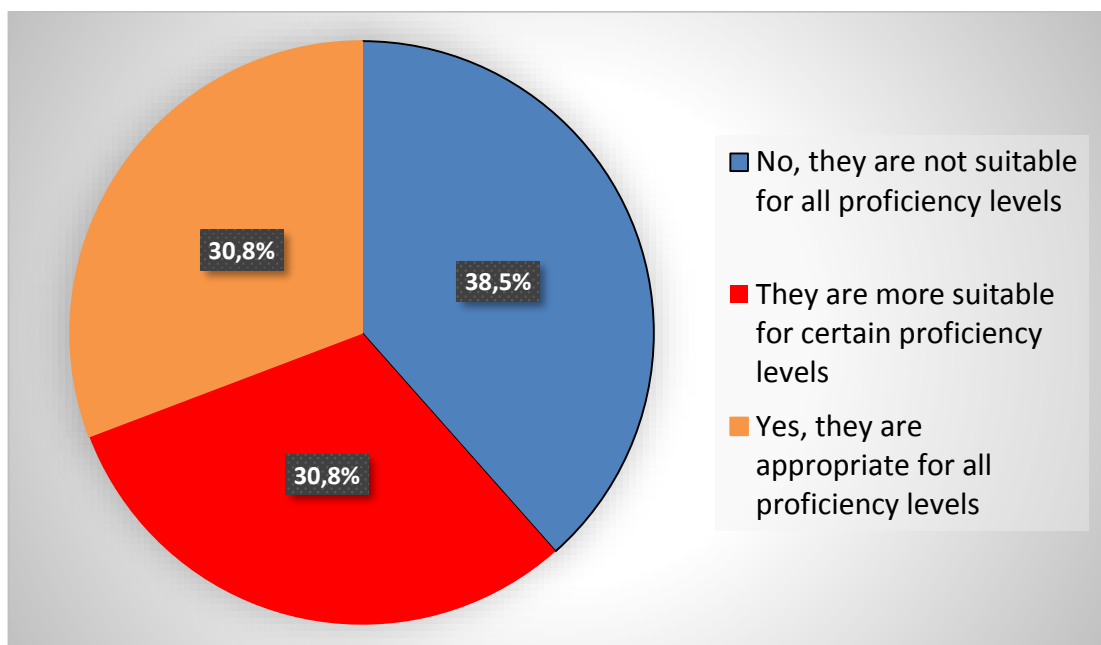
Figure 17. Activities' Suitability for Diverse Classes

When asked if the speaking tasks in the textbook are suitable for students of varying language proficiency levels responses were divided: 30.8% believed they are more suitable for certain proficiency levels, another 30.8% affirmed they are appropriate for all proficiency levels, while 38.5% disagreed, stating they are not suitable for all proficiency levels.

Are the methods used to teach the book satisfactorily?
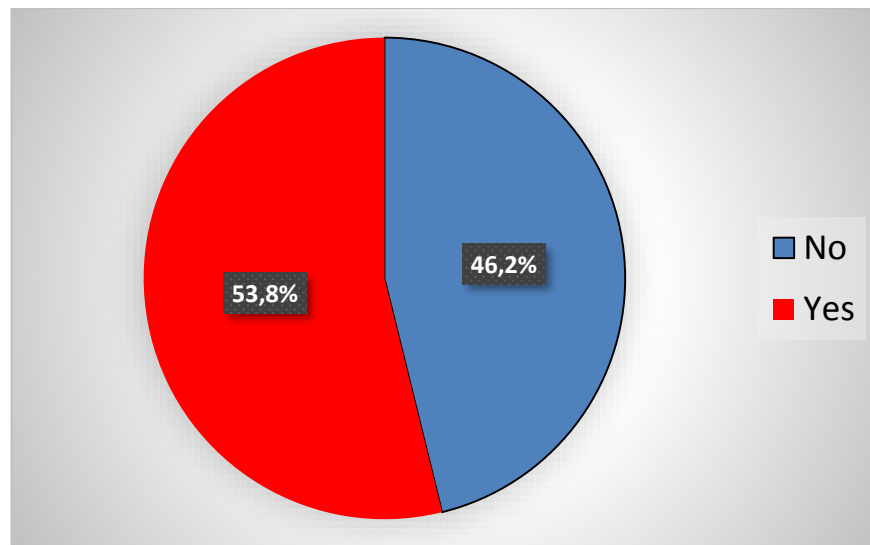
Figure 18. Effectiveness of Using the Textbook

Opinions regarding the effectiveness of the teaching methods utilized in the English language textbook are split, with 53.8% reporting contentment and 46.2% expressing discontent. It is essential for teaching methods to be interactive, adaptable to various learning styles, encourage critical thinking, offer clear guidance, and utilize technology to enhance engagement. The varying viewpoints indicate possible areas for enhancement in the textbook's teaching strategies to guarantee improved effectiveness and learner contentment

Is the book cover and sufficient to teach the four language skills?
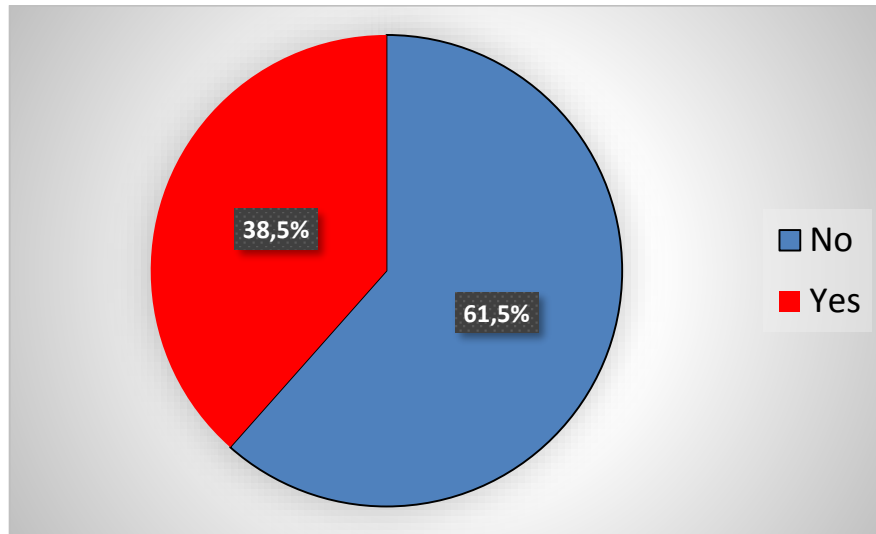
Figure 19. Textbook Sufficiency to Teach the Four Skills

Regarding the adequacy of the book to teach the four language skills based on its cover, 61.5% of participants disagreed, conversely 38.5% expressed that the cover is adequate for teaching the four language skills.

How clear are the instructions provided for the speaking activities in the textbook?
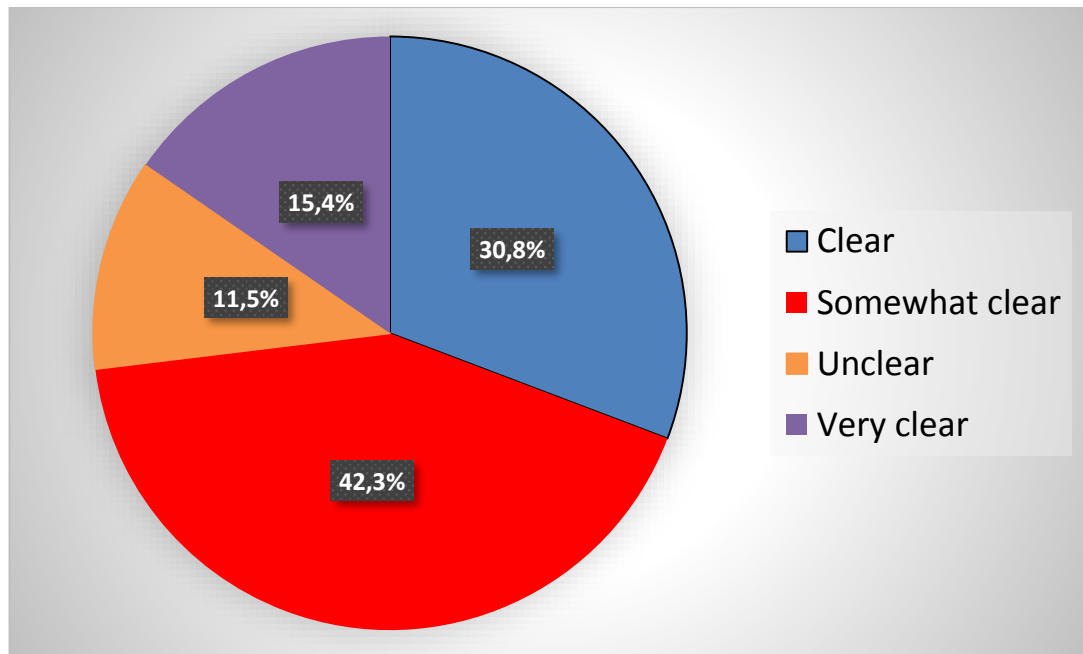
Figure 20. Clarity of Speaking Activities Instructions in the Textbook

The figure above shows the clarity of instructions provided for the speaking activities in the textbook, responses varied: 42.4% found them somewhat clear,30.8%

considered them clear, 15.4% rated them as very clear and 11.5% deemed them unclear.

Teacher's feedback

Are there any additional speaking activities or strategies you incorporate alongside the textbook to further develop students' oral skills? If so, please describe.

The participants' responses provide a revealing insight into the pedagogical approaches employed by teachers to enhance oral skills in young learners. While there is a clear recognition of the need for activities beyond the textbook, the responses exhibit a range of understanding regarding effective strategies. Some, like the use of authentic audio, role-playing, and incorporating games, demonstrate a commitment to communicative language teaching principles, emphasizing natural interaction and engaging content. Others, such as drilling and rote memorization, reveal a reliance on traditional methods that may be less effective for developing fluency and spontaneous communication. Notably, the responses highlight the importance of flexibility and responsiveness to student needs, recognizing that effective instruction requires adapting to individual learning styles and preferences.

Further analysis of the responses reveals a disparity in understanding regarding the principles of language acquisition. While some teachers demonstrate awareness of the need for authentic language exposure and communicative tasks, others seem to prioritize memorization and explicit instruction over natural language development. This suggests a need for professional development opportunities focused on modern pedagogical approaches, particularly those emphasizing communicative competence, interaction, and learner-centered instruction. Such opportunities would equip teachers with the knowledge and skills to implement strategies that foster fluency and confidence in young language learners.

What recommendations would you make to improve the speaking component of the English textbook for 3rd-year primary school students?

The responses to this question highlight a diverse range of perspectives on improving the speaking component of an English textbook for third-year primary

students. Some teachers emphasize the importance of providing opportunities for authentic language exposure and interactive practice. They suggest incorporating audio recordings of native speakers, focusing on pronunciation, and using real-life scenarios to create engaging learning experiences. Others advocate for a more structured approach, emphasizing repetition, drilling, and explicit grammar instruction. This demonstrates a spectrum of pedagogical beliefs, ranging from communicative language teaching principles to more traditional methods.

A significant concern emerges regarding the lack of emphasis on listening and pronunciation practice. Several responses highlight the need for audio materials featuring native speakers, recognizing the importance of exposure to authentic pronunciation. This underscores the need for a balanced approach to language acquisition, incorporating both listening and speaking skills, and addressing the potential for mispronunciation when relying solely on non-native speaker models. The responses also reveal a lack of clarity regarding the role of grammar instruction in developing oral proficiency. While some teachers recognize the importance of foundational grammar concepts, others seem to emphasize rote memorization and explicit rules, potentially neglecting the development of spontaneous and natural communication.

Teachers' perceptions of the additional activities and strategies incorporated alongside the textbook in order to develop the oral skills of learners

Teachers recognize the importance of supplementing textbooks with engaging activities to develop students' oral skills. They advocate for a diverse approach that encompasses role-playing, debates, communication games, storytelling, and directed drawing.

Role-playing and simulations allow students to practice communication in real-world scenarios, while debates and discussions encourage critical thinking and the expression of diverse perspectives. Communication games, often featuring information gaps, foster collaboration and interaction among learners. Storytelling and picture descriptions focus on articulation, modulation, and audience engagement,

enhancing overall oral proficiency. Directed drawing promotes teamwork and clear communication through instructions.

Beyond these activities, teachers emphasize the value of authentic listening practice. Exposing students to real-life recordings of children speaking English provides a genuine context for language acquisition. They also stress the importance of vocabulary building, focusing on teaching common phrases and language chunks relevant to students' interests and needs. Adequate preparation time before speaking allows for processing and effective concentration.

The effectiveness of these strategies hinges on providing students with diverse opportunities to practice speaking in various contexts. The emphasis should be on communicating meaning rather than solely focusing on grammatical accuracy. Scaffolding, relevant topics, and a supportive classroom environment are vital for fostering oral fluency and confidence in students.

In your opinion, how well do the speaking activities in the textbook prepare learners for real life communication situations outside the classroom?

The participants recommended being equipped with comprehensive training on effective speaking activities and techniques. This includes guidance on incorporating repetition and drilling methods to build fluency. The textbook was recommended to integrate audio recordings of native speakers to provide authentic language exposure and pronunciation practice. Phonetic symbols can be incorporated to assist students in accurate pronunciation.

Beyond the textbook, creating an immersive learning environment is crucial according to the participants. This involves organizing engaging experiments, workshops, and real-life activities that foster meaningful spoken interaction. Prioritizing listening and speaking skills through activities that require active communication and interaction, such as storytelling, role-plays, and games, is essential. Additional audio activities, songs, and storytelling components should be included to provide ample opportunities for listening and speaking practice. Finally,

allocating sufficient time for practice sessions and review, incorporating more listening sessions and storytelling activities, will solidify speaking skills and phonetics.

Conclusion

This chapter has offered valuable insights into the difficulties and influential elements related to teaching speaking skills to third-grade students through the activities of the textbook: My book of English. By examining the research questions, it has become evident that the ability to communicate effectively among young learners depends on clear instructions, customized vocabulary content and meaningful visual aids. By addressing these challenges and utilizing these influential factors, educators can create a favorable environment for the enhancement of strong speaking proficiency in third-grade students. Going forward, it is crucial for educators to implement specific interventions and pedagogical strategies that aim to foster effective communication skills, enabling students to successfully navigate and excel in an ever more interconnected world.

6 General Conclusion

The outcomes of this investigation contribute to the current knowledge base by underscoring the importance of teachers' experiences and instructional methodologies in shaping the educational achievements of English language learners. The examination's concentration on Grade 3 within mainstream educational environments offers valuable insights into the obstacles and possibilities that emerge during the instruction of learners in such contexts. The findings indicate that teachers' backgrounds and experiences, such as possessing a background in didactics of second and foreign languages or being a second language learner themselves, can impact their instructional approaches and the assistance they provide. Moreover, the study's emphasis on the significance of oral language development, speaking skill acquisition, and the utilization of instructional materials tailored to meet the linguistic needs of English language learners aligns with research-based recommendations for effective teaching strategies in this domain.

The process of acquiring speaking skills in third-grade learners is complex and influenced by various factors within the educational setting. It is crucial to address the challenges faced in teaching speaking skills in order to foster effective communication abilities among young learners. One key challenge identified in the research is the lack of clear instructions for speaking activities. This can hinder students' understanding and execution of tasks, thus impeding their progress in developing speaking proficiency.

Providing clear and concise instructions is essential in guiding students through speaking tasks, enabling them to fully engage with the learning objectives and effectively develop their oral communication skills. Furthermore, the presence of appropriate vocabulary, examples, and illustrations in instructional materials plays a crucial role in shaping learners' speaking abilities.

The research highlights the importance of aligning vocabulary content with students' linguistic needs and educational levels. When learners are provided with relevant vocabulary that effectively corresponds to their language requirements, it enhances their ability to express them fluently and accurately in spoken discourse.

Additionally, the use of examples and illustrations that facilitate understanding has been identified as a contributing factor to learners' comprehension and retention of spoken language concepts. Visual aids can serve as valuable tools for clarifying abstract linguistic concepts and reinforcing language learning through contextualized examples.

6.1 Recommendations

1. The challenges in teaching speaking skills to third-grade students are influenced by factors such as limited vocabulary acquisition, difficulties in grammar comprehension, lack of speaking practice opportunities, and insufficient exposure to authentic language contexts.

2. The difficulties in teaching speaking skills to third-grade students may arise from various sources, including inadequate teacher training in oral communication instruction, mismatch between curriculum content and student proficiency levels, lack of engaging speaking activities, and limited opportunities for real-life communication practice. It is hypothesized that these factors significantly contribute to the challenges faced in teaching speaking skills to third-grade learners.

3. The methodologies employed in teaching speaking skills can have a significant impact on the speaking abilities of third-grade students. It suggests that different teaching approaches, such as task-based learning, communicative language teaching, and storytelling techniques, may influence students' oral proficiency and confidence. Therefore, it is hypothesized that the choice of teaching methodology significantly affects the development of speaking skills in third-grade students.

Educators are advised to participate in ongoing professional development opportunities such as workshops that focus on effective instructional techniques, including clear instruction methods and the incorporation of visual aids. Promoting collaborative planning among teachers can facilitate the exchange of best practices and the establishment of unified teaching strategies. Moreover, exploring the integration of technology tools for oral communication practice can boost pupils' engagement and offer a variety of learning experiences. It is recommended that parents are motivated to encourage the development of speaking skills at home by engaging in activities such

as storytelling, and are informed about resources that complement classroom teaching. Lastly, creators of textbooks should ensure that speaking activities are accompanied by clear instructions, tailor vocabulary content to suit students' language proficiency levels, and include relevant visual aids that aid in understanding and reinforce key language principles.

6.2 Limitations of the study:

While conducting this study, different difficulties were encountered such as the lack of time in distributing the questionnaire for teachers knowing that many teachers in Ouargla district are assigned in two schools in different places and a different time of work. Lack of sufficient time was a problem also because of the holiday period for most teachers, adding to the difficulty of collecting the data because they take a lot of time in the process of answering the questions via e-mail. Another difficulty was the lack of support from primary school principals to reach the teachers. Therefore, the study is limited by the views of the sample reached through the data collection process.

6.3 Suggestions for Further Research

Future research should consider conducting longitudinal studies to monitor the growth of speaking abilities in young learners over an extended period. This approach would offer valuable insights into the progression of speaking proficiency and the various factors that contribute to long-term language development. Furthermore, it would be beneficial to conduct comparative analyses of different instructional approaches, such as task-based learning and traditional methods, to determine the most effective evidence-based pedagogical strategies. Additionally, cross-cultural investigations could delve into how cultural factors impact the development of speaking skills among students from diverse linguistic and cultural backgrounds. This would aid in identifying teaching practices that are culturally responsive and enhance our understanding of language acquisition processes across different cultures.

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Appendices

Appendix (A): checklist

Table (1): The Evaluation of the Speaking Activities for the sequences of My Book of English 3rd year primary school

Sequence	Title	Types of speaking activities	Page number
Sequence number			
Sequence number			
Sequence number			
Sequence number			

Table (2): Strategies of speaking through Activities of the textbook

Strategies	Frequency	Page number
Repeating after the teacher		
Repeating after the recording		
Reading aloud		
Singing a song		
Acting out		
Reciting		
Spelling		
Asking and giving answers		
Reporting		
Interviewing		
Discussing		
Saying		
Describing		
Telling a story		
Retelling		

Appendix (B): Teachers' Questionnaire

Dear EFL primary school teachers, thank you for taking the time to participate in this questionnaire, you are kindly requested to answer this questionnaire for the accomplishment of a master dissertation entitled Investigating the development of the speaking skill through the activities of My Book English of 3rd year , Be sure that your responses will be analyzed and used for academic purposes only , your feedback and participation are deeply appreciated , together we can shed light on a very important topic to make meaningful contributions to the field of education.

Section One: Background Information

1) Gender

Male   Female

2) Age 25-30   30-39   40-49

3) Experience

1-5 years   6-10 years   11-20 years

4) Level of education

BA   MA   PhD

5) Why did you choose to teach I English in primary school?

a. Love the enthusiasm of young pupil's   b. Lifestyle fits school schedule

   d. Lessons are basic and rule-free Section

Two: Textbook use and speaking skill development

Please indicate yes/no about the general content of English textbook of the third year at primary school. Whether it is compatible to the needs of the learners. Answer the following statements and placing mark (✓) in the appropriate box.

6) Do you think that the vocabulary used in the book is suitable to the learners?

    Yes   No

7) Is the content of 3rd year textbook relevant and reflects the cultural background of Algerian pupils?

    Yes   No

8) Do you think that the examples and illustrations facilitate the learners' understanding?

    Yes   No

9) Is it learner friendly?

Yes   No

10) Is the book cover and sufficient to teach the four language skills?

Yes   No   Somewhat

11) Which of the four skills should you focus on in the primary school?

a. Listening b. Speaking d. Reading   e. Writing

    8) Do you feel that the speaking exercises in the textbook adequately prepare students to communicate effectively in English?
       Yes   No   Somehow

12) Does it contain sufficient dialogue to foster learners' speaking skill?
       Yes   No

13) Does it contain several activities used in the teaching speaking?

Yes   No

14) Are the speaking tasks in the textbook suitable for students of varying language skill levels?

  - Yes, they are appropriate for all proficiency levels

  - They are more suitable for certain proficiency levels

  - No, they are not suitable for all proficiency levels

15) How clear are the instructions provided for the speaking activities in the textbook?

  - Very clear

  - Clear

  - Somewhat clear

  - Unclear

16) Do you think that the grammar used in the book tally with the age of the learners?

Yes   No

17) Are the method used to teach the book satisfactorily?

Yes   No

18) Have you ever faced challenges when using the textbook?

Yes   No

19) In your opinion, is the content of the book suitable for children?

        Yes   No

Teacher's feedback

20) are there any additional speaking activities or strategies you incorporate alongside the textbook to further develop students' oral skills? If so, Please describe.

21) What recommendations would you make to improve the speaking component of the English textbook for 3rd year primary school learners?

22) In your opinion, how well do the speaking activities in the textbook prepare learners for real life communication situations outside the classroom?

                                    Thank you for your precious collaboration

ملخص

يتمحور هذا العمل حول موضوع البحث الذي يبحث في تنمية مهارة التحدث من خلال الأنشطة في "كتابي في اللغة الإنجليزية". ويسترشد البحث بأهدافه وأسئلة البحث وفرضياته. يتمثل الهدف العام للبحث في استقصاء تنمية مهارات التحدث لدى متعلمي الصف الثالث الابتدائي من خلال الأنشطة المختلفة المستخدمة في "كتابي للغة الإنجليزية". ولتحقيق ذلك، قام الباحث بتأسيس الدراسة وتقديم خلفية عامة عن الإطار النظري ولمفاهيمي العام حول التحدث فيما يتعلق بتعليم وتعلم التحدث، وتقييم الكتاب المدرسي "كتابي في اللغة الإنجليزية" من خلال استخدام قوائم مراجعة علمية مختلفة لكتابة الكتب المدرسية واستخدام قائمة المراجعة كمراجعة منهجية لكتاب "كتابي في اللغة الإنجليزية" من أجل تعزيز موثوقية البحث. وقد استخدمت الباحثة تصميمًا بحثيًا كميًا للتحقق من فاعلية أنشطة التحدث في كتاب الصف الثالث الابتدائي. وشمل مجتمع الدراسة 26 من معلمي ومعلمات اللغة الإنجليزية في المرحلة الابتدائية، من كلى الجنسين تتراوح أعمارهم بين 25 و45 عامًا ممن يدرسون اللغة الإنجليزية في المدارس الابتدائية في منطقة ورقلة، وتحديدًا معلمي الصف الثالث الابتدائي. قامت الباحثة بإعداد استبيان لجمع البيانات من معلمي ومعلمات اللغة الإنجليزية كلغة أجنبية. كان الغرض من الاستبيان هو التعرف على تصورات المعلمين وممارساتهم فيما يتعلق بأنشطة التحدث في الصف الثالث الابتدائي.

الكلمات المفتاحية: المدرسة الابتدائية، تقييم الكتاب المدرسي، مهارة التحدث، فصل اللغة الانجليزية كلغة أجنبية