

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Amar Telidji Laghouat

Faculty of Letters and Languages
Department of English Language



Evaluating the Aspects of Speaking skill in the Algerian 5th Grade Primary School Textbook of English “*My Book of English*”

**Dissertation submitted to the department of English as a partial fulfilment
of the requirements for Master's degree in English Language Teaching**

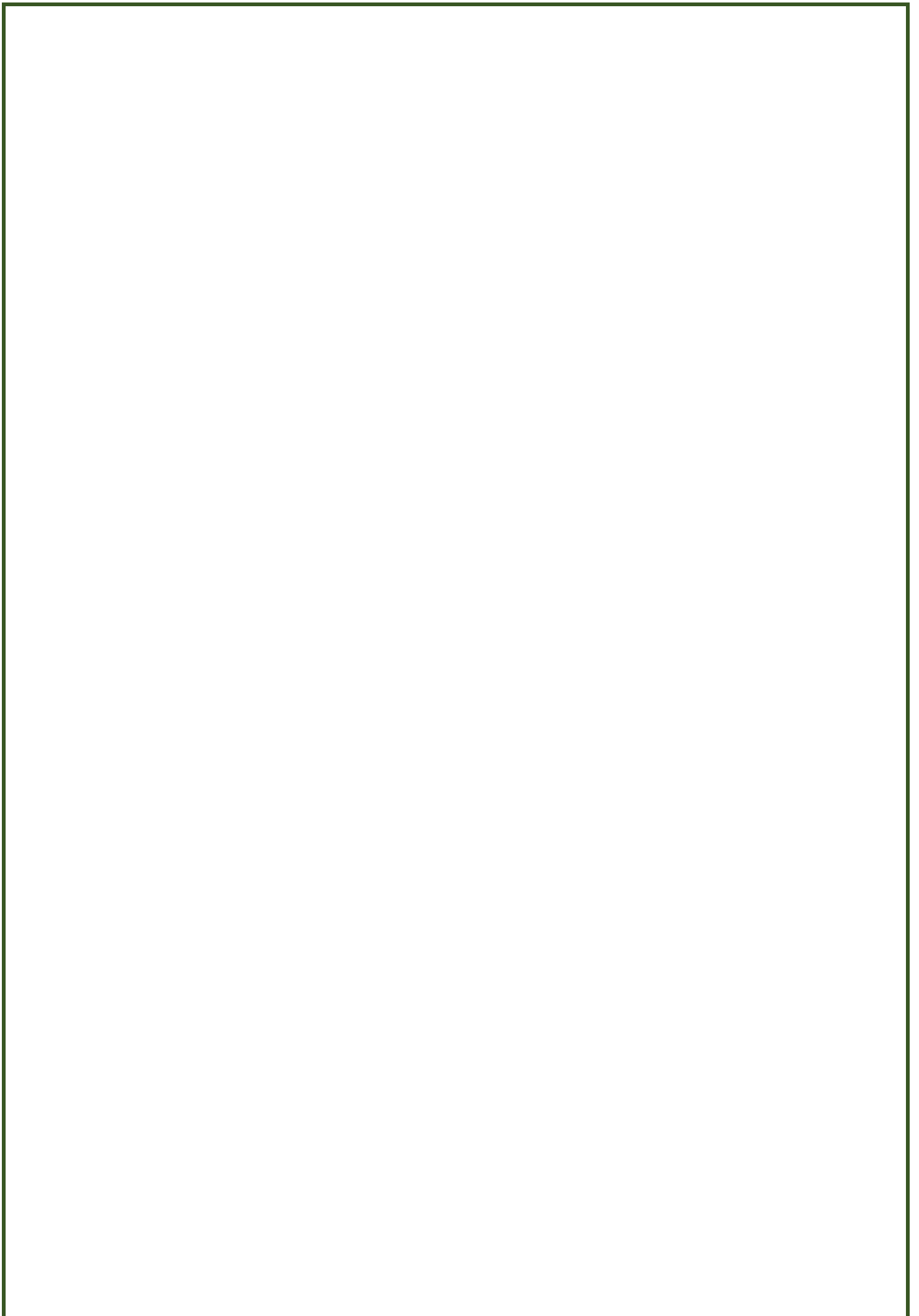
Presented by :

Miss.Chatti Naima

Supervised by:

Dr.Hachani Siham

2024/2025



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2024/2025

Dedications

I dedicate this work to myself, for the strength and perseverance that carried me through every challenge.

To my mother, the source of my happiness and enduring support, whose love has been the greatest comfort and source of inspiration.

In fond memory of my father, whose presence I feel in every step I make, and whose spirit still guides me.

To my brother Messaoud, whose special support and encouragement have been a world to me.

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I owe very special gratitude to all teachers of the Department of English at the University of Ammar Telidji for their precious suggestions and valuable pieces of advice.

Declaration

I hereby declare that this thesis entitled "**Evaluating the Aspects of Speaking skill in the Algerian 5th Grade Primary School Textbook of English “My Book of English”**" is my original work and has not been submitted previously, in whole or in part, for any degree or diploma at any other institution. All sources and references used in this research have been duly acknowledged. This thesis was carried out under the supervision of Dr. Hachani Siham at the University of Amar Telidji Laghouat.

I take full responsibility for the content and findings presented in this work.

Abstract

This study aims to examine the effectiveness of the aspects of speaking skills as represented in the Algerian fifth-grade primary school textbook of English “*My Book of English*”, and the attitudes of English foreign language primary school teachers towards the textbook's efficiency in enhancing speaking skills among young learners. This study attempted to investigate the effectiveness of the fifth-grade English language textbook among teachers in the fifth-grade of primary schools of Laghouat district using the questionnaire as a tool for data collection. The questionnaire was randomly distributed using both digital platforms (Google Forms) and physical hard copies to primary school EFL teachers of Laghouat district. The study sample consists of 15 teachers. After analyzing and supporting the results of the questionnaire, the study concluded that the hypotheses put at the beginning are confirmed to an extent. It was found that “*My Book of English*” does include activities that support the development of speaking skills, and teachers also seem to have a generally positive attitude towards the effectiveness of the textbook. However, *My Book of English* has some limitations that may reduce oral production. The results of the study are significant, but since we are unable to apply them to all English teachers in Algeria, this study will pave the way for future researches on other subjects.

Key Words: Textbook_ Textbook Evaluation_ Speaking Skill

List of Abbreviations

ELT: English Language Teaching

EFL: English as Foreign Language

ICT: Information and Communication Technology.

PPP: Presentation-Practice-Production.

TBL: Task-Based-Learning.

CLT: Communicative-Language-Teaching.

ALM: Audio-Lingual-Method

TBs: Textbooks

LRs: Learners

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General Introduction

Background of the Study:

The historical background of the English language in Algeria is closely linked to colonization and language policies of the post-colonial years. French colonial rule, which lasted in Algeria from 1830 until independence in 1962 established French as the language spoken within large portions of the population, Arabic and other regional dialects were largely marginalized. After Algeria's independence, the first president of Algeria, Ahmed Ben Bella, created a process of Arabization, asserting Arabic as the official language which continued to diminish the presence of French in public life and education. English was first introduced to replace French, but this was "a vision of the long-term future" which came after independence (Benrabah, 2013). The challenge of replacing a 132-year-old language in an Arab-speaking country was diminished, so Arabization could be implemented (Benrabah, 2013).

The last two years of the 20th century was a period of great social, political, economic and educational change. This period saw the deteriorating position of the social sector. These factors had a big impact on how English was used in Algeria. Efforts to promote it were ineffective. In spite of this, the government attempted to make English and French optional subjects for fourth grade in primary school. Nevertheless, since French was more widely spoken and easier to learn, the majority of parents chose it (Sennagh & Sibachir, 2023).

In 2022, the Algerian government once again reintroduced the English language in primary schooling, beginning in the third year. This would help learners keep in step with the world, since English has become the lingua franca for foreign language learning in fields such as science, technology, and culture. Introducing English at a young age aims to make elements of early course work, including fostering language skills, lend to a successful commissioning of new and possibly hidden opportunities in the learner's future. The reintroducing of the English language in the primary schools has generated doubt of the appropriateness and effectiveness of the newly introduced third year textbook "*My Book of English*". A few days before classes resumed, this textbook was released seemingly in response to presidential directives rather than through pedagogical preparation. In 2023, the Ministry of Education introduced a new textbook for the fourth grade, followed by a similar one for the fifth grade in 2024 (Benslimane, 2023).

Statement of the Problem:

Textbooks continue to be an essential tool for teaching English, frequently acting as the main or only source of instruction for both teachers and students. This is especially true in many educational systems where they are essential for carrying out curriculum goals and fostering the growth of language proficiency (Hafeez, 2024; Al-Abdullah, 2022). It is stated that textbooks are perceived by many to be the roadmap of any ELT program. Therefore, they should be well designed to ensure learners remain engaged and effectively develop language skills, particularly speaking. Thus, textbook evaluation is essential to determine teachers' capacity to foster speaking skills, considering aspects such as dialogues, speaking tasks, and pronunciation activities.

Motivation of the Study:

As the trend of textbook evaluation is growing day by day, it will be essential to investigate the new English textbook designed for fifth-grade primary learners to assess how effectively this new textbook will support language development for English learners. My interest in teaching English to kids inspires me to analyze this textbook since this case will provide valuable insights on its correspondence to educational goals and how much it meets the possible diverse needs of young learners in their acquisition. Through the analysis, I intend to understand if the textbook provides an enriching learning environment that promotes effective language learning and meets the developmental needs of kids.

Aim of the Study:

The study aims to examine the aspects of the speaking skills as represented in the 5th-grade Algerian primary school textbook of English “**My Book of English**”. Its main focus is on how the textbook develops the speaking skill as an important skill for building fluency and confidence to speak in real-life situations. It will also analyze the textbook's content and activities provided to promote speaking abilities. Furthermore, the research aims to collect perceptions of primary school English language teachers to their attitudes regarding the textbook's effectiveness in fostering speaking skills among primary school pupils. By gathering insights from primary school teachers, the study seeks to determine whether the textbook adequately supports and enhances pupils' ability to speak English effectively.

Research Questions:

The study in hand aims to answer the following research questions:

- ✓ To what extent does *My Book of English* develop the speaking skills for young learners?
- ✓ What are primary school EFL teachers' attitudes towards the effectiveness of the textbook in enhancing the speaking skills?

Research Hypotheses:

Based on the previously mentioned questions, it is hypothesized that:

- ***“My Book of English”***, the textbook of English for Algerian primary schools of fifth grade offers enough and diverse activities to help young learners improve their speaking abilities.
- Teachers hold positive attitudes towards the effectiveness of the textbook of English ***“My Book of English”*** in developing learners’ speaking skills and consider it a valuable resource for enhancing oral communication in the classroom.

Previous Studies:

The examination of primary school textbooks has become an important area of research within the field of education, reflecting the dynamic interaction between educational content, pedagogical practices, and societal expectations. Textbooks have long served as a reference point for many young learners and are instrumental in shaping how they engage with information and learning to develop skills. Undertaking an evaluation of an educational resource is a critical step toward ensuring that the teaching and learning processes are well supported. Recent literature has revealed some important areas for consideration when evaluating educational resources. As technology develops faster than researchers can keep up with, the requirements and function of a textbook are changing rapidly. Many print format resources are being replaced or supplemented with digital resources, which begs the question about how text resources in new formats impact learners' meaning-making and involvement. While researchers are investigating the content and organization of textbooks, they are beginning to analyze the cultural framework of textbooks and how they meet present-day pedagogical purposes. Researchers are also beginning to investigate case studies on specific textbooks, like ***“My Book of English”***, which has been implemented in Algerian schools, providing descriptive data about how the resources can be evaluated in regard to meeting the

pedagogical purposes. Often times, the evaluations are qualitative, relational, and comparative to other educational materials, the evaluations usually provide investigation of positives and development areas.

The integration of English into the Algerian curriculum has presented various challenges in both teaching and learning English. Some of the problems faced by EFL teachers include lack of access to ICT, inability to manage time effectively, and difficulties managing large classes. Such difficulties lead to pupils facing problems in comprehension and expression, which in turn affect their language acquisition process (Sennagh & Sibachir, 2022). According to this research, pedagogical suggestions have been made for Algerian educators and policymakers, as well as for future studies and additional investigation into the subject.

A comparative analysis of the Algerian primary school textbook “*My Book of English*” and the British “*English Junior*” textbook for the first grade was conducted, focusing on content, pedagogical approach, and cultural relevance (Benslimane & Benelhadj Djaloul, 2023). The researchers provided useful insights for curriculum developers, textbook designers, and EFL teachers in Algeria. They suggested that culturally relevant materials should be incorporated into textbooks to better relate to learners and engage them more. Additionally, they recommended teacher feedback on the strengths and weaknesses of current educational resources and continuous professional development to equip teachers with effective textbook usage methods. Further research on the long-term effects of these textbooks on learning achievements and the complementary role of digital resources was also advised. Addressing these areas could greatly improve Algerian education and benefit learners’ learning experiences.

An investigation into the English textbook “*My Book of English*” for third-year primary school students in Algeria considered teachers’ attitudes toward its evaluation criteria (Benchabana, 2022–2023). Conducted in the Touggourt district, the study involved a questionnaire administered to 47 English teachers of various ages and teaching experiences during a training session with the inspector. The results confirmed all initial hypotheses, indicating that “*My Book of English*” is effective and appropriate for learners’ needs. Limited applicability to all English teachers in Algeria signifies that the field generated much more potential for additional studies like this, or studies related to advancing knowledge in this area. The findings suggested, among other things, recommendations for the improvement of English language teaching in Algeria, included curriculum work and ongoing teacher development, and

additional research looking at the effect of the textbook in different regions and demographics, throughout the country.

The most recent development in the Algerian Ministry of Education's decision to begin teaching English at the primary school level in September 2022 marks a dramatic departure from previously only being taught at the middle-school level (Imerzoukene, 2023). This change, long overdue, relates to a wider sociolinguistic context in Algeria where English use is rising for global interactions, while French had been predominant. The study investigated parental attitudes towards this integration, focusing on participants residing in Bejaia and Tizi-Ouzou, to understand their perspectives and reactions and how these might affect the implications of learning English in early years. While many parents favour English, they also express reservations about resources, teachers, and system readiness for this engagement. The research aims to provide a basis for discussion on language teaching and potential language policy changes in Algeria.

As part of the Algerian government's initiative to include English in primary education, an English language textbook was developed for pupils starting in the third year (Haddad, 2023). This textbook has attracted attention from specialists in pedagogy, necessitating a review of its scientific foundations. Using Tomlinson's (2013) framework, which evaluates textbooks based on authenticity, learner engagement, and the promotion of higher-order thinking skills, the study found that while the textbook effectively incorporates cultural elements and communicative illustrations to support language development, it falls short in fostering critical thinking and collaborative group activities among pupils. This evaluation highlights the necessity of thorough educational resource assessment to meet diverse learner needs and enhance language acquisition.

While many studies have focused on evaluating textbooks through teachers' feedback and content analysis, it seems that insufficient importance has been attached to investigating the impact of these materials on pupils' oral production-interactions. This is particularly relevant in light of the relatively recent implementation of the new English textbook in Algerian primary schools "*My Book of English*". Understanding the degree to which this new resource permits functioning among learners in the speaking skill could possibly shed some light on how language teaching and curriculum design might be improved.

Structure of the Dissertation:

The present work consists of a general introduction, and two main chapters, and a general conclusion. The general introduction contains the background of the study, the statement of the problem, the motivation of the study, aim of the study, research questions, research hypotheses, previous studies, the structure of the dissertation, and the definition of key terms.

The first chapter is theoretical which is divided into two main divisions. The first division presents the concept and importance of speaking in EFL context, characteristics of spoken language, approaches and methods of teaching speaking, challenges of teaching speaking to young learners. The second division presents the concept, importance of textbooks in EFL classrooms, the necessity of textbook evaluation, types of textbook evaluation, the role of TBs in teaching speaking, and checklist of Suggested Criteria for Textbook Evaluation in term of speaking skills.

The second chapter of this paper is practical; it summarizes the methodology used in this research, data collection tools including Teachers' Questionnaire and the textbook content analysis, data analysis tools, textbook layout, population and sampling, interpretations and discussion forms: charts, diagrams, tables..., in addition to textbook evaluation. In the end, this study concluded with a general conclusion which summarizes the main findings, limitations of the study, and suggestions for future research.

Definitions of the Key Terms

Textbook: A textbook is a structured educational tool designed to facilitate teaching and learning by providing carefully organized content, engaging activities, and clear explanations aimed at effectively achieving curriculum objectives (Tomlinson, 2017).

Textbook Evaluation: Textbook evaluation is a systematic process that critically examines the relevance, quality, and effectiveness of a textbook to determine how well it meets learners' needs and educational objectives (McGrath, 2019).

Speaking Skill: Speaking skill refers to the ability to effectively produce spoken language, encompassing key aspects such as fluency, accuracy, and the capacity to convey meaning both verbally and non-verbally (Brown & Yule, 2020).

Chapter One: Teaching Speaking and Textbook Evaluation

1.1. Introduction:

This chapter presents the theoretical part of the study which is divided into two main divisions. The first division tackles the concept and importance of speaking in EFL context, characteristics of spoken language including; spontaneity; informality; interaction; and non-verbal elements. In addition to approaches and methods of teaching speaking, challenges of teaching speaking to young learners. The second division presents the concept, importance of textbooks in EFL classrooms, the necessity of textbook evaluation, types of textbook evaluation, the role of TBs in teaching speaking, and checklist of suggested criteria for textbook evaluation in term of speaking skills.

1.2. The Concept of Speaking in EFL Context:

Speaking is one of the most important skills in language learning. It is the primary means through which we can convey our emotions, ideas, and information to others. Unlike writing or reading, which at times can provide us with the luxury of time to think, revise, or consult resources, speaking demands on-the-spot answers. This spontaneity asks students to quickly organize their thoughts, choose the right words, and produce proper sentences—all in addition to listening and responding to their conversation partner. This dynamic and quick pace of speaking is particularly challenging to most learners, especially those who are still developing their vocabulary and grammatical capabilities.

Though, teaching speaking is much more than just drilling vocabulary lists or practicing rules of grammar. Although these are obviously important factors, they are only part of the picture. The real challenge is helping students get past the fear and anxiety that usually accompany speaking a foreign language. Learners feel embarrassed about getting things wrong or worry that no one will be able to hear them, and so they will hesitate or remain silent when they speak. Therefore, an effective language teacher ought to present a supportive and friendly environment in which LRs feel at ease exploring and risking what they know concerning the language without fear of punishment.

Teaching speaking is a complex endeavor in real-world contexts. It is more than just teaching vocabulary and grammar; it is also about developing learners' affective surfing abilities. Developing competent communicators is about providing learners with opportunities to spontaneously interact and genuinely express themselves in real-world communication

situations. This means it is an integrated and non-linear process that brings life to language learning (Richards, 2020). This viewpoint shows that to teach speaking is more than the mechanical teaching of vocabulary, and grammar rules. It involves fostering learners' emotional and social abilities (Richards calls these "affective surfing abilities"), which enable learners to manage the unknown nature of actual conversations. By concentrating on spontaneous interaction and authentic self-expression, the process acknowledges that language is a contextualized and dynamic process, and that learners must be attuned to different contexts and interlocutors, making the learning experience more authentic and meaningful.

Speech is inherently a communicative process. People create meaning by producing, receiving, and processing spoken or verbal information (Goh & Burns, 2012). This view of speaking reveals an interactive speech skill that integrates both speaking (productive) and listening (receptive). Speaking is an active oral skill, requiring learners to create coherent verbal messages, and communicate verbally (Brown, 2014). This definition emphasizes that speaking is an interactive and cognitive challenge. Speaking is not simply relating language; instead, speaking is a process where meaning is created taking in and responding with meaning where speaking is the productive and listening is the receptive process. Learners are required to engage with interlocutors where they are processing incoming information and at the same time organizing and producing a meaningful, coherent verbal message in real time. In addition to the challenges of speaking, learners also need to spontaneously adapt the language, which can create confusion and embarrassment as they discover acceptable forms of the language. This is why speaking is regarded as a very difficult skill to achieve competence in. By reconceptualizing speaking as both interactive and an active process encourages teaching that can promote authentic communication, make authentic listening and speaking activity simultaneously, and incrementally promote vocabulary and language fluency and comprehension, competence, and confidence of the learners as speakers and communicators.

Speaking also allows individuals to interact with one another using language. Speaking is facilitated by vocal sounds, but it also relies on body language and facial expressions (Thornbury, 2017). Several scholars define speaking as the ability to express thoughts, ideas and feelings to others, using spoken language (Celce-Murcia & Olshtain, 2019). Speaking skill means having the ability produce clear sounds and words, using to convey meaning through prosodic variation such as intonation, stress, and rhythm. In face-to-face conversations, spoken communication is made richer because of body language, gestures and facial expressions.

1.2. Importance of Speaking in Language Learning:

Speaking skill is widely recognized as the most crucial component for EFL learners. It is often considered the primary marker of language proficiency and the gatekeeper of successful communication in academic and professional settings. Mastery of speaking not only enables learners to express ideas, emotions, and opinions but also helps them gain other language competencies such as vocabulary, grammar, and writing. In today's globalized world, English serves as a lingua franca, and fluent spoken ability is highly significant for accessing quality education, obtaining employment, and participating in global communication (Lahmar, 2018).

Of all the four skills (listening, speaking, reading, and writing), speaking skill seems intuitively the most important: people who know a language are referred to as 'speakers' of that language, as if speaking included all other kinds of knowing, and many, if not most, foreign language learners are primarily interested in learning to speak (Ur, 2000, p. 12).

Writing, reading, and listening are all useful components of language learning and are definitely worth practicing. They provide a sound foundation by contributing to vocabulary, refining understanding of grammar, and tuning the ear to the language's sounds and rhythms (Nation & Macalister, 2020). When you speak, you communicate in the moment, which forces you to think on your feet, make decisions about word choice, and practice pronunciation. It is this back-and-forth interaction that helps the language lodge much more deeply than passive skills alone (Lightbown & Spada, 2021).

At its core, language is a medium of communication. It was created so that we can speak to each other, share thoughts, convey feelings, and establish relationships. Learning a language solely for the sake of communication is like having a phone but never making any calls. Without speaking, language remains abstract and disconnected from its intended purpose. In short, although reading, writing, and listening are all helpful and important, it is speaking that actually gives life to a language. Speaking is the connection between knowing a language and being confidently able to use it in practical situations. To master a language, one must accept speaking as an integral component of the learning process (Lightbown & Spada, 2021).

1.3. Characteristics of Spoken Language:

Spoken language has a number of unique features that distinguish it from written language. Familiarity with these features is crucial, particularly in teaching young learners, since it enables teachers to adapt their methods to enhance language acquisition.

1.3.1. Spontaneity:

Spontaneity is one of the most significant characteristics of spoken language, particularly for young learners. It refers to the fact that speech occurs naturally and without prior planning. When children speak, they tend to do so spontaneously, reacting in the moment to what they hear or need to say. Speaking is described as “the ability to speak a language synonymous with knowing that language since speech is the most basic means of human communication” (Celce-Murcia, 2001). This suggests that for young learners, speaking is not simply parroting memorized words but involves actively creating language on the spur of the moment. It is this spontaneity that makes speaking both exciting and challenging, as learners need to think on their feet and organize their thoughts as they speak.

1.3.2. Informality

The second significant aspect of spoken language is its informality. Written language tends to be formal and ordered, but spoken language-especially among children-is informal and casual. Children’s spoken language is generally informal, with straightforward structures and vocabulary that reflect the social interaction they are familiar with (Brown, 2001). The informality of this puts young learners at ease in communication, enabling them to freely express themselves without fear of stringent grammatical rules. It also mirrors how they naturally speak with family, friends, and teachers every day.

1.3.3. Interaction

Interaction is at the heart of spoken language. Speaking is not about one person speaking; it is a two-way process between individuals. Speaking is mainly an interactive process of meaning-making, involving negotiation of meaning between participants (Ur, 2000). For young learners, interaction is crucial because it encourages them to listen, respond, ask questions, and take turns in a conversation. This social aspect of speaking enables children to learn not only language but also essential communication skills such as patience, empathy, and cooperation.

1.3.4. Nonverbal Elements

Finally, spoken language is aided by nonverbal characteristics-such as facial expressions, gestures, eye contact, and tone of voice-that add extra meaning to what is said. Nonverbal communication plays a key role in young learners' language use, helping them to convey meaning and emotions beyond words (McCafferty & Stam, 2008). For children, these nonverbal cues are especially important as they help to make their messages clearer and more engaging. For example, a smile or a nod can show understanding or agreement without saying a word. These aspects make communication richer and enable young children to engage with others better.

1.4. Teaching Speaking in EFL Classrooms

Teaching speaking is one of the most important factors of the language development. Because it helps learners communicate effectively and support their overall learning in the classroom. Communicative efficiency is the aim of teaching the speaking skills. Learners should be able to fully utilize their current skill in order to make themselves understood. In addition to adhering to the social and cultural norms that are used in every communication scenario, they should make an effort to prevent message misunderstandings brought on by poor pronunciation, grammar, or vocabulary (Lahmar,2018).

1.5. Approaches and Methods to Teaching Speaking

Speaking skill is taught through structured approaches and methods that balanced instructions with real time use. These can help learners to develop clear and effective communication.

1.5.1. Approaches

An approach is a way of thinking about how language should be taught and learned. It explains the ideas and beliefs behind teaching. There are different approaches to teaching speaking. These approaches guide teachers on the best ways to help learners develop their speaking skills effectively (Richards & Rodgers, 2014).

1.5.1.1. PPP

The first approach is known as the PPP approach, which stands for presentation, practice, and production. Beginning with the first step, presentation, the teacher introduces aspects of the

target language in a clear and meaningful context. Teachers use numerous techniques such as examples, visuals, stories, dialogues, or multimedia to demonstrate how the language is used in real contexts. Practice comes next; in this stage, learners reinforce the new language taught during presentation by engaging in controlled exercises like drills, gap-fills, matching, or repetition activities. The teacher controls these activities, providing feedback and correcting errors to ensure students use the language correctly. Finally, the production stage allows students to freely use the target language in real situations. At this phase, the teacher steps back and provides minimal assistance, enabling learners to demonstrate their ability to use the language independently. This approach helps learners observe, identify, and internalize language patterns systematically before peer feedback and individual communication (Bui & Newton, 2021). It also facilitates speaking fluency and encourages learners' confidence through creative tasks (Tamayo, 2020).

1.5.1.2. Task-Based-Learning

Task-based teaching, or Task-Based Learning (TBL), is a communicative approach where students use language authentically to complete meaningful tasks with clear goals, rather than focusing on isolated grammar or vocabulary. Students collaborate to solve problems, share information, or create products such as posters, videos, or reports that reflect real-life situations. TBL centers on real-world tasks to prepare learners for authentic communication in the target language (Kizi & Nashirova, 2021). Activities often include role plays, information gap tasks, and debates to foster effective interaction. Role plays significantly benefits learners' fluency, comprehension, and communicative interaction ability (Safitri et al., 2020). Additionally, introducing gapped-text materials and discussions in a task-based environment leads to measurable gains in speaking ability, supporting the effectiveness of task-based methods in developing oral skills (Bin-Hady, 2020; Amir et al., 2017).

1.5.1.3. Communicative-Language-Teaching

Communicative Language Teaching (CLT) involves knowledge of the language itself, social rules, and understanding how language changes depending on context. In a communicative classroom, learners interact to create meaningful communication. Communicative activities can be controlled to build accuracy or less teacher-controlled to build fluency. CLT encompasses indirect and direct approaches to developing speaking skills. The indirect approach presents learners with communicative contexts where oral competence is acquired incidentally through

meaningful tasks without direct emphasis on speaking aspects (Richards, 2008). Conversely, the direct method explicitly teaches conversation characteristics, grammar, pronunciation, and micro-skills such as topic control and turn-taking through systematic instruction (Goh & Burns, 2012). An integrated approach blending these methods emphasizes pre-task planning, task repetition, and metacognitive strategies to raise learners' awareness and strategic competence (Thomas, 2019). This coordinated teaching allows LRs to benefit from authentic communication and explicit pedagogical instruction necessary for effective conversation.

1.5.2. Methods

A method is a practical plan for teaching language based on an approach. It shows how to organize lessons, what activities to use, and how teachers and students should interact in the classroom. In other words, a method turns the ideas of an approach into specific teaching steps (Richards & Rodgers, 2014).

1.5.2.1. Audio-Lingual-Method

The audio-lingual method is an oral-based approach that drills LRs in grammatical sentence patterns. No native language is used; instead, actions, pictures, or realia provide meaning. It emphasizes spoken language as a habit formed through extensive practice. The teacher uses the target language communicatively and helps LRs learn to use it automatically without hesitation. Learners follow the teacher's directions and respond accurately and rapidly. This method aims to form good language habits by directing and controlling LRs' language behavior. Incorporating songs and podcasts effectively engages young learners with familiar media, capturing attention and motivating them, making language learning more natural and enjoyable (Isnaini & Fauzia, 2024).

1.6. Challenges in Teaching Speaking for Young Learners

Many young learners feel anxious about making mistakes or speaking in front of others; this can lead to major obstacles such as low motivation and anxiety. This apprehension, combined with low motivation, can result in less participation and delayed growth in speaking skills. Teachers often notice young students reluctant to engage in speaking activities or sometimes silent, which makes it difficult to maintain an interactive classroom environment (Qonita A'isy et al., 2013).

Classroom environments and large class sizes bring their own set of problems, especially for young learners. Teachers struggle to give equal opportunities or enough time for each learner to speak, meaning many miss out on valuable speaking practice. In such settings, some learners participate actively while others remain silent.

Young learners come from diverse backgrounds, ages, and ability levels, creating challenges for teachers during speaking classes. Teachers must adapt their methods to meet these diverse needs, as some learners are very motivated while others are shy or less interested. Institutional pressures to follow specific curricula or achieve particular results can limit the time available for speaking practice. Teachers must balance these demands while supporting every learner's needs. Teaching speaking to young learners poses special and enduring challenges worldwide, as children require specialized pedagogies due to their developmental stage, motivation levels, and desire for active, participatory learning (Mahruf, 2023).

Classic and contemporary studies have extensively examined the challenges teachers face in teaching speaking to young learners and the strategies they use to circumvent them. Greene and Preeti (1967) early research established structural and logistical challenges, including limited time for teaching speaking, and mismatches between textbooks and lesson plans, large classes that limit interaction with students, and textbooks that were not available and therefore learning could not occur. Recent studies confirm that these issues continue to exist but there is also a significant number of additional issues. For example, Putri and Nurjati (2023) recently found that teachers still face learners with low self-confidence, learners who are not pronounced clearly, and learners who do not have parental support and these things adversely affect their speaking development.

Teaching materials that are relevant to young learners' daily lives and realia or multimedia resources can build curiosity and motivation (Ningsih & Fata, 2015). More current research corroborates the use of engaging techniques, such as videos, gestures, and media, to help with motivation and interest in speaking contexts (Laila et al., 2023). On a learner-related level, there are the challenges of inhibition from the fear of making mistakes and being criticized, problems of idea-generation, unequal participation - teachers will no doubt be familiar with learners who dominate - and the propensity to over rely on the mother tongue, especially in un-disciplined classrooms (Ur, 1996). Current research claims an inhibition and low participation continue to be major barriers to speaking (Kartika Putri & Nurjati, 2023; Laila et al., 2023).

Overall, these challenges underline the complex nature of teaching speaking to young learners and the need for creative, context-sensitive strategies to foster confidence, engagement, and authentic communication.

More recent research supports these earlier findings and identifies five main challenges in teaching speaking to young learners: cognitive development, motivation, attention span, mixed-ability classes, and assessment. Teachers often have low self-esteem, poor pronunciation, and limited vocabulary, which hinder communication. Poor parental support and insufficient English exposure outside the classroom also hamper development. Educators struggle to select appropriate media and manage classroom dynamics, especially with varying proficiency levels. To overcome these problems, teachers often group active and less confident learners together, use games and body language (Total Physical Response), and enlist parental assistance. However, underlying issues such as insufficient time, large classes, and lack of resources remain significant barriers to effective speaking instruction (Putri & Nurjati, 2023).

1.7. The Textbook in the Context of EFL

In the context of English as a Foreign Language (EFL), the textbook remains a fundamental tool because it provides a standardized and structured curriculum that guides both teaching and learning processes. It is widely regarded as an “almost universal element of English language teaching and learning situations,” without which instruction often seems incomplete (Richards, 2017). The organization and format of textbook chapters frequently serve as a model for lesson delivery, helping teachers plan and sequence classroom activities effectively (Richards, 2017).

A good EFL textbook provides authentic language input and a well-organized, understandable curriculum that supports teachers and learners, comprising culturally relevant content to facilitate intercultural sensitivity (Alshumaimeri, 2024). However, their real value lies in the teacher’s capacity to modify and enhance the material to suit pupils with varying needs and skill levels, turning textbooks into flexible resources rather than strict guidelines. EFL textbooks are therefore just the beginnings of flexible frameworks used to achieve successful language acquisition (Alshumaimeri, 2024).

1.8. The Importance of Textbook in EFL Classrooms

Textbooks serve a key role within EFL classes by providing structure and a set syllabus for the class, which directs both teaching and learning. They are a primary source of language input,

practice material, and reference information, assisting in systematizing instruction so learners benefit from systematically designed course material (Cunningsworth, 1995). Textbooks also assist teachers, especially beginners, by providing lesson plans, exercises, and testing material that save preparation time and shape pedagogy (Harmer, 2015). Furthermore, textbooks impart cultural education, enriching learners' intercultural competence alongside language (Tomblinson, 1998). High-quality textbooks acquaint learners with content grounded in time-tested learning principles and provide a variety of materials, ranging from audio to visual support, which aids learning (Richards, 2014). However, everyone agrees that textbooks must never be used as set texts; effective teaching involves varying and complementing textbook content to meet specific learners' contexts and needs. Thus, textbooks play a significant role in EFL instruction as core and adaptive tools that enhance uniformity, quality, and effectiveness in language teaching (Cunningsworth, 1995; Harmer, 2015; Tomblinson, 1998; Richards, 2014).

1.9. Textbook Evaluation

Textbook evaluation in the EFL context implies a systematic and intentional process of assessing a textbook to determine its efficacy and suitability for a particular teaching and learning environment. It involves assessing the extent to which the textbook meets learners' linguistic and pedagogic needs, such as the applicability of content, appropriacy of language input, and balance of skills included (Cunningsworth, 1995). Testing must align with textbook organization and task quality to ensure materials engage learners and facilitate real language learning (Harmer, 2015). Good assessment also encompasses open criteria such as cultural sensitivity, accuracy, clarity, and flexibility to classroom contexts (Tomblinson, 2013). Textbook evaluation is important for the selection or adaptation of materials that advocate effective language teaching and learning, ensuring consistency with curriculum plans and learners' needs.

1.10. The Necessity of Textbook Evaluation

A textbook is not merely a teaching tool but a reflection of educational values; its evaluation is essential to ensure it meets learners' needs and supports effective instruction. Textbook evaluation helps teachers as well as curriculum planners determine whether the material, skill coverage, and methodology are appropriate for their context (Cunningsworth, 1995). Without evaluation, teachers may tend to use texts that are outdated, culturally insensitive, or unsuitable for learners' proficiency levels, thereby undermining language acquisition (Harmer, 2015). Evaluation also facilitates development by identifying the strengths and weaknesses of

textbooks, enabling teachers to adjust or supplement texts to engage student interest and address diverse learning needs (Tomlinson, 2013). Current empirical findings confirm that textbook evaluation strengthens usability, cultural sensitivity, and pedagogic fitness, ultimately optimizing the quality of teaching and learning performance (Santos et al., 2024). Therefore, textbook evaluation is crucial in curriculum selection, adaptation, and enrichment of pedagogic resources to ensure they contribute positively to EFL learning in various settings.

1.11. Types of Textbook Evaluation

Textbook evaluation can be subdivided into three broad stages, each having a precise role in establishing the aptness and suitability of the content.

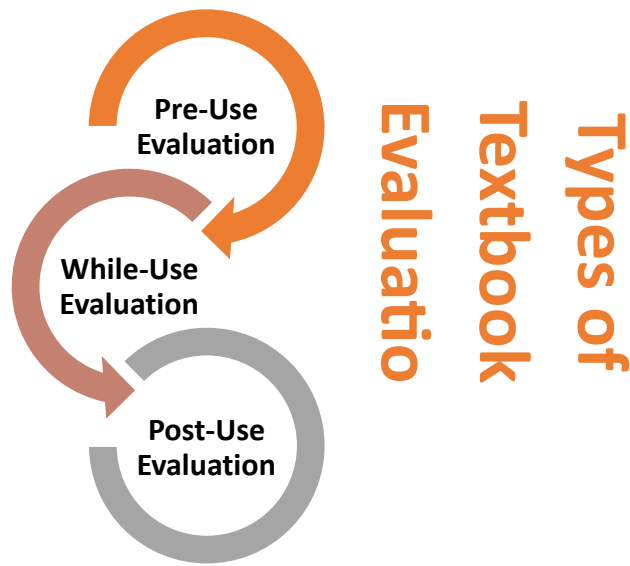
Pre-Use Evaluation: The initial examination is done before using the textbook in class. It involves making an impression concerning the worth of the book, either by reading it from cover to cover to form a first impression or by selecting a book appropriate for a particular environment. This process is "impressionistic" and helps teachers decide whether the textbook will meet their teaching aims and LRs' requirements (Tomlinson, 2013). This phase determines if the textbook material, coverage of skills, and approach are suitable for the desired teaching context (Cunningsworth, 1995).

While-Use Evaluation: This occurs during firsthand classroom use of the book. It includes observations related to instructions' clarity, texts' legibility, and assignments' feasibility (Tomlinson, 2013). In this stage, instructors receive immediate feedback regarding the effectiveness of the materials, allowing them to adapt their methods or include additional content as needed (Harmer, 2015).

Post-Use Evaluation: Conducted after the textbook has been used, this evaluation reviews the overall impact and efficacy of the material on pupils. It assesses pupils' motivation, achievement, and the long-term effect of the textbook on their language skills. This stage helps determine whether materials have fulfilled their specified purposes and whether adjustments should be made in the future (Tomlinson, 2013). Post-use evaluation is particularly revealing regarding the long-term impact of the textbook on language competence (Ellis, 1997).

The following figure shows the three types of textbook evaluation based on Cunningsworth (1995, p. 14).

Figure 01: Three types of textbook evaluation based on Cunningsworth (1995, p. 14).



Source: the type of evaluation textbook, Based on Cunningsworth , 1995, p 14

1.12. The Role of Textbooks in Teaching Speaking

The application of textbooks in the teaching of speaking to Algerian young learners is necessary but challenging. Textbooks provide structured material, sequential lesson plans, and different speaking activities that are designed to guide the teachers and learners through the process of language acquisition, which is helpful given the bad resources and big class sizes in Algerian schools (Omari, 2017). However, research indicates that textbooks alone often fall short in promoting effective speaking skills because many activities lack authentic interaction and fail to engage learners fully (Bougandoura, 2012). Algerian educators frequently find themselves supplementing textbook materials with additional communicative tasks, games, and real-life contexts to make speaking practice more meaningful and motivating (Nebbou, 2022). Moreover, textbooks tend to concentrate on reading and writing over oral skills, a common approach still implemented in the majority of Algerian classrooms (Teaching English at the Algerian Primary School, 2023). To counter this weakness, teachers are encouraged to redesign textbook content innovatively and incorporate learner-centered methods compatible with the Competency-Based Approach (CBA) reform intended to enhance communicative competence, such as speaking (Omari, 2017). In conclusion, while textbooks constitute the main blueprints employed in Algerian EFL education, their use in establishing the learners' speaking abilities depends mostly on the way teachers integrate and detail them into communicative and interactive classroom practices

1.13. Checklist of Suggested Criteria for Textbook Evaluation in Term of Speaking Skill.

This checklist is created to methodically review the effectiveness of a textbook regarding speaking skills because it gives a copy in detail, and organized way of reviewing. It is based on the key criteria contained in the models set forth by Cunningsworth (1995), Tomlinson (2013), and Harmer (2015). Each author provides valuable input on evaluating effective materials for language teaching. These models all operationalize some essential aspects, such as communicative activities that facilitate meaningful language use, opportunities for interaction and involvement with peers, real-life contexts that contribute to relevance and authenticity of speaking tasks, intelligible procedures to guide learners through activities successfully, and support for pronunciation and fluency to develop oral ability.

By synthesizing and organizing these criteria into a single, focused checklist specifically targeting speaking activities, the evaluation process becomes more structured and comprehensive. This consolidation allows for a consistent and objective assessment of the textbook content, ensuring that all key dimensions of speaking skill development are considered. The checklist assists evaluators in evaluating the legitimacy of the textbook resources with current best practices in language teaching. The checklist approach will provide evaluators with a thorough assessment of how well the textbook resources help learners develop communicative competence so that they can tell you, based on evidence, how the textbook might be improved.

Table 01: Checklist of Suggested Criteria for Textbook Evaluation in Term of Speaking Skill.

Evaluation Area	Criteria / Questions	Source
Relevance of Speaking Tasks	Are speaking activities meaningful and related to learners' real-life communication needs?	Cunningsworth (1995)
Variety of Speaking Activities	Does the textbook include diverse speaking tasks such as dialogues, role-plays, discussions, and presentations?	Harmer (2015)
Progression and Sequencing	Are speaking tasks sequenced logically from simple to more complex to support gradual skill development?	Tomlinson (2013)

Integration with Other Skills	Are speaking activities integrated with listening, reading, or writing exercises to promote holistic learning?	Cunningsworth (1995)
Authenticity of Language	Does the textbook use authentic language and real-life scenarios in speaking tasks?	Tomlinson (2013)
Pronunciation Practice	Are there specific exercises or guidance to help learners improve pronunciation?	Cunningsworth (1995)
Cultural Appropriateness	Are speaking topics culturally relevant and sensitive to learners' backgrounds?	Tomlinson (2013)
Teacher Support for Speaking	Does the teacher's book provide clear instructions, suggestions, and tips for conducting speaking activities?	Harmer (2015)
Motivation and Engagement	Are speaking tasks designed to engage learners and boost their confidence in speaking?	Tomlinson (2013)
Practicality and Usability	Are the speaking activities feasible within typical classroom constraints (time, class size, resources)?	Cunningsworth (1995)

1.14. Conclusion

This theoretical chapter has addressed the major areas associated with teaching speaking in the EFL context. It highlighted the importance of speaking as an important skill, the main characteristics of spoken language, the spontaneity, informality, interaction, and non-verbal features, and examined various approaches and methods for teaching speaking and the difficulties for teaching speaking to young learners. This chapter has highlighted also the importance of textbooks in an EFL classroom, the need for textbook evaluation, the different types of evaluation. Finally, it provided a checklist of suggested criteria to consider in evaluating textbooks in terms of the development of speaking skills.

Chapter Two: Data Collection and Analysis

2.1. Introduction

This chapter presents the research methodology and findings of the current study in an attempt to assess the effectiveness of speaking skill components in the Algerian fifth-grade English textbook "My Book of English." The study in hand is conducted through two major data collection tools: a teacher's questionnaire and a detailed textbook content analysis. The questionnaire gathers teachers' views regarding the appropriateness and effectiveness of speaking activities in the textbook. The chapter further provides details on the population and sampling, and the data analysis utilized, e.g., charts, diagrams, tables, and thematic analysis to report findings and interpretations of the questionnaire. The chapter contains an elaborate description of the results of both the questionnaire among teachers and the textbook evaluation and concludes with a discussion on the study implications. Concluding with limitations, recommendations, and suggestions for future researchs.

2.2. Methodology

This research combines both qualitative and quantitative methods through two main data collection tools. Quantitative data collected through the teachers' questionnaire that offers measurable insights into teachers' attitudes towards the effectiveness of the textbook in developing the speaking skill among learners. By contrast, qualitative data from the textbook content analysis offers an in-depth examination of the nature, quality, and suitability of the speaking tasks themselves.

2.2.1. Data Collection Tools

Data collection tools are the techniques that every researcher uses to gather information needed to respond to their research questions or to test hypotheses. Data collection tools help in collecting relevant data in an organized way, ensuring accuracy and consistency while conducting research.

2.2.1.1 Teachers' Questionnaire

The questionnaire used in this study is a structured data collection tool designed to gather primary school English teachers' attitudes regarding the impact of the Algerian fifth grade English textbook "*My Book of English*" on enhancing pupils' speaking skills. It includes

teachers' demographic information, their views regarding content and application of the textbook, and their attitudes towards its effectiveness in developing learners' speaking abilities. To ensure its validity, the questionnaire was reviewed and validated by three university teachers.

2.2.1.1. Textbook Evaluation

The content of the English textbook entitled *My Book of English for Fifth Grade Primary School* was analyzed to collect data for the present study. This textbook is published by the Algerian Ministry of National Education, and it is customized for Algerian primary school pupils. Content analysis includes evaluating speaking skill aspects to determine their efficacy and appropriateness for fifth-grade learners.

2.2.2. Data Analysis Tools

The study in hand uses a variety of tools to analyze the data. It employs both the printed and online versions of the questionnaire in order to reach a wider range of participants. Google Forms were used in designing the online version, sending it out via e-mails, and collecting the responses efficiently. The quantitative data was presented in the format of charts, diagrams, and percentages to visually present the findings. In order to interpret the open-ended questions, thematic analysis was used in this research to analyze and identify predominant patterns and common themes in responses of participants. Regarding *“My Book of English”* textbook evaluation, this research focuses on picking out the aspects of speaking skills as represented in the textbook with the vision of establishing how well these areas contribute to learner development of their speaking ability.

2.2.3. Textbook Description "My Book of English" of Fifth Grade Primary School

“My Book of English” is the official English textbook for fifth-year primary school pupils in Algeria. It is a new edition issued in 2024 as part of the official syllabus set by the Ministry of National Education. The textbook is designed to develop learners' English language skills through a balanced integration of listening, speaking, reading, and writing activities.

The textbook consists of six themed units and a prefacing pre-sequence, and intended to develop language skills while linking with learners' actual experience and interests. The pre-

sequence anticipates familiarizing learners with relevant vocabulary and expressions to prepare them for speaking; this deconstructs the oral communication skill and makes it less intimidating. Unit One encourages learners to work on jobs and occupations through dialogue, while encouraging learners to connect with discussions about higher level associates through their family and friends' occupations to create meaningful interaction. Unit Two connects to their hobbies and free time interests, which inspires them to authentic expression and interaction with their peers. Unit Three places the use of language, and the verbal communicative elements, in familiar community spaces where they will use a general purpose where the two learners are required to give directions to each other and describe the various places; this will enhance the use of functional verbal spontaneity. Unit Four guides the learners through various transportation scenarios using role-plays that have a real-world connection, which eliminates their inhibition and cyclic forward process. Unit Five allows learners to narrate their personal daily routines and includes the use of time expressions for developing fluency as well as sequencing elements. Unit Six immerses learners in conversations about food and meals, using role-plays to cultivate functional speaking abilities in social contexts.

Table 02: Presentation of the Fifth Grade English Textbook of Primary school

The author's Name	Samira.Charit (Head of the projet & middle school inspector)
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	Fatima Zohra Bounihi (Middle school teacher)
Title of the Book	<i>“My Book of English”</i> for fifth grade primary school pupils.
Publishing House	<i>ONPS Editions</i>
Topics and book map	Pre-sequence (Back to school) Unit 01: Jobs & Occupations Unit 02: Hobbies Unit 03: Hometown Unit 04: Showing the way Unit 05: Travelling Unit 06: Holidays
Number of pages	Eighty-eight pages
The size of the Book	20cm/28cm
The price	250.00 Dinar
ISBN	978-9947-77-400-7

2.2.4. Population and Sampling

The targeted population for this study consists of 1198 primary school teachers of English in the city of Laghouat. From this population a sample of twenty teachers is randomly selected to participate in the research. However, the twenty teachers were initially chosen as a sample, but due to some unexpected factors, including availability and accessibility issues, only 15 teachers joined the study. Despite the reduced number, the sample still offers valuable insights for the research. Among these 15 participants, Ten are female, representing **66.7%** of the total sample, while the remaining five are male accounting for **33.3%**. The following figure shows the gender of the participants. See the table below:

Table 03: Participants' Gender

Gender	Frequency	Percentage (%)
Male	5	66.7
Female	10	33.3

The table indicates that the majority of the participants are female

2.3. Significance of the Study

The significance of this study lies in its evaluation of the newly published Algerian primary school English textbook "My Book of English." It focuses on how effectively it promotes young learners' speaking abilities. A key component of language competence and daily communication. This research provides valuable insights into whether the material is pedagogically effective, supports language acquisition, and addresses learners' developmental needs. It also informs teachers and policy makers about textbooks' strengths and limitations within Algeria's emerging English language teaching environment.

2.4. The Findings of the Study: Results, Interpretations, and Discussions

This study reported the results which were obtained through the evaluation of the teachers' questionnaire and the sections of the textbook that were examined. These results were interpreted for the purpose of understanding the textbook's effectiveness in developing speaking skills among Algerian primary fifth-grade students.

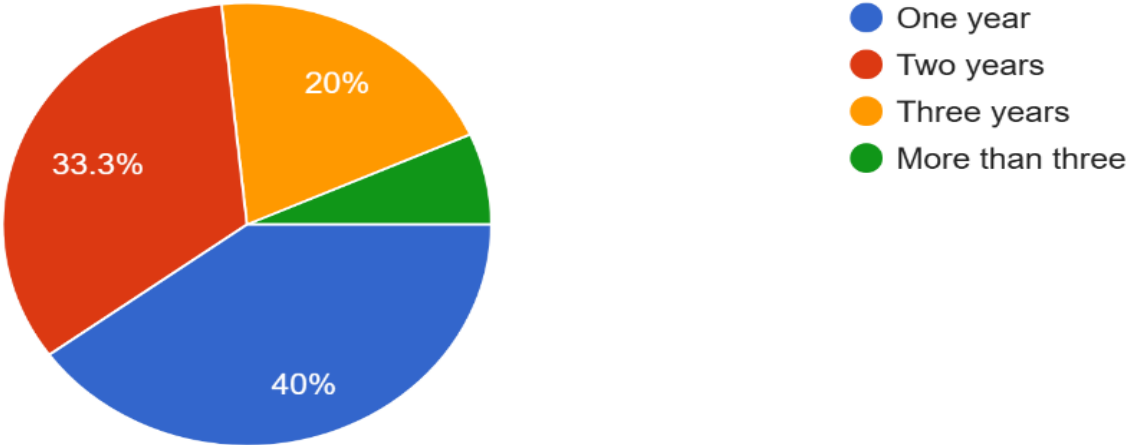
2.4.1. The Results of the Teachers' Questionnaire

The first part of this questionnaire includes personal information which is used for the participants' profile. The second part involves teachers' views towards the effectiveness of the textbook in enhancing speaking skills among young learners.

2.4.1.1. Teachers' Profile and Years of Teaching Experience

The aim of this question is to know how long they have been teaching English as part time teachers. Regarding the years of teaching experience, **40%** of the participants have one year of experience teaching English at the primary school level. A significant portion **33.3%**, have two years of experience, while 20% have three years. Only a small minority **6.7%** have more than three years of teaching experience. The results shows that most teachers are new to teaching English in primary school level.

Figure 02: Teachers’ Teaching Experience of English at Primary School



2.4.1.2. Teaching Experience and Professional Status of Participants in Private Schools

Among the 15 participants, 7 teachers have taught in private school presenting **46.7%**. While the remaining **53.3%** have not. Of those who have taught in a private school, **46.5%** (3 teachers) have experience teaching children, whereas **53.5%** (4 teachers) have not taught children in that context. In terms of professional status, **46.7%** are trainee teachers and the remaining **53.3%** are confirmed.

Table 04: Teaching Experience and Professional Status of Participants in Private Schools

Demographic Feature	Category	Frequency	Percentage (%)
Teaching in Private School	Yes	7	46.7
	No	8	53.3
Taught Children (if yes to private school)	No	4	53.5
	Yes	3	46.5
Teacher Status	Trainee	7	46.7
	Confirmed	8	53.3

From the data, less than half of the participants have experience teaching kids in private schools. This indicates that the participants' experience and learning settings varied. Furthermore, the sample is divided between confirmed and trainee teachers, indicating varying degrees of skill and professional development.

2.4.1.3. Teachers' Attitudes on the Appropriateness of Textbook

The majority of teachers **53.3%** find that the textbook size manageable for young learners, while **46.7%** do not. Only **40%** believe the content covers subjects relevant to learners' interests, whereas **60%** feel it does not. Most teachers **80%** agree that the textbook incorporates real-world scenarios to facilitate meaningful communication, with **20%** disagreeing. Additionally, **66.7%** find the illustrations clear and helpful for speaking activities, while **33.3%** think there is room for improvement.

Table 05: Teachers’ Perceptions of Textbook Manageability, Content Relevance, Real-World Application, and Illustration Quality

Evaluation Aspects	Yes %	No %
The textbook size appearance is manageable for the learners.	53.3	46.7
The content coverage includes a range of subjects relevant to the learners' interests for whom the textbook is designed.	40	60
The textbook incorporates real-world scenarios to facilitate meaningful communication among learners.	80	20
The illustrations’ clarity and simplicity are maintained, avoiding unnecessary details that might hinder learners' understanding or engagement in speaking activities.	66.7	33.3

Based on the data, the textbook is effective when it comes to fostering meaningful communication through real life scenarios and clear illustrations that can enhance speaking activities. However, the content has challenges related to its ability to reflect learners’ interests and manageability of the material for young learners. These aspects point towards the necessity to better tailor the textbook to engage learners and clarify the content in a manner that makes it available and engaging for their needs.

2.4.1.4. Teachers’ Use of Additional Teaching Resources Beyond the Textbook

Many teachers **66.7%** report that they do use additional teaching resources beyond the textbook, while the remaining **33.3%** rely solely on the textbook. Teachers use different resources in their teaching including educational websites (British Council and LearnEnglish Kids.) along with AI tools and chatbots. Multimedia resources (YouTube videos, cartoons, songs, and other internet-based materials). Others rely on didactic guides and worksheets from various sources. The table bellow shows the additional teaching resources that primary school teachers use beyond the TB.

Table 06: Categories of Additional Resources Used by Teachers

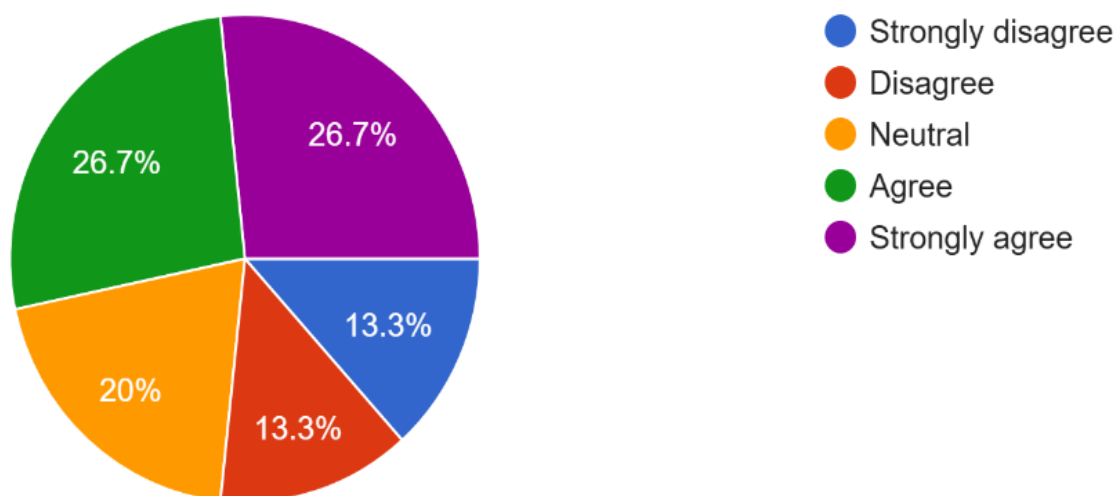
Resource Category	Examples
Digital and Online Resources	Educational websites (British Council, LearnEnglish Kids), YouTube, internet, educational videos, AI tools, chatbots
Printed and Physical Materials	Worksheets from various sources, flashcards, didactic guides
Multimedia Materials	Songs, cartoons, videos

The results reveal that the majority of teachers actively supplement the textbook with a variety of additional teaching resources. Using digital tools of every kind, multimedia materials, and other additional teaching resources reflects an understanding of the importance of tailoring pedagogy to learners' needs and break beyond the constraints of the traditional textbook.

2.4.1.5. Teachers' Attitudes on the Influence of the French Language on English-Speaking Skills Development

Regarding the impact of French on young learners' development of English-speaking abilities, Teachers' perspectives are generally split. A total of 26.6% disagree or strongly disagree, despite the fact that 26.7% strongly agree and another 26.7% agree that French has an influence. Furthermore, 20% of teachers had no opinion on the matter.

Figure 03: Teachers' Attitudes on the Influence of the French Language on English-Speaking Skills Development



The teachers' responses indicate that there are differing opinions on the impact of French language on developing English language speaking skills. Some teachers recognize that learning French may influence English development specially that they are learning both languages at the same time. So that can lead to the challenges such as language interference, when French and English similarities or differences can lead to misunderstandings or mistakes in syntax, vocabulary, or pronunciation. Furthermore, learning two languages at once for young learners can raise some cognitive load which makes it more difficult for them to properly absorb and remember knowledge.

2.4.1.6. Thematic Analysis

2.4.1.6.1. Challenges for Young Learners in Developing English Pronunciation Skills due to the Influence of French Language

According to the participants, there are various challenges arise during developing English language speaking skills due to the influence of French on English.

- **Code-switching**

The majority of teachers observe that learners often mix French and English within the same sentence, such as saying “this is le tableau”, which reinforces their reliance on French sounds. They also note that learners frequently engage in code-switching between English and French,

and sometimes prefer French to the extent that they pronounce English words with French accent.

- **Pronunciation of English Alphabet and sounds**

Participants report that learners still pronounce English alphabets using French pronunciation, which hinders the development of correct English pronunciation. They explain that French lacks the dental fricatives /θ/ (as in “think”) and /ð/ (as in “this”), so learners often replace these sounds with /s/, /z/, /t/, or /d/.

- **Silent Letters and Spelling Patterns**

Teachers state that French language has many silent letters, but their patterns differ from English. So, in this case learners might either over-pronounce or omit English silent letters incorrectly.

Based on the data, the impact of the French language on developing English language speaking abilities presents multifaceted challenges that influence English language learning. Some teachers note that French is the familiar language for the learners because it is widely spoken in the majority of Algerian families. So that it becomes easier for young learners to grasp the French language vocabulary faster than the English ones. In this situation, they start mixing both languages together, and this affects the development of English speaking ability. In addition, pronunciation issues arise due to the variation in phonetics between the languages, particularly the sounds that are absent in French, leading to substitutions that impact learners’ intelligibility in English.

2.4.1.6.2. Observation of Students Exhibiting Fear or Anxiety in English Speaking

The teachers’ responses reveal a range of observations regarding students’ fear and anxiety about speaking English in the classroom.

- **Fear of Peer Judgment and Humiliation**

According to the majority of teachers, when learners participate in oral activities, the fear embarrassment from their peers. This fear would then result in short answers, silence, or refusal

to collaborate. Activities like role play, dialogues, or public speaking drills would further reinforce this fear, causing learners to conceal embarrassment.

- **Avoidance and Silence as Coping Mechanisms**

Learners try to manage their anxiety by keeping quiet, pretending not to hear questions, or giving very short answers like “Yes” and “No”. Such avoidance is a sign of resistance to speaking out for fear of committing an error or getting negative criticism.

- **Hesitation and Use of Native Language**

The teachers observed that students hesitate while speaking and even use their native language when they are nervous. This hesitation indicates the absence of confidence and fluency in speaking English spontaneously.

The analysis reveals that students’ fear and anxiety in speaking English primarily stem from social concerns, mainly fear of negative judgment by their peers. This social anxiety is a main inhibitor of active participation, leading many learners to employ avoidance mechanisms like silence, brief responses, or use of their native language. These responses restrict their chances to practice and to enhance their speaking abilities, which may hinder their language progress. The hesitation seen among learners reflects a lack of confidence and comfort with spontaneous use of English, which can be compounded by the simultaneous challenge of managing multiple languages.

2.4.1.6.3. The Role of Textbooks in Encouraging Verbal Communication Skills in Primary English Education

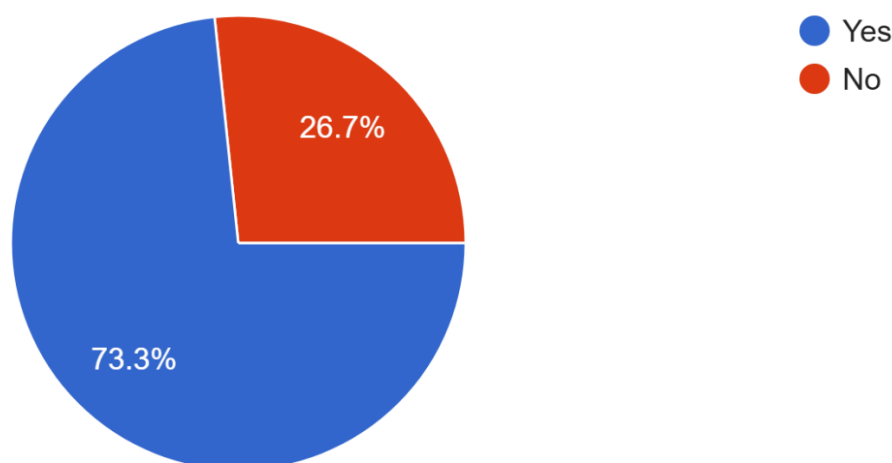
Evaluating how effective is the textbook "My Book of English" for fifth grade primary school in helping young learners to convey their ideas and thoughts orally is a very significant aspect of this research since oral communication is one of the basic skills in learning a language. Almost the half of the teachers acknowledge that the textbook assists in increasing learners' oral proficiency and engagement, particularly through real- world topics and open questions that promote oral discussion. Other teachers complain that speaking activities are restricted to script dialogues, which restrict spontaneous communication, and reading and writing focus tends to detract from oral practice. This variation in theme expresses the tension between the textbook format and the pedagogical imperative of creating meaningful and functional oral

communication in class. These combined reactions illustrate that while the textbook offers some valuable possibilities for spoken production, it does not completely assist the lively and receptive process of spoken language acquisition. The excessive reliance on scripted dialogue and the absence of abundant spontaneous speaking activities because us to consider that the textbook does not sufficiently compel learners to think analytically or speak openly based on personal viewpoint. This can limit the development of communicative competence, which involves learners coping with unforeseeable conversational situations. Further, prioritizing the reading and writing skills over speaking can lead to an imbalance between the language skills.

2.4.1.6.4. Teachers' Use of Additional Materials to Support Oral Language Development

Assessing whether the textbook teachers of primary school level employ other additional materials beyond the textbook for teaching speaking and listening is crucial for this study since it indicates the extent to which the textbook by itself addresses learners' communicative needs. Considering that 73.3% of teachers reported using supplementary materials while 26.7% rely solely on the textbook.

Figure 04: Participants' Use of Additional Materials to Support Oral Language Development



Based on the teachers' answers, majority of them use variety of materials, some of which include songs, games, videos, audio files, websites, YouTube channels, flashcards, roleplays, and language apps. The use of supplementary resources is an acknowledgment that the textbook itself cannot provide for the dynamic and complex process of speaking and listening

development. Multimedia materials such as videos and songs introduce learners to authentic language input and contextualized practice, a necessity in building their fluency, pronunciation, and comprehension. Digital platforms and interactive language apps also present personalized feedback and varied exposure, catering to different learning styles. Nonetheless, the minority of instructors who don't utilize supplementary materials might find it difficult to offer rich oral language input. In most cases, using supplementary materials is essential in creating a comprehensive and engaging language learning context.

2.4.1.6.5. Recommended Resources and Activities for Effective Speaking Language Development

Teachers recommend many teaching activities and materials for the practice of speaking skill in and outside the classroom. Most of them prefer the integration of technology-based materials like language learning applications such as Duolingo, teaching videos, and podcasts which offer an engaging learning environment for the listening and speaking practice. They also highly recommend learner-centred approach through activities like role-play story-telling, dialogue sessions, and speaking circles useful methods of developing communication. Similarly appreciated are audio resources such as songs, cartoons, and audio scripts that can significantly help young learners to develop pronunciation through fun practice.

The data shows the importance of integrating technology in the classroom to provides learners with flexible and interactive ways of accessing English beyond the classroom, and interactive tasks foster spontaneous language use, the key to fluency and communicative competence. Audio materials develop phonological awareness and listening, the prerequisites for good speech.

2.4.2. The interpretation of results of the questionnaire

The analysis of the questionnaire allowed to unfold many facts about the value of textbook of 5th grade primary school. Regarding the textbook itself, teachers of primary school generally agree that it includes real-life contexts and clear graphics which would make for meaningful communication and speaking activities. Nevertheless, many teachers question the suitability of the material for learners' level of interest and the practicality of the textbook length for young learners. It can be inferred that the textbook acts as a good groundwork for speaking practice, however, it does not motivate the learners far enough and does not meet all of their needs in

terms of scope and content. A significant finding is that a number of primary school teachers use the textbook, supplemented by other resources like educational websites, multimedia tools, and digital applications. However, the reliance on complementary material suggests that the textbook has not addressed in depth the nature of speaking and listening skills.

The impact of the French language on the speaking skills of learners in English is also cited as a constraint. All of these have a negative impact on students' oral accuracy and fluency when speaking in English and teachers must constantly contend with code switching, pronunciation problems caused by phonetic differences, and silent letter confusion. Moreover, social causes including embarrassment of other learners' ridicule and current nervousness are regarded as barriers of engaged participation of the language learners in speaking activities, encouraging avoidance strategies of silence or first language use. Teachers' opinions on the textbook's adequacy in promoting oral communication express some contrasts. While some of its supporters agree that the task develops oral proficiency with interesting real-life topics and open questions, others argue that it does so with the over-reliance on motivation by scripted dialogues and focus on reading and writing that precludes any spontaneous or habitual interaction.

Lastly, teachers suggest incorporating technology and learner-centered activities -such as role-plays, storytelling and speaking circles- to foster the development of speaking skills. These approaches, complemented with audio materials such as songs and cartoons, are considered useful in the stimulation of the learners and good for practice in the pronunciation in a fun way.

2.3.4. Textbook Evaluation

A checklist based on the frameworks of Cunningsworth (1995), Tomlinson (2013), and Harmer (2015) was used to systematically evaluate the speaking skill components in the 5th grade primary school English textbook titled *My Book of English*. This checklist includes criteria such as the presence of communicative activities, opportunities for learner interaction, real-life context integration, clarity of instructions, and support for pronunciation and fluency. Each unit and activity in the textbook were reviewed against these criteria to assess how effectively the material supports the development of speaking skills.

After a detailed content analysis in terms of the aspects of speaking skill as represented in the 5th grade primary school English textbook named "My Book of English". It is event that the 5th grade English textbook used in Algerian primary schools emphasizes developing practical

speaking skills related to students' lives. Throughout the textbook, students participate in related activities to name and identify common jobs and occupations, hobbies, places, and means of transportation. The textbook consists of six units and a pre-sequence, each unit was designed to progressively build on speaking skills; the first unit was about jobs and occupations, and this unit involved students in practice to name common jobs and occupations while eliciting questions about jobs of family or friends, through dialogues.

Figure 05: Example of a Speaking Activity about Jobs and Workplaces as represented on the Textbook.

A: What is your job, sir?

B: I am a journalist.

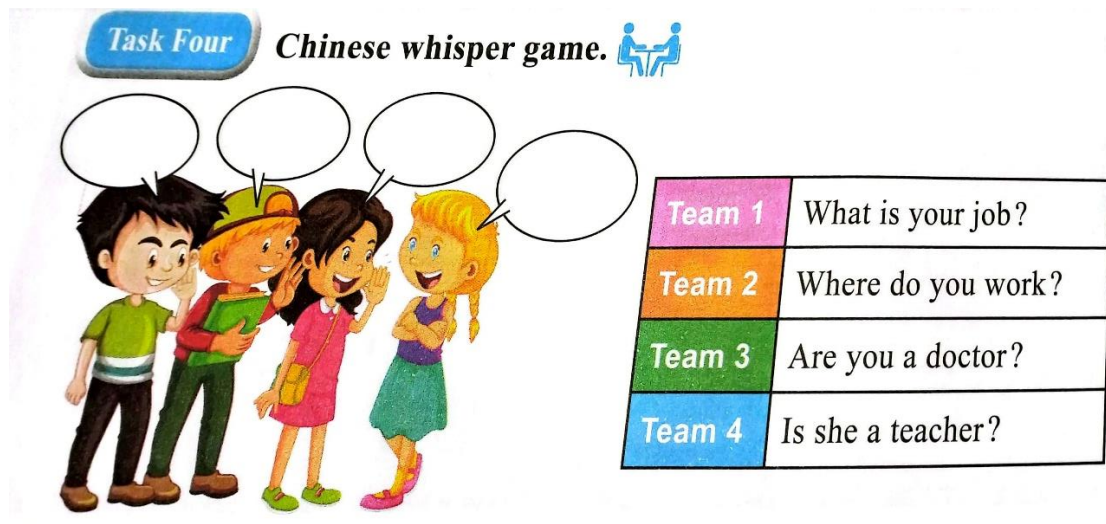
A: Where do you work?

B: I work in a TV station.



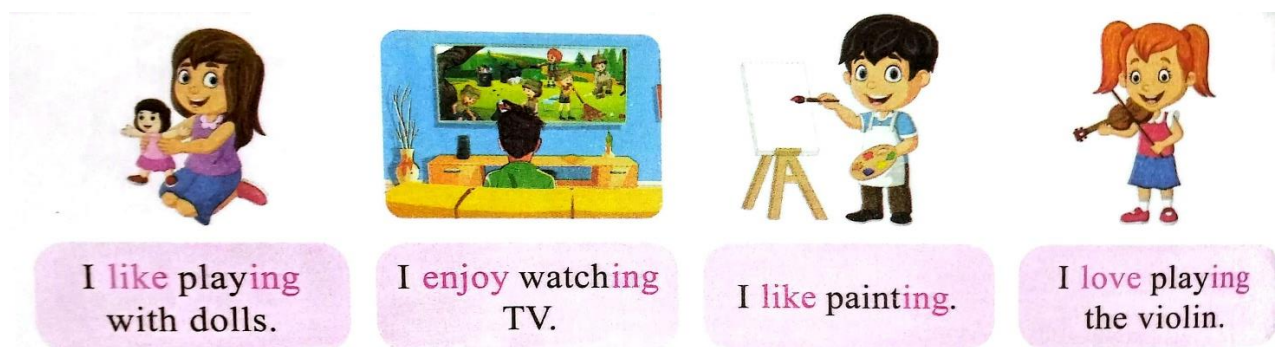
Or through interactive games like the Chinese whisper game, in which learners whispered a sentence or a question from one person to the next in a chain, and by the time it reaches the last person, it often changes or becomes distorted.

Figure 06: "Chinese Whisper Game" Speaking Activity as Presented in the Textbook.



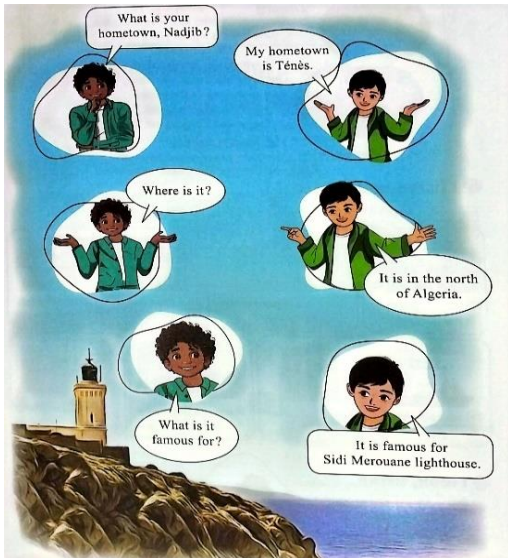
Therefore, this initial unit combined vocabulary development with structured question-answer formats with transactional roles that quickly encouraged successful fluency and communicative competence. The hobbies section supports the learners' own expression of their personalities, as each student names their preferred free time activities and expresses interest in the preferences of their peers, as they learn to take turns in conversation and use other interactional skills.

Figure 07: Example of a Speaking Activity about Hobbies and Preferences as Presented in the Textbook



In the hometowns, cities, and directions unit, learners move from one-word responses to descriptive speaking tasks, where they practice describing locations and giving or asking for directions. By thinking and talking in more descriptive terms, learners not only learn words for different locations, but they also practice skills that follow their vocabulary expansion, marking important 'real-world' language skills that they may use in daily life.

Figure 08: Examples of Dialogues as speaking activity as presented in the textbook



In the holidays and traveling unit, students move from narrative to situational conversation so they can have discussions about destinations, holiday plans, and transportation. The holidays and traveling unit always allows learners to engage in dialogues and/or short presentations while integrating their personal experiences.

Figure 09: Example of Speaking Task as Presented in the Textbook



A key strength of these textbooks is their functional approach to phrasal language use. The topics taught are current, relevant across generations, and meaningful, which functions to motivate the students to engage and participate in their learning. The developmental sequence that moves from simple naming tasks to interactive and contextualized speaking tasks is a great

way to demonstrate the incremental skill-building that occurs in language education. Moreover, the integration of listening and speaking through phonemic awareness activities adds another important element - pronunciation. The phonemic awareness creates an opportunity for learners to hear the sounds produced by others and put a particular phoneme in their heads. When all the speaking tasks are connected, it suggests a strong relationship with overall communicative competence. Unfortunately, many teachers tend to isolate vocabulary to memorize isolated efforts before moving into practice. Conversational inputs in English should seek to stimulate interaction rather than attempts to memorize the target language alone, while using English in authentic communicative interactions - especially between learners - is perhaps the most important and authentic method to learn a language.

There is no perfect textbook that can cover the needs of the learners in all contexts (Cunningsworth, 1995). As textbooks have advantages it definitely had some disadvantages. The 5th grade primary school English textbook *“My Book of English”* does present some disadvantages. First of all, the textbook does not match the didactic guide, this lack of coherency throws confusion and make it difficult for many teachers to follow the curriculum effectively. So, a number of teachers choose not to fully relying on the textbook; instead, they rely on it only for certain elements such as dialogues or specific tasks. The textbook contains of many different tasks; however, it offers fewer speaking activities compared to writing and reading ones, which reduces opportunities for oral communication practice. Furthermore, many speaking tasks involve predetermined dialogue which encourages memorized input rather than spontaneous language use. This inhibits learners from having the opportunity of engaging in authentic conversation or adapting acquired language in new contexts. Finally, there are few occasions for learners to participate in open-ended discussion, debate, or speaking tasks that invite problem solving. Most, task types are closed-ended, inhibit creativity and communicative competence.

2.3.5. Discussions of the Findings

The analysis of the teachers' questionnaire and the content evaluation of the 5th grade primary school English textbook *My Book of English* suggests that although the textbook features authentic real-life contexts, clear pictures, a functional approach that gives learners a relative amount of choice and motivation (through relevant topics and a progressive sequence of speaking tasks) it has some shortcomings. Speaking activities are fewer compared to reading and writing activities, with the vast majority of speaking activities relying on a scripted dialogue

where learners memorize without creating or communicating spontaneously in ways that support fluency and communicative competence. In addition to the lack of speaking activities, the textbook content does not reflect the didactic guide and there have been issues for teachers working with it or using it as a primary textbook. Teachers are not sure how to use it or when they do use it, they are confused about which sections to use, and make use of supplementary activities often use a supplementary activity. In addition, French as the second language of the learners causes problems of pronunciation for learners and creates issues of fluency. Further, social influences, particularly the anxiety felt by learners, including peer ridicule, make the opportunity for learners to be actively engaged even more difficult. Finally, teachers mentioned that engaging learners in ways that use technology, as well as allowing learners to engage in student centered activities, such as role plays, stories, and speaking circles, alongside the use of audio materials, could increase engagement levels and lessen the problems with oral practice.

2.4. Limitations of the study

In this study, there were some limitations which should be addressed in future studies. Firstly, the majority of teachers were not used to electronic responding through email, and hence collecting data became more complex. Thus, providing and collecting hard copies of the questionnaires proved to be the efficient and handy alternative for them. Second, access to primary schools was also difficult, and moving from school to school was often a problem. Furthermore, the study examines only one language skill “Speaking” rather than the other three skills (Writing, Reading, Listening) which limits the comprehensiveness of the findings. Finally, because the textbook under investigation “*My Book of English*” for fifth grade primary school is new, there are no prior studies to compare it to, which limits how the findings may be placed in context. Future research should take these restrictions into account in order to offer a more comprehensive assessment of the textbook and its effects on language acquisition.

2.5. Further Recommendation

Based on these findings, it is recommended that future editions of the textbook incorporate a greater variety of spontaneous speaking activities, integrate digital and audio-visual resources to foster interactive learning, and encourage teachers to adopt student-centered approaches.

Further studies should also include other language skills and expand sample sizes to provide a more comprehensive understanding of the textbook's overall impact on language acquisition.

2.6. Suggestions for Future Research

Future study recommendations include investigating the impact of the same 5th grade primary school English book, *My Book of English*, on other skills such as reading, writing, and listening, and how it impacts learners' intercultural competence and cultural awareness.

2.7. Conclusion

This chapter has presented the research methodology, research design and findings of the current study in an attempt to assess the effectiveness of speaking skill components in the Algerian fifth-grade English textbook "*My Book of English*". The study was conducted through two major data collection tools: a teachers' questionnaire and a detailed textbook content analysis. The questionnaire found out the teachers' views regarding the appropriateness and effectiveness of speaking activities in the textbook. Additionally, the chapter provided detailed description of the population and sampling, significance of the study, as well as the data analysis utilized including charts, diagrams, and table. The thematic analysis reported the findings and the interpretations of the questionnaire. Finally, the chapter offered an elaborate description of the results and discussion of both the questionnaire and the textbook evaluation, concluding with limitations, recommendations, and suggestions for future researchs.

General Conclusion

General Conclusion

This study offers an evaluation of the newly introduced fifth-grade Algerian primary school textbook of English, "My Book of English", and focuses particularly on the effectiveness of the textbook in developing speaking skills among fifth-grade learners. Using both teachers' questionnaires and content analysis in terms of speaking skills. The study investigates the extent to which the activities of the textbook promote ongoing speaking abilities. It highlights the strengths of the material, e.g., authentic settings and clear illustrations, in addition to some limitations. notably the limited number of speaking exercises and reliance on scripted dialogue that might hinder spontaneous communication. Moreover, the research emphasises the necessity of integrating technology to enhance engagement and improve oral proficiency.

The textbook contains real-life contexts and visuals that support purposeful speaking activities and is motivating. It has an apparent developmental sequence from simple classification activities to interactive speaking activities, with phonemic awareness included for pronunciation practice. However, there were fewer speaking tasks than reading or writing, meaning fewer opportunities for oral communication. Many speaking activities consist of scripted dialogues, which promote memorization rather than spontaneous use of language. Additionally, the textbook does not align well with the didactic guide, which created confusion and resulted in teachers using it as they deemed fit. The impact of French as L2 creates pronunciation and fluency challenges. Social barriers, including learner anxiety and fear of ridicule, limit participation in speaking activities. To address these issues, teachers supplement the textbook to enhance speaking skill development with technology and learner-centred approaches.

Based on the findings, the hypotheses put forward have been confirmed to a great extent. The thing that positively aligned with our earlier supposition. It was found that My Book of English does include activities that support the development of speaking skills, and teachers also seem to have a generally positive attitude towards the effectiveness of My Book of English as a textbook. However, "*My Book of English*" has some limitations, such as a lower number of speaking tasks and reliance on scripted dialogues, which limit the chances for natural and spontaneous oral communication, as well as misalignment with the didactic guide and social barriers concerning learners. Therefore, although the hypotheses are partially confirmed, the findings suggest that the effectiveness of My Book of English as a tool to develop speaking

skills is limited, and there are other teaching strategies that are needed in conjunction with the textbook.

This work contributes significantly to the field of EFL by being among the first studies that evaluates the newly published Algerian primary school English textbook "My Book of English." It focuses on how effectively it promotes young learners' speaking abilities. A key component of language competence and daily communication. This research provides valuable insights into whether the material is pedagogically effective, supports language acquisition, and addresses learners' developmental needs. It also informs teachers and policy makers about textbooks' strengths and limitations within Algeria's emerging English language teaching environment.

It is recommended that future editions of the textbook incorporate a greater variety of spontaneous speaking activities, integrate digital and audio-visual resources to foster interactive learning, and encourage teachers to adopt student-centred approaches. Further studies should also include other language skills and expand sample sizes to provide a more comprehensive understanding of the textbook's overall impact on language acquisition.

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Appendices

Appendix 01

Teachers' Questionnaire

Dear EFL teachers, I am conducting a research on teachers' attitudes towards the effectiveness of the textbook "My Book of English" in developing speaking skills among fifth-grade primary school pupils in Algeria. Your responses will remain anonymous and will be used solely for research aim . Your participation is highly valuable and appreciated.

Section 01 : Background information

Gender

- Male
- Female

Years of Experience in teaching English at primary school

- One Year
- Two Years
- Three Years
- More than Three

Have you taught in a private school?

- Yes
- No

If yes, have you taught children?

- Yes
- No

Are you a confirmed or a trainee teacher?

- Yes
- No

Section 02: Teachers' Attitudes Towards the Effectiveness of the Textbook

Does the textbook size appear manageable for the learners ?

- Yes
- No

Does the content cover a range of subjects relevant to the learners' interests for whom the textbook is designed?

- Yes
- No

Does the textbook incorporate real-world scenarios to facilitate meaningful communication among learners ?

- Yes
- No

Are the illustrations in the textbook clear, simple, and free from unnecessary details that might hinder learners' understanding or ability to engage effectively in speaking activities?

- Yes
- No

Do you rely only on the textbook in teaching or you rely on other resources?

- Yes
- No

If yes , please mention them

.....

.....

.....

.....

Is there any influence of the French language on the development of English-speaking skills among young learners?

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

What specific challenges might arise for young learners developing English-speaking skills , particularly regarding pronunciation, due to the influence of French on the English language?

.....

.....

.....

.....

Have you observed any instances of students exhibiting a fear or anxiety of speaking in English class?

- Yes
- No

If yes, please state the aspects or the situations that have indicated this fear and anxiety in classroom.

.....

.....

.....

.....

How do you assess the effectiveness of the textbook in encouraging students to verbally express their ideas and opinions?

.....

.....

.....

.....

Do you rely on other resources in teaching speaking/listening?

- Yes
- No

If yes , please mention them

.....
.....
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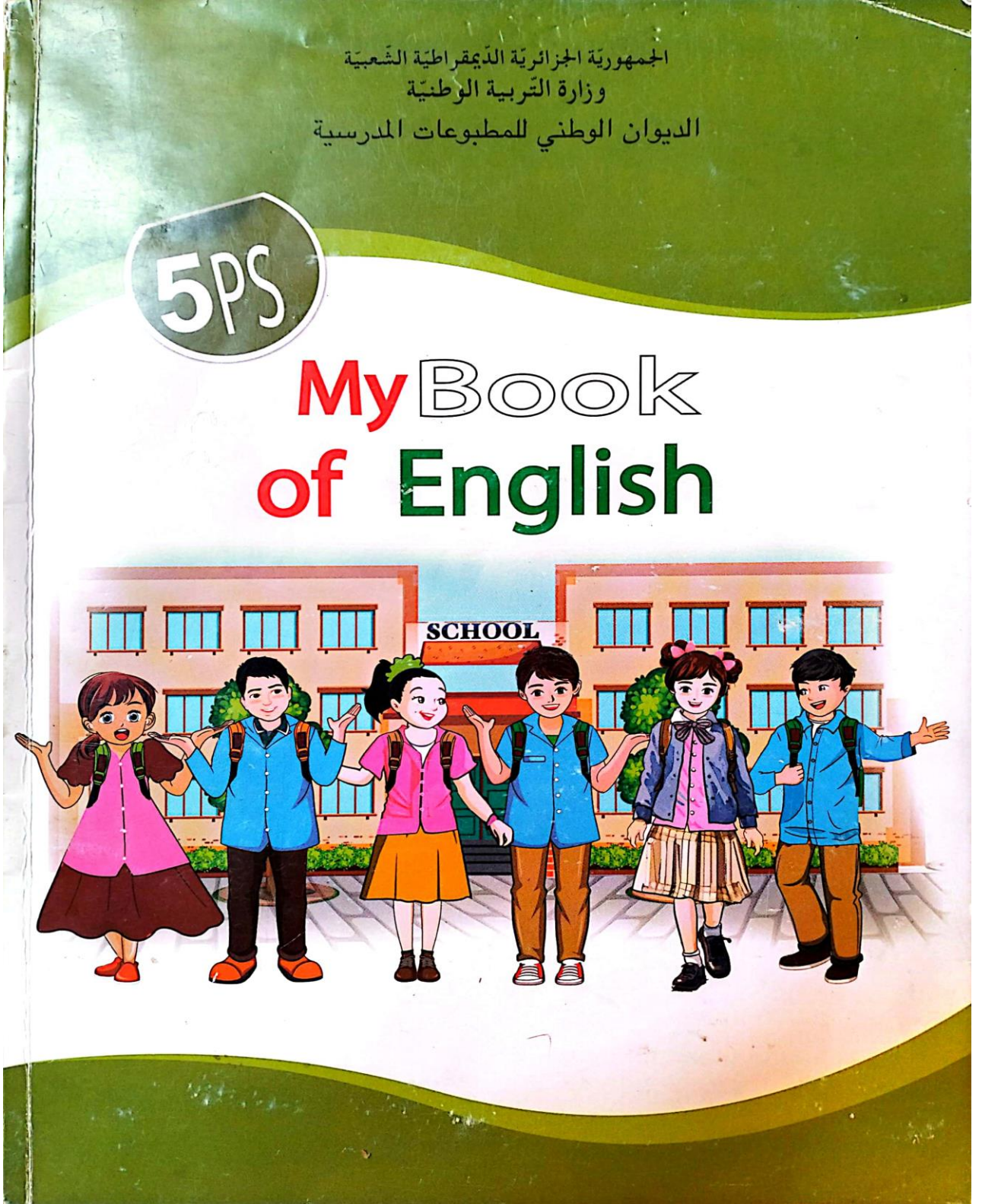
What additional resources or activities would you recommend to enhance speaking skill development alongside the classroom ?

.....
.....
.....
.....
.....

Thank you for your cooperation

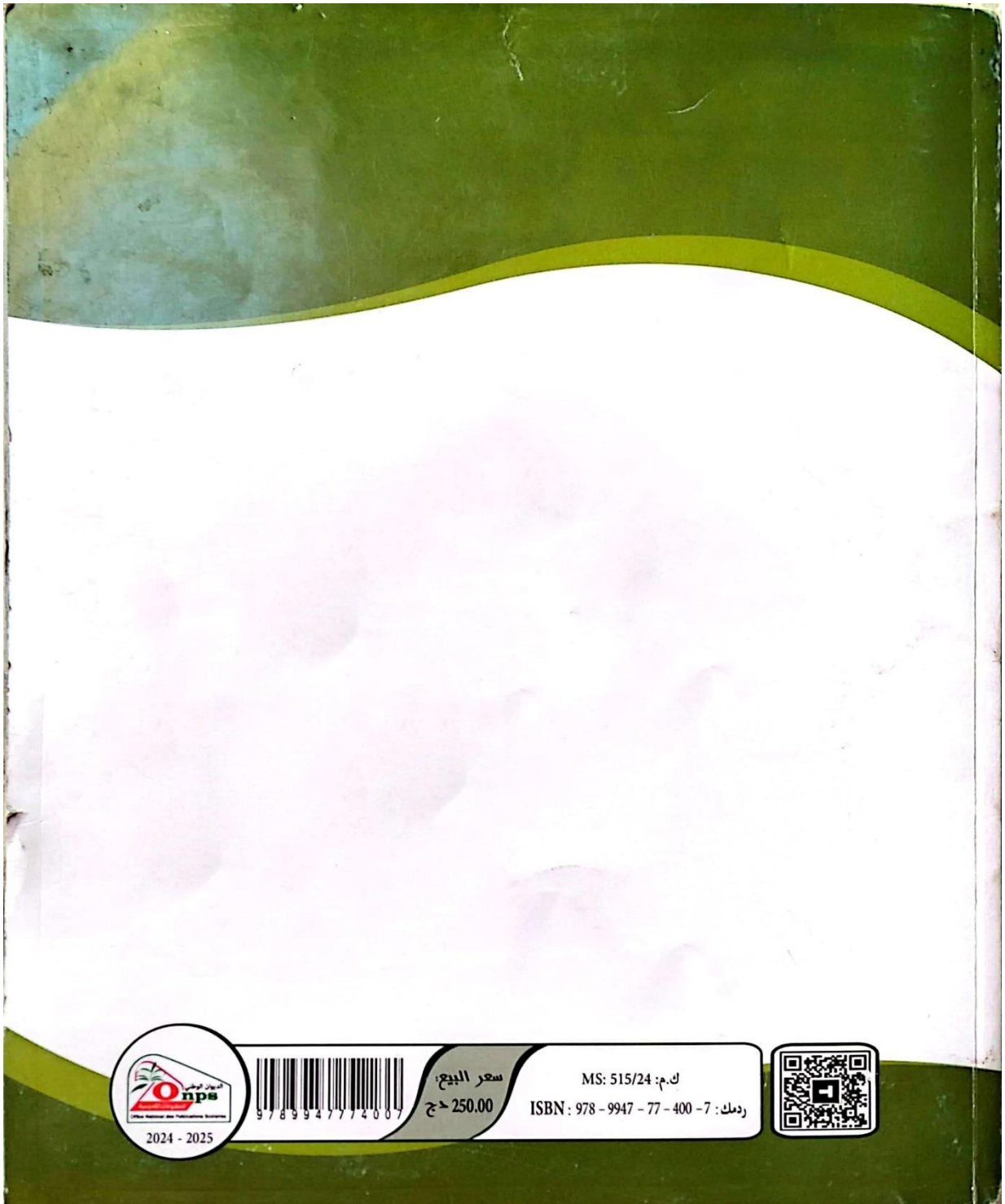
Appendix 02

Textbook Front Cover



Appendix 03

Textbook Back Cover



Appendix 04

Textbook Units

My Book of English

Contents

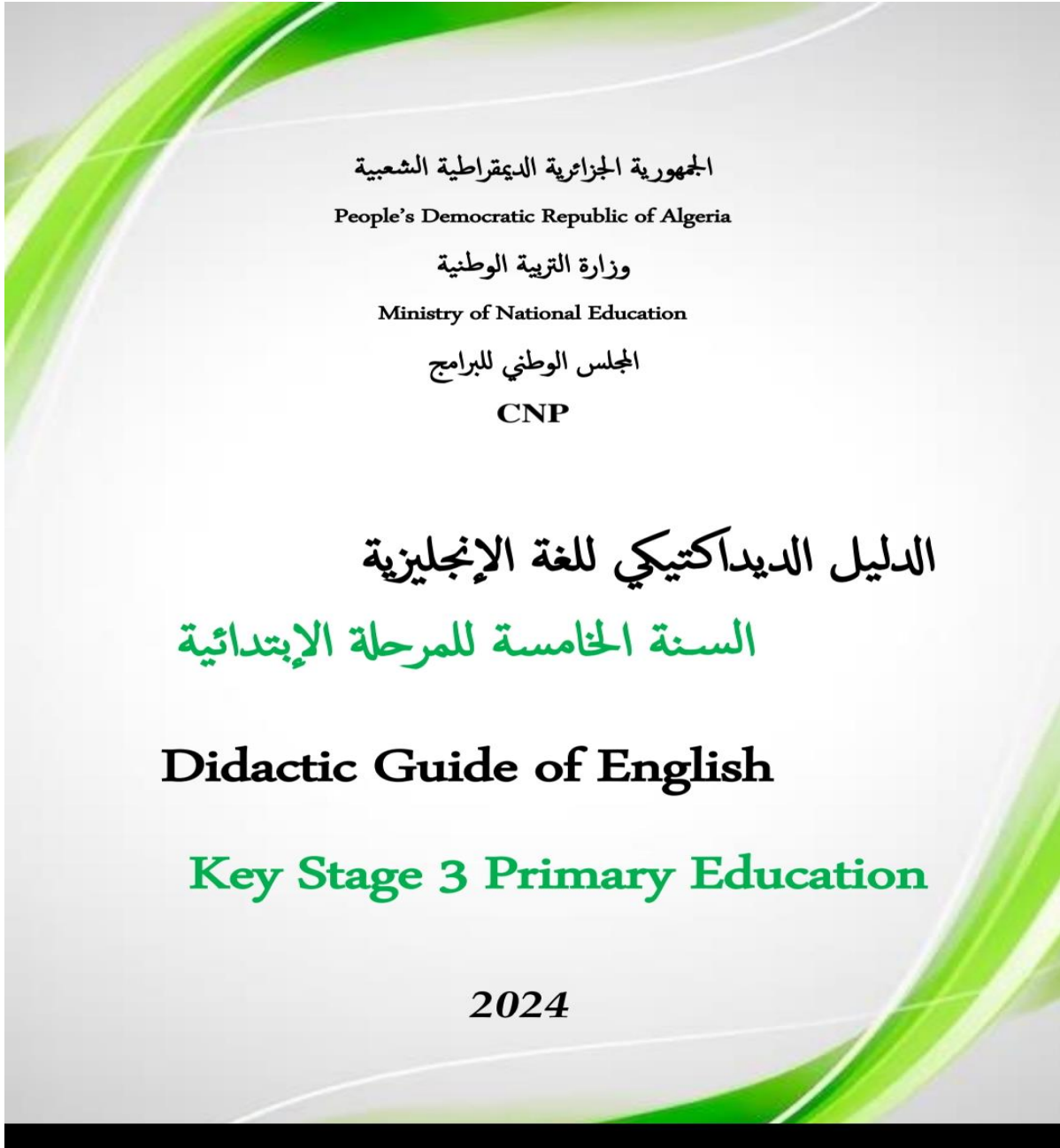


My Project:
"My Booklet"

Design a six pages booklet.
Follow the instructions that are mentioned
in the presentation page of each sequence.

Appendix 05

Didactic Guide



Appendix 06

Intonation

Task One

Read and say: **up** or **down**. 



What is your occupation?

What is this?



Is it the painter's ladder?

Are you a sailor?



Whose barrow is it?

Is it the cook's pot?



Section 1 **Hometown** **Sequence Three**

I play roles **My Hometown**

- Play the roles with your classmates.

What is your hometown, Nadjib?

My hometown is Ténès.

Where is it?

It is in the north of Algeria.

What is it famous for?

It is famous for Sidi Merouane lighthouse.

forty-three 43

I play roles

Means of Transport

• Play the roles with your classmates.







Appendices 08

Songs

Sequence Two **Hobbies** **Section 1**

I sing and have fun



"My Hobby"



What do you like to do?
I like to take photos.
I like to take photos, too.

Take photos of my soup.
Take photos of your nose.
Take, take, take,
photos, photos, photos

By: Studycat

Section 1 **Hometown** **Sequence Three**

I sing and have fun



"Our Town"

Our town has a lot of great things.
It has a playground,
With a slide and some swings.
Our town is a great place to be.
It has a lot of stores,
For you and for me.
Our town! Come to our town.
Our town! Come on, everyone.
Our town! Come to our town.

By: Rhymes & Kids Song

تهدف هذه الدراسة إلى فحص فعالية جوانب مهارات التحدث كما هي ممثلة في كتاب اللغة الإنجليزية للصف الخامس الابتدائي الجزائري "كتابي في الإنجليزية"، ومواقف معلمي اللغة الإنجليزية كلغة أجنبية في المرحلة الابتدائية تجاه كفاءة الكتاب في تعزيز مهارات التحدث لدى المتعلمين الصغار. حاولنا التحقيق في فعالية كتاب اللغة الإنجليزية للصف الخامس بين المعلمين في السنة الخامسة من التعليم الابتدائي في منطقة الأغواط باستخدام طريقة الاستبيان. تم توزيع الاستبيان بشكل عشوائي باستخدام كل من المنصات الرقمية (نماذج جوجل) والنسخ الورقية على معلمي اللغة الإنجليزية في المدارس الابتدائية بمنطقة الأغواط. يتكون عينة الدراسة من 15 معلماً، وبعد تحليل ودعم نتائج الاستبيان، خلصنا إلى أن الفرضيات الموضوعة في البداية كانت صحيحة إلى حد ما. وتبين أن "كتابي في الإنجليزية" يتضمن أنشطة تدعم تطوير مهارات التحدث، كما يبدو أن المعلمين لديهم موقف إيجابي بشكل عام تجاه فعالية الكتاب. ومع ذلك، لدى "كتابي في الإنجليزية" بعض القيود التي قد تقلل من الإنتاج الشفهي. نتائج الدراسة مهمة جداً، ولكن بما أننا غير قادرين على تعميمها على جميع معلمي اللغة الإنجليزية في الجزائر، فإن هذه الدراسة ستمهد الطريق لأبحاث مستقبلية حول مواضيع أخرى.

الكلمات المفتاحية: الكتاب المدرسي_ تقييم الكتاب المدرسي_ مهارة التحدث

Résumé

Cette étude vise à examiner l'efficacité des aspects des compétences orales tels qu'ils sont représentés dans le manuel d'anglais de 5e année primaire algérien « My Book of English », ainsi que les attitudes des enseignants d'anglais langue étrangère du primaire envers l'efficacité du manuel à améliorer les compétences orales chez les jeunes apprenants. Nous avons tenté d'étudier l'efficacité du manuel d'anglais de cinquième année auprès des enseignants de cinquième année du primaire dans la région de Laghouat en utilisant la méthode du questionnaire. Le questionnaire a été distribué de manière aléatoire via des plateformes numériques (Google Forms) et des copies papier aux enseignants d'anglais du primaire de la région de Laghouat. L'échantillon de l'étude se compose de 15 enseignants, et après analyse et appui des résultats du questionnaire, nous avons conclu que les hypothèses posées au début étaient correctes dans une certaine mesure. Il a été constaté que « My Book of English » inclut des activités qui soutiennent le développement des compétences orales, et les enseignants semblent également avoir une attitude généralement positive envers l'efficacité du manuel. Cependant, « My Book of English » présente certaines limites qui peuvent réduire la production orale. Les résultats de l'étude sont très importants, mais comme nous ne pouvons pas les appliquer à tous les enseignants d'anglais en Algérie, cette étude ouvrira la voie à de futures recherches sur d'autres sujets.

Mots-clés : manuel scolaire_ évaluation du manuel_ compétence orale