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***Investigating the Aspects of Vocabulary Teaching in Third- year
Primary School “My Book of English” Textbook:***

***The Case of Akid Othman & Harchaoui Mohammed Primary Schools in Ain
Temouchent***

***An Extended Essay Submitted in Partial Fulfillment of the Requirement for a
Master's Degree in Didactics and Applied Languages***

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DEDICATIONS

To my main source of inspiration and motivation, my father and mother

To my dear brothers, Nadir and Yasser

To my best friend Sarah

To "Maroua", my partner in this work

Asmaa

DEDICATIONS

*In the memory of my dearest persons to my heart, my beloved father Mohammed,
and my grandfather*

To my mother, my sister LILIA for their encouragement, love and help.

To my brothers Marouane and Yacine

*To my best friends Habiba and Loubna and my partner in this thesis Asmaa for
standing next to me in everything*

Maroua

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To all our families, friends, and everyone who pray for us

Abstract

An important factor of school textbooks was the successful incorporation and the instruction of vocabulary. It was beneficial for users of educational materials to evaluate the presentation of lexical components and determine if they fulfilled the necessary criteria for vocabulary acquisition. Therefore, the current study focused on the importance of textbooks in improving students' vocabulary acquisition. It specifically looked at the effectiveness of the newly developed 3rd year primary school textbook "My Book of English". The study analyzed the strategies employed in this instructional material and their influence on enhancing students' lexical understanding. Additionally, it explored teachers' perspectives on the effectiveness and adequacy of this textbook in aiding students' development of a robust vocabulary. The data were collected through a combination of research methods. A questionnaire was given to (5) primary school teachers, along with a likert scale, while interviews were conducted with Akid Othman, Harchaoui Mohammed primary schools' students. Based on the collected information, the results revealed that the textbook was a valuable resource for improving the vocabulary acquisition and comprehension of third-year pupils. It accomplished this by providing various tasks that were filled with new lexical knowledge. Nevertheless, when it come to third-year primary school teachers, although "My Book of English" helped in enhancing student's vocabulary, it is was not suitable for their level due to certain complex activities that were even unclear to the teachers themselves. In conclusion, it could be inferred that while "My Book of English" was beneficial for students in developing their vocabulary, it should not be heavily relied upon as it failed to fully meet their requirements for vocabulary learning.

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List of Acronyms

EFL: English as a Foreign Language

TEFL: Teaching English as a Foreign Language

ESL: English as a Second Language

TG: Teachers' Guide

OALD: Oxford Advanced Learners' Dictionary

ELT: English Language Teaching

VLT: Vocabulary Levels Test

L2: Second Language

L1: First Language

CELTA: Certificate in English Language Teaching to Adults

General Introduction

General Introduction

English is regarded as one of the most widely used language. It is the language of many spheres of life, including politics, the economy, society, and education. It is also used internationally and plays a significant part in world relations. English language proficiency is increasingly a focus of the educational system in many nations. English has predominately been used as a foreign language in educational institution curriculum and foreign language instruction. Therefore, it is obvious that most people, especially EFL learners, need to grasp English in order to communicate and engage in a range of situations.

In the middle and secondary schools in Algeria, English is taught as a foreign language after French. It was recently introduced in the elementary schools. This is not the first attempts to implement English at the primary levels. At the beginning of the 1990s, the former National Education Minister Dr. Ali bin Mohammed suggested the same idea and has already begun preparing for its implementation by qualifying teachers and bringing in inspectors from UK. However, the Minister was forced to resign from his post following what was known as the 1992 bachelor's exam leak scandal, which Ben Mohammed described in media statements later as a coordinated process aimed at overthrowing the English project.

In 2022, the Algerian President Abdelmadjid Tebboune announced that the authorities would add English to the Algerian primary schools as a foreign language to be taught besides French for the third year grade. Since the Algerian educational system depends on the textbook as the main source of teaching ,the National Office for instructive Distributions declared the printing of one and half million duplicates of the modern English book.

Henceforth, the only source of instructional materials available to both instructors and students in the Algerian educational system are textbooks. Finding quality textbooks that meet learners' requirements in either pronunciation or grammar is essential. Vocabulary, however, which is the essential component for studying any foreign language, deserves more focus. Language learning and

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teaching revolve around vocabulary, which is defined as the understanding of words and their meanings. Within vocabulary, individuals employ words and phrases to convey various meanings. Therefore, having a strong vocabulary is important if the wish is to use a language efficiently. As a result, the study of vocabulary plays a crucial part in language learning across a variety of contexts.

Since words are the primary means of sending and receiving messages, acquiring vocabulary is crucial while learning a foreign language. As a result, it has received significant attention from scholars in order to aid learners in growing their vocabulary. In EFL schools all across the world, textbooks are heavily used. They serve as the cornerstone of academic learning and the main informational resource for both teachers and students. Textbooks do not only give teachers a framework for completing the course goals and objectives, but they also act as a manual for how to organize classes. A textbook has a significant impact on the students' performance in the classes throughout the course. Since textbooks are an integral element of teaching and learning and since no textbook can fully meet the teaching requirement in every situation, it is crucial to evaluate the current textbooks in use in order to determine whether or not they are appropriate and pertinent for a specific audience of students. In Algeria, most tasks are introduced in the third-year primary school textbook to help students learn the English language more quickly and to build a large vocabulary, but most students appear to suffer from a lack of vocabulary, finding it difficult to express their thoughts when speaking. The textbook's lack of opportunities to help students build their vocabulary knowledge appears to be the main issue.

Effectively, this study hopes to shed light on the significance of utilizing textbooks to teach and acquire vocabulary. To reach this aim by responding following research questions are asked:

✓ How much emphasis is placed on vocabulary instruction in the textbook in terms of quantity, quality, and variety?

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- ✓ Does the textbook offer trustworthy exercises as an effort to enhance 3rd year primary school pupils' vocabulary knowledge?
- ✓ What are the teachers' perceptions towards the efficacy and suitability of the textbook in terms of vocabulary teaching?

The following hypotheses are put out as an effort to forecast potential responses:

- ✓ The textbook does not place enough focus on vocabulary instruction since there are not enough vocabulary tasks, thus, it does not contribute in pupil's vocabulary development.
- ✓ The textbook does not offer trustworthy exercises in an effort to enhance 3rd year primary school pupils' vocabulary knowledge. The exercises provided in the textbook are not reliable and dependable for effectively improving the pupil's vocabulary repertoire
- ✓ The textbook is not effective to improve pupil's lexical knowledge. However, the textbook is used by teachers to teach vocabulary. The textbook's content and instructional approach do not adequately support the acquisition and retention of vocabulary among the students.

The current study tends to emphasize the significance of vocabulary acquisition as a crucial component of learning a foreign language. It is an attempt to evaluate the trends in vocabulary teaching using a variety of teaching strategies. It also try to assess "My Book of English's" usefulness and impact on students' need for adequate vocabulary training. Finally, it evaluates if this textbook offers teachers with sufficient tasks to raise their pupils' vocabulary proficiency.

The present research paper is divided into three chapters: the literature review, the field work, and suggestions and recommendations.

General Introduction

The "introduction section" begins by stating the topic of the study in general, followed by the research questions and hypotheses, and finally, the goals and importance.

The first chapter, "Literature Review," delves deeper into the subject by outlining major ideas raised by many scholars and researchers in addition to Dr. Bin Mohammed's pioneering introduction of English to Algerian primary schools.

The second is called "Research Design and Data Analysis," and it is where the study's instruments and research methods are developed. Consequently, we've presented the results in several tables and figures. Then, discussing the results and examine them to see whether they provide enough answers to the earlier research questions.

The researcher offers some suggestions and recommendations on vocabulary teaching and learning in the third chapter, "Suggestions and Recommendations."

The study's "General Conclusion" concludes by summarizing the key ideas that were covered throughout and outlining the constraints that the researchers had to work within.

Chapter one
LITIRATURE REVIEW

Chapter one: Literature Review

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1.1 Introduction

Learning English at school is increasingly becoming a responsibility rather than a student's choice. In Algeria, English is considered as one of the foreign languages taught in schools, alongside local and national languages. Therefore, vocabulary is the heart of language teaching and learning. It considers knowledge of words and their meanings, and the different meanings that people convey in vocabulary through the use of words and expressions. Therefore, in order to use S/F language effectively, it is needed to have a good vocabulary. This is why learning vocabulary plays a central role in language learning in different contexts.

In the light of this, the present chapter offers an overview on teaching EFL. It lends the definition and objectives of EFL along with materials, further with textbook definition, evaluation and the role of textbook in EFL classroom. It outlines the advantages and disadvantages of this teaching material. This chapter sheds light on vocabulary meaning, in addition to the strategies of learning and teaching vocabulary. It identifies its importance.

1.2 Teaching English as a Foreign Language

When it comes to learning English, there are various forms of instruction available around the world. One such form is known as English as a Foreign Language, which is typically used to refer to the teaching of the language in Non-English speakers countries or regions.

1.2.1 EFL Defined

EFL refers to “English as a foreign language”. EFL is when the English language education is taught in an environment where it does not have the status of a second language in a particular country. When English is being taught in an context where it is the nations’ first or second language, it is more commonly called “English as a second language, or ESL (Oxford Learner's Dictionaries,

2018).Hyltenstam (2004, p.37) differentiates between these two terms by explaining EFL as a language which is not used daily outside the classroom in the pupils' regular environment. ESL, however, ESL is a language that is needed in the daily life of the pupils' regular environment.

2 The process of teaching English to people whose first language is not English is known as TEFL, or teaching English as a foreign language. Learners who are studying English as a second language must become proficient in four language skills: speaking, reading, and writing. Each of these abilities is essential to the process of learning a language overall. Let's investigate these abilities further:

3 * **Listening:** Understanding spoken English requires good listening abilities. It is important to expose students to a variety of listening sources, including lectures, dialogues, and audio recordings. To increase their comprehension, they should practice listening to speakers with various accents, intonations, and speech patterns.

4 * **Speaking:** Speaking abilities include the capacity for efficient English communication. Learners require opportunities to converse, practice speaking in various settings, and communicate their ideas and opinions. By regularly practicing and receiving feedback, they should concentrate on enhancing their pronunciation, fluency, and accuracy.

5 * **Reading:** Understanding written English is a need for reading proficiency. The ability to understand various texts, such as articles, stories, and academic materials, should be cultivated by learners. They ought to practice reading for various objectives, such as information, enjoyment, or certain duties. A key component of reading skill development is vocabulary development and reading speed improvement.

6 ***Writing:** The ability to express ideas and thoughts in writing is a necessary skill. Students should practice writing many sorts of writing, such as essays, emails, reports, and creative pieces, in order to improve their writing

abilities. If they want to effectively communicate their message in writing, they should pay attention to grammar, language usage, organization, and coherence.

To effectively teach English as a foreign language, instructors should incorporate a balanced approach that addresses all four skills. Engaging learners in interactive activities, group discussions, role-plays, and language games can promote active participation and enhance language acquisition.

1.2.2 EFL Teaching Objectives

The objectives of the EFL course are defined in terms of the four language skills: reading, listening, speaking, and writing. The importance of learning receptive skills before developing productive skills is stressed. “A word (or sound or construction) is often acquired by first being perceived and later by being produced” (Teachers’ Guide, 2014, p.8). People normally go through two stages when acquiring a new word, sound, or linguistic construction: perception and production. In the perception stage, students first hear or read the word, sound, or construction. They start to perceive and comprehend its structure or meaning. True acquisition, however, it happens when students can produce the word, sound, or construction on their own. This entails actively using the language ability, whether through speech or writing, to communicate effectively or express meaning. Producing the linguistic element helps learners grasp its usage and solidifies their understanding of its learning.

In fact, The Teacher’s Guide outlines the objectives of English as a Foreign Language (EFL) course in various language skills. The section on listening emphasizes the importance of understanding the teacher, classmates, and audio materials to actively participate in class and develop communication skills. The guide then discusses the nature of communication and distinguishes between speaking and writing. Speaking objectives include using learned material to communicate with others, participating in class activities using the target language, and expressing thoughts orally based on class content.

Techniques like pre-speaking activities and communicative exercises are suggested to achieve these objectives.

Moving on to writing, the guide acknowledges that it is the most demanding skill and should be further developed at all levels. The main objective is to enable students to effectively convey their thoughts and messages in writing. However, lower levels also focus on consolidating language forms and writing mechanics. The EFL course also aims to teach and learn pronunciation, grammar, and vocabulary. Pronunciation instruction is focused on pragmatic concerns; ensuring students understand and are understood. The guide provides details on vowels, consonants, diphthongs, and phonemic symbols, suggesting the use of minimal pairs and imitation exercises to develop phonemic awareness.

Regarding grammar, the guide emphasizes integrating it into functional and communicative approaches, presenting it cyclically in different contexts. While grammar remains important, it should not be the sole organizing principle of the curriculum. It should be connected to other language subsystems for effective language learning and teaching.

The goals include listening to cassettes to hone listening skills and actively participating in class activities and conversational settings by understanding the teacher and peers. According to the instruction manual, students should be able to both contextualize and decontextualize grammar principles in order to guarantee that they have a clear knowledge of them. By synthesizing and evaluating the formal elements of English through mechanical, significant, and communicative drills using either an inductive or deductive method, the goal is to assist students achieve structural accuracy.

The guidance lists the development of a robust vocabulary as another goal of the EFL programs. The instruction manual advises teaching and learning words in context and promotes the growth of abilities to infer and speculate on the meanings of unknown words based on context. The book advises utilizing a variety of tasks, including cloze, word-in-context, context-enrichment, and the

use of real-life items (realia), to evaluate vocabulary learning. The instruction manual also stresses that it is important for pupils to be able to utilize new language appropriately in addition to understanding it. Word games, riddles, the presentation of synonyms, antonyms, and linked terms, as well as practice with cloze exercises, are methods for reaching this goal. It's also advised that pupils use their vocabulary by conversing with others and writing essays.

1.2.3 EFL Teaching Materials

In the second/ foreign language acquisition and learning, it would be wrong to say that materials are entirely neglected in educational research. The process whether acquiring or learning a language is based on two kinds of teaching materials: authentic and non-authentic materials.

1.2.3.1 Authentic Materials

As diverse definitions have been put forth by different scholars, the word "authentic materials" can be interpreted in a variety of ways. It is defined by Ur (1996) in the context of authentic student responses to assignments and real-world reading. According to Peacock (1997), authentic resources are produced with a specific social goal in mind within the language community. For ESL students, Sanderson (1999) emphasizes the value of using unedited resources in the classroom. The idea of "authentic learning," which prepares pupils to deal with real-world problems, is first introduced by Herrington and Oliver in 2000. Richards and Schmidt (2002) concentrate on audio and video recordings of spontaneously produced native speaker dialogue. Authentic resources are those that were authored by native English speakers for other native English speakers, according to Hitler (2005). Harmer (2007b) states that authentic materials reflect normal and natural language used by native or proficient speakers. Scrivener (2011) uses the terms "authentic exposure" and "authentic output" to describe exposure to language as it is naturally used and students' use of language in various contexts. These definitions collectively encompass real-life reading, materials fulfilling social purposes, unmodified resources, preparation for real-

world situations, natural language use by native speakers, texts for native English speakers, language without concessions, and exposure to and use of language in authentic contexts, for Harmer (2007b), authentic materials depict the typical and natural language used by native or skilled speakers. According to Scrivener (2011), "authentic exposure" and "authentic output" refer to students' use of language in varied contexts and exposure to language as it is used in real-world situations. Together, these definitions cover real-world reading, socially beneficial materials, unaltered resources, preparing for real-world situations, native speakers using their natural language, texts for native English speakers, language without compromises, and exposure to and use of language in genuine contexts.

1.2.3.2 Non-authentic Materials

To help students learn and add to the overall ease of the learning process, educational resources must be used when teaching a foreign language. Instruction is the root of the term "instructional." Instruction is described by Heinich et al. (2002, p.7-8) as "...an arrangement of information and environment to facilitate learning" (p.7-8). By environment, we don't just mean the physical location of learning, but also the media, tools, and technologies used to disseminate knowledge and direct student learning. As a result, the teacher tries to choose and use a variety of materials in the classroom to convey education as an array of knowledge. In other words, non-authentic materials are deliberately designed to serve a variety of teaching goals, whether they are specialized or general. They can be delivered in a variety of ways, such as writing, audio and video cassettes, and conversational recordings. In fact, they make an effort to replicate actual use of the target language.

The deliberate selection of language, contexts, and characters to satisfy communicative, structural, or behavioral needs characterizes such materials. As a result, the language-related topics included in this form of content are carefully chosen and tailored to the needs of the learners. Grammar, lexis, rhythm,

intonation, and speech delivery are among the streamlined features. As a result, many students struggle to function in circumstances where they are typically expected to understand and speak the target language in real life. Many foreigners who first learned English experienced difficulties comprehending native speakers in natural, everyday settings. However, the worth of fake materials shouldn't be fully discounted. Non-authentic materials are highly helpful in the beginning stages of foreign language teaching as a lead-up to the usage of real authentic materials. The reason for this is that students shouldn't read any actual information unless they are prepared to do so. These kinds of materials typically display the following characteristics:

- ***Simulation***: They display simulated circumstances and responses that, in some cases, successfully resemble actual circumstances.

- ***Suitability***: They are carefully created to be in accordance with the learners' age, motivation, and level of understanding.

- ***Easiness***: Language elements including structures, lexis, rhythm, intonation, and delivery speed are all made easier.

- ***Limitation***: They are restricted in terms of language, substance, and length.

- ***Appropriateness***: They are suitable for the instructional environment.

(Segni, L, 2009)

1.2.3.3 Functions of EFL Materials

EFL materials typically serve two purposes. First, they provide knowledge and facts about English, the social background and culture from which communication arises and receives a significant portion of its meaning and value. In this view, EFL materials must be real in their communication with and understanding of the outside world; for the second, EFL materials must foster

learning. They do this by providing learners with assignments and activities that test their skill. Thus, the EFL materials ought to be:

Based on the needs and interests of the students, in addition to being challenging and at the right level of difficulty for them (in terms of their knowledge and experience), as well as reflecting authentic real-world language use, being incredibly engaging, novel, significant, and helpful, and introducing both spoken and written standard form. EFL materials serve three specific purposes: (1) teaching English to students in non-English departments, such as job seekers and professionals (engineers, technicians, pilots, doctors, tourism practitioners, etc.); (2) teaching English on a special subject, rather than about the subject; and (3) teaching specific forms used in the special subject.

EFL instructors—if not all—use a textbook or course book. Some people may just use one textbook and adhere to its instructions to the letter, while others may utilize a variety of books, changing them as needed and adding to them with additional resources. Thus, depending on how the teachers use the EFL materials (textbooks), Rasyid (1992:2-3) claims that they may serve varied purposes to the teachers.

1.3 Introduction of English in the Algerian Primary Schools in 1990

The initial step in implementing English in primary schools in Algeria was taken by Mr. Ali Ben Mohamed, the previous minister of education and a proponent of the arabization policies. In place of French, he used English (Benrabah, 2003). The new reform was implemented in select Algerian districts where textbook, programs, and instructors had been educated (Ali Ben Mohamed). There was disagreement over how the program ended, Rezig (2011) claimed that in the majority of locations, parents preferred French to English, while Mr. Ali Ben Mohamed claimed that the program was terminated for political reasons (Al Jazeera Arabic, 2015).

The former Minister of Education, Ali bin Mohammed, revealed the reality of the conflict that has existed since independence, between propagandists of Arabism led by an overwhelming majority, and the alienation led by an overwhelming minority, and the role played by France and its francophone followers to overthrow the Arab, in order to preserve their interests. Where the doctor confirmed in a lengthy interview with the media Ahmed Mansour on Al Jazeera, that the issue of replacing the French language with English as a second language in the primary, is not born today, but raised by bin Mohammed during his assumption of the education portfolio in the nineties, where the Council of Ministers approved the decision to enter English for the primary stage, and was preparing for the process by training 2000 teachers and bringing inspectors general from Britain, "and it was a precedent in the Algerian school", and months before entering school, the Ministry of Education distributed forms to parents Students to choose a foreign language for their children, "we were surprised by the majority's choice of English", but the decision – according to him – did not satisfy France, which considered it a warrior for its presence in Algeria, "immediately followed by the scandal of leaking baccalaureate subjects in 1992 to the first generation, after 12 years of Arabization", he says, which was – according to him – a very coordinated process "... It even reached the leak of the main topic and the backup questions and their answers in the streets, and suspended in high schools," ending the incident with Ben Mohammed submitting his resignation, and the overthrow of the English project, according to him.

1.4 The Textbook

A textbook is a vital educational instrument that acts as a thorough and organized source of knowledge and information for students on a particular subject. Textbooks are frequently used in classrooms and other educational settings to aid in the learning process since they provide a methodical presentation of ideas, theories, and real-world examples that are pertinent to the subject.

1.4.1 Textbook Definition

A textbook is described as "a book that teaches a particular subject and that is used especially in schools and colleges" in the Oxford Advanced Learner's Dictionary (OALD, 2000, p. 1238). According to the definition provided, the purpose of EFL textbooks is to provide students with the knowledge, language abilities, and information about English-speaking nations they need to interact with individuals from other countries and from diverse cultural backgrounds. Textbooks typically blend modern and conventional methods of language instruction. They provide a grammar framework and extensive practice of vocabulary, grammatical structures, and functions while incorporating ideas like "learner development," "task-based methodology," and "cross-curricular themes" (Hutchinson & Gault, 2009, p. 4). Since the 19th century, they have served as the majority of students' principal instructional tools. The textbook is a nearly universal component of (English language teaching)," according to Hutchinson et al (1994, p. 315). Annual sales of millions of copies have led to the establishment of numerous humanitarian initiatives in numerous nations... It appears that the presence of the appropriate textbook is necessary for every teaching-learning scenario. Textbooks, according to Sheldon (1988, p. 237), are "the visible heart of any ELT program" and provide important benefits for both students and teachers. According to him, pupils believe that printed materials (textbooks) may be trusted more than home-made photocopies of teachers' resources, which are seen as having less weight. Their perspective is supported by the fact that textbooks are authored by renowned authorities in the field of language instruction. Therefore, the outcomes of utilizing a specific textbook depend not only on the ideas, methods, and content that are pushed, but also on the learners' expectations and the way that textbooks are generally seen in their culture. A textbook is referred to as a teacher, a map, a resource, a trainer, and an authority by Cortazzi and Jin (1999). A textbook serves as a teacher by providing pupils with pertinent knowledge regarding grammar and vocabulary as well as English-speaking nations and their cultures. It acts as a map, outlining the linguistic and

cultural components of a structured curriculum, directing students and teachers to follow the instructions from earlier classes. A textbook is thought of as a resource since it offers the instructor a variety of information and activities from which to pick. It can also serve as a mentor for inexperienced teachers who require helpful advice, assistance, and direction. A textbook is regarded as authoritative if it has been written by specialists, is valid, and has been approved by significant publishers or ministries of education.

1.4.2 The Role of the Textbook in EFL Classroom

The textbooks and instructional materials that language instructors frequently employ are among the many significant components of English language training. They are also a vital part of many EFL classes and programs. Selecting a textbook involves adapting the material to the context of intended use. In fact, experts believe that no textbook designed for the general market is perfectly suited to a particular group of learners. As Grant (2010) claims no perfect book exists, yet the goal in this regard would be to find the best possible one that fits a particular learner group. Sheldon (1988) says that textbooks do not only represent the visible heart of any ELT program, but also offer considerable advantages for both students and the teachers when they are being used in ESL/EFL classrooms. Similarly, textbooks are an effective resource for self-directed learning, presentational material, ideas and activities, and a syllabus where they reflect pre-determined learning objectives, and support for less experienced teachers. In addition to that, Hycroft (2010) states that one of the primary advantages of using textbooks is that they are psychologically essential for students since their progress and achievement can be measured concretely when they are used in the same vein, Hutchinson and Torres (1994) argue that the textbook has a very important and a positive part to play in teaching and learning of English. They state that textbooks provide the necessary input into classroom lessons through different activities, readings and explanations. Thus, they will always survive on the grounds that they meet certain needs. However, Richards (2006) argues that courses without textbooks may not be effective.

Therefore, these materials provide the structure and curriculum for the courses. Additionally, using textbooks in lessons ensures that students in different classes receive similar content and can therefore be assessed in the same way. In other words, textbooks provide the standards for teaching. Besides, they contain various learning resources such as workbooks, CDs, etc. to make the learning environment fun and enjoyable.

1.4.3 Advantages and Disadvantages of the Textbook

There are benefits and drawbacks of using textbooks in education. This depends on how they are used and the circumstances surrounding their use. What one educator views as a textbook's benefit, another educator may view as a drawback (Graves 2000: 175).

1.4.3.1 Advantages of the Textbook

The benefits of using textbooks that are most frequently mentioned (Graves 2000: 175; Basturkmen 2010: 149) are included in the list below:

* ***Syllabus***: Textbooks provide a structured syllabus for the course since the authors have already made decisions regarding the content and its sequence.

* ***Security***: Textbooks offer students a sense of security as they provide a roadmap for the course. Students know what to expect and what is expected from them, which can enhance their confidence and engagement.

* ***Resource Efficiency***: Textbooks often come with a range of visuals, activities, readings, and other materials, which saves teachers time in sourcing or creating additional materials for their lessons.

* ***Assessment Support***: Some textbooks include tests or evaluation tools, enabling teachers to have a basis for assessing students' learning and tracking their progress.

***Supplementary Materials:** Textbooks may be accompanied by supplementary resources such as teacher's guides, CDs, worksheets, or videos, which can enhance the teaching and learning experience.

***Consistency:** If all teachers in a program use the same textbook, it can provide consistency within a given level. Moreover, if textbooks follow a sequential structure, such as in a series, they can ensure consistency between different levels of instruction.

In summary, textbooks can provide a structured syllabus, offer a sense of security for students, save teachers time by providing materials, facilitate assessment, offer supplementary resources, and promote consistency within and across levels. However, it is essential to consider individual perspectives and adapt the use of textbooks to meet the specific needs and contexts of teaching and learning

1.4.3.2 Disadvantages of the Textbook

The limits of textbooks might make both teachers and students unhappy with the material. The following list includes the drawbacks of simply utilizing ready-made textbooks that are most frequently mentioned (Graves: 175; Basturkmen 2010: 149):

*The material or examples provided in textbooks may lack relevance or appropriateness for the specific group of students, as textbooks are usually designed for global markets and may not cater to the interests and needs of individual students.

*Textbooks often include artificial language constructs, such as scripted dialogues, designed to highlight specific teaching points. As a result, they may not accurately represent authentic language usage in real-life situations.

*The content in textbooks may not align with the students' proficiency level or language abilities, potentially making it too challenging or too simplistic for effective learning.

*The order of topics does not align with practical work requirements.

*The content, including activities, readings, and visuals, may lack engagement.

*The schedule for completing the textbook or its sections may be overly ambitious.

*The textbook fails to consider students' prior knowledge and experience

1.4.4 Textbook Evaluation

Textbook evaluation serves as a valuable tool for identifying the strengths and weaknesses of a textbook. It aids in the selection of appropriate materials for specific lessons. Carter and Nunan (2001:221) define evaluation as a purposeful, cyclical process that involves collecting, analyzing, and interpreting relevant information to make educational decisions. Evaluation can focus on various aspects, including the quality, appropriateness, and relevance of teachers, students, classroom instruction, as well as instructional materials and activities. Essentially, evaluation in the field of education encompasses the teacher's teaching methods, the learner's strategies, and learning style.

In the context of English Language Teaching (ELT), textbook evaluation should examine whether the course materials effectively develop students' skills and engage them in problem-solving activities. Tomlinson et al. (2001) view textbook evaluation as an activity within applied linguistics, allowing teachers, supervisors, administrators, and material developers to assess the impact of materials on their users. Through textbook evaluation, teachers gain insights into the content and materials provided. However, Sheldon (1988) highlights two crucial reasons for textbook evaluation. Firstly, it assists teachers in selecting the

most beneficial textbook for their instructional needs. Secondly, evaluations help teachers identify the strengths and weaknesses of a textbook, enabling them to make appropriate modifications in their future instruction. Therefore, it is crucial to consider learners' needs, interests, and the teaching materials used in a textbook while evaluating and examining its content.

1.4.5 Types of Textbook Evaluation

Pre-use evaluation, while -use evaluation, and post-use evaluation are three categories that can be used to categorize the various evaluation methods of Ellis (1997) textbooks, according to Cunningsworth (1995), Tomlinson (2003), and Mukundan (2007).

1.4.5.1 Pre-use Evaluation

For the goal of choosing textbooks, many studies, including Cunningsworth (1995), UR (1996), Ellis (1997), and Tomlinson (2003), centered on pre-use or predictive evaluation. Making forecasts regarding the potential worth of materials for their users is involved, according to Tomlinson (2003, p. 23). This suggests that in addition to making assessments of the effectiveness of the textbook, pre-use evaluation frequently include a perception of potential worth. It actually comes in three varieties:

Without regard to the context, as in a journal article review, Context-dependent, such as when a teacher chooses a course book to be used in her/his specific class, or context-influenced, such as when a publisher reviews draft materials with target consumers in mind, Tomlinson (2003).

1.4.5.2 Whilst-use Evaluation

While (in) use evaluation, in contrast to pre-use evaluation, measures the impact of ELT textbooks while students are actually using them or by watching how they are actually being used (Mukundan 2007, Tomlinson, 2003). While (in) use evaluation uses measurement rather than prediction, it is "more objective and

reliable than pre-use evaluation" (Tomlinson, 2003, p. 24). To put it another way, in-use evaluation can provide broad perspectives on how teachers use textbooks.

1.4.5.3 Post-use Evaluation

The ideal method for reviewing textbooks is regarded as post-use or retrospective evaluation (Ellis, 1997; Tomlinson, 2012). Since it may quantify the actual impacts of the textbook on the users, post-use evaluation is perhaps the most significant and valuable sort of evaluation (Tomlinson, 2003). Applied linguists can build the target materials with the aid of this type of evaluation, which gives them accurate and dependable information. Additionally, this kind of assessment helps identify the advantages and disadvantages of the textbook after it has been utilized. Ellis (1997). According to Tomlinson (2003), post-use evaluations can assess both long-term effects (such as retention or application of learning) and short-term effects (such as motivation).

1.4.6 The Importance of Textbook Evaluation

According to McGrath (2002), textbooks play a significant role in the field of English Language Teaching (ELT), as they have an influence on both what teachers teach and how students learn. To gain a deeper understanding of their strengths and weaknesses, conducting a systematic evaluation of textbooks is crucial. This evaluation process allows for a more informed judgment when selecting the most effective textbook. Sawin (1990) argued that evaluation studies can illuminate the strong and weak points of a syllabus, enabling improvements to be made. The purpose of evaluation is to address gaps and unnecessary repetition, ensure a smoother progression of content across different grade levels, eliminate inconsistencies among various textbooks, and ultimately provide an English instruction program that aligns better with the students' needs. (Sawin, 1990, pp.258-259).

Evaluation, as emphasized by Rea-Dickins and Germaine (1994), is an inherent component of both teaching and learning processes. It holds significant

importance in education as it provides valuable information for various aspects such as classroom practices, course planning, and student learning management. Furthermore, evaluation plays a crucial role in the effective utilization of instructional materials, particularly textbooks. Cunningsworth (1995) highlighted the need for careful selection of materials that closely align with the learners' needs, teaching program objectives, methods, and values. Evaluating textbooks also proves beneficial for teachers' professional growth and development. According to Ellis (1997), it allows teachers to move beyond subjective assessments and gain useful, accurate, systematic, and contextual insights into the overall nature of the textbook content.

1.4.7 Textbook Description

My Book of English (2022) is an official cloth which is swiftly designed during 2 months for 3rd year primary school pupils. This respectable textbook is used to teach the English language with focus on vocabulary. My Book of English consists of 62 pages. While the first page of this textbook includes the title of the book and names of the designers, the 2nd page offers the book map which mentions teaching units. From page six to seven, there is the first English classification which includes some verbs, phrases and the alphabets.

Table1.1: Textbook Description

Sequences	Lessons	Subject	Pages
“Me, Family and my friends”	Vocabulary	Listen and do	8 - 18
		Listen	
		Appear and sing the song	
	Phonetics	Pay attention and repeat	
		Pronunciation	
		Writing Alphabets	

My Pictionary			
“My School “	Vocabulary	Listen and repeat	19-29
		Listen	
		Appear and sing the song	
	Phonetics	Pay attention and repeat	
		Pronunciation	
		Writing Alphabets	
My Pictionary			
“My Home”	Vocabulary	Listen and do	30-37
		Listen	
		Appear and sing the song	
	Phonetics	Pay attention and repeat	
		Pronunciation	
	Writing Alphabets	My handwriting	
My Pictionary			
“ My Play Time”	Vocabulary	Listen and do	38-44
		Listen	
		Appear and sing the song	
	Phonetics	Pay attention and repeat	
		Pronunciation	
	Writing Alphabets	My handwriting	
Pictionary			

“My Pets”	Vocabulary	Listen and do	45-51
		Listen	
		Appear and sing the song	
	Phonetics	Pay attention and repeat	
		Pronunciation	
	Writing Alphabets	My handwriting	
My Pictionary			
“ My Fancy Birthday”	Vocabulary	Listen and do	54-62
		Listen	
	Phonetics	Pay attention and repeat	
		Pronunciation	
	Writing Alphabets	My handwriting	
My Pictionary			

The table above showed that the “My Book of English” textbook includes different topics. It contains 6 units, each one is divided into vocabulary, phonetics and writing the alphabets. As for each type of things to do it is located in each unit: Listen and do my handwriting, listen, appear and sing the song, pay attention and repeat, pronunciation. However, every file ends with a term project: Pictionary.

1.5 Vocabulary

Vocabulary is the soul of language. In fact, human beings carry their messages through the use of phrases though they do now no longer recognize the distinct grammatical rules. Without phrases, conversation cannot be achieved. For that reason, vocabulary has excellent significance in distinct coaching and getting to know strategies. There are numerous definitions of vocabulary via way of means of a few experts, Wu (2009:5) defines that vocabulary is a listing of phrases, normally in alphabetical order and with causes in their meanings. According to Vossoughi (2009:1), vocabulary is one detail of language thing that ought to be learnt and taught. It is stated that vocabulary is utilized by human beings because the simple expertise of getting to know a language is a good way to make conversation and interplay amongst them in everyday life.

Similarly, Napa (in Badingatussalamah, 2013:2) posits that "vocabulary is the additives of language and no language exist without phrases ". Meanwhile, Hornby (in Wakidah, 2013:1) states that vocabulary is the full numbers of phrases in language.

This implies that vocabulary is all the phrases in language that beautify the ability in language. Learning language is not possible without vocabulary and vocabulary mastery is the primary necessity to acquire English.

1.5.1 Types of Vocabulary

It is crucial to account for the different vocabulary types. It is important to better understand how to instruct them in accordance with the needs, learning preferences, and style of the learner. Receptive and productive vocabulary as well as active and passive are two well-known categories. The vocabulary kinds are determined in Table1.1. (Saniago, D. 2019)

Table1.1: Types of Vocabulary

	Receptive	Productive	Active	Passive
Listening Vocabulary	✓			
Speaking Vocabulary		✓	✓	✓
Reading Vocabulary	✓			
Writing Vocabulary		✓	✓	

Words that are often understood throughout the process of language perception include vocabulary from reading and listening. Like writing vocabulary, speaking vocabulary relates to words that are employed in a productive, active, or passive manner.

1.5.1.1 Receptive Vocabulary vs. Productive Vocabulary

Receptive vocabulary encompasses the words and phrases that an individual can comprehend and identify while listening or reading, even if they don't actively employ them in their own speech or writing. It entails understanding the meaning, context, and usage of words. According to Dacklin & fitria (2019, p.18) the term receptive vocabulary can be described as the set of words that a person comes across while reading or listening. For instance, individuals with a vast receptive vocabulary in English can comprehend a broad spectrum of words when they come across them in written or spoken form, although they may not necessarily incorporate all of those words into their own communication.

On the other hand, productive vocabulary pertains to the words and phrases that an individual actively employs in their verbal and written communication. It encompasses the words that a person can remember, select, and integrate into

their own expressive language. Productive vocabulary entails not just comprehending word meanings, but also it is being capable of using them appropriately in different situations. For example, individuals with an extensive productive vocabulary in English not only comprehend a wide array of words, but also possess the proficiency to employ those words effectively when speaking or writing. They can adeptly convey their thoughts and ideas by selecting and utilizing suitable vocabulary.

1.5.1.2 Active Vocabulary vs. Passive Vocabulary

Active vocabulary pertains to the words that an individual actively employs and integrates into their verbal and written expressions. These words represent the ones that people feel at ease with and are self-assured about using in their daily interactions. Typically, active vocabulary consists of words that individuals grasp thoroughly and can effortlessly utilize without significant difficulty or hesitation.

According to Bite (2015, p.5), active vocabulary in a language requires the following:

- Appropriately using the correct word in the appropriate context.
- The ability to recall words spontaneously
- Ensuring grammatical accuracy, including the proper usage of tenses, inflections, and word order.
- Demonstrating fluency in speech and the capacity to accurately reproduce sounds, pronunciation, intonation, rhythm, and so forth.

In contrast, passive vocabulary denotes the words that individuals comprehend when they come across them in spoken or written form but do not actively utilize in their own communication. These words are recognized and understood when heard or read, but individuals may not possess the same level of confidence in using them personally.

As per Bite (2015, p.5), passive vocabulary entails the following:

- Identifying vocabulary in spoken or written language.
- Familiarity with significant grammatical elements or structures.
- The ability to quickly grasp the meaning of extensive word groups.

1.5.2 Vocabulary Knowledge Aspects

There are various components of vocabulary learning that students can pick up. Lado in Mardianawati (2012:11) list the language elements that students can learn as follows:

a. **Meaning:** teachers should explain to their students that a word may have more than one meaning depending on the context in which it is used.

b. **Spelling:** learning how to spell is crucial for vocabulary development, because reading requires spelling. Spelling is the letter's coactive sound. As a result, teachers must maintain proper English spelling and pronunciation among their students.

c. **Pronunciation:** the way to say words or letters is through pronunciation, because there is no correlation between word spelling and pronunciation, pronunciation is a challenging skill to learn. Words might have one pronunciation, two pronunciation, or even more than two pronunciations.

d. **Word Classes:** classes of words include nouns, verbs, adverbs, adjectives, and prepositions, among others. Word class are important components of semantic analysis, such as: Noun (father, vehicle, John, hospital, Paris), Adjective (large, cheerful, talented, tidy, pretty), Verb (be, sing, drive, grow, think) , Adverb (soon, then, there, recently, pleasantly), and Preposition(at, in, of, over, with).

e. **Word use:** the way a word, phrase, or idea is employed in a language is known as word use. The use of words can involve grammar as well,

making them the topic of in-depth examination to ascertain patterns of regional or social usage in addition to meaning.

1.5.3 Vocabulary Learning and Teaching Strategies

Vocabulary learning and teaching strategies play an important role in the process of acquiring and mastering a language. According to Barker, Simmons, and Kameeuni (1995), students who make efforts to learn vocabulary may experience overall linguistic limitations, difficulties in memory retention, ineffective approaches to word learning, or a combination of these factors. This implies that students are required to select effective strategies and methods to overcome these challenges encountered during the learning process. Therefore, to teach and acquire vocabulary different strategies must be used.

1.5.3.1 Learning Vocabulary Strategies

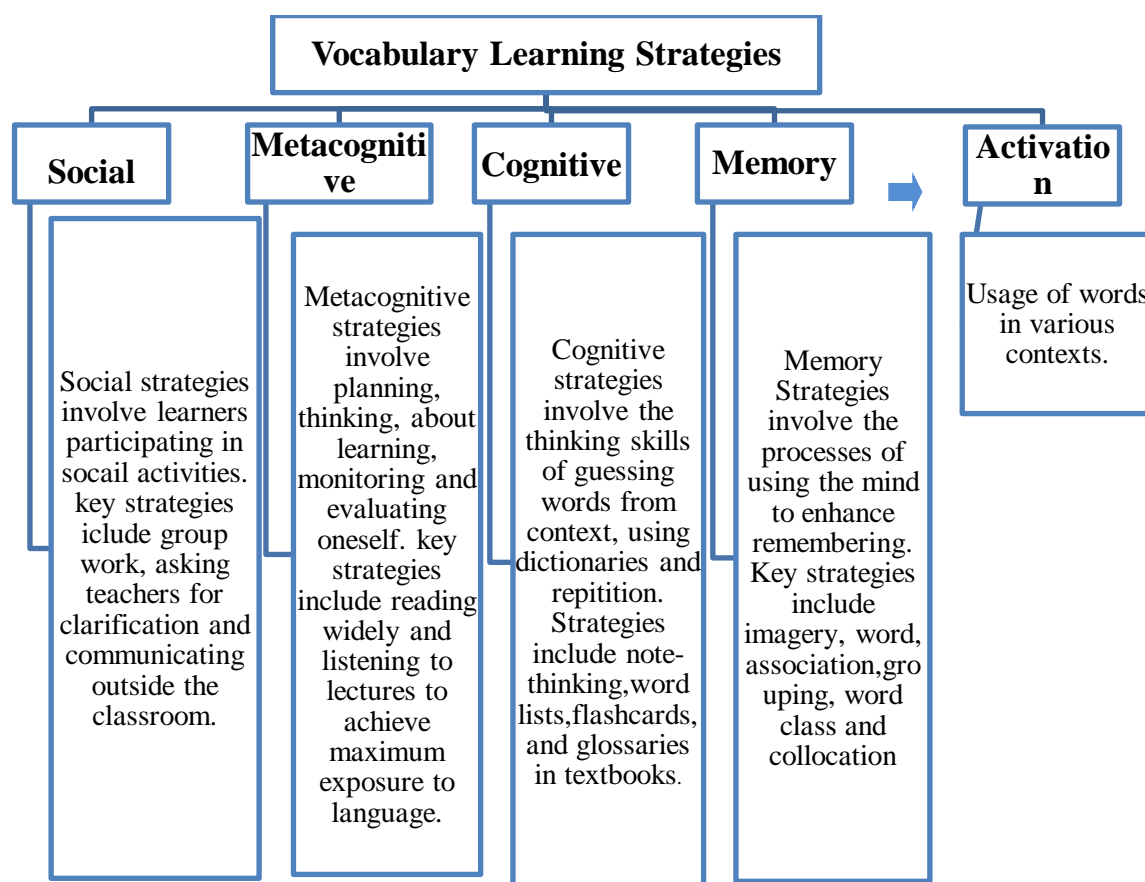


Figure 1.1: Vocabulary Learning Strategies Schmitt, N. (1997). *Vocabulary Learning Strategies*

According to Oxford and Crookall (1999), learning strategies encompass a range of methods, behaviors, and actions employed to acquire knowledge. These strategies involve learning how to learn problem-solving and developing study skills. A lot of researchers offer diverse approaches and classify them based on various aspects. Schmitt's (1997) classification system is commonly employed in this field. His taxonomy comprises 58 strategies that are categorized into five groups: determination strategies, social strategies, memory strategies, cognitive strategies, and metacognitive strategies.

- *Social strategies*: these strategies encompass engaging in interactions with others to enhance language learning. In simpler terms, interacting with others facilitates the input of language and makes it easier to acquire.

- *Metacognitive strategies*: involve consciously examining the learning process and making deliberate decisions regarding the planning, monitoring, and evaluation of one's own learning.

- *Cognitive strategies*: these strategies involve employing cognitive processes or deliberate mental operations instead of mechanical approaches. To enhance their learning effectiveness, learners may utilize strategies such as repetition and inferring meaning from the context.

- *Memory strategies*: (referred to as mnemonics): these strategies involve establishing connections between newly learned words and previously acquired ones to enhance retention and recall.

- *Determination strategies*: these are employed by individuals when they encounter the task of deciphering the meaning of a new word without relying on someone else's knowledge or expertise.

1.5.3.2 Teaching Vocabulary Strategies

Teaching vocabulary is a widely discussed aspect when it comes to the instruction of English as a foreign language; however, vocabulary needs multiple techniques to be taught efficiently. The most important, is the teachers must employ a range of strategies to introduce and elucidate the meanings of

unfamiliar vocabulary items to their students. Consequently, the teacher's involvement becomes necessary.

According to Ghazel (2007), there are three steps involved in learning vocabulary. Initially, one should focus on learning the correct pronunciation of the word to establish a connection between the words's meaning and its pronunciation. This step enables the student to retrieve the meaning of the word easily, requiring them to pronounce it accurately. Next, it is important to provide a clear explanation of the word's meaning using familiar and easily understandable words. This step aims to clarify the word's definition in a simple manner. Finally, the use of examples should be employed to illustrate the word in context. To ensure comprehension, it is recommended to assess the student's understanding by posing relevant questions.

Nevertheless, Ur (1996, p.63) presents a compilation of strategies that assist educators in imparting new vocabulary. These techniques are as follows:

- *Concise definition:* a concise explanation is favored by most students when it comes to comprehending word meanings.
- *Detailed description:* providing detailed information to aid students in interpreting word meanings, including aspects like appearances and qualities.
- *Examples:* enhancing students' understanding by utilizing words in sentences to illustrate their meanings.
- *Illustration:* utilizing various aids, such as audio, visual, and audio-visual tools, to visually illustrate vocabulary items.
- *Context:* employing contextual cues, such as reading a story or novel where the vocabulary item appears, to convey word meanings.
- *Synonyms:* presenting different meanings of the same word to enhance students' grasp of vocabulary.
- *Opposites:* utilizing opposite words to further illustrate and contrast the vocabulary item.

- *Translation*: occasionally resorting to the student's native language to reinforce understanding.
- *Associated ideas or collocations*: incorporating related words or ideas that are commonly used together to strengthen vocabulary acquisition.

1.5.4 Importance of Vocabulary in Foreign Language Teaching

Vocabulary plays a crucial role in language teaching and learning, particularly in communication. Without vocabulary, a student cannot express themselves effectively. While grammar is important, vocabulary is even more crucial because communication cannot happen without it. Lexis, or vocabulary, is considered the heart of language and is essential for language learning, according to Lewis (1993). Dellar and Hocking argue that learning more words and expressions improves English proficiency, enabling practical communication without relying heavily on grammar. Focusing on vocabulary and lexis development can lead to improved speaking skills, while excessive focus on grammar can hinder fluency and effectiveness in different situations (Hadjsaid & Fodil, 2016, p.10). Schmitt (2000, p.55) states that lexical knowledge is vital for developing communication skills and learning a second language. Vocabulary mastery is also essential for the development of listening, speaking, reading, and writing skills, as highlighted by Nation (2011). Richards (1980), Krashen (1989), and Maximo (2000) have emphasized the importance of vocabulary for language proficiency. Vocabulary is often cited as a primary challenge for second language learners, who rely on dictionaries to meet their language acquisition needs (Alqahtain, 2015, p.23). Harmer compares language structures to the skeleton of a language, while vocabulary is what brings it to life. Understanding the majority of words is necessary for reading comprehension, enabling comprehension of both spoken and written texts (Nagy, 2003; Hadjsaid & Fodil, 2016, p.11). Overall, vocabulary is seen as a fundamental component of language learning and communication.

1.6 Conclusion

The current chapter discussed the role and layout of the textbook as the main teaching resource in the Algerian educational system. The textbook evaluation and its types, in addition to its benefits and drawbacks are discussed. This chapter sought to provide readers a taste of how English is taught in Algerian schools. It also includes a broad overview of the significance of vocabulary, its different kinds, and the various methods for teaching and acquiring vocabulary.

The next chapter will tackle the research design and the data analysis of both teachers and pupils of 3rd year primary schools in Ain temouchent.

CHAPTER TWO
RESEARCH DESIGN AND DATA
ANALYSIS

Chapter Two: Research Design and Data Analysis

2.1 Introduction

2.2 Research Objectives

2.3 Research Method

2.4 Sampling

2.4.1 Sampling Techniques

2.4.2 Sampling Population

2.4.2.1 Teachers

2.4.2.2 Pupils

2.5 Research Instruments

2.5.1 Teachers' Questionnaire

2.5.2 Likert Scale

2.5.3 Interview

2.6 Data Analysis

2.6.1 Quantitative Data Analysis

2.6.2 Qualitative Data Analysis

2.7 Teacher's Questionnaire Analysis

2.8 Likert Scale Analysis

2.9 Student's Interview Analysis

2.10 Discussion and Interpretation of the Main Results

2.11 Conclusion

2.1 Introduction

Algeria moved further away from its francophone history by introducing English teaching in primary schools. The country seeks to improve learning, academic and professional opportunities. The president of the republic, Abdelmadjid Tebboune, at a ministerial meeting he chaired in June, after extensive research by experts and specialists ordered English to be taught in primary schools. The National Office for instructive Distributions declared the printing of one and half million duplicates of the modern English book. Since the book was rapidly designed (within two months), this research work aims to investigate the adequacy of third year textbook for teaching vocabulary successfully.

Thus, the current chapter is devoted to explain the practical portion of the current extended essay. It seeks to evaluate how effectively the textbook presents language to aid in teaching and learning processes. This chapter provides a thorough explanation of the research method used to complete this project. It outlines the research objectives, and tools used to gather the necessary data. Additionally; it gives details about the target population. The chapter ends with the analysis and discussion of the collected data.

2.2 Research Objectives

The current study is an attempt to examine third year primary school pupils' and teachers' attitudes towards the textbook "My Book of English". It tends to know whether the textbook is helpful in teaching and learning new vocabulary items in Akid Othman and Harchaoui Mohammed primary schools in Ain Temouchent. Therefore, this research paper aims to:

- 1- describe teachers' and pupils' experience in teaching English in primary school
- 2- identify challenges that faced teachers in teaching vocabulary

3- analyze the strategies and techniques used by teachers in teaching vocabulary and measure if they are helpful for pupils to learn English

4- and finally determine the satisfaction of teachers about the English textbook in terms of content and appropriateness.

2.3 Research Method

A well- structured research design is essential for any productive research study. It serves as a guide for the procedures involved in the study. According to Creswell & Creswell (2018, p.309), a research design encompasses the formal procedures for data collection, analysis, and interpretation, whether it is in the context of a quantitative experiment or a qualitative case study. As computer technology has advanced over the years, researchers have gained access to more sophisticated designs that enhance data analysis and the ability to examine complex models (Creswell & Creswell, 2018). The research design ensures that the researcher effectively addresses the research problem by providing a blueprint for data collection, analysis, and ad interpretation. By organizing the research framework, appropriate methods are embedded to ensure the validity and reliability of the data during analysis.

In this research work, the investigators employed a mixed research methods to examine the vocabulary teaching aspects in the third-year primary school textbook. The approach encompassed a combination of qualitative and quantitative instruments and methods, allowing for a comprehensive data collection, analysis, and measurement process.

According to Wisdom (2013), employing a mixed-method approach aids researchers in resolving inconsistencies between qualitative outcomes and quantitative findings. Furthermore, this approach facilitates a better understanding of a phenomenon, allowing researchers to obtain comprehensive and extensive data simultaneously. Additionally, a mixed-method model is

advantageous as it generates original results that are devoid of errors (Saeed, 2020).

2.4 Sampling:

Sampling plays a vital role in research as it involves selecting a representative subset from a larger population to study and draw conclusions. When working with people, sampling refers to selecting a group of respondents for a survey, ensuring they reflect the characteristics of the overall population. This process aims to obtain findings that can be generalized to the entire population with a certain level of confidence.

Sampling techniques include probability and non-probability methods. Probability sampling involves random selection, giving each member of the population an equal chance of being included. Non-probability sampling involves selecting individuals based on specific criteria, which may introduce biases and limit generalizability; however, the choice of sampling technique depends on research objectives, available resources, and the nature of the population. Researchers should carefully consider these factors to ensure the sample represents the population and is suitable for their research goals.

2.4.1 Sampling Techniques:

Taherdoost (2016:20) suggests that “sampling can be divided into two types: probability or random sampling and non probability or non-random sampling”. The former means that any member of the population can be chosen to represent the entire group. If the purpose of the researcher is to generalize the latter, all members of the population cannot be selected, but only members with the same characteristics should be selected. Therefore, in any scientific study, choosing a sampling method is the ideal solution before deciding on a specific sampling technique.

In general, sampling techniques can be divided into two types:

- Probability sampling
- Non- probability sampling

Before choosing specific type of sampling technique, it is needed to decide about the broad sampling technique. The following figure shows the various types of sampling techniques:

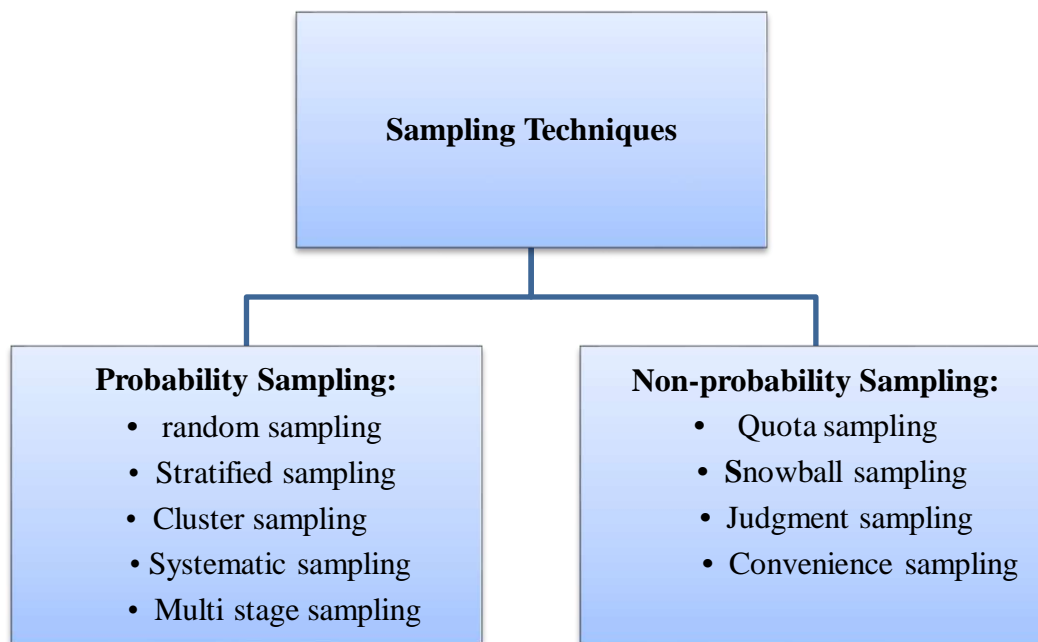


Figure2.1: Sampling Techniques (Taherdoost, H. (2016). Sampling methods in research methodology)

Probability Sampling: includes the following techniques:

- **Simple Random Sampling:** simple random sampling means that each case in the population has an equal probability of being included in the sample.
- **Stratified Sampling:** the researchers tried to divide and organize the population under groups.

- **Cluster Sampling:** cluster sampling implies that the whole population is divided into clusters or groups.

- **Systematic Sampling:** in this sample, the researcher does not spend much time identifying items from the overall list, as these are the most appropriate organizations for the calculating group.

- **Multi Stage sampling:** it consists of more than two stages to choose sample.

Non-probability sampling consists of the following types:

_ **Quota Sampling:** the researcher relies on a certain percentage of the population to do his research.

_ **Snowball Sampling:** by examining this sample, researchers can obtain the percentage of a certain number of hard-to-reach groups.

_ **Judgment Sampling:** it is where the researcher includes cases or participants in the sample because they believe that they warrant inclusion.

_ **Convenience Sampling:** convenience sampling is selecting participants because they are often readily and easily available. (Taherdoost, H. (2016). Sampling methods in research methodology).

In the current work, the researcher used a probability, and randomly selected sample was used to assure the collection of a large amount of detailed data in a short amount of time.

2.4.2 Sample Population

Sample: a representative sample is a selected group of elements from a population that accurately reflects the characteristics of the entire population. It is essential for inferential research because findings from the sample are assumed to

be true for the entire population. However, if the sample is biased, the inferences may not hold true for the population. Bias can be avoided by selecting a random sample, where each element has an equal chance of being included. A random sample minimizes errors in predicting population values and allows for the estimation of error. To ensure a representative sample, a sample plan needs to be prepared, which guarantees that the findings from the sample will not significantly differ from the findings obtained if the entire population was studied. A representative sampling plan aims to select diverse elements and adequately represent their characteristics in the sample.

Population: A population refers to a group of individuals or entities being studied, which can include humans, objects, or abstract concepts. It can be finite or infinite, existent or hypothetical. Properly defining the population is crucial for accurate statistical analysis and sampling. Without a clear definition, it becomes challenging to draw meaningful conclusions or select an appropriate sample.

This section describes the total population under study and the sample that was selected to gather data, The population was randomly selected for both categories of third year primary school during the academic year 2023/2024, since they are the target population which is concerned with the English language.

2.4.2.1 Teachers

Hence, ten (10) questionnaires were distributed to teachers from different primary schools in Ain Temouchent. However, only five (5) were returned, that is 50% of the total number.

2.4.2.2 Pupils

The Interview was devoted to twenty five (25) pupils in Akid Othman primary school, and they all accept to participate in this study, that is the total number.

The major aim is to determine both teachers and pupils' satisfaction of whether vocabulary is well presented in the third year primary school English textbook.

2.5 Research Instruments

A research instrument is a tool used to measure, observed natural or social phenomena. Therefore, they are considered as a means of collecting, measuring, and analyzing data related to the research interests. These tools are most commonly used in health sciences, social sciences, students, teachers, staff, etc.

Accordingly, Hutchinson & Waters (1987: 58-59) states that:

There is a number of ways in which information can be gathered about needs. The most frequently used are: Questionnaires; Interviews; Observation In view of the complexity of needs which we have seen, it is desirable to use more than one of these methods.

This indicates that using a triangle approach, where several sources, techniques, and tools may be used, helps to reduce any confusion that a potential misinterpretation of demands can bring about.

As stated earlier, three distinct instruments were used for the process of collecting data, namely, the questionnaire and a Likert scale that are based on quantitative data, and the interview which is considered as a qualitative method. Questionnaire and the Likert scale are administered to teachers while the interview is devoted to third year primary school' pupils.

2.5.1 Questionnaire

A questionnaire, according to Creswell (2012, p.382) is « a form used in a survey design that participants in a study complete and return to the researcher ». Thus, the questionnaire is devoted to a category of informants to answer it that the investigator analyzes, interpreted, and compare the collected data with his previous hypotheses to reach the success of his research work. Questionnaires submit a tool for eliciting information which the researcher can tabulate and discuss ...a questionnaire serves as the major source of information, attitudes or knowledge “ (Taylor –Powell ,1998:2). This implies that, the questionnaire is the common research instrument in research studies that allows the researchers to obtain specific data on various topics.

In fact , the present study , uses one questionnaire directed to third year primary school teachers .The major aim is to know whether the English textbook is useful to fit the learners’ vocabulary level, and help them to learn new items, it tends to identify the teachers’ perceptions towards the content of textbook . The reason of selecting questionnaire as data collection technique in this research since it can generalize the data from a sample of population (Creswell, 2003).

Effectively, The teacher’s questionnaire consists of:

Close-ended Questions: question where the respondent chooses one or more answers from a predetermined list.

Open-ended Questions: participants are given the freedom to provide a detailed, written response in their own words.

2.5.1.1 Students’ Questionnaire

The purpose of the teacher’s questionnaire was to give an overview of vocabulary instruction in the third-year English textbook for primary school teachers as well as to gauge their stances towards the book. It was distributed to

seven primary school teachers in Ain Temouchent during the second semester of the 2023- 2024 school year .The teacher's questionnaire consists of twenty five (25) questions divided into three main sections (See Appendix A).

Part One: Background Information

Questions 1 to 4 : ask about teacher's gender , academic degree, and their previous experience in other levels .

Questions 5 : identifying the skills and knowledge that teacher should have to teach effectively

Question 6 to 7: require about teacher's experience in primary school and whether it is the same at the other levels.

Part Two: Vocabulary Learning and Teaching

Question 8 : identifying how vocabulary teaching and learning is important

Question 9 to 12: examine goals, challenges, and factors of vocabulary learning in primary school, in addition to activities that help pupils improve their English proficiency level.

Question 13 to 16 : investigate if pupils acquire new items and whether teachers help them in learning vocabulary. Hence, they tend to identify the different strategies used to teach vocabulary.

Question 17: inquires if schools provide teachers with materials to help them teach successfully.

Part Three: Evaluation and the Role of English textbook in teaching vocabulary

Question 18 to 25 : examine the usefulness of textbook , in terms of the aspects of English language, i.e.: if it covers new items , fits pupil's level ,and enlarges their repertoire. They also identify teacher's satisfaction about the content of textbook.

2.5.2 Likert Scale

A rating scale known as a Likert scale is used to evaluate beliefs, attitudes, or actions (Bhandari, 2022). When response scores are added up, a likert scale is made up of three or more statements that evaluate a single construct, typically an attitude or trait. (Boone & Boone, 2012). Moreover, the Likert scale refers to a series of statements about which participants are asked to indicate their level of agreement or disagreement. The original Likert scale, created by Rensis Likert, used a scale based on the participants' approval of statements, ranging from Strongly Disapprove, Neutral/Undecided, and Approve to Strongly Approve (Likert,1932). As previously established, Likert believed that human attitudes toward any topic or item varied along a negative to positive dimension and could be quantified using the scale shown in Figure 1.

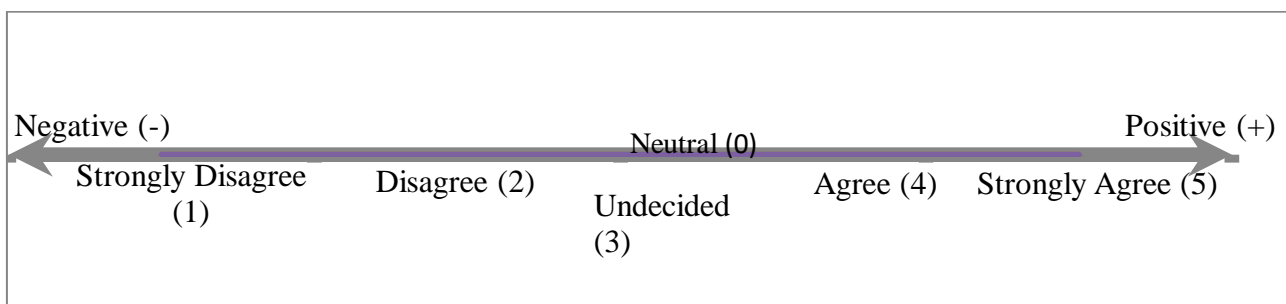


Figure 2.2: A Likert Scale Sample *Authors' Elaboration, 2021.*

An example of a Likert scale is shown in Figure 1. Participants are asked to circle or check a descriptive anchor that symbolizes their opinion about a given item or phrase to indicate their level of agreement or disagreement on a horizontal line that is designated as “the visual analogue scale”.

Effectively , the investigators review the vocabulary topics contained in “MY BOOK OF ENGLISH “ and evaluate them using a Likert scale (see Appendix B) to make sure they are adequate and appropriate for students in primary school.

2.5.3 Interview

As such, effective methods of primary data collection are required, and at the center of them, is the interview method. An interview is a necessary tool in qualitative studies (Gill, et al. 2008). The interview can be simply described as a form of consultation where the researcher seeks to know more of an issue as opinionated by the individual being asked. In research, an interview can be comprehended as an interactive process where a person asks questions to seek particular information.

In every qualitative study, interviews can be divided into different categories based on how they are conducted and their ideal purposes (Edwards & Holland, 2013). Interviews can be classed as formal or casual depending on their nature. Informal interviews are a common occurrence in people's daily lives.

The informal forms of consultation that people use to answer to the standard for information seeking, which automatically qualifies them as interviews, Although they can be utilized for qualitative research, their scope of applicability is constrained by how intensely most study topics are. However, formal interviews are extremely common, especially in the professional sector. A lead analyst conducts formal interviews or professional interviews as they are also known, a feature that is not highlighted in informal interviews. However, a lead analyst conducts formal interviews or professional interviews as they are also known, a feature that is not highlighted in informal interviews. The interviewer is in charge of the entire process, and it is his or her responsibility to make sure the subject understands the topic of the analysis. In addition to the part above, where interviews are divided according to their formality, they are frequently classed according to their place in qualitative studies. Accordingly, structured, semi-structured, and unstructured interviews are the three most common types of interviews (Edwards & Holland, 2013; Stuckey, 2013; Gill et al., 2008; Jamshed, 2014; DiCicco-Bloom & Crabtree, 2006). The fundamental distinction between the aforementioned types of interviews, aside from the

purpose of the interview, is dependent on the level of power the interviewee possesses.

The interview plays an important role in this case study research. The researcher interviewed the pupils of the third-year Akid Othman primary school, with the help of the teacher to see each pupil's reaction while answering questions. The interview has been conducted in Arabic because of the pupils' situation. It included twelve (12) questions and five (5) different pictures. The major aim of the interview is to identify pupil's attitudes towards the English language. It tends to know if the pupils had a previous knowledge of the language (words or phrases) , and examine, their vocabulary.

2.6 Data Analysis

After selecting and managing the research tools, the researchers' role is to analyze the data to achieve research goals and answer the research questions. Data analysis according to Arora (2021) is defined as “a systematic use of logical and /or statistical strategies to describe and evaluate the data and illustrate it through the use of images, graphs, tables to gain meaningful results” . Bhatia (2018) suggested that data analysis is how a research moves from a large amount of data to meaningful insights. There are various types of data analysis, each depends on the type and objectives of the study.

The researcher will be able to analyze and arrange the data information gathered from the pupils' interview, and teachers' questionnaire using the mixing techniques. According to Creswell (2005) , the former is described as “research that consists of collecting ,analyzing , and integrating (or mixing) quantitative and qualitative research (and data)into a single study or longitudinal survey program. Additionally, the analyzed data are discussed and displayed in this part as charts and statistical tables, along with transcripts of an interview with student.

2.6.1 Quantitative Data Analysis

Quantitative analysis is defined by Kenton (2020) as “a technique that employs mathematical and statistical measurement to comprehend behavior in which the researcher introduces reality in a way of numerical value”. Quantitative data analysis is the process of examining and interpreting numerical data to unveil patterns, trends, and relationships, it entails employing statistical methods and techniques to analyze numerical data obtained from various sources: surveys, experiments, observations. The objective of quantitative data analysis is to extract valuable insights and reach conclusions grounded in objective measurements and numerical evidence.

In the research work, the primary subject of the quantitative analysis was the teachers’ questionnaire .After being calculated, the findings of this questionnaire were evaluated in percentages, and the resulting data was then interpreted using tables and charts.

2.6.2 Qualitative Data Analysis:

Qualitative data analysis is a process of the description, classification and interconnection of phenomena with the researcher’s concepts. First, the phenomena under study need to be described precisely. The researcher needs to be able to interpret and explain the data; therefore a conceptual framework needs to be developed and data classified. After that, concepts can be built and connected to each other’s (cf. Dey 1993: 31, 41, 48). Qualitative data analysis has the following general aims (Flick 2013: 4):

Phenomenon Description: The analysis aims to provide a detailed and rich description of the phenomenon under study. This involves capturing the nuances, complexities, and unique aspects of the data.

Comparative Analysis: Qualitative data analysis allows for the comparison of multiple cases to identify similarities and differences. This comparative

analysis helps in identifying commonalities or distinct characteristics across cases, contributing to a broader understanding of the phenomenon.

Theory Development: Through the analysis of empirical material, qualitative data analysis can contribute to the development of theories. The researcher can derive theoretical insights, generate hypotheses, or propose explanations based on the patterns and relationships identified in the data

2.7 Teacher's Questionnaire Analysis

The researcher tried to identify the teachers' perception towards vocabulary tasks in the third year English textbook and the different strategies used to teach vocabulary effectively. They determined about their background as well as their experience in teaching English in primary school, and highlighted the issues and challenges associated with vocabulary teaching. Only five (5) teachers responded the questionnaire responded, and the half other doesn't respond .The questionnaire is made up of (26) questions divided into 3 parts.

Part One: Background Information Analysis

This section offers information on the teacher's sex, academic degree , and their teaching experience . The findings are interpreted as follows:

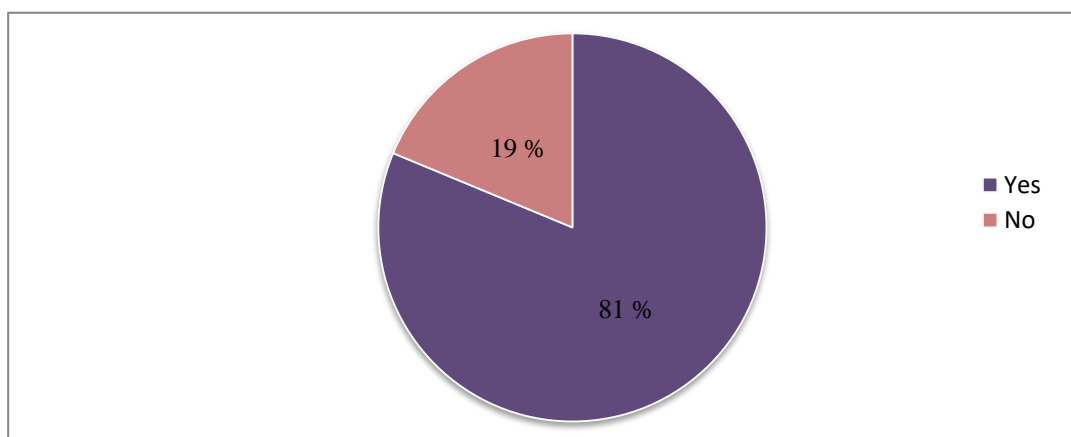
Question 1 : Teacher's gender

Four (04) teachers were females and (1) was a male .Thus, the participants were of both sexes.

Question 2: Academic Degree**Table 2.2: Academic Degree**

Number of Teachers	Academic Degree
03	License
02	Master

Two (02) teachers had a License degree, whereas two (02) hold a Master's degree.

Question 3: English Language Teaching Experience**Figure 2.3: English Language Teaching Experience**

Regarding this question the figure shows that (81%) of teachers have taught English before, whereas (19 %) did not.

Question 3: Period of Teaching English Experience**Table 2.3: Period of Teaching English Experience**

Number of Teachers	Period of teaching Experience
01	04 years
01	06 months
01	06 years

Three (03) informants taught English before , one (01) for 4 years ,other for six (06) months ,and the last one had teach English for six (06) years .While, two (02) others had not a teaching English experience .

Question 4: Level of Education

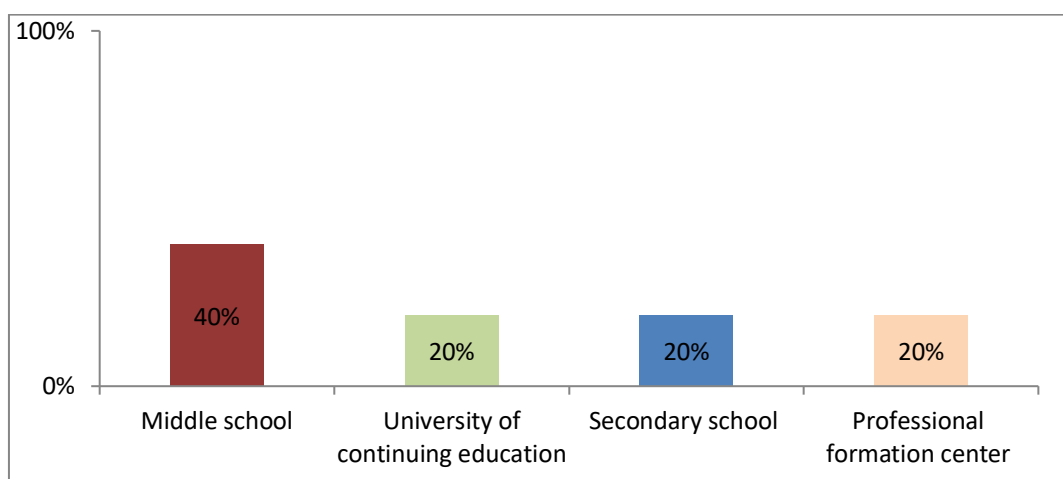


Figure2.4: Level of Education

The chart above shows that (40%) teachers had a teaching experience in Middle school, (20%) of them taught also in both University of continuing education and professional formation center. Meanwhile, only (20%) teacher taught English before in Secondary school.

Question5: Skills or Knowledge a Teacher Should Have to Teach Effectively, and the Reason

In this open-ended question ,the majority of informants agreed that teaching is not an easy job thus the teacher must be familiar with all skills. Another step is that teacher should teach students to respect him, respect themselves, and take turn while talking. A small minority think that the experience is the first thing that teacher should have to teach effectively.

Question6: Teachers' Description of Their Experience in Teaching English in Primary School.

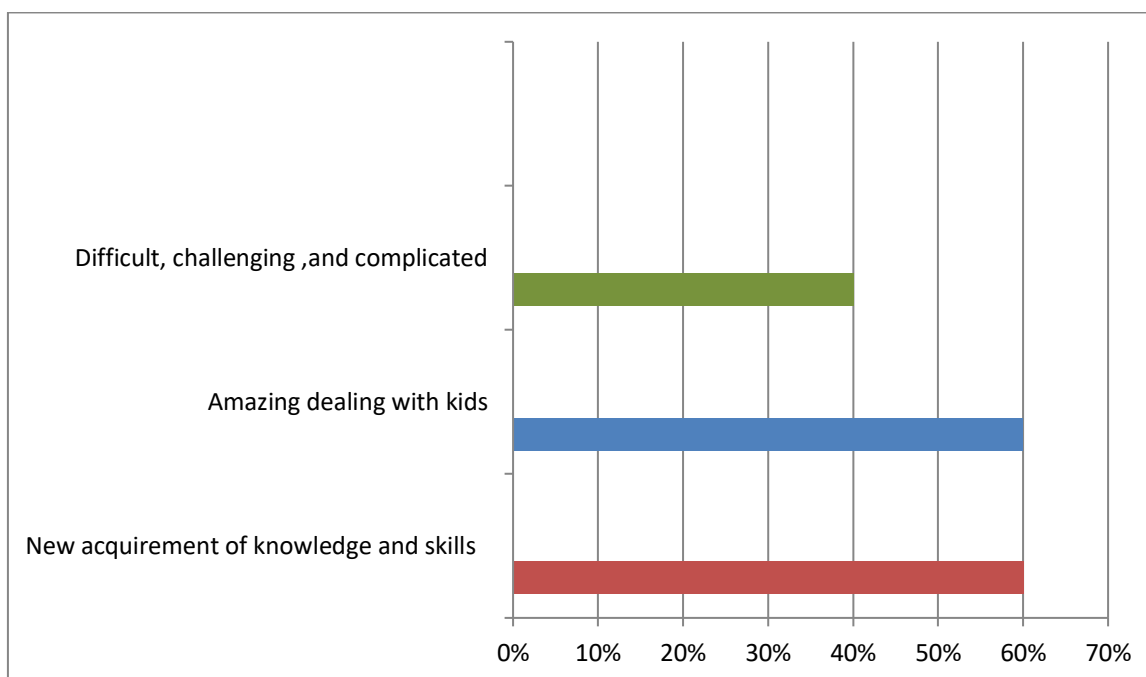


Figure 2.5: Teachers' Description of Their Experience in Teaching English in Primary School.

Some of participants describe the experience of teaching English in primary school as new acquirements of knowledge and skills, and amazing dealing with kids teach them many things. Whereas, the other ones describe it as difficult, challenging and complicated.

Question7: Similarity of Teaching English in Primary School to Other Levels

All teachers confirmed that teaching English in primary school is not similar to other levels.

Part Two: Vocabulary Learning and Teaching Analysis

Vocabulary learning and teaching analysis enabled the investigator to identify the importance, goals, and challenges of vocabulary in both teaching and learning process .add to that, factors and activities that affect vocabulary learning

, and finally strategies that teachers provide to help their students in learning vocabulary .

Question8: The Importance of Vocabulary Teaching and Learning.

All the informants described vocabulary as the basis of any language , both teachers and students need to use words to express themselves and understand each other , it allows students to access academic language and discourse , and facilitate the students' comprehension .

Question9: The Goals for Teaching Vocabulary at Primary School.

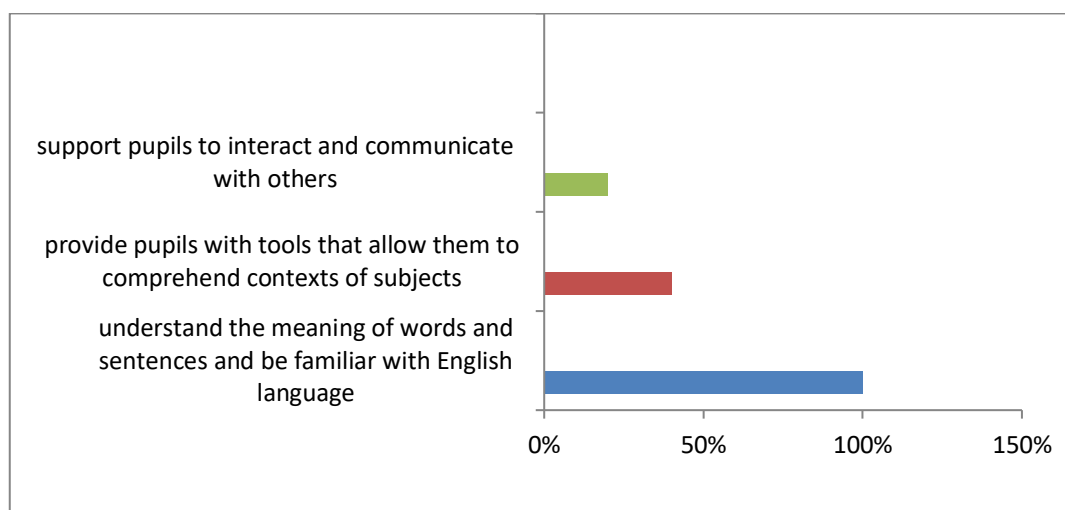


Figure2.6: The Goals of Teaching Vocabulary at Primary School

The major aim behind teaching vocabulary at primary school is to make pupils being familiar with English language and understand meaning of words and phrases. Additionally, (40%) of the informants claimed that provide pupils with tools and skills that allow them to comprehend contexts of subjects is also an objective of teaching vocabulary at elementary school as well as supporting them to interact and communicate with each other which only (20%) of participants mentioned it .

Question10: Activities that Help Students in Improving Their English

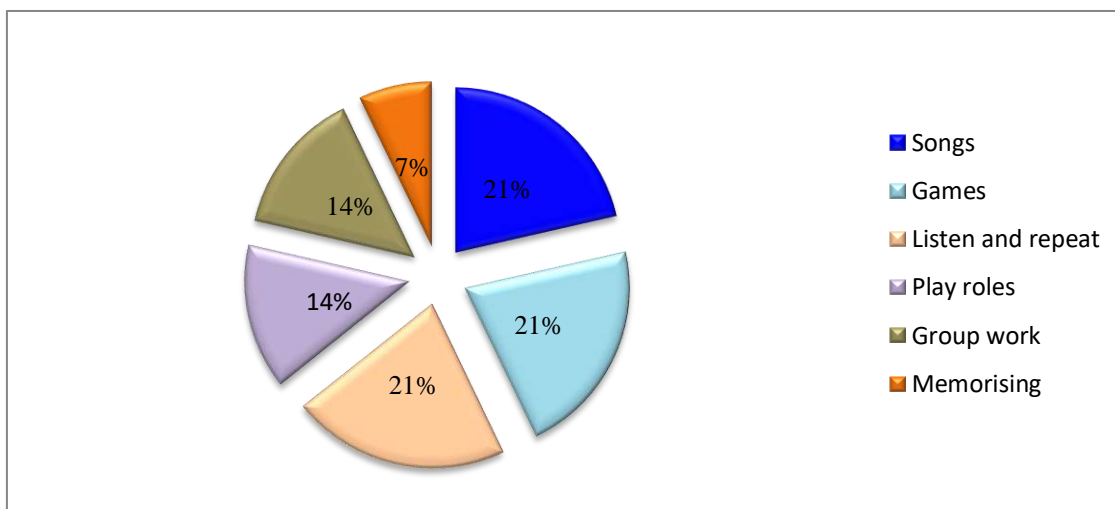


Figure2.7: Activities to Improve English Proficiency Level

From the chart above, the researcher release that the most useful activities that help in improving the English level are: songs (21%) , games (21 %) , and repetition i.e listen to the word and repeat it (21 %) .Then , play roles & group work with (14 %) , and finally;(7%) considered memorizing (reading the words and sentences then memorize them) as an activity that help in improving students’ English language .

Question11: The challenges in Teaching Vocabulary.

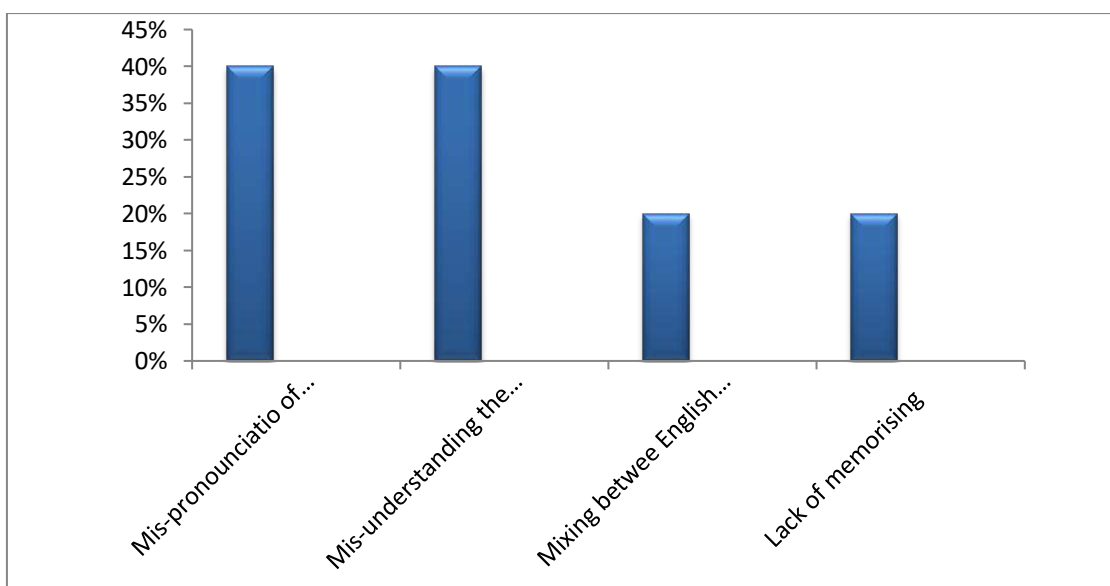
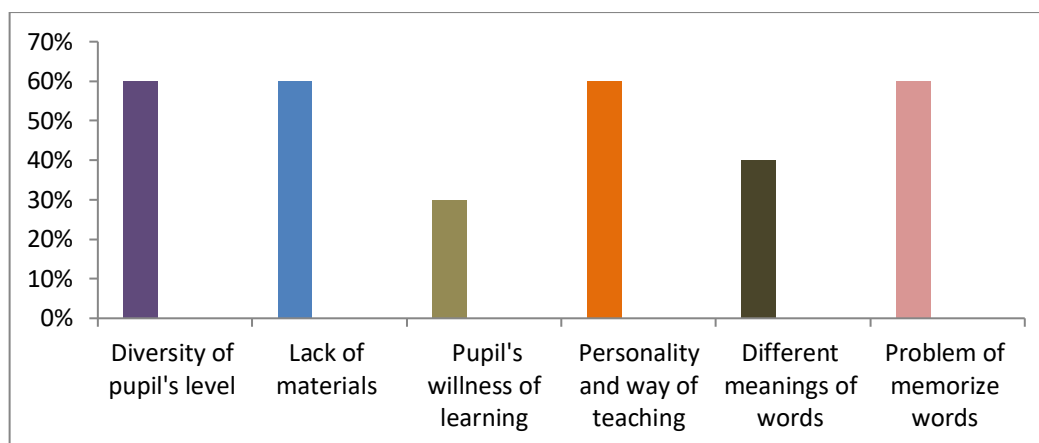


Figure2.8: Challenges in Teaching Vocabulary

From the results obtained, the big challenge that faced teachers in teaching vocabulary is mispronunciation of words, furthermore, their misunderstanding of the meaning of the new words and how to learn them. On the other hand, (20%) claimed that they faced problem of mixing between two languages, pupils mixed between English & French. Also, students have a problem to remember vocabularies they have learned.

Question12: The Factors that Affect Vocabulary Learning

**Figure 2.9: The Factors that Affect Vocabulary Learning**

Three (03) teachers answered this open-ended question and they mentioned: diversity of pupils' level, lack of materials, pupils' wiliness of learning , teacher's personality and way of teaching, different meanings of words , and finally problem to memorize words.

Question13: Pupils' Acquisition of Vocabulary Knowledge

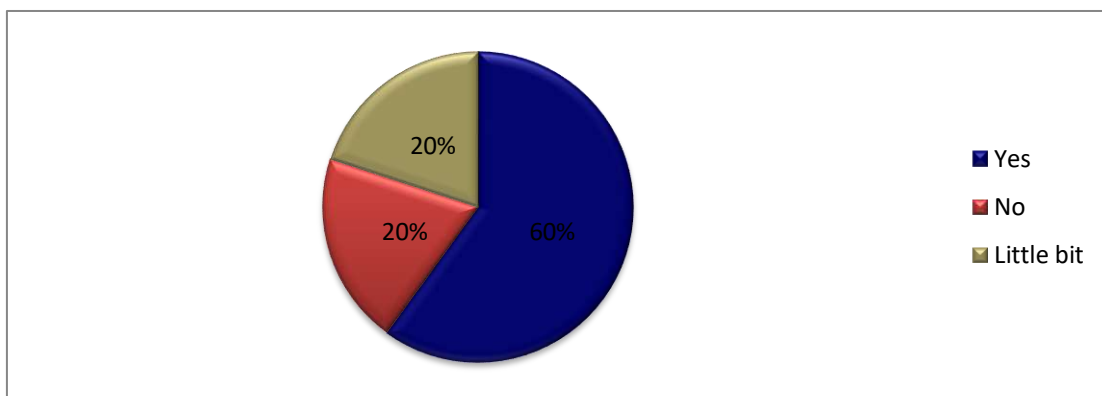


Figure2.10: Pupils' Acquisition of Vocabulary Knowledge

This close-ended question is distributed to know the pupils' acquisition of vocabulary knowledge the majority of the students (60%) have acquired some vocabulary. While, (40%) divided between (20%) that they gained a little bit of English language vocabulary, yet (20%) did not receive nothing.

Question14: Teacher's Assistance their Pupils in Learning Vocabulary

All teachers (100 %) confirmed that they aid their students in acquiring new items.

Question15: Strategies and Techniques Used in Teaching Vocabulary

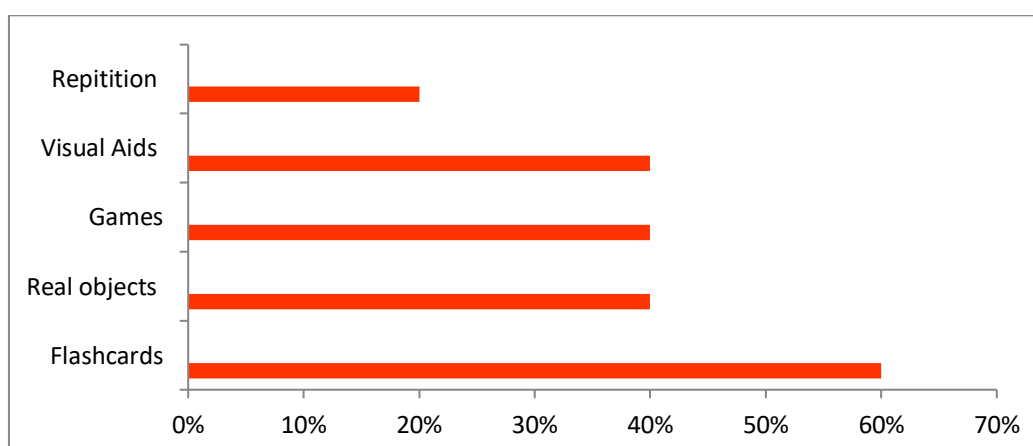


Figure2.11: Strategies and Techniques Used

The most typical response is that teacher use flashcards in teaching English vocabulary, hence, they utilize real objects, games, and visual aids like pictures, drawings Only (20%) of respondents mentioned that she uses repetition , using body language , and speaking loudly to help her students in learning new items .

Question16: Effectiveness of Total Physical Response in Teaching Vocabulary

All the informants were totally agreed with the total physical response as an effective way in teaching vocabulary for young learners.

Question17: The Availability of Teaching Materials in Schools

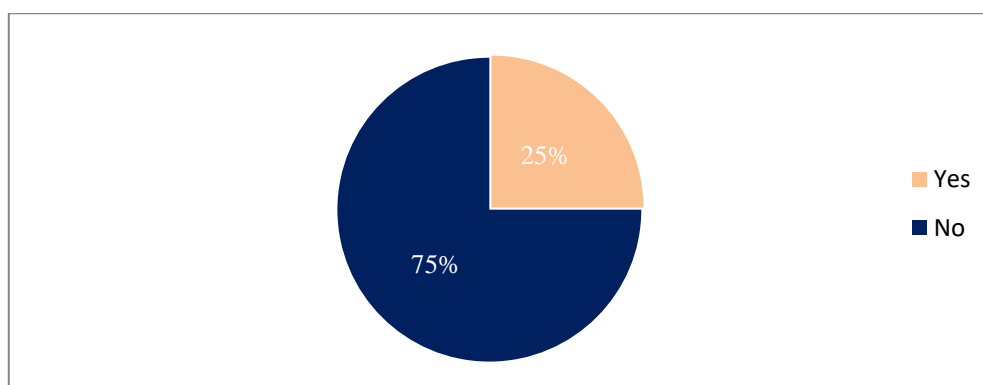
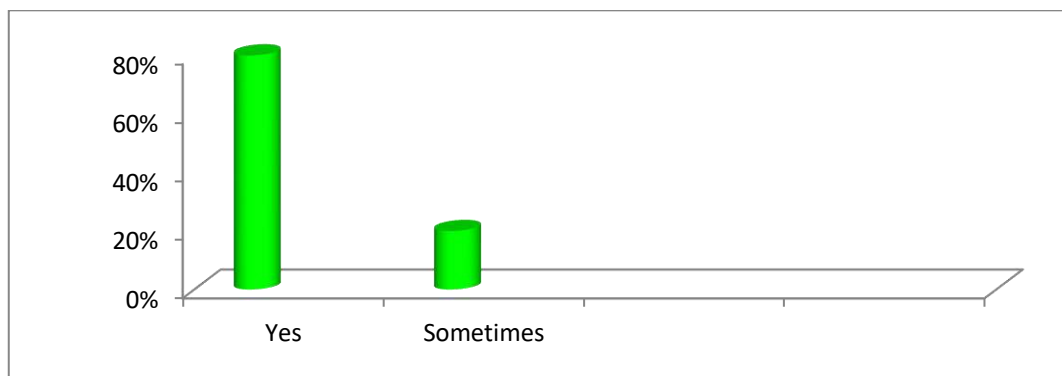


Figure2.12: The Availability of Teaching Materials in Schools

The collected data unveiled that the majority of schools suffer from lack of teaching materials, furthermore, (25%) noted that all materials are available in school , but the time is not sufficient to use data show and other materials .

Part Three: Evaluation and the Role of English Textbook in Teaching Vocabulary Analysis

This part allowed the researcher to identify the textbook's usefulness, effectiveness in teaching vocabulary and if it covers all aspects of English language. Additionally, teachers' perceptions towards the content of the textbook .The results are analyzed as following:

Question18: The Usefulness of the Textbook**Figure2.13: Usefulness of Textbook**

In regards to the usefulness of textbook, the vast majority of respondents (80%) thought that the textbook is beneficial, whereas, other (20%) saw that is not necessary that much.

Question19: Textbook Suitability for Pupil's Level

All the teachers (100%) stated that textbook does not fits the pupil's level.

Question20: Teachers' Justification of Their Answers

The common answer was that there are some tasks and activities in the textbook that are not clear even for the teacher , students cannot understand some key words.

Question21: Textbook' Availability for New Items

Almost all the teachers strongly agreed on the fact that textbook provides new vocabulary items.

Question22: Effectiveness of Textbook for Helping Students in Acquiring New Items and Enlarging their Size of Vocabulary.

All teachers (100%) was totally agree with the effectiveness of the textbook in enlarging students' size of vocabulary, they confirmed it's help in pupils' acquiring of new items.

Question23: If yes, how is that? And if no, Why?

Every participant had a different idea about how textbook is working in vocabulary acquisition, someone argue that there are some activities from the textbook are helpful like: reorder the letters to find new words. Others said that the pupils read and discover new words by repetition. Additionally, one teacher mentioned that when the pupil browses his book, he picks up a word from the picture.

Question24: Teachers' Satisfaction towards the Textbook Content

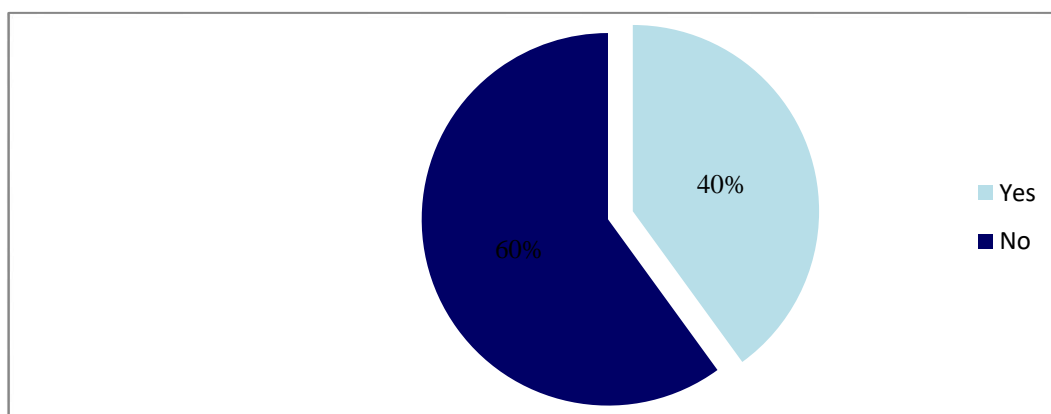
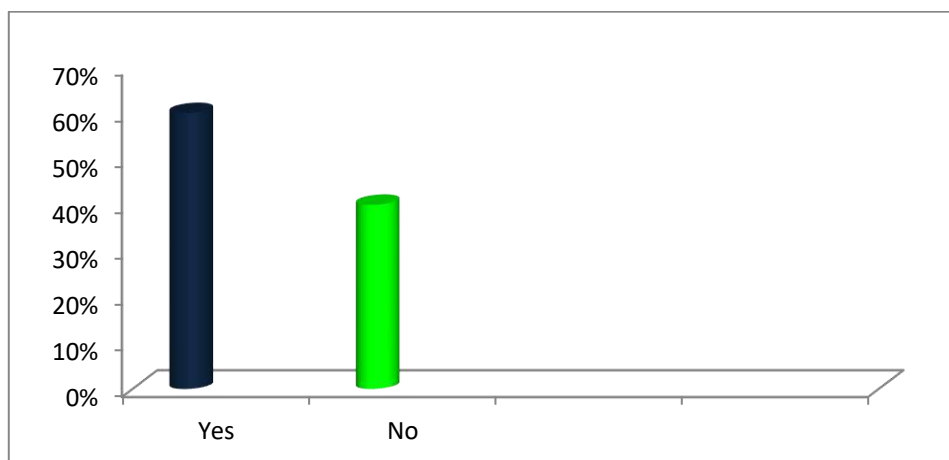


Figure2.14: Teachers' Satisfaction towards the Content of Textbook

From the chart above, (40%) of teachers were satisfied with the content of the textbook .Whereas, (60%) were not pleased with the content that the book gives.

Question25: Textbook Coverage of All Aspects of English**Figure2.15: Textbook Coverage**

According to (60%) of teachers the textbook covers all aspects of English language. while, (40%) others seem unsatisfied with the textbook' coverage of all aspects of English language.

Question26: Teachers Suggestions

Two teachers had added those comments:

- The book should be more attractive to the pupil through clear pictures and colors, and its task should be easier than that.
- I think the syllabus of third year English primary school is difficult for the students, because there are some lessons does not fit with their level for example like “My phonic lesson “.

2.8 Likert Scale Analysis:

To assess the applicability of “MY BOOK OF ENGLISH “ to teaching vocabulary to elementary school pupils, the researcher used a Likert Scale with questions adapted from Byrd(2001), Skiero (1991),Daoud and Celce-Murica(1979), and Watrabe (1997). Likert scale focuses on vocabulary items and how these vocabulary items are presented in this instructional material. It

attempts to indicate whether the material is suitable for the purpose of teaching and learning vocabulary. Each of the above researchers has adjusted the following questions to meet the objectives of this study (Appendix B).

Question 1: The Applicability of One Strategy in Teaching New Language According to Teachers

All informants were strongly disagree, they asserted that using one strategy is not enough to teach a new language.

Question 2: Satisfaction towards the Textbook

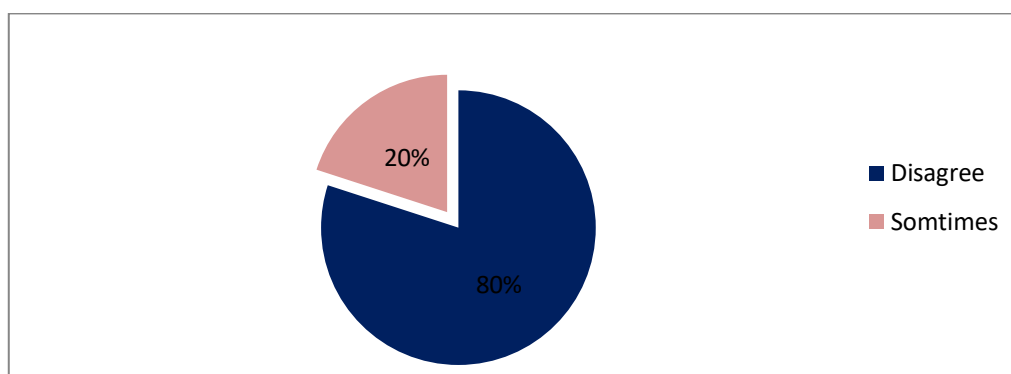


Figure 2.16: Satisfaction towards the Textbook

The figure above shows that the majority of teachers (80%), disagreed that the textbook meets the needs of vocabulary learners. While a small minority (20%) argued that sometimes it meets the learner's needs.

Question 3: The Use of the Mother Tongue in Teaching Vocabulary

Regarding the use of the mother tongue in vocabulary instruction, all respondents confirmed their awareness on using the mother tongue teaching new vocabulary to make their pupils understand the word or the sentence.

Question 4: Teachers Perception towards the Vocabulary Distribution throughout the Units of the Textbook

The researcher found that all answers were “Agree” the teachers agreed the graduation of vocabulary from simple to complex through the textbook’ units.

Question 5: Teachers’ Opinion about New Vocabulary Presentation

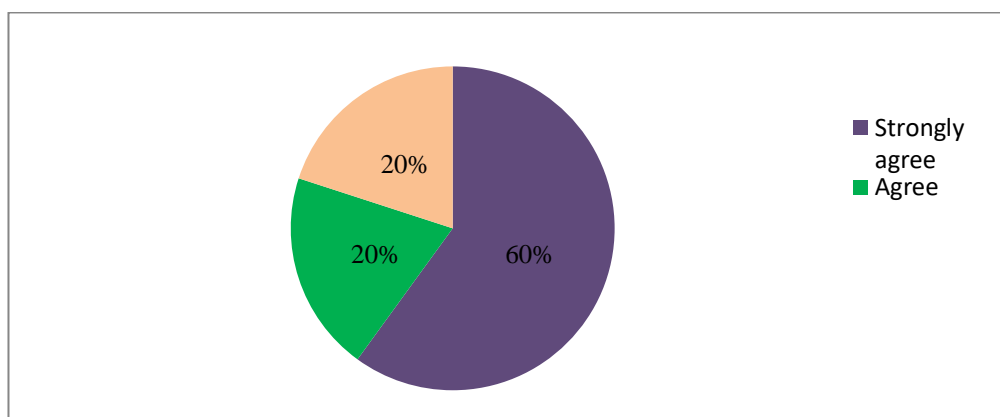


Figure 2.17: Teachers’ Opinion about New Vocabulary Presentation

The figure 19 shows that the views of informants varied between “Strongly agree”, “Agree” and “Disagree” that the new vocabulary items are presented in different ways.

Question 6: The Recycling of Vocabulary across “My Book of English” in Teachers’ Views

Table 2.4: The Recycling of Vocabulary across “My Book of English” in Teachers’ Views

Teachers’ opinion	Agree	Strongly Agree	Disagree	Strongly Disagree
Number of Teachers	03	01	01	00

Regarding the recycling of vocabulary items in the textbook, 01 teacher was strongly agree , 03 were agree , while only one informant was disagree.

Question 7: Vocabulary Presentation

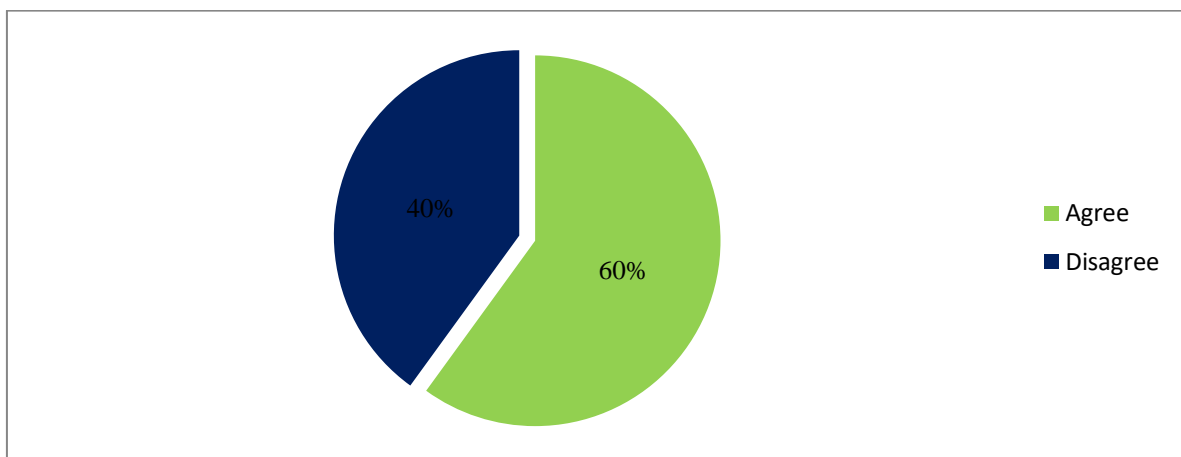


Figure 2.18: Vocabulary Presentation

Almost the majority of informants agreed, while the two other were disagree that the course book has enough illustrations, tables, and other visual aids to help students comprehend the printed words.

2.9 Interview Analysis:

The pupils' interview revealed their attitudes towards the English language and the textbook

Part 01: Pupil's profile

This component made it possible for the investigator to identify the pupils. It gives data pertaining to the pupils.

Table2.5: Pupil's Gender

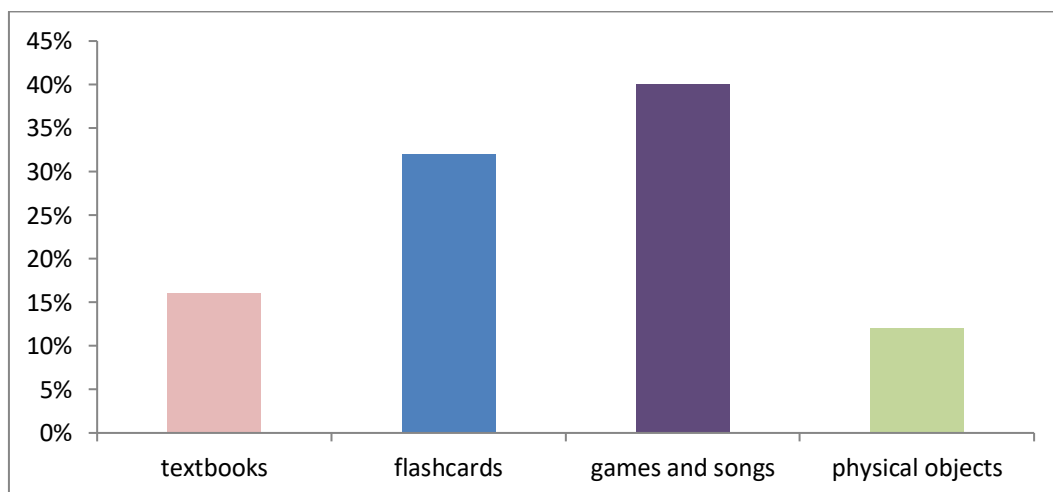
Gender	Percentage
Males	40%
Females	60%

The informants were of both sexes. There were 15 females (60%) and 10 males (40%).

Question 01: Pupils age**Table2.6: Pupils' Age**

Number	Age
25	08

All the pupils were in the same age's group .i.e. they are eight years old.

Question 02: Favorite material**Figure2.19: Pupil's Favorite Material**

With view to know the pupils' favorite material; students were offered several materials. Only four (4) of pupils chose textbooks; while eight (8) preferred flashcards; Ten (10) selected for songs and games and three (3) liked physical objects.

Question 03: Pupil's Favorite Language

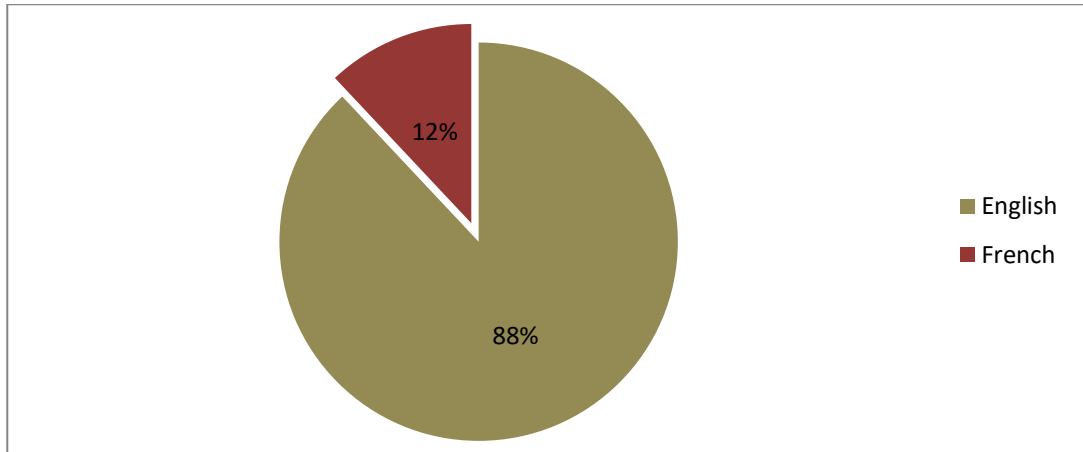


Figure2.20: Pupil's Favorite Language

This question was for the purpose of knowing what pupils' favorite language. Most pupils said that they preferred English, while only three (3) chose French.

Question 04: Background Knowledge of English Language

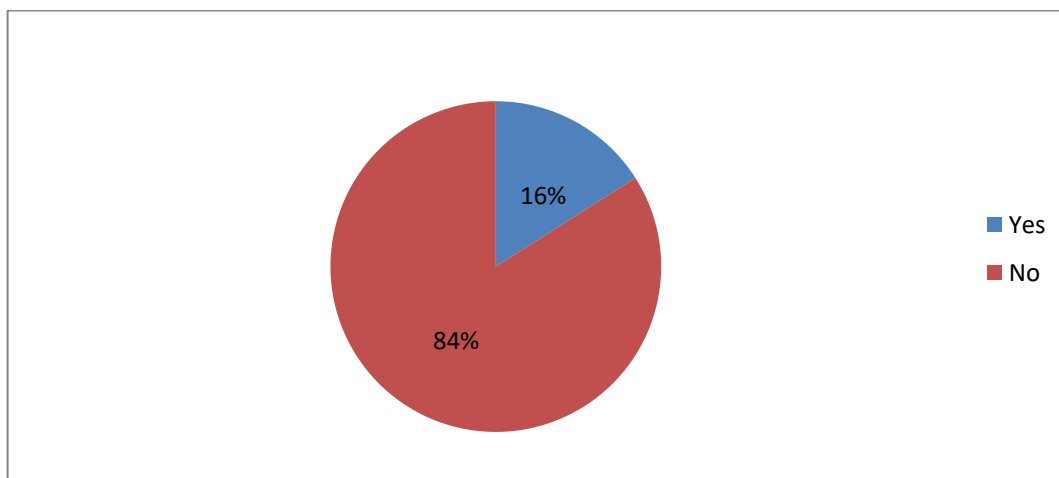


Figure2.21: Background Knowledge of English Language

The majority of pupils said no. However 16 % have seen a lot of videos on YouTube for example the Cocomelon videos and English songs for kids as baby shark, and tutorials to learn letters and colors...ect.

Question 05: First Word Pupils Learn

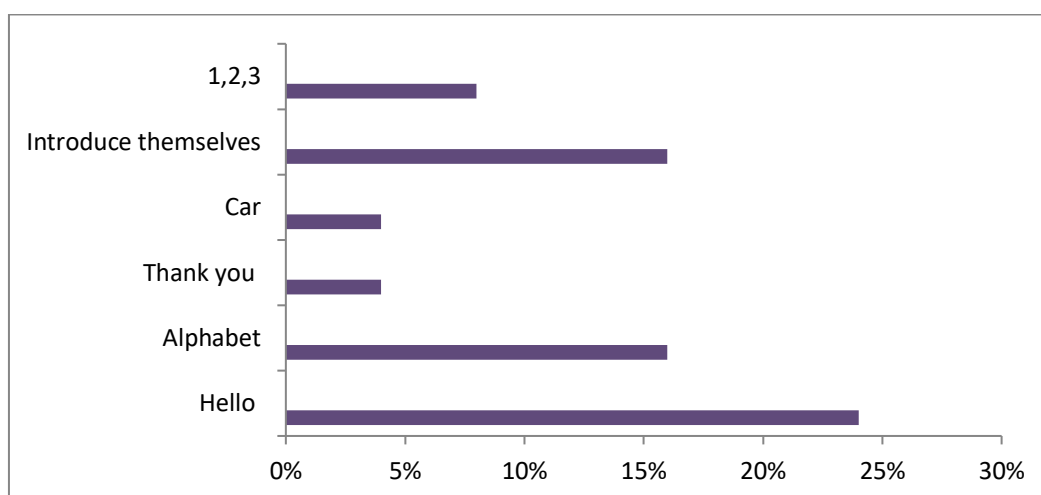
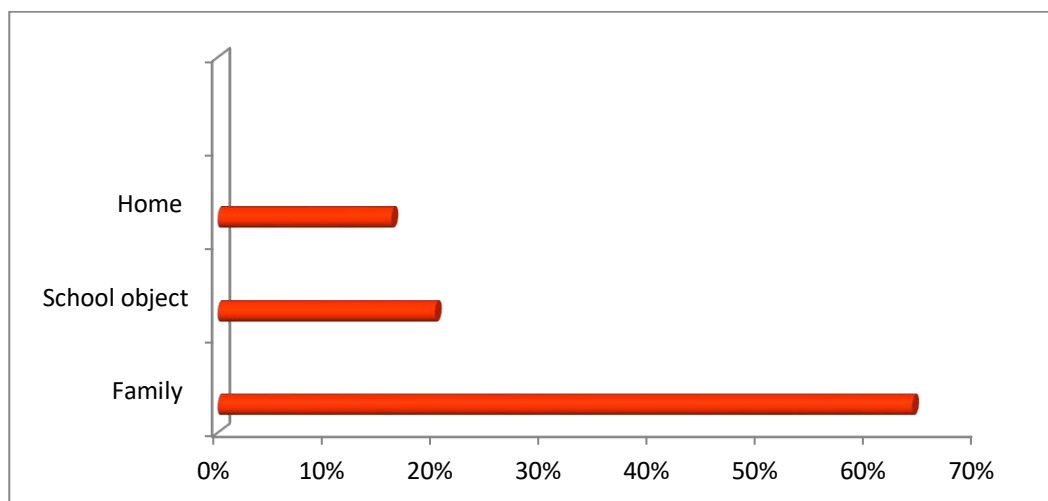


Figure2.22: First Word Pupils Learn

Regarding this question, the pupils answered different answers. For example, "Hello" was the first word for (24%) of pupils. (16%) said that they learned the letters first through ABC song. (4%) said that "Thank you" was the first word, and another (4%) states that "Car" was his first word because of his favorite cartoon, (16%) learn how to introduce themselves first thing. (8%) said that one, two and three (1, 2, 3) were the first thing, they learnt and the rest said that "Good morning" and "How are you" were their first words.

Question 06: Teacher's Techniques Appropriateness:

Concerning this question, all pupils agreed that teacher; way of teaching enabled them to learn because the teacher used helpful strategies, and so many games which helped to save information.

Question 07: Pupils' favorite lesson:**Figure2.23: Pupils' Favorite Lesson**

As it is demonstrated in the figure, 64% stated that "Family" was their favorite lesson, while "School object" lesson was the lesson that 20% pupils preferred. Only 16% enjoyed "Home".

Question 08: Pupil's ability to count from 1-10:

Concerning the question which asked the pupils to count from 1 to 10, fourteen 56% could do that, 16% could count until twenty (20) and 4% counted to 100 with some mistakes. 28% committed some mistakes and 20% pupils could not count at all.

Question 09: Pupils' Introduction of their selves in English:

Only 24% could introduce themselves properly, in which 32% tried with some mistakes and 44% could not do that at all.

Question 10: Pupils' English Language Difficulties:

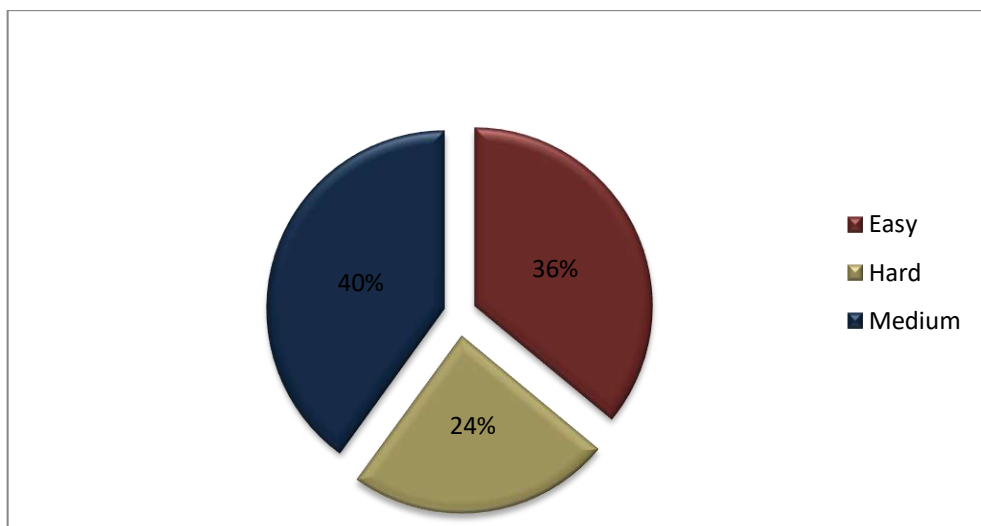


Figure2.24: Pupils' English Language Difficulties

In the matter to know if English as easy to learn, nine (9) pupils affirmed that it is easy to learn, ten (10) added that it was easy but sometimes they found some hurdles. The rest said that English was new for them and it was hard.

Question 11: Pupils' Will of Learning English Language in Future

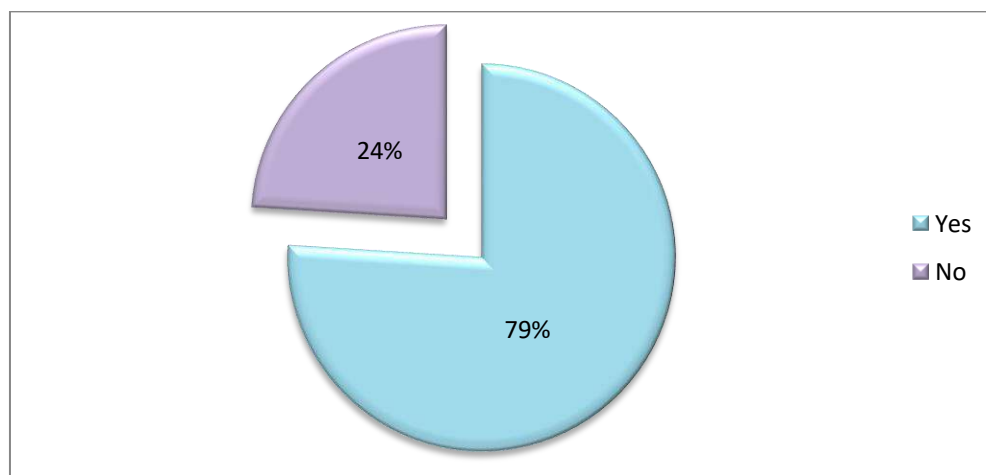


Figure2.25: Pupils' Will of Learning English Language in Future

In regard to know if pupils would learn more about this language, (79%) asserted that they would learn and they were so excited to have more information. The rest were not sure if they would or would not.

Question 12: Something in English for me

Pupils in this question mentioned different things. 32% said «I love English». While the rest gave various sentence, as "Nice to meet you", "what is your name", "you are beautiful", "welcome here"

Part 02: Pupils Examine

The interview also included some pictures to examine pupils' uptake of lessons.

Picture 01: 3rd Year Primary English Book (My Book of English) (2022: front page)

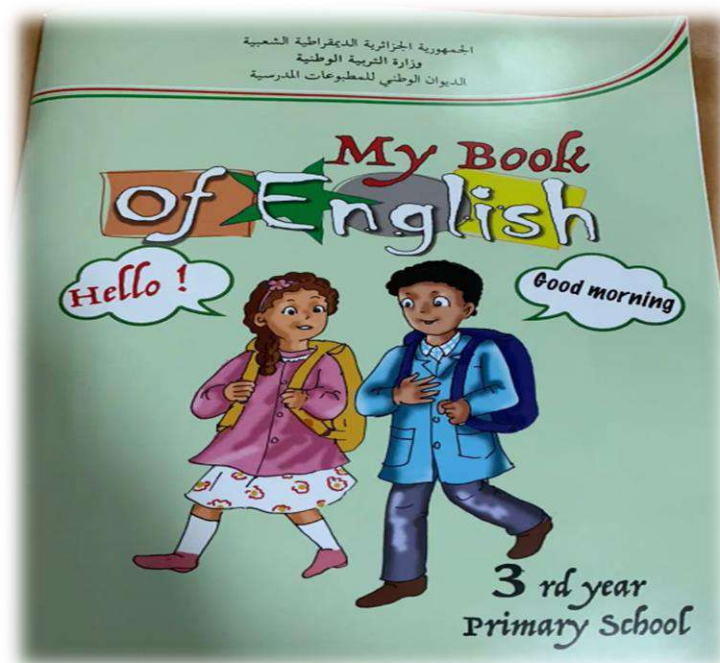


Figure 2.26: Textbook

Concerning this picture, 60% said "this is a book", 24% answered by "English book", while the others answered in Arabic.

Picture 02: Family Members



Figure 2.27: Family Picture

In order to know if the pupils know the family members, all the pupils stated that this is a family, but only 36% could state all the family members, and 16% stated some members as father, mother and sister.

Picture 03: Teacher' Picture

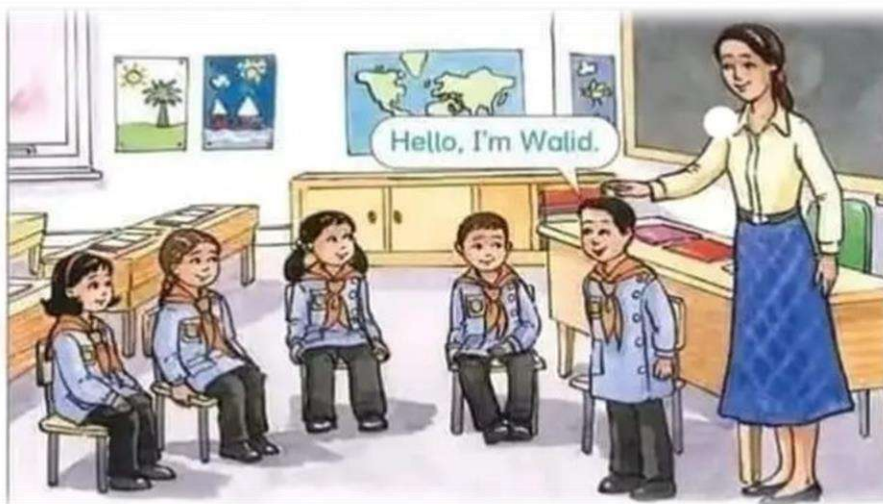


Figure 2.28: Teacher' Picture

In this picture pupils gave different answers. 12% said that there was a teacher and pupils in classroom, 40% answer; a teacher and only 4% responded; teacher and her pupils, the pupils were introducing themselves in classroom. However, the rest could not answer.

To finish the interview with the school objects lesson; some objects were proposed such as the backpack, ruler, pen and pencil, chair.... More than half of students could not identify some objects. While the rest named all of them.

2.10 Discussion and Interpretation of the Main Results

For the purpose of investigating vocabulary aspects in the 3rd year primary school textbook, the investigator used teacher's questionnaires, likert scale, and students' interview to gather the necessary data. These instruments enabled the researcher to clearly depict the English vocabulary teaching and learning in the textbook of 3rd year in Harchaoui Mohammed and Akid Othman primary schools .They also made it possible for them to analyze the needs of both teachers and pupils and their attitudes towards the English vocabulary in the textbook.

Regarding the first research hypothesis, the researcher suggested that the English textbook does not put enough focus on vocabulary instruction since there are not enough vocabulary tasks. The results revealed that this hypothesis is invalid this is because all teachers strongly agreed that the textbook contributes in pupils' vocabulary learning process. It provides new items and helps students enlarge their vocabulary repertoire by assigning different tasks which are rich of new lexical knowledge that are gradually from simple to more complex ones. Since they are fundamental words that are the first ones to be learned in every language, these lexical elements are appropriate for beginners. However, they progress from simpler terms like colors, numbers, and greetings to more advanced ones like pets, toys, birthday and house-related lexicon, hence, they are

presented in different ways like dialogues, songs, and each unit consists of a gloss of words in form of Pictionary (Appendix D.2).

As far as the second hypothesis which holds that the textbook does not offer trustworthy exercises in an effort to enhance 3rd year primary school pupils' vocabulary knowledge. The findings of this study confirmed that this hypothesis is incorrect, since the vast majority of teachers argued that the textbook provides new items and vocabulary knowledge to help pupils' in enhancing their level of the English vocabulary. For example, by browsing the pupil his book he picks up a word from the picture. Besides some activities like reordering the letters to find new words are also helpful. That is to say, there are numerous visual aids that assist in presenting and clarifying the meaning of the lexis in the 3rd year pupils' "MY BOOK OF ENGLISH" textbook, to demonstrate such as the first lesson; Me, MY FAMILY, AND MY FRIENDS in sequence 1 page 08, listen and repeat, and listen and tick the box in page 16, MY HOME lesson. More examples are shown in the appendix (D.1).

Concerning the teachers' perceptions towards the effectiveness and suitability of the textbook, it was hypothesized that it is not effective to improve pupils' lexical knowledge. However, the textbook is used by teachers to teach vocabulary. The outcomes of the current research work showed the dissatisfaction of teachers towards the textbook. Almost all teachers denied its effectiveness they assert that the former did not fit the pupils' level since there were some activities which were not clear even for the teacher like "my phonic lesson ", exercise 10 page 34, and 7 in page 41, exercise 4 page 53They posited that the syllabus of the third year English primary school textbook was difficult as well as the textbook must be more attractive to the pupil through clear pictures and colors. This shows that "My Book of English" does not simply fulfill the learners' interests in certain sequences. In fact, the third research hypothesis is confirmed.

Finally, one could say that teachers and pupils considered the English textbook as the main tool in teaching and learning vocabulary, yet they did not depend on it only. Teachers asserted that it covers a plenty of tasks that help in enhancing pupils' vocabulary repertoire through pictures, songs... However, it did not fit their level because of some complicated tasks.

2.11 Conclusion:

The second chapter was dedicated to the purpose of determining whether the 3rd year primary school textbook "My Book of English" is helpful and suitable for the pupils to learn new vocabulary. The investigators attempted to clarify the main objectives of the study and describe the research methodology, sample, and instruments used to collect the data. The chapter also dealt with the analysis and interpretation of the results of the teacher questionnaire, and likert scale and student interview, which revealed that the textbook contributed to enhance pupils' vocabulary through multiple exercises and images, although the book is not commensurate with the level of pupils in third year of primary school.

CHAPTER THREE

SUGGESTIONS AND

RECOMMENDATIONS

Chapter Three: Suggestions and Recommendations

3.1 Introduction

3.2 The Development of Vocabulary

3.2.1 Learning Vocabulary

3.2.2 Words to Be Taught

3.2.3 Pupils' Vocabulary Development in the Classroom

3.3 Teaching Vocabulary to Young Learners

3.4 Innovations for Teaching/Learning Vocabulary

3.3.1 Teaching vocabulary through Games

3.3.2 Teaching Vocabulary through Songs

3.3.3 Learning Vocabulary through Cartoons, and English Learning Programs

3.5 Raising Students' Motivation

3.6 EFL Teachers Training

3.7 Conclusion

3.1 Introduction

The results of the teacher's questionnaire, the students' interview and the likert scale helped to identify the importance of textbooks in improving the vocabulary knowledge of 3rd year primary school pupils through a variety of activities. Teacher's questionnaire responses highlighted strategies and activities, aiding in assessing textbook effectiveness. Students' interview provided firsthand perspectives, including engagement and challenges, while the likert scale quantified participants' opinions.

The purpose of the present chapter is to provide some suggestions for developing vocabulary instruction, motivating students, teaching young learners, and training English teachers. Also recommends for teaching and learning vocabulary through visual means, such as songs, games, cartoons ...

3.2 The Development of Vocabulary

Vocabulary refers to the collection of words that are essential for effective communication, encompassing both expressive vocabulary i.e. words used in speaking and receptive vocabulary which encompasses words understood in listening (Neuman & Dwyer, 2009, p. 385). Thus, enriching a child's vocabulary entails fostering key abilities such as understanding and deciphering words. Extensive research has underscored the significance of vocabulary and its instruction in enhancing reading comprehension.

In order to grasp the content of a text, the researchers recommend that readers need to comprehend the significance of the words they encounter. Scholars often refer to four categories of vocabulary when discussing this matter:

- Vocabulary for listening refers to the words we understand and comprehend when we hear them.
- Vocabulary for speaking represents the words we employ while conversing.

- Reading vocabulary denotes the language we utilize to comprehend written texts.
- Writing vocabulary encompasses the words we can recall and employ to express ourselves in writing.

To improve the pupils' vocabulary first the teacher should know how to teach vocabulary using different strategies, then he should be aware of which words the pupil must learn first, these tips are described precisely as follows:

3.2.1 Learning Vocabulary

The findings of the National Reading Group indicate that comprehension can be enhanced through vocabulary lessons, provided that the approach is suitable for the age and performance level of the students. A well-rounded reading program should incorporate both indirect and direct instructional methods to develop students' speaking and reading vocabulary. On the other hand, indirect methods involve activities such as reading aloud, shared reading and writing experiences, and independent reading. Nevertheless, direct vocabulary instruction should be tailored to the specific needs of the students and actively engage them in the learning process (National Reading Panel, 2000).

Accordingly, it is suggested that children acquire the understanding of the majority of words in an indirect manner through three avenues within their regular spoken and written language encounters. On a daily basis, they interact in conversations, repeat words, and attentively observe adults using novel and captivating vocabulary. They actively listen as adults read aloud to them, grasp new words, engage in discussions about books post-reading, and link the information to what they already know. They extensively read on their own and contemplate unfamiliar words they come across during independent reading.

Certain vocabulary can be taught directly, with teachers instructing students in specific techniques for both teaching and learning words. Prior to reading, it is beneficial to actively employ specific words and encounter them

multiple times. Employing dictionaries and other resources, utilizing knowledge of word components to infer word meanings, and relying on contextual cues are a few instances of strategies for learning words.

3.2.2 Words to Be Taught

As it is not feasible to instruct every unfamiliar word, educators must select the new vocabulary words that warrant teaching. For this reason researchers suggest that three categories of vocabulary should be given priority.

- Significant words: these are terms essential for understanding concepts within specific subjects or contexts.
- Practical words: words that children are likely to come across and use frequently.
- Challenging words: idiomatic expressions or words with multiple meanings.

Consequently, the previous chapter's research revealed that the textbook offers a progression of lexicons, starting from simpler to more complex terms.

(Vocabulary Development1)

3.2.3 Pupils' Vocabulary Development in the Classroom

To strengthen the student's vocabulary improvement, the instructor should: examine words that exhibit similarities in their spelling and pronunciation but possess distinct meanings, such as "lie" (referring to reclining horizontally and being untruthful), and words that share similar spellings but have different pronunciations, such as "wind" (denoting the movement of air) and "wind" (referring to twisting or turning), as well as "tear" (representing the liquid from one's eye) and "tear" (indicating a rip or split). Engage with idiomatic expressions such as "ants in your pants" and "let sleeping dogs lie." Students find

great enjoyment in learning these figurative phrases, especially when they prove challenging to master and rely on contextual understanding. Even younger students can engage in word play. They have the ability to create visual representations that convey the meaning of words, such as using a picture of the sun to depict the word "bright." The teacher must also motivate his students to explore new terms in different contexts. Discuss synonyms and antonyms, explain how words can be grouped and classified, and provide examples that demonstrate their meanings, such as using tools and a hammer to illustrate your points. Prompt students to supply words that fit into a given context. For example, ask them to complete a sentence like, "When I noticed it was raining and turned to the window, I made sure to grab my umbrella, raincoat, etc." Teach words in relation to specific settings and themes. For instance, while introducing the word "kitchen," utilize various culinary utensils to enhance understanding. Enhance the learning of new meanings by incorporating gestures, facial expressions, and changes in vocal tone. Encourage students to directly utilize dictionaries, glossaries, and thesauri, as many words may have identical spellings or multiple meanings.

For older students, provide explanations on the formation of words using Latin and Greek roots through techniques like structural analysis. Assist them in learning root words (e.g., "pend"), prefixes, and suffixes (e.g., "pre-, post-, anti-, pro-, re-, able, -ment, -tion"), as well as base words (e.g., "govern"). Create exercises that begin with base words and then add prefixes and suffixes to form new words.

(Vocabulary Development1)

3.3 Teaching Vocabulary to Young Learners

Teaching young students at the primary school level is a highly responsible and challenging task. The classroom teacher holds the main responsibility for the students' progress and overall experience in the classroom.

They have the ability to encourage students to behave appropriately by requesting that they remain quiet while the teacher is speaking and to raise their hands if they have any questions or comments. Since phrases like "please sit down" and "don't make noise" are commonly used during English language learning, it is important to teach students how to respond to these expressions. Teachers at this stage are effective in introducing English to children and preparing them for their future education. What sets their work apart is the effort they put into inspiring students to learn. Additionally, good teachers genuinely care about their students. The teacher's dedication and guidance contribute to the students' outstanding achievements and knowledge. Furthermore, considering their age, a teacher, should hold a position similar to that of a parent. The instructor will always be their teacher, and the choices he makes will continue to impact their lives even as they grow into adulthood. It's important to remember that there's no need to rush the process.

(Supporting pupils with English)

3.4 Innovations for Teaching/Learning Vocabulary

Based on the instructors' Likert scale and questionnaire, as well as interviews with students, the researcher has gained insights on how to encourage teachers to utilize teaching aids while teaching vocabulary to their students. Teaching aids are valuable educational tools that can significantly enhance the effectiveness and engagement of the learning process. They contribute to simplifying learning. Since they engage students' senses beyond the classroom, they serve as motivating factors for students to actively participate in the learning experience. (Shabiralyani,G,Khurum, S,H, Naqvi, H, Nadeem, I.(2019)).

3.4.1 Teaching vocabulary Through Games

Incorporating games and enjoyable activities is an essential aspect of teaching English as a foreign language. By introducing games, the learning process becomes more engaging and ensures that students are eager to continue

their studies. Games can serve various purposes, such as warming up the class before a lecture, providing a break during challenging topics, or utilizing spare minutes towards the end of the course. The teacher has a vast array of options, with literally tens of thousands of different games available to play with his students.

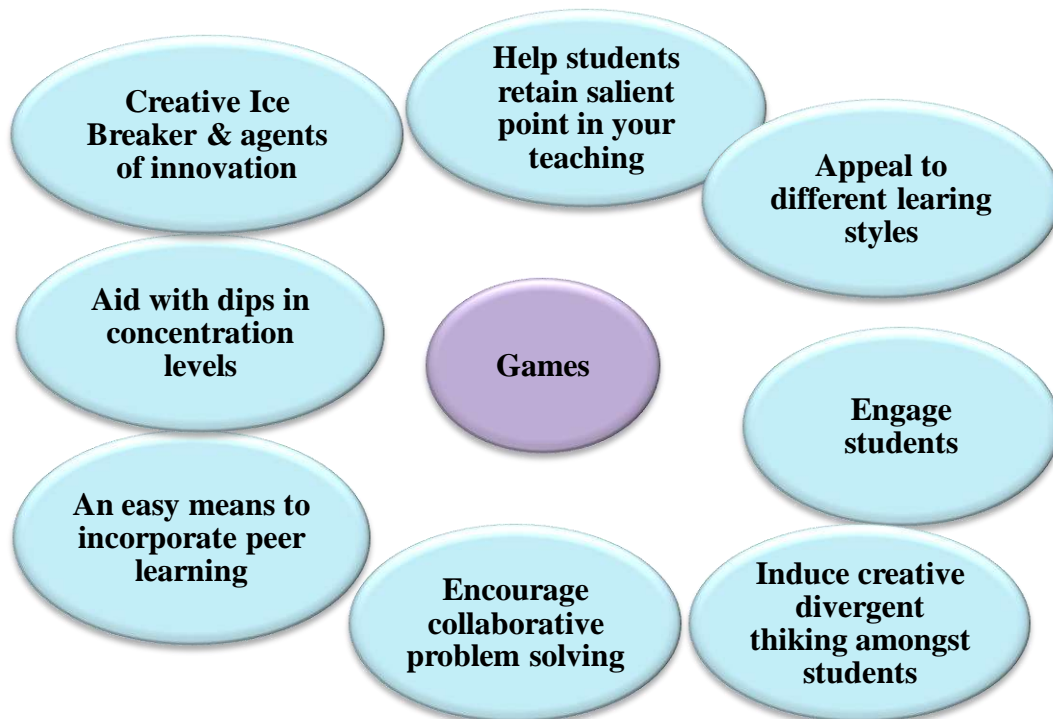


Figure 3.35: Role of Games in Education (Boyle, 2011)

The diagram above illustrates the role of games in education. While some may perceive gaming in the classroom as a distraction from learning, its purpose is to enhance students' motivation, engagement, visual skills, peer interaction, collaboration, and their ability to apply gaming principles beyond the game context.

According to Vernon (2009), games are an effective way for young learners to acquire vocabulary. The enjoyment they experience during games, coupled with the positive classroom atmosphere, leads to improved performance and increased attention. The element of fun in repetition makes it more enjoyable and less monotonous for children, resulting in better retention of newly learned words.

Some games examples are shown below:

- **Hot Potatoes**

“**Hot Potatoes**” is the name of a game in which groups A and B are separated from the class, and they are seated on either side of the room (Appendix E.1). Two chairs will be positioned in the center of the classroom so that each student may face his team while facing the board. The kid seated in the chair won’t be able to view the word his teacher writes on the board after that. After the game’s start signal, each team will have one minute. To help their sitting colleague guess the word that is written on the board, the other students are permitted to utilize verbs. The exact term that is written on the board should not be said.

- **Memory Challenge** Another game that could be used to teach vocabulary to young students is “Memory Challenge”. It is required that students sit in pairs or small groups. Each group has three minutes to write down as many terms from the previous lesson, such as “animals”, that they can recall. The team that can recall the most words wins the game.

- **BINGO!** Bingo is the last game to be discussed. Each student selects five words from the list of ten that the teacher has written on the board and writes them down. The teacher then chooses a word at random, without speaking it, and instructs the class on its meaning or synonym. A student who correctly identifies the word should exclaim “BINGO!” to end the round.

3.4.2 Teaching Vocabulary through songs

Including music in the process of acquiring English language skills can bring a new aspect to learning. The effectiveness of teaching and learning depends not only on teachers and students but also on utilizing appropriate media. Songs are particularly powerful for memorization purposes and help

students better grasp certain ideas or lessons. Vocabulary plays a significant role in language instruction, and songs provide a meaningful context for introducing and reinforcing vocabulary. Besides, songs serve as a valuable tool for teaching vocabulary to young students. Murcia (1996:49) emphasizes the effectiveness of songs in language learning as they serve as an excellent method for introducing and modifying vocabulary, including idiomatic expressions. They help teach pronunciation, accents, and rhythmic patterns in words and sentences. Additionally, songs offer a unique way to display and review lesson structure and content. Overall, songs play a significant role in enhancing vocabulary acquisition and providing a dynamic approach to language instruction.

Outlines nine reasons why songs are beneficial for children of this age, based on a study on early learners' characteristics:

- Children enjoy songs and find them engaging
- Singing can be integrated into language learning activities, including acting and other interactive elements related to the song
- Many cultures use songs to introduce or reinforce the use of the native language among young children.
- Songs are easily remembered by children due to their melodic and rhythmic nature.
- Repetition is often present in songs, which aids in language retention.
- Singing songs promotes the development of natural phonological aspects such as linking sounds and weak forms, as they need to be sung at a lively pace.
- Children are naturally enthusiastic and enjoy expressing themselves through vocalization.

- Parents will enjoy hearing their children sing in English, which can foster a positive attitude towards language learning.
- Singing is a joyful and stress-free activity that enhances the learning environment in the classroom.

(Www. Onestopenglish.com)

According to Murphey (1996:6), children can easily comprehend the songs they learn. Songs often contain repeated words, which make it easier for elementary school students to memorize new vocabulary. Regardless of their cultural background, singing is an effective method for introducing, enhancing, and reinforcing language skills among young learners.

Examples of songs that can be used in a language classroom are summarized as follows:

- **The ABC Alphabet Song:** this unique music video (Appendix E.2.1) was created with kids, EFL learners, infants, toddlers, preschoolers, and more in mind. Young learners will enjoy it and find it simple to sing along. This is a speeding up song that gradually grows quicker to test views, and it is entertaining and appealing so kids and students can repeat the alphabet by listening and repeating the names of the letters.

- **The Family Song:** The family vocabulary words grandmother, grandfather, aunt, uncle, cousin, I, and mother, father, sister, and brother, among others, will be taught through this song (Appendix E.2.2). This song is a good introduction to family members. It starts out slow and goes faster and faster. It gives many opportunities for students to learn and review.

- **House Song:** this catchy song (Appendix E.2.3) teaches the pupils the parts of the house such as rooms (living room, bathroom...) garden, kitchen. Interesting and fun songs that immerses children in a warm atmosphere and helps them memorize vocabulary quickly.

• **Body Parts Song:** it is a funny song that teaches the body's parts (Appendix E.2.4). Learning about the body's parts can be enjoyable, especially if pupils can do it while singing and dancing. It is a great technique to aid children in quickly memorizing.

3.4.3 Learning Vocabulary through Cartoons, and English Learning Programs

Cartoons are films that utilize moving images to tell stories. They are widely accessible through devices like televisions, computers, smartphones, and laptops (Horby, 1995). They are considered as effective sources for authentic language input for young language learners, as they engage children with settings, character conversations, and props more readily than text-based resources.

According to research, cartoons offer visual and aural content that helps pupils understand the plot better and develops their speaking and listening skills. In order to improve their language skills, young learners can watch the characters' actions and listen to their dialogue. Studies have specifically shown that cartoons have a favorable influence on students' vocabulary learning as they enhance their linguistic proficiency in English. The impact of cartoons on the speaking and listening abilities of primary school students is, however, little documented. The majority of earlier research has been on young learners' vocabulary development and grammatical competence.

According to Cameron (2001), vocabulary learning involves not only knowing the words but also understanding their meanings. Young learners find it easier to learn vocabulary because the words they encounter are concrete and tangible, allowing for simple explanations through direct experiences or visual aids. For example, showing children an apple or a picture of an apple helps them understand and remember the word "apple". Similarly, teaching basic emotion terms can be facilitated by demonstrating different facial expressions. This approach avoids reliance on translation or lengthy explanations in the learners' native language.

Cartoon is a great way for teaching vocabulary. Examples of fun and helpful cartoons are shown as follow:

- **Martha Speaks Cartoon:** “Martha speaks” (Appendix E.3.1) is about a dog that picks up speech after consuming some alphabet soup. This program has vocabulary words defined before and after each episode because it is intended to teach new words. Pupils will not forget these words because they are repeated throughout the program. The cleverness of "Martha Speaks," though, is its best feature. The mere fact that this program is aimed at children does not "dumb down" its material. Instead, it is quite entertaining to observe.

- **Word Girl Cartoon:** Another program that teaches vocabulary terms is "Word Girl" (Appendix E.3.2). In this program, a female superhero uses words to defeat villains. The episodes are illustrated in a very distinctive style and as they employ new terminology from the English language, they explain them.

- **Dora Cartoon:** Anyone trying to acquire language will find Dora (Appendix E.3.3) to be an excellent animation because it does not only solicit input but also waits for it. Nothing seems hurried or unclear. The audience is never lost because there are enough breaks between each character's sentences. Furthermore, the plot develops gradually and without any confusion by the episode's conclusion. Pupils can pick up some of the English language's vocabulary by listening to the source language. They can use it effectively by repeating everything the character says during dialogue pauses. Answer Dora's questions, even if it makes children look ridiculous to do so.

- **FluentU:** A language learning tool called “FluentU” (Appendix E.3.4) teaches English using brief video snippets taken from real-world information. Movie trailers, news clips, and naturally kid-friendly cartoons all fall under this category. Videos are often brief excerpts from complete shows, but occasionally entire episodes are conveniently broken up into manageable chunks. Pupils can read along while they watch every video since it features accurate, interactive

subtitles and a transcript. Right from the video player, children may examine word meanings and save vocabulary for subsequent study.

Other examples of English learning Application are summarized below:

- **Duolingo ABC:** Free software for kids called Duolingo ABC (Appendix E.3.5) offers 300 different lessons, including ones on assisted reading, decoding, and sight words, to help young children learn English. To teach pupils phonics, reading comprehension, and other skills, it makes use of letter tracing, interactive storytelling, and other activities.

- **British Council:** teaching English through fun animated song and story videos. Safe, ad-free games and activities help pupils develop their English language vocabulary.

3.5 Raising Student's Motivation

Motivating EFL pupils is important to help them stay engaged and interested in learning English. Here are some strategies for teacher to enhance their motivating pupils:

- *Create a positive learning environment:* teachers should make sure the classroom environment is welcoming, positive, and engaging. They can decorate the classroom with posters, charts, and visual aids to create a stimulating learning atmosphere.
- *Use real-life examples:* instructors have to use real-life examples that are relevant to the students' lives and interests. This will make the learning experience more meaningful and practical.
- *Personalize the learning experience:* teachers need personalize the learning experience by providing opportunities for pupils to share their opinions, interests, and experiences in English. They have to encourage them to participate in discussions, debates, and group activities.

- *Use technology*: instructors ought to use technology to enhance the learning experience. Incorporating interactive multimedia resources, such as videos, audio recordings, and online games, makes learning more engaging and funny.
- *Offer incentives*: Offering incentives motivate students to learn. For example, teachers offer a prize for the student who scores the highest on a quiz or give a reward to the pupils who read the most English books in a month.
- *Celebrate success*: teachers should celebrate students' successes by acknowledging their achievements and progress. And encourage them to set goals.

Bahous, R, et al (2011).

Overall, it is important to create a supportive and engaging learning environment that caters to the students' interests and needs. By doing so, EFL pupils will be motivated to learn and succeed in their English language learning journey.

3.6 EFL Teachers Training

Teachers in Algeria who wish to teach English as a foreign language can do so by completing an English language teacher training program. The Ministry of National Education works with numerous organizations to provide teachers with chances for professional growth. The Ministry runs workshops and training sessions that emphasize improving pedagogical approaches, including interactive teaching strategies, and leveraging cutting-edge teaching resources. Additionally, reputable organizations that offer specialist training programs and conferences include the British Council, CELTA and Algerian-American Association for English Teaching (AAATE), which help teachers stay up to speed with the most recent teaching techniques and technologies. These programs, supported by universities and language schools, assist the ongoing professional development of English language instructors in Algeria, ensuring

that they are qualified to deliver high-quality instruction and aid in language learning for their students.

3.7 Conclusion

To conclude, the researchers presented a set of suggestions for EFL teachers and pupils about the development of vocabulary starting with how to learn vocabulary and which words should be taught. Besides, It recommends for vocabulary teaching to young learners and how to strengthen pupil's vocabulary development in the Classroom. After that, the investigators provided some remedies for the problems that both new teachers and students encountered, such as teaching vocabulary through games, songs, cartoons. They also investigator called for enhancing students motivation and training English teacher.

General conclusion

GENERAL CONCLUSION

When it comes to the teaching and learning of English as a foreign language in the Algerian environment, the text book is without doubt the most significant source. Learning vocabulary is an essential first step in learning English as a foreign language. Several strategies and techniques have been created to assist learners. As a result, vocabulary is valued highly. Students who have a large and diverse vocabulary are better able to express themselves clearly, read and understand written and spoken language more easily, and communicate successfully. Additionally, having a strong covey of vocabulary can help learners become more culturally competent and strengthen their critical thinking skills by enabling them to comprehend not only the words of different cultures, but also their subtleties. To increase motivation and enjoyment in English language acquisition, experts have recently stressed the significance of teaching vocabulary through fun activities and games. However, at every level of language learning, vocabulary acquisition and mastery are crucial for EFL learners. Numerous researches have demonstrated the need of efficient and successful techniques for teaching and Oacquiring vocabulary. Thus, the current study focused on the evaluation of the new textbook “My Book of English”, used in the Algerian 3rd year primary school, in terms of vocabulary teaching.

The current study aimed to provide answers to the following research questions:

- How much emphasis is placed on vocabulary instruction in the textbook in terms of quantity, quality, and variety?
- Does the textbook offer trustworthy exercises as an effort to enhance 3rd year primary school pupils’ vocabulary knowledge?
- What are the teachers’ perceptions towards the efficacy and suitability of the textbook to teach vocabulary?

These inquiries resulted in the formulation of the subsequent research hypotheses:

GENERAL CONCLUSION

- The textbook does not place enough focus on vocabulary instruction since there are not enough vocabulary tasks, thus, it does not contribute in pupil's vocabulary development.

- The textbook does not offer trustworthy exercises in an effort to enhance 3rd year primary school pupils' vocabulary knowledge. The exercises provided in the textbook are not reliable and dependable for effectively improving the pupil's vocabulary repertoire

- The textbook is not effective to improve pupil's lexical knowledge. However, the textbook is used by teachers to teach vocabulary. The textbook's content and instructional approach do not adequately support the acquisition and retention of vocabulary among the students.

The current study tries to evaluate the vocabulary used in English language textbooks. The findings highlighted the importance of adequately assessing learners' proficiency level and tailoring instruction materials to meet their specific needs. Accordingly, the present research paper includes three chapters. The first chapter of gave an overview of vocabulary learning and teaching in the context of English as a foreign language. With the intention of establishing the required context for comprehending the significant role assigned to...vocabulary learning/teaching in the competency-based approach, this presentation has made an effort to illustrate the significant changes in the status and role of vocabulary teaching in various approaches. The second chapter, described. The researchers employed both quantitative and qualitative approaches. It presented and interpreted the findings from of the evaluation of the textbook using the checklist, questionnaire, and interview. The last chapter was devoted to give some suggestions and recommendations. Therefore, it was discovered that, on the whole, the textbook offered a wide variety of vocabulary items appropriate for elementary school pupils. To better match the students' linguistic and cognitive capacities, it was determined that several sections of the vocabulary needed to be further polished. Moreover, the frequency and distribution of vocabulary across various textbook sections and subjects were evaluated. The research showed that

GENERAL CONCLUSION

different vocabulary items were given varying amounts of attention. This result raised the possibility that changes could be made to ensure a more equitable allocation of vocabulary across units and themes.

All in all, the vocabulary activities in “My Book of English” were not satisfactory particularly in terms of the usage of the deliberate and independent strategy methods while the incidental approach was not present. This was evident in many vocabulary tasks included in the textbook. In fact, the purposeful approach placed a high value on learning vocabulary words quickly and directly. It was notable that the principles of this method used in vocabulary tasks were not excessive.

Accordingly, several recommendations were made. In order to achieve a better fit between the vocabulary and the cognitive and linguistic capacities of primary school pupils, it was first proposed that the textbook went through a revision process. To create a thorough language learning experience, efforts should be made to obtain a more balanced distribution of vocabulary across units and themes. Additionally, including a wider variety of cultural allusions and actual situations will improve pupils' comprehension and enjoyment for the English language. Overall, the analysis of the vocabulary of the primary school English textbook given in this study offered insightful conclusions and suggestions to strength the textbook's content. By emphasizing the value of careful vocabulary selection and the necessity of ongoing material evaluation and improvement, this will make a contribution to the field of language teaching.

To conclude, the present investigator revealed certain flaws and limits that could be taken into account for future research in the field. It was limited to evaluate the vocabulary of the Algerian primary school textbook “My Book of English”, as the questionnaire was intended to all primary school teachers. However, not all the teachers responded to the questionnaire, the fact that hampered its analysis. Besides, a lot of trouble was encountered in getting the permission to conduct the interview with the pupils in primary school. Despite

GENERAL CONCLUSION

these limitations, the researchers tried hard to collect as much reliable and clear data as possible and hoped that this study will be a contribution to other research works in the future.

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APPENDICES

APPENDIX (A)

Teachers' Questionnaire

Teachers' Questionnaire

Dear Teacher;

This questionnaire aims to find out whether the textbook “My Book of English” is helpful when learning new vocabulary. It would be greatly appreciated if it is possible to answer these questions.

Please read the following questions carefully and cross (×) the box that indicates answer you find most suitable, or provide your own answers where necessary. All the information you provide will be kept confidential and be purely used for academic purposes.

Section 1: Background Information

1- Gender:

Male Female

2- What is your academic degree?

License Master Doctorate

Other (please specify)

.....

3- Have you taught English before?

Yes No

If yes, for how many years?

.....

4- Where did you teach?

APPENDICES

Secondary school

Middle school

University

.....

5- What skills or knowledge do you think a teacher should have to teach effectively?
Why?

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

6- How do you describe your experience in teaching English in primary school?

.....
.....

7- Do you think that teaching English in primary school is similar to the other levels?

.....
.....

Section 2: Vocabulary Teaching Learning

8- How important is vocabulary teaching and learning?

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

9- What are objectives of teaching vocabulary at primary school?

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

10- What are the activities that help students to improve their English?

APPENDICES

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

11- What are the challenges in teaching vocabulary?

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

12- What are the factors that affect vocabulary learning?

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

13- Do your pupils acquire some vocabulary knowledge?

Yes No little bit

14- Do you help them in learning new items?

Yes No

15- State the strategies and techniques you use to teach new items

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

16- Is total physical response a successful way to teach vocabulary?

Yes No

17- Did the school provide you with the necessary materials to teach successfully

Yes No

APPENDICES

Section 3: Evaluation and The Role of English Textbook in Teaching Vocabulary

18- Do you think that the use of the textbook is useful?

Yes No

19- Does the textbook fit the pupil's level?

Yes No

Please justify your answer

.....

20- Does the textbook provide new items?

Yes No

21- Do you think that the textbook help the students to acquire new items and enlarge their size of vocabulary?

Yes No

If yes, how is that? And if no, why?

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

22- Are you satisfied with the content of the textbook?

Yes No

23- Does the textbook cover all the aspects of the English language?

APPENDICES

Yes

No

Further suggestions and comments

.....

.....

.....

.....

Thank you for your precious collaboration

Appendix (B)
Likert Scale

APPEDICES

Likert Scale

Questions	Agree	Strongly agree	Disagree	Strongly disagree
Q1- To teach new language, a certain strategy must be used.				
Q2. The textbook “My Book of English” meets the needs of vocabulary learners.				
Q3. The use of the mother tongue has to be part of vocabulary instruction.				
Q4. The vocabulary is load properly distributed (from simple to complicated) throughout the book’s units.				
Q5. There are several ways in which the new vocabulary is presented.				
Q6. The new vocabulary words are reviewed in later sessions to help students remember their definitions and applications.				
Q7. The course book has enough illustrations, tables, and other visual aids to help students comprehend the printed words.				

APPENDIX (C)
Pupils' Interview

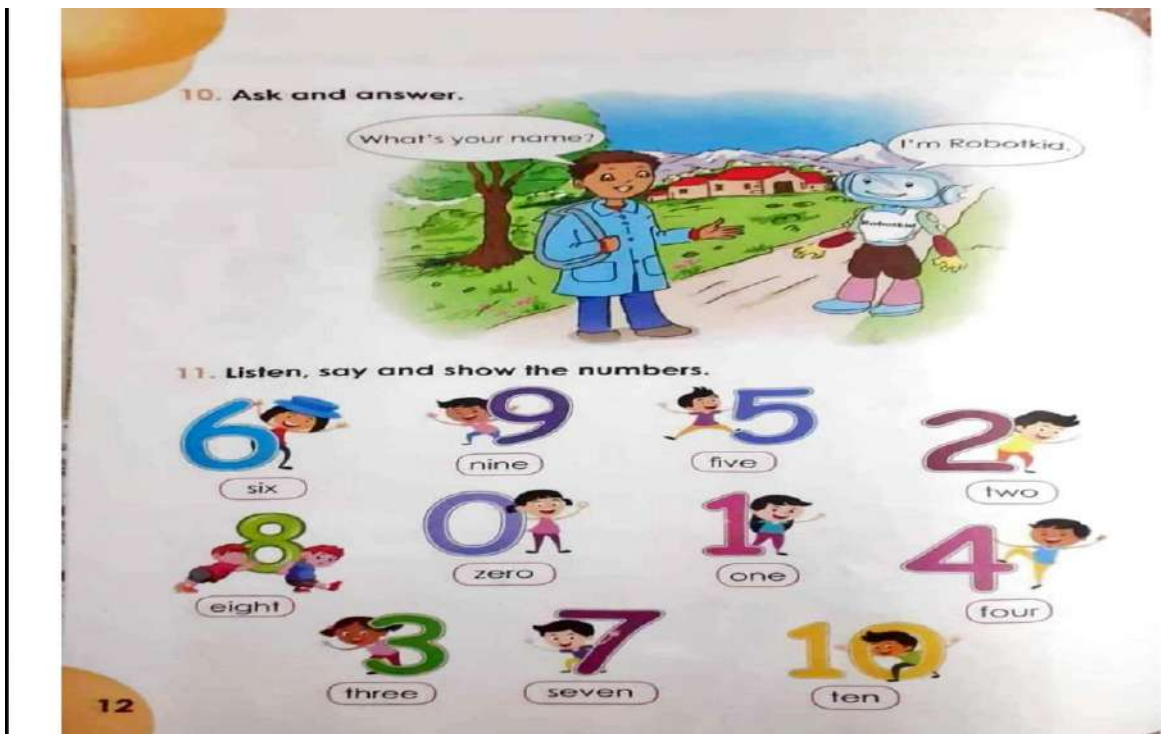
Pupils' Interview

- 1- How old are you?
- 2- What is your favorite material?
- 3- Do you prefer English or French? Why?
- 4- Before learning English at school, have you ever watched something like cartoons in English?
- 5- What was the first word you learned in English?
- 6- Does the teacher's way of teaching help you?
- 7- What is your favorite lesson?
- 8- You count from 1 to 10 or more
- 9- Introduce yourself for me in English
- 10- Do you see English as easy to learn?
- 11- Will you learn more about this language?
- 12- Say something to me in English

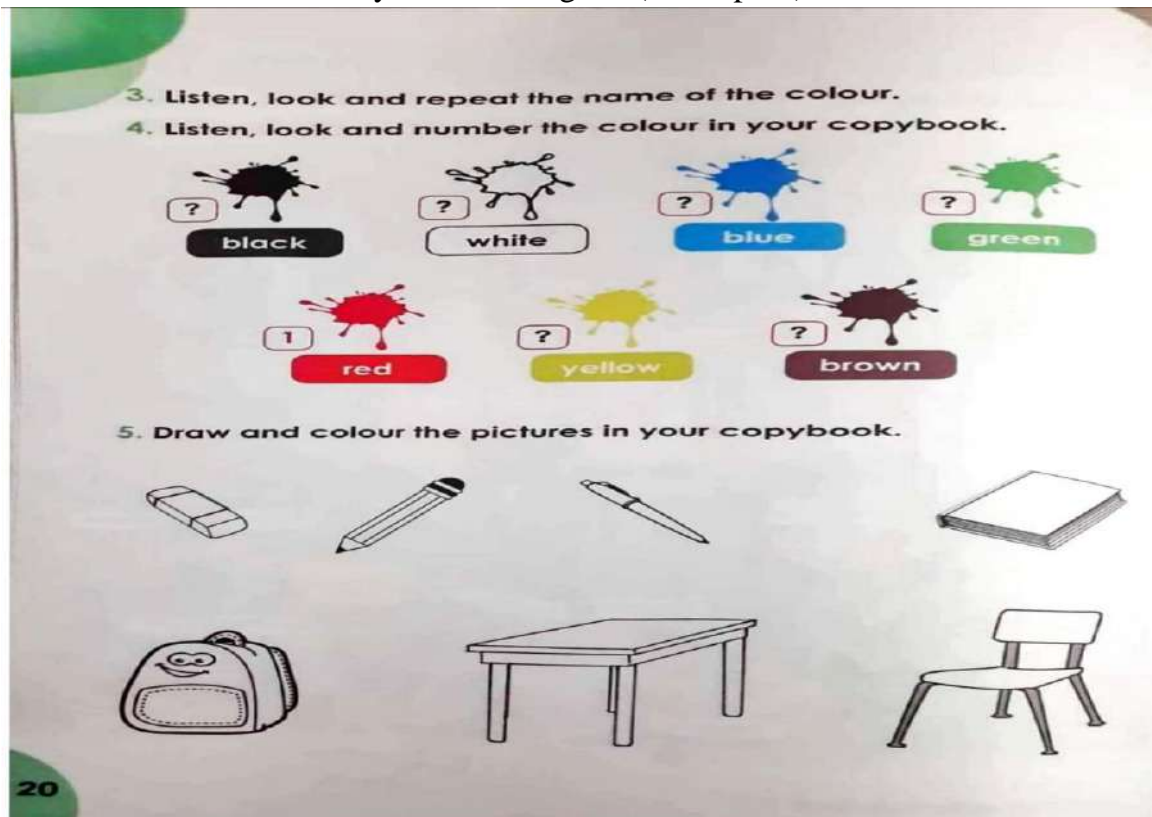
APPENDIX (D)

*Examples of Pictionary and
exercises in the textbook*

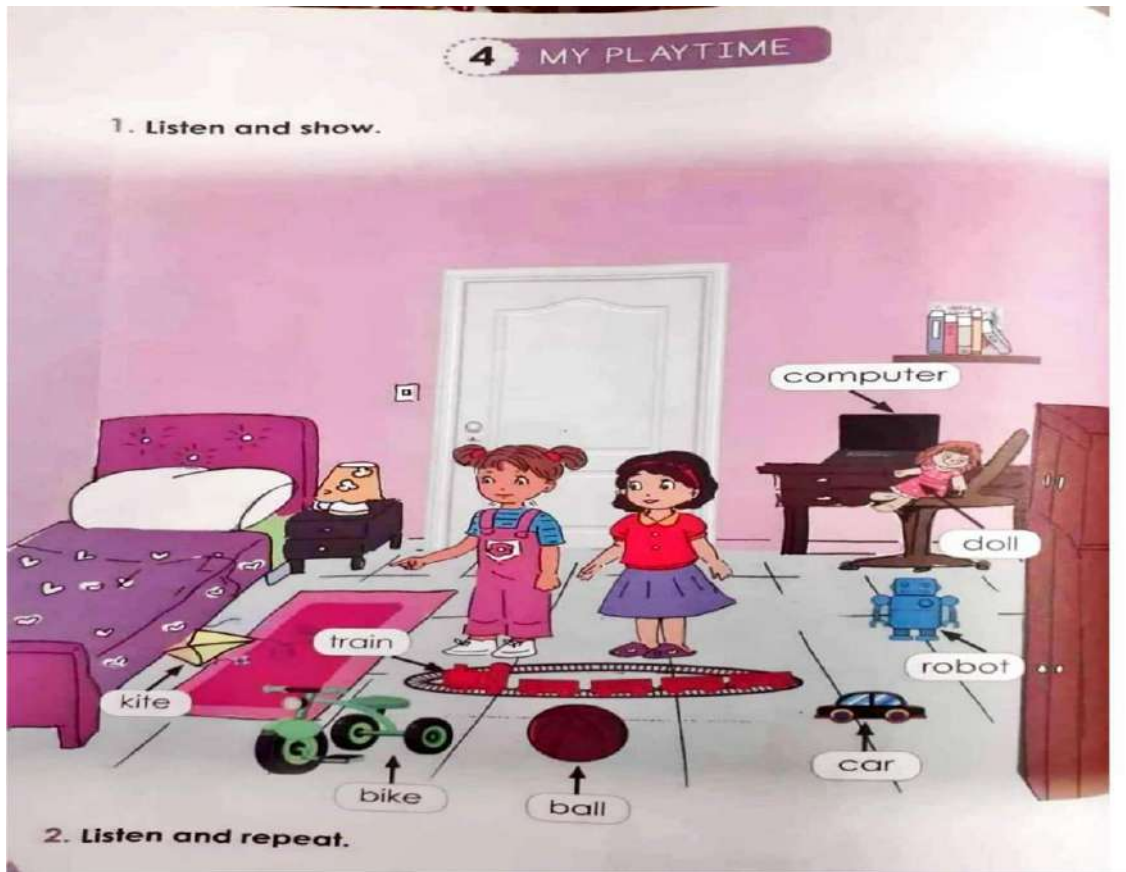
1.1 Exercises Included in the Textbook



My Book of English (2022, p.12)



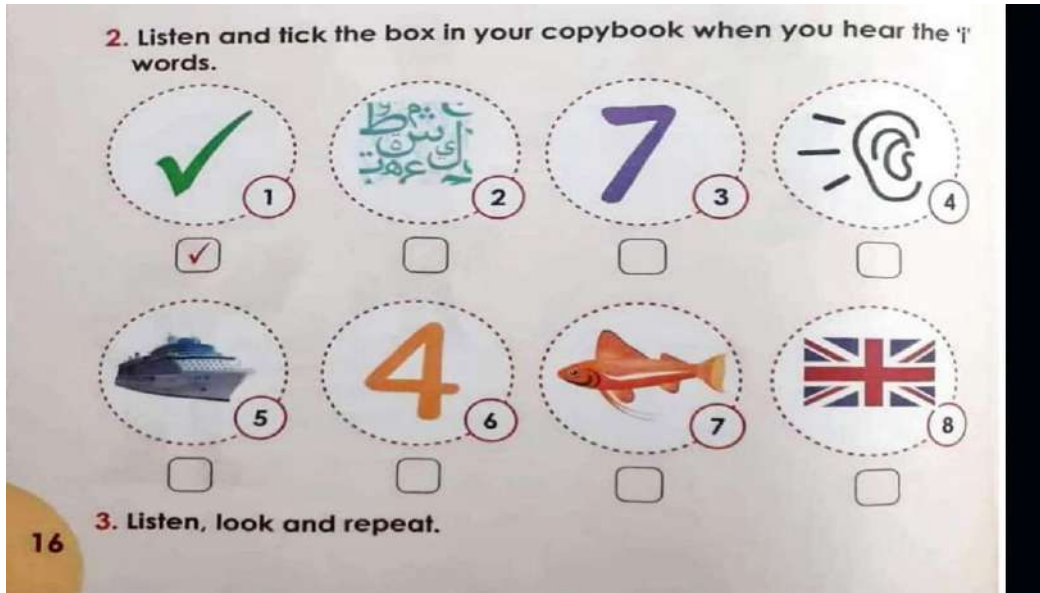
My Book of English (2022,p.20)



My Book of English (2022,p.38)

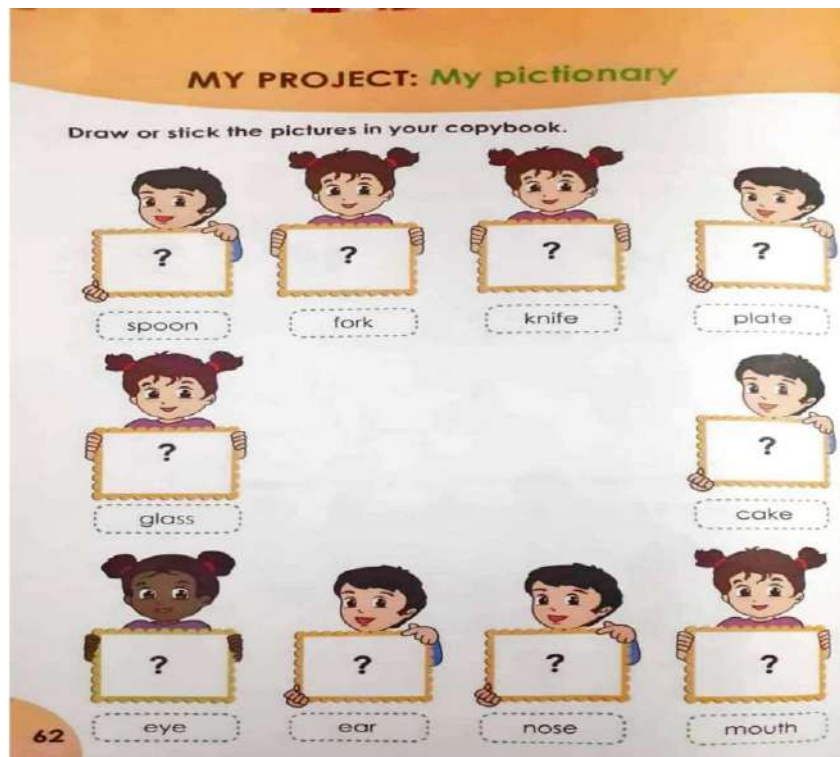


My Book of English (2022, p.8)

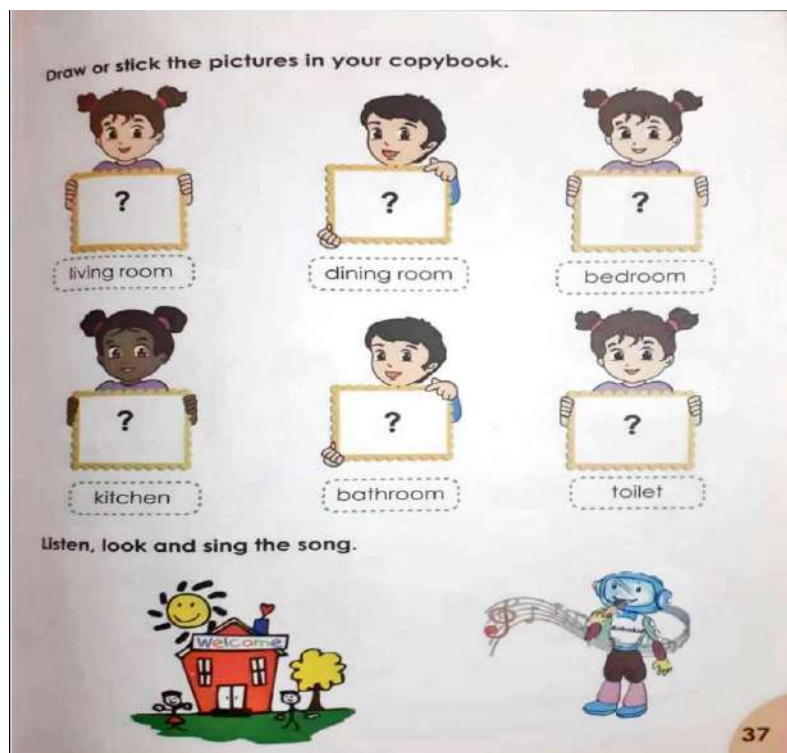


My Book of English (2022, p.16)

2.1 Examples of Pictionary



My Book of English (2022, p. 62)



My Book of English (2022, p.37)

APPENDIX (E)

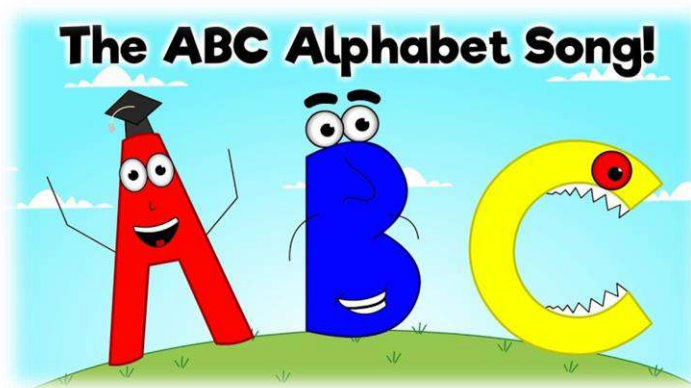
1. Further Games for Vocabulary Teaching and Learning³³



1.1 Hot Potato

<https://www.gamesver.com/wp-content/uploads/2020/02/Illustration-of-Kids-Playing-Charades-1024x576.jpg>

2. Songs for Teaching and Learning Vocabulary



2.1 Alphabet Song

<https://www.youtube.com/watch?v=vlkXwL8tFmI&t=0s>



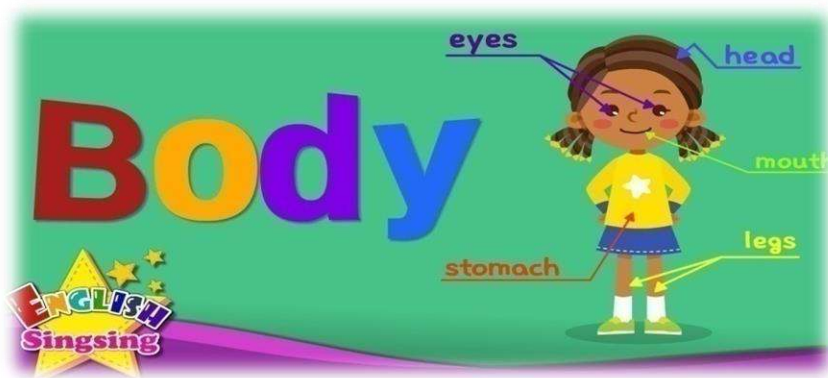
2.2 The Family Song

<https://youtu.be/NVEzzzia8Yo>



2.3 House Song

<https://www.youtube.com/watch?v=R9intHqlzhc&t=161s&pp=ygUOdGhIGhvdXNlIHVmbmc%3D>



2.4 Body Parts Song

<https://www.youtube.com/watch?v=SUt8q0EKbms&t=12s&pp=ygUTdGhIGJvZHkgeGFydHMgc29uZw%3D%3D>

3. Cartoons and Applications for Vocabulary Teaching and Learning



3.1 Martha Speaks Cartoon

<https://www.google.com/imgres?imgurl=https%3A%2F%2Fwww.fluentu.com%2Fblog%2Fenglish%2Fwp-content%2Fuploads%2Fsites%2F4%2F2015%2F07%2Fbest-cartoons-for-learning-english.>



3.2 Word girl Cartoon

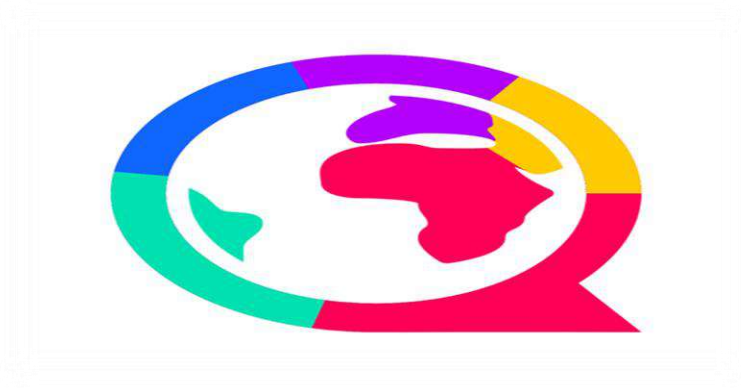
<https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.fluentu.com%2Fblog%2Fenglish%2Fbest-cartoons-for-learning-english%2F&psig=AOvVaw1CmY5PUWTLdlmHwzYnkWFJ&ust=1685006598986000&source=images&cd=vfe&ved=0CBMQjhxqFwoTCJjMqvDQjf8CF0AAAAAdAAAAABAG>



3.3 Dora Cartoon

<https://www.google.com/url?sa=i&url=https%3A%2F%2Ftheirishenglishteacher.com%2F7-of-the-best-cartoons-and-animation-to-learn-english-on->

[netflix%2F&sig=AOvVaw3AUEFw3R5XtEsvaFwrFLsS&ust=1685006149247000&source=images&cd=vfe&ved=2ahUKEwjMgYSZz43_AhWRrycCHe89A5MQr4kDegUIARCTAg](https://www.netflix.com/...)



3.4 FluentU

[/https://www.fluentu.com/blog/english/best-cartoons-for-learning-english](https://www.fluentu.com/blog/english/best-cartoons-for-learning-english)



3.5 Duolingo ABC

https://www.google.com/url?sa=i&url=https%3A%2F%2Fblog.duolingo.com%2Fduolingo-abc-unlocking-the-magic-of-reading%2F&sig=AOvVaw1nJmTp7hPwmRAk-enAurh8&ust=1685006432030000&source=images&cd=vfe&ved=2ahUKEwiZ1u-f0I3_AhVfricCHSV0D8cQr4kDegUIARC_AQ



3.6 British Council

https://www.google.com/url?sa=i&url=https%3A%2F%2Flearnenglishkids.britishcouncil.org%2F&sig=AOvVaw3AUEFw3R5XtEsvaFwrFLsS&ust=1685006149247000&source=images&cd=vfe&ved=2ahUKEwjMgYSZz43_AhWRrycCHe89A5MQr4kDegUIARD2AQ

تقيم هذه الورقة البحثية تأثير الكتاب المدرسي الإنجليزي «كتابي باللغة الإنجليزية» على تطوير مفردات طلاب الصف الثالث الابتدائي. تحلل الدراسة أنماط المفردات وتقدم توصيات بناءً على الاستبيانات المقدمة للمعلمين والمقابلات مع الطلاب. يتضمن الكتاب المدرسي قائمة من المفردات، مصحوبة بأنشطة ومرئيات لتعزيز الفهم. تشمل موضوعات المفردات الحاسمة المغطاة أفراد الأسرة، والأفعال للأنشطة، والألوان، والأرقام، والمصطلحات المتعلقة بالنباتات والحيوانات. وجدت الدراسة أن الكتاب المدرسي كان له دور مهم في تطوير مفردات الطلاب، على الرغم من بعض المخاوف بشأن ملاءمته لمستواهم.

الكلمات المفتاحية: اللغة الانجليزية، المفردات، تقييم الكتب المدرسية، تدريس اللغة الإنجليزية كلغة أجنبية، مدرسة الابتدائية

Résumé

Ce document de recherche évalue l'impact du manuel d'anglais "My Book of English" sur le développement du vocabulaire des élèves de troisième année de l'école primaire. L'étude analyse les modèles de vocabulaire et fournit des recommandations sur la base de questionnaires remis aux enseignants et d'entretiens avec les élèves. Le manuel comprend une liste de mots de vocabulaire, accompagnée d'activités et d'images pour améliorer la compréhension. Les thèmes de vocabulaire cruciaux couverts comprennent les membres de la famille, les verbes d'activités, les couleurs, les nombres et les termes liés aux plantes et aux animaux. L'étude montre que le manuel a joué un rôle important dans l'enrichissement du vocabulaire des élèves, malgré quelques doutes quant à son adéquation à leur niveau.

Mots-clés : Anglais, Vocabulaire, Évaluation des Manuels, Enseignement de l'anglais comme Langue Étrangère, école primaire

Summary

This research paper evaluates the impact of the English textbook "My Book of English" on the vocabulary development of third-grade primary school students. The study analyzes the vocabulary patterns and provides recommendations based on questionnaires given to teachers and interviews with students. The textbook includes a list of vocabulary words, accompanied by activities and visuals to enhance understanding. Crucial vocabulary topics covered include family members, verbs for activities, colors, numbers, and terms related to plants and animals. The study finds that the textbook has had a significant role in developing students' vocabulary, despite some concerns about its suitability for their level.

Keywords: English Language, Vocabulary, Textbook Evaluation, Teaching English as Foreign Language, Primary School