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**An Evaluation of the Vocabulary Learning Components of the
Fourth Year Middle School English Textbook «My Book of English
Four»**

**A Dissertation Submitted in Partial Fulfillment of the Requirements for
Master Degree in Didactics Foreign Languages**

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Declaration

We hereby declare that the dissertation entitled “An Evaluation of Vocabulary Learning Components of the Fourth year Middle School English Textbook “My Book Of English Four” is our own work and all the sources we have used have been acknowledged by means of references. we also certainly that I have not copied or plagiarized the work of other students or researchers partially or fully. In case any material is not documented, I shall be responsible for the consequences.

Signature

Date

Dedication

In the Name of Allah, the most Merciful, the most Compassionate.

In Loving memory of the person who could not be here today, to the true leader of my life, My grand father « **EL MUJAHED Labatcha Mouloud** », Gone yet Never Forgotten.

To my tender mother **Benamerouche Fadila**, thank you for continuous care, endless love, support, patience and encouragement.

To the source of my strenght, my father **Labatcha Noureddine**, without you i could never be what i am today.

To my dearest brothers **Sid-ali and Seif-eddine Ismail** , for their support.

To my aunt **Farida**, for her unique and endless encouragement, I love you.

To my partner and best friend ever **Tebibel kheira Chirin**.

To the so very precious people in my life, to all my beloved family, for always being proud of me.

I dedicate this Humble work

Manel

This dissertation is dedictaed to God Almighty the one that rules the affairs of the univers for his saving, maintaining, supplicating and sufficient grace in my life.And also to my ever-love parents whose supports and encouragments have fulfilled my soul and inspired me to persue this work.To my two sisters, Karima and Kelthoum and two brothers Hammou and Sofian. For serving as a source of my motivation and detemination as well. I'am forever thankful.

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Abstract

The present study attempted to evaluate the vocabulary learning component in the Algerian fourth year middle school English textbook “My Book of English Four “, which was introduced in 2020 by the Ministry of Education following the principles of the competency- based approach. To achieve this aim, an evaluation checklist and a teachers’questionnaire were self-designed and implemented.The teachers’questionnaire was submitted to a convenience-based sample of 25 fourth year middle school teachers of English language at 11 different middle schools in the province of Jijel. The findings generated by the checklist-based evaluation and supported by the analysis of the teachers’responses indicate that the textbook in question has some positive aspects like allotting a great importance to vocabulary teaching/ learning,using authentic texts, and presenting the vocabulary teaching items following an increasing order of difficulty.However, the vocabulary learning component has been found not to be suitable for teaching vocabulary at this level because it contains far more vocabulary items than what the pupils can really learn and the teachers can really cover within the time limits of the course. Regarding vocabulary teaching methodology, the findings suggest that the largely implicit method of teaching vocabulary adopted in the textbook,and which relies on inferring meaning from the context should be replaced by an explicit method based on the use of both target and the mother tongues.

Key words : Textbook evaluation, vocabulary learning components, Competency-based approach, textbook, checklist.

List of Abbreviations

CLT: Communicative Language Teaching

CBA : Competency Based Approach

CBE : Competency Based Education

CBLT: Competency Based Language Teaching

GTM: Grammar Translation Method

DM : Direct Method

ALM: Audiolingual Method

SLT: Situational Language Teaching

L1 : First Language

L2: Second Language

US: United State

UK : United Kingdom

EFL: English as a Foreign Language

ESP: English for Specific Purposes

EGP: English for General Purposes

% : Percentage

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General introduction

1. Statement of the Problem
2. Aim of the Study
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4. Structure of the Dissertation

General introduction

1. Statement of the Problem

Developing learners' vocabulary is certainly one of the most important aspects that a language teaching should focus on. The ability to comprehend and use a large array of the vocabulary of the target language constitutes a strong asset for the foreign language user and provides him with strong potential to comprehend and transmit messages. In this regard, Wilkins (1972) (as cited in Nunan 1991, p.117) maintained that 'without grammar very little can be conveyed without vocabulary nothing can be conveyed.' Learning this aspect, however, poses serious challenges to the native speakers, let alone non-native speakers. The most important difficulty stems from the sheer volume of vocabulary items that the target language possesses. For example, the Webster's Third International Dictionary—the largest non-historical dictionary of English—contains around 114,000 word families excluding proper names (Goulden et al. 1990). This example alone attests to the overwhelmingly difficult challenge that first or foreign language learners face when they embark on the task of learning this international language. Similarly, textbook designers and language teachers alike encounter enormous difficulties in developing and implementing materials intended to develop this aspect.

In the light of the above, the evaluation of textbooks is a vital process in the educational system (Sheldon, 1948, Aftab, 2011) in order to improve the quality of textbooks and facilitate the teaching process. In the Algerian context of English as a foreign language, the textbook constitutes the main source for developing vocabulary. As far as this issue is concerned, 'My book of English four' has been selected for our study both because it has been recently introduced as part of the so-called 'second generation' textbooks and the fact it is supposed to prepare pupils to tackle a high stake official test –

the 'B.E.M.Hence,the present study attempts to address the following major research question :

Does the fourth year middle school textbook "My Book of English Four" develop effectively the teaching learning of vocabulary among Algerian fourth year middle school pupils ?

2. Aim of the Study

The present study aims at evaluating the effectiveness of the vocabulary component of the fourth year middle school English textbook "MyBook of English Four" in developing vocabulary among the algerian fourth year middle school pupils.

3. Means of Research

In order to achieve the aim stated above, an evaluation checklist has been self-designed and implemeted to evaluate the textbook of fourth year middle school "My Book of English four with a specific focus on the aspect in question.The results of the checklist-based evaluation will be compared to those generated by a self-designed teachers'questionnaire ,which will be submitted to 15 fourth year middle school teachers of English language chosen at random in the district of jijel based.

4. Structure of the dissertation

This research is devided into two chapters. The first chapter is theoretical while the second one is practical. The first chapter is devided into two sections: the first section presents a historical overview of communicative language teaching and the Algerian educational system in addition to the issue of textbook evaluation.As regards the second section,it tackles the methodology of teaching vocabulary. Concerning the second chapter

which constitutes the practical part,It presents the results and findings generated by the self-designed checklist and teachers'questionnaire.

CHAPTER ONE :TEACHING AND ASSESSING VOCABULARY IN TEXTBOOK EVALUATION

Introduction

Section one The role of English textbook's evaluation in teaching english as a foreign language.

- 1.The advent of communicative approach
2. Competency –based approach
3. The Algerian educational system (middle school)
4. The implementation of Competency-based approach
5. Definition of textbook
- 5.1 definition evaluation
6. Types of textbook evaluation
7. Criteria of textbook evaluation
8. The purpose of textbook evaluation

Section two Teaching and assesing vocabulary following the CBA in the Algerian middle school

1. Definition of vocabulary
2. Vocabulary description
3. Receptive and productive vocabulary
4. Active and passive vocabulary
5. Vocabulary in the major teaching methods
6. Vocabulary across the principles of CBA
7. Vocabulary and the basic language skill
8. Techniques for teaching and assessing vocabulary
9. The importance of vocabulary in foreign language teaching

Conclusion

Introduction

Teaching English vocabulary is considered as vital role of any textbook. Consistent evaluation of these textbooks may be the only way to ensure that they are effective in achieving the desired results and for which purpose they have been designed. In this regard, the present chapter which is entitled teaching and assessing vocabulary in textbook evaluation provides a theoretical advent of the communicative approach, different models of communicative approach, and a description of the Algerian educational system with regard to middle school along with the implementation of competency based approach.

This chapter also covers definitions of textbook evaluation, its types as well as its criteria. Moreover, this chapter concludes with a presentation of the teaching and assessing vocabulary following the competency-based approach in the Algerian middle school.

1. The Advent of Communicative Language Approach

Due to the enormous changes that has witnessed in the British language teaching tradition that traced back to 1960, communicative language teaching approach came to be known in the European communities as a reaction to the shortcomings of both the audiolingual and situational methods as well as a response to the excessive requirements of European communities regarding to the different circumstances that called for learning a second language to meet their various needs in real life situations such as trade, foreign business, travel, immigration...ect. The role of the English language teaching has furnished due to the expansion of films, radios and television. White (1988, p.9) clearly stated: « Whereas in medieval times English was the language of an island nation and French was the continental one, in the twentieth century English has become the language of the world thanks to the linguistic legacy of the British Empire, the emergence of the USA as an

English-speaking superpower and the fortuitous association of the English with the industrial and technological development of the nineteenth and twentieth centuries » (as cited in Richards,2001,p.24).These evolvment are the result of the need for people all over the world to have a functional command of English such as when conducting need with others rather than the mere mastery of the academic language aquired in school.

CLT points out to the importance of developing the communicative competence.The learners must evolve themselves and increase their capacities in order to communicate competently in a given context.Thus , students must be concious about what a social language means.or in another word,what people do with the language therefore,a very noticeable role of communicative competence in enhancing learner's vocabulary when communicating in a concrete situation and practicing tasks as well. In this regard, the linguist the so called 'Noam Chomsky'rejected audiolingual principles of habit formation and strenghtened the idea that language is ruled by cognitive agents especially by the non-concrete rules in the in-born faculty (as cited in schmitt(2000,p.14). In addition Schmitt (2000) debated that Hymes identified the concept of commnicative competence in 1976 which emphasized both sociolinguistic and pragmatic factors with regard to vocabulary teaching.

2.Competency-Based Approach

Different models of curriculum developement have different features as well as various basics in which some focusing on knowledge transmission and assessment of that knowledge while the others on some skills ,qualities and personal developement. As cited in BENADLA(2013,p.145) change that has occured at the level ,of the academic years and the teaching approach as well, that was known as 'the teaching with objectives' is replaced by a teaching method based on competency based language teaching principles, the term

CBLT is used in language instruction to refer to CBA, that is to say, CBA as a teaching method refers to a belief in a theory of teaching/learning that appears in the teaching of any subject in the educational curriculum whether it is mathematics, physics, whereas the concept of CBLT refers to the teaching method used to teach a foreign language such as English.

The emergence of CBA is traced back to 1960 in the USA and came as a reaction to the limitation of objective-based pedagogy that its main focus was laid on the analysis of tasks into separate entity i.e (what is supposed to be visible in assessment and tasks), without making a connection between them or illustrate to the learner how well each objective is linked to the other. In response to those shortcomings, competency-based approach propose a combining the three chief components of teaching learning which are knowledge, skills and attitudes to solve real life problems. The function of these concepts is attributed to a subordinate position, the primary objective is the implementation of knowledge, skills and attitudes in a given situation in order to find a solution or to fulfil one's task. According to Richard and Rodgers (2001) CBA is: «an educational movement that focuses on the outcomes or outputs of learning in the development of language program. Competency based education address 14 what the learners are expected to do with the language; however, they learned to do it. The focus on outputs rather than on inputs to learning is central to the competencies perspective » (p .141). Similarly, Wong (2008, p, 04) stated that in CBA : « the focus moves from what students know about language to what they can do with it ». Simply said, the focus on creating goals and objectives to attain the desired outcomes is one of CBA's biggest merits. A special way that student's knowledge, skills and behaviours are visible and can be easily measured.

Morowicki (1986) hold that « competencies consist of a description of the essential skills, knowledge, attitudes and behaviours required for effective performance of a real world task or activity .These activities may relate to any domaine of life ». This means, that CBA is a representation of the fundamental components of teaching and learning that are required for a successful realization of what pupils are expected to be able to perform with the target language outside the classroom to address everyday real life problems .These tasks cover any field in the world.

3.The Algerian Educational System (Middle School)

Improving the educational system is a priority for each responsible government anywhere in the world. Before the country gained it's independance 1962, the educational system in Algeria was governed by the French colonizer who constrained Algerian school children to study solely the French language .There was a lack of schools at that time,thus,the number of the Algerian schools children was restricted and only few kids have access to enter the school .After this difficult period, in order to adress the issues revealed in the old system that of the frensh colonizer,an immediate reform was required at all the educational levels meanwhile things marked transformation at the level of education.Moreover,it's came to be mandatory and all algerians attain an education free of charge .They made strict rules in which the presence was compulsory.The Algerian educational system disigned three phases :(primary school,middle school,secondary school).A five-year study phase is concluded in primary school , four-year study period is included in middle school,and three-year study period is included in secondary school.

Middle school starts at the age of 11 years old. It is prolonged to four years rather than 3 years after the educational reform in 2003.In this stage,English is given a particular importance as being the language of the entire world.After learning French in primary

school. EFL is required for four years of middle school, however it has a lower priority than other subjects such as mathematics, Arabic physics etc... In the middle school, students study EFL three times a week with a qualified teacher in the field since their first year of middle school. They have three trimesters during the academic year, with two tests and one exam in each trimester. As a result of these changes in the teaching technique, new demands were placed on the teacher. Teaching of English as a foreign language in middle school as a compulsory subject at the first stage. Students start to learn English as a second language after French language. At the end of the fourth year learners pass an official exam «The BEM Certificate » to move to the next stage of studies.

4. The Implementation of CBA in Algeria

Algeria has implemented several teaching approaches like Grammar translation method, Audio lingual method etc... to enhance the educational field and meet the excessive demands of globalization since its independence in 1962. As cited in BENADALA (2012, p.145) change that has occurred at the level of the academic years and the teaching approach as well, that was known as 'the teaching with objectives' is replaced by a teaching method based on CBA principles, the term competency based language teaching is used in language instruction to refer to CBA, that is to say, CBA as a teaching method refers to a belief in a theory of teaching/learning that appears in the teaching of any subject in the educational curriculum whether it is mathematics, physics, whereas the concept of CBLT refers to the teaching method used to teach a foreign language such as English.

The Algerian academic administrators view that foreign languages are important to be taught since they are considered as a hot head to develop a set of competencies and

improve learners creativity as well as permit them using these languages for communication in realistic situations

Textbook designers embraced a great confort in implementing the CBA in the Algerian educational system by emphasizing learners competence which is fundamentally based on socio-constructivism. Implementers seek to find ways to some challenges in the Algerian school. The issue of developing learners knwoledge and capabilities and perform them effectively outside the classroom. Moreover, it's a matter of ameliorating the quality of the school system and making learners needs relevant with the outside world, therefore, being able to meet the numerous requirements of the students in concrete situations.

5. Definiton of Textbook

Textbook is assigned as one of the main significant materials that can contribute to the effectiveness of the learning process .According to Sheldon (1988) « Textbooks are not only representative of English language teaching(ELT),but also the advantages for both teachers and students ».(as cited in Nainggolan & Wirza.(2021).p.51). It is based on the belief that textbooks are beneficial for both english teachers and their learners, however, they are not solely desinged for teaching english language. Indeed, they play a vital role in guiding both teachers and students to achieve the learning goals as well as the intended outcomes.This is also supported by Harycraft (1998) who said that « They are psychologically important for students as their progress can be measured when using them ». (as cited in Nainggola & Wirza.(2021),p.52.Harycraft shed light to the point that the use of textbook can figure out and asses the students developement during the learning process. Another definition is provided by Cambridge advanced Learner's Dictionary (2003) in which he said that « a book containing information about one subject (as cited in

Kerdoun, Guermat, 2015. p.55). Along these lines, a textbook is a valuable teaching material that is used to reach both teachers and learners needs at the end of the course.

5.1 Definition of Evaluation

Learning evaluation is an extremely valuable process that may ameliorate for a better advance to the educational system. According to Nunan (1999) he claimed that « evaluation is the collection and interpretation of information about aspects of the curriculum... » including learners, teachers, materials ...) for decision making purposes. This means, evaluation is an act that look for analyzing and interpreting information about different feature in academic institutions to achieve an outcome.

6.Types of Textbook's Evaluation

According to many researchers like Cunningsworth (1995), Ellis (1997), Tomilson (2003), Mc Grath (2002) and Mukudan (2009) materials evaluation is made up of three types following different stages which are: pre-use evaluation, in-use evaluation, and post-use evaluation. According to Cunningsworth (1995) pre-use evaluation is the most difficult type of evaluation since it occurs before the use of the given textbook and without any actual experience about it (p.14). Mc Grath (2002,p.14) said that « The emphasis in much that has been written on materials evaluation is therefore rightly on what we might call pre-use evaluation in relation to course selection » (as cited in Alkhaldi, 2010, p.286) by which he means that the pre-use evaluation plays a crucial role particularly in the process of materials selection. Ellis (1997) distinguished between predictive and retrospective evaluation. For him predictive evaluation is done across the materials available to identify which material is the most fitted to their needs while retrospective evaluation occurs to identify whether the material under study have worked or not. (p.36). That is to say, predictive evaluation also deals with the process of materials selection. Tomilson (2003)

argued that « the pre-use evaluation requires predictions about the potential value of materials on people who use them » (As cited in Alkhaldi, 2010, p.286). In-use evaluation according to Cunningsworth (1995) refers to the evaluation during the material is in use (p.14). This evaluation measures the value of the material while observing or applying them. Tomlinson (1993, 2003) claimed that in-use evaluation is more accurate than pre-use evaluation since it deals with measurement instead of prediction. Moreover, this type of evaluation tends to have equivalent goals and purposes like retrospective evaluation. For instance, setting the usefulness of the materials while using them. Mukundan (2009) also maintain that retrospective evaluation is a reassessment while using the textbook to see whether the material is effective or not. (As cited in Alkhaldi, 2010, p.287). Post-use evaluation is the most important kind of evaluation since it helps in measuring the impacts of the materials on the users (Tomlinson,1998,2003) according to him, post-use evaluation can measure short and long term effects. (As cited in Alkhaldi,2010,p.287). According to Cunningsworth (1995) this evaluation is the most useful type since it helps to decide whether this textbook is effective and appropriate for the teacher's and learners's needs or not and to see whether to rely on the selected material in the future occasions.(p.14)

7.Criteria of Textbook Evaluation

To satisfy the teaching and learning context a number of criteria must be addressed prior dapting and selecting any EFL textbook.As Cuuningsworth (1995,p.7) claimed that it's vital to know that « Careful selection is made,and that the materials selected and closely reflect (the needs of the learners and) the aims,methods,and value of the teaching program ». (as cited in Nabi,Oualmi,2018.p.9).

As a result he suggested four criteria for assessing textbook primarily coursebooks. First, they should target the students needs. Second, they should be aligned with language learning programs goals and objectives. Also they should take into consideration the current and future uses that EFL learners will create. Textbook should be selected carefully in which students will be enough prepared to use language successfully to achieve their specific purposes. Four, needs and different interests of the learners must be taken into account in different learning situations. While choosing on textbook evaluation criteria, it's worthy noting that textbook serves as a bridge between teacher and learners and that the situation of teaching and learning process differ from one environment to another.

For further clarification Sheldon (1988) asserted « global list of criteria can never apply in most local environments, without considerable evaluation » (as cited in Labidi, H., & Nafissa, A ;2016.p.143). Also, he (1988) mentioned that « no one is really certain what criteria and constraints are actually operative in ELT context, worldwide and the textbook criteria are emphatically local » (as cited Laabidi, H., & Nafissa, A ;2016.p.143).

To put it simply, all the criteria that are required before adapting any EFL textbook for the benefit of both teachers and students interests, cannot always be applicable and meet their needs due to the diversity of the learning and teaching process from one context to another .

8.The purpose of the Textbook Evaluation

A textbook is one of the most crucial materials in the teaching and learning process ;which can affect both the teacher's and learner's outcome. Hence, researchers proposed a «Textbook evaluation» to solve the various textbook's limitations. According to

sCunnigsworth (1995) the need for adopting new textbooks is the main reason behind conducting textbook evaluation. Moreover, identifying the strenghts and weaknesses in the textbook whilst use so that designers might stranthened the weaker pionts through adoptation and support their strong points over the textbook understudy.(p.14). Textbook evaluation can help teachers in developing the capacity to acquire an accurate and deep intuitive understanding about thi textbook's content.Sheldon (1988) added that textbook evaluation encourage teachers to identify the shortcomings of exercisies, tasks as well as make use of book's strong phases. In addition to the identification of the particular strenghts and weakneses in the textbook already in-use. (As cited in Balachandran, 2014, p76) Hutchinson and Waters (1987, p.97) argued that «Textbook evaluation is basicaly a straight forward, analytical' matching process: matching needs to available solutions. » Hence according to them the textbook design should be based on the learners' needs and intrests. (As cited in Belefriekh and Zeghib, 2018, p.19).

Section two: Teaching and assessing vocabulary following the CBA in the Alegrian Middle school.

01.Definition of Vocabulary

Learning a language or particulaly a foreign language requires an unlimited aquisition of words and word meanings and vocabulary serves as a fundamental components in each language. This term may be defined in various ways regarding different perspectives. According to Luis « vocabulary is the collection of words than an individual know » (2005,21). That is vocabulary is a series of words that a learner may encounter. Similarly, Negan-ha (2007) defined vocabulary as « the smallest unit in the language ».Wallace mentionned that « there is a sense in which learning vocabulary in target language » (1989,9). This shows that the teaching and learning process are heavily

on vocabulary, it is a crucial component in learning a second language. It has a significant role in communicating and sharing ideas and thoughts. As Thornbury clearly noted that « without grammar very little can be conveyed .Without vocabulary nothing can be conveyed » (2002 ,13). This is based on the fact that both grammar and vocabulary are interrelated, However, vocabulary is of great importance than grammar in which an individual must have an adequate vocabulary for the purpose of communicating effectively and convey meanings unlike without having a solid foundation of vocabulary, learners cannot engage in a conversation and even express their thoughts.

02.Vocabulary Description

Lexicography and lexicology are two main areas of linguistics that examine vocabulary and its different forms, meanings and uses. Lexicology on the one hand, as a subdiscipline of linguistics has its own sets of goals and methods. It is concerned with the changes and evolution that vocabulary units go through over time, also it covers the study of morphemes and semantics. Simply said, it is about the classification of words, the formation of words as well as their meanings. In the other hand, Jackson and Zè Amvela (2008, 8) regarded lexicography as « a dictionary making or the writing and making of dictionaries». Therefore, the concept of lexicography is a method of producing and creating dictionaries in the sense that the lexical items entries in the dictionary are organized as well as classified them according to their senses, functions and the given examples of their applications.

Because words have different functions in languages, they are the significant elements that make up a sentence and give it a sense as well. Thornbury cites a definition of word conducted by Vigotsky p.1 as « a word is a micocosm of human consciousness ». These words can be classified into two major classes .The first category includes function

words, which aims at describing the grammatical rules in the sentence or text, they are divided into ten word classes which are nouns, verbs, adjectives, adverbs, preposition, conjunction, pronouns, numeral article. In the second category, there are the content words which are usually nouns, verbs, adjectives and adverbs. These latter contain a lot of information and convey meanings as well. That is, in some cases through using these words only the text's meaning returned and recovered.

As the name implies, word formation refers to the process of developing and creating new language units or words. Ratih and Guesdian (2018) cited a definition of word formation process conducted by Plag (2008, 24) in which he simply identified that «word formation process is the process to create new words from other words». It may be deduced that word formation process is such a way for building or creating new words following some rules that already existed. Based on some studies made up on word formation, they revealed that there are some essential processes while creating English new words such as affixation which is an act of creating new words, units, elements from the already existed words by inserting a letter or a syllable prior or at the end of the original word. Compounding, abbreviation, blending, borrowing, acronyms, conversion, are other significant elements when building a word. Ratih and Guesdian (2018) cited that Harley (2006) stated that «new words are built by manipulating the existing words. She stated that new words are built by some processes which are affixation, blending, compounding which are more productive to create new words». p.24,25.

Familiarizing learners with words in one way to increase a person's competency in a given language. Students should be familiar with some lexical items in order to comprehend the meaning of words. In this regard, Thornbury (2002) argued that word meaning can be

taught through the following concept :synonyms, Antonyms, Polysemes. (as cited in Nabi & Kerdoun, 2015.p.29).

03-Receptive and productive Vocabulary

Vocabulary can be divided into two well-known types receptive and productive vocabulary, active and passive vocabulary to facilitate the process of teaching and learning vocabularies in second language as well as providing a better understanding according to the context where they occur. The receptive vocabulary can be defined as « The vocabulary type a reader encounters during reading and listening. » (Dacklin & fitria, 2019,p.18). Which means that receptive vocabulary refers to words that a learner receives while reading or listening. Receptive vocabulary usually are simple words a learner may encounter to comprehend a given message that are related to receptive language skills. According to Stuart (2008) and Susanto (2017) receptive vocabulary are the words perceived by the learners while the reading process. (As cited in Daklin& Fitria, 2019,p.18). However, The productive vocabulary has to do with a range of words a learner takes into consideration while producing the messages. This type of vocabulary is related to the productive skills of language speaking and writing.

04-Active and passive Vocabulary

Active vocabulary refers to the words a learner might use in his speech or writings easily due to his accurate awareness about the meanings and usage of those words. This type can be associated with the productive side of the language. Moreover, Active vocabulary demands fluency and accuracy for instance the use of correct words in their right places along with the spontaneous recall of speech as well as the use of accurate grammar rules. (Gogoi, 2015, para.3).

Passive vocabulary has to do with a range of words that are not fully understood hence, a person does not have their exact meaning which disable him to make use of them in his speech or conversation. Passive vocabulary refers to the receptive side of language. (Gogoi, 2015, para. 4). So, this type is rarely used when speaking or writing. According to Daklin and Fitria (2019) passive vocabulary is a prerequisite of the active vocabulary (19). For Gogoi (2015) passive vocabulary demands an understanding of vocabulary in conversations and texts in addition to an input among the main grammatical rules and the skill for fast understanding of large word's meaning. (para.4).

05. Vocabulary in the Major Teaching Methods

Regarding that vocabulary is an important component of the language system, it was given a careful consideration under various teaching methods, however; Due to the large emphasis on grammar and pronunciation, vocabulary was neglected for a long time across multiple teaching methods.

Grammar translation method (GTM) is one of the major teaching methods to learn a foreign language which aims at studying grammatical rules deductively through the excessive use of the mother-tongue. Corden states that (GTM) is « The most deductive approach ». (ascited in Leka, 2012,p.14). Vocabulary in GTM was presented in bilingual lists to be memorized by learners. In addition to be a clear focus on translation to the mother tongue. Hence, the process of learning vocabulary in GTM was based on memorizing vocabulary list of a target language through repetition however, GTM can develop learner' reading abilities rather than their speaking skills since it does not focus on the communicative puposes(Sana,2021). Accordingly, Richards and Rodgers (2001) argued that « The GTM is a way of studying a language that approaches the language first through detailed analysis of its grammar rules, followed by the task of translating

sentences and text into and out of the target language ».(p.5). In the sense that GTM is a combination between the learning of grammar rules deductively and translating texts and sentences into the source and the target language.

The Direct method (DM) also known as the natural method has emerged in the 19th century as a reaction to the shortcomings and limitations of (GTM). The direct method represents a departure from the grammar translation method. DM attempted to integrate the learner of L2 in the same manner as when learning a L1. Translation is totally neglected under this method and the teaching process is done only in the target language. It focuses on speaking and listening before reading and writing, while the grammar is taught inductively. Only regular vocabulary is taught. In addition, pictures and objects are used to teach concrete vocabulary, whereas associations of ideas are used to teach abstract vocabulary thus, this method encourages learners to think in the target language and they are deeply engaged in utilizing the language in actual every day circumstances. This method does not distinguish between active and passive vocabulary. Due to the large emphasis on the understanding of English, the learners receive more of passive vocabulary. (Lestari & Rahmi, 2017).

The audiolingual method (ALM) also known as Aural-oral approach. Which gained interest in 1950s in the USA. It is derived from the army method which focuses on aural-oral skills whilst the world war two. (Mei, 2018, p.47). ALM aims at using the target language communicatively. Hence, in foreign language classes under this method, emphasis is placed on speech. Furthermore, it aims at developing the learner's speaking skills using dialogues and drills that focus on habit formation of learners. Memorization and repetition drills were used widely in vocabulary instruction. Consequently, learners will be able to

react fast and properly in spoken English if they practice the dialogues and drills repeatedly. (Mart,2013,p.46).

Situational language teaching (SLT) emerged in Britain from 1930s to the 1960s where it emphasized the importance of context in vocabulary instruction. SLT was developed from oral approach by Harold Palmer and A.S Hornby. (Smith & Loewen, 2018, p.1). This method focuses mainly on vocabulary control and grammar control to master the four skills in practical settings. Further more, in SLT word meanings can only be acquired in linguistic and cultural situations. In addition, this method aims at establishing accuracy in pronunciation and grammar as well as the ability to react fast and appropriately in speech settings. However, this method has been widely criticized since it takes a long-time while explaining the words meaning through demonstration and it may lead him to confusion and misunderstanding of vocabulary items presented in different situations. (Al- Humaidi, n.d, p.1-2).

Communicative language teaching (CLT) is an approach to teaching a foreign language. CLT tries to focus on the four skills unlike the previous methods. In general, It aims at improving « the communicative competence » rather than « linguistic competence ». Each learner's individual interests are properly considered under the communicative language teaching approach. Moreover, learners are able to achieve the needed skills quickly and agreeably by rendering the language more relevant to the outside world than to the classroom. In CLT the focus has shifted from language form to language function that is to say, from structure to meaning. In the sense, It emphasizes the use of language in communicative situations instead of learning language forms and its rules. Hence, this approach motivates learners to improve their skills to communicate fluently

and appropriately in real-life situations so, CLT used a whole different approach to vocabulary instruction. (Thamarana,2015,p.64-65-67).

06. Vocabulary Across the principles of CBA

Competency-based approach (CBA) is an application of the principles of Competency-based education (CBE). It emerged in the 1970s in the USA. This approach is an outcome-oriented which attempts to improve pupils' conversational abilities. (Bataneh & Tasnimi, 2014). CBA teaches competencies instead of language components like grammar and vocabulary that is to say, competencies refers to teaching real-life tasks and skills like making a phone call, asking for directions, filling out a cheque...etc. Hence, these tasks are taught one by one until they are fully grasped by the learner who would be able to effectively combine the tasks learned in disconnected manner in real-life environment. (Boukhentache, 2020, p.104-105).

CBA provides vocabulary knowledge that is relevant to their daily lives. According to Belouahem (2008) vocabulary, grammar, and pronunciation are regarded as supplementary competencies. Hence, they are not the study's main goal, yet they are tools a student can use to improve their speaking, listening, reading, and writing skills. So, Vocabulary is neglected under the competency based approach due to the emphasis on the other language aspects (as cited in Kerdoun & Guermat, 2015, p.42).

07-Vocabulary and the Basic Language Skills

The four language skills reading, writing, listening, and speaking play a significant role in enlarging the learner's vocabulary knowledge while learning a second language. According to Paul Nation (2015) « Vocabulary is not an end in itself. A rich vocabulary makes the skills of listening, speaking, reading, and writing easier to

perform. » In the sense, a learner with a large vocabulary stock can easily achieve both the receptive and the productive languages skills.

On the one hand, receptive vocabulary skills which includes both reading and listening skills. First, vocabulary knowledge has a crucial role in reading comprehension because if a learner does not have vocabulary, he will face enormous difficulties in the understanding of texts and passages while reading. Hence, reading necessitates a large vocabulary stock so that a learner can avoid misunderstandings. Reading is considered as one of the most critical languages skills for enlarging foreign language learner's vocabulary knowledge. (Is vocabulary important in language learning ?,2020). Smith (1978) maintains « The best way to acquire a large and useful vocabulary for reading is by meaningful reading » which means that reading itself helps a learner to develop his reading competencies and comprehension (As cited in Groff, 1981, p.262).

Second, listening is another important language skill a learner needs to develop while the acquisition of vocabulary knowledge. According to Nation (2000), « Learning vocabulary through listening is one type of meaning focused input » (p.191). That is to say, listening is one way to improve the learners vocabulary input in learning process of L2. (As cited in Kerdoun & Guermat,2015,p.46). Moreover, if the learner did not expose himself to listening in L2, he will face enormous difficulties in decoding the sounds and perceiving the meaning of the words. Therefore, the process of listening in L2 encourages the learner to develop a large amount of vocabulary knowledge. (Is Vocabulary important in Language learning ?,2020).

On the other hand, productive vocabulary skills which are associated with both speaking and writing. Speaking is one of the major language learning skills as well. Sometimes even a native speaker may experience the lack of words while interacting with others. This is exactly what a learner of L2 may encounter during a conversation in which

he is unable to find the right words to express his own ideas due to the insufficient vocabulary stock. Hence, In order to improve the speaking skills, a learner must give a great importance to the acquisition of vocabulary knowledge when it comes to the learner's ability to speak a foreign language. (Is Vocabulary Important in Language Learning ?,2020). Nation (2000) Cites a quote conducted by Pikulski and Shane (2003). « Young children learn to communicate through listening and speaking » In the sense that listening and speaking are the skills required to help young children communicate effectively.(As cited in Kerdoun&Guermat, 2015,p.47).

In addition, a learner with a good writing skills indicates a higher competency level. so that, the writing abilities has a crucial role in foreign language development as well as learning process. That is to say, if a learner has a larger vocabulary stock, the written expression would be much easier. Vocabulary knowledge is highly recommended to facilitate the selection of words while expressing thoughts, ideas in writing Stennis (2008) stated « learner' receptive vocabulary size was found to be strongly associated with their reading and writing abilities... ».All in all, in every language, the more words you know, the more effectively you can communicate. (Is Vocabulary Important in Language learning ?,2020).

08. Techniques for Teaching Vocabulary and Assessing

Vocabulary is an essential aspect required in learning a second language. Therefore, L2 learners must give a great emphasis on how to acquire, use, and increase their vocabulary input (Shmiyeva, 2018, p.41). According to Gogoi (2015) EFL teachers should develop a good number of techniques and strategies inside a class room to facilitate the process of teaching and learning vocabulary items. For instance, the use of visual aids as motivating way to learn vocabulary through illustrating and presenting images or pictures so that a learner may catch up the meaning of the words easily also he may use

authentic items that he can bring to the classroom. Moreover, a teacher can perform actions, providing synonyms and sometimes opposites can be helpful as well. Further translation is another well-known technique used by teachers while introducing their lessons in the class since the reliance on the mother-tongue does not require too much time and effort and serves as link between L1 and L2 so that a learner may comprehend the meaning without efforts. (Shamiyeva, 2018, p.42). According to Gogoi (2015), another way to enlarge student's vocabulary stock is the capacity of the teacher to associate a new word with other familiar and simple words that a learner already knows. In addition, He may explain the new words by splitting them down into units and explaining each unit alone so that a learner may enlarge his knowledge and acquire a number of vocabularies. A teacher can also encourage his students to use qualified dictionaries, it is preferable to rely on monolingual dictionaries to enrich their language. Another method of presenting new vocabulary is called a verbal technique in which a teacher through the use of the language by providing different definitions, examples, giving synonyms to clarify the ambiguous words for the learners. All in all, teachers must adopt various useful techniques and strategies that would help their learners to acquire a variety and large number of new words during the lesson effectively and easily to simplify their vocabulary learning process (Shamiyeva, 2018, p.43).

09-The Importance of Vocabulary in Foreign Language Teaching

Vocabulary plays a significant role in language teaching and learning in general and communication in particular. Since with the absence of vocabulary nothing can be understood, that is a learner can not express themselves. Willkins (1972) claims that « ... While without grammar very little can be conveyed, without vocabulary nothing can be conveyed. » (p.111-112). Hence, for him vocabulary is more important than grammar because communication does not fail if the speaker lacks grammatical knowledge, but he

can not interact if he lacks vocabulary. Lewis (1993) added « Lexis is the core or heart of language. »(p.89) to show the great role of vocabulary in language learning .(As cited in O'GYMDE&Akramovira, 2019,p.2). In addition, Dellar and Hocking maintain that « If you spend most of your time studying grammar, your English will not improve very much, you will see most improvement if you learn more words and expressions,you can say almost anything without words. ».In the sense that learning too much grammar will only slow the speaker down and he can not be able to use the language effectively in different situations however, if he focus more on learning words and lexis, the learner will improve his speaking skills easily.(As cited in Hadjsaid&Fodil, 2016, p.10). Schmitt (2000) emphasizes that « Lexical knowledge is central to communicative competence and to the acquisition of a second language. » (p.55). In the sense that vocabulary is essential for developing communication skills and second language learning. Nation (2011) stated that learning vocabulary has a fundamental role in all skills : Listening, speaking, reading, and writing. Many researchers like Richards (1980) and Krashen (1989), as cited in Maximo (2000) highlight several factors for the importance of vocabulary« First, a large vocabulary is of course essential for mastery of a language. Second language acquirers know this ; they carry dictionaries with them, not grammar books, and regularly report that the lack of vocabulary is a major problem ». That is to say, in the process of learning a L2, vocabulary is an essential part since second language learners need dictionaries instead of grammar books to meet their needs in the acquisition of L2. (as cited in Alqahtain,2015,p.23). Moreover, Harmer has emphasized the importance of vocabulary and he said« If language structures made up the skeleton of language, the nit is vocabulary that provides the vital organs and the flesh » which means that although language structure are the bones, vocabulary is the core elements in learning and teaching a language. For Nagy (2003) « One can not understand text without knowing what most of the words

mean ». In the sense that reading comprehension necessitates vocabulary acquisition sothat, a learner may understand spoken and written messages. (as cited in Hadjsaid& Fodil,2016,p.11).

Conclusion

the present chapter presented the role and design of the textbook as the primary educational tool in the Algerian context. In addition to its types, its criteria and for what purpose textbook is evaluated as well. This chapter aimed to provide a glimpse of the Algerian educational system. In addition, this latter included a general overview of the different techniques and approaches along with the current used method that is known as competency based approach

CHAPTER TWO : FIELD WORK

Introduction

2.1- The Description of Textbook in « My Book of English Four »

2.2- The Description of Vocabulary Textbook Evaluation Checklist

2.3- Analysis of the Checklist

2.4- A Sample

2.5- the Description of the Teacher's Questionnaire

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2.7- Discussion and Interpretation of the Results

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2.9- Suggestions

Conclusion

General conclusion

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Appendices

Résumé

ملخص

Introduction

The preceding chapter is devoted to the present research's theoretical framework. This chapter discusses the methodology that is used in data collection and analysis for the current piece of research so as to figure out the interpretation of the findings gathered from the questionnaire addressed to fourth year middle school teachers, as well as a textbook evaluation checklist, closing by some limitations encountered while conducting the dissertation in hand and by suggesting some pedagogical recommendations. The primary objective of this research is to evaluate the appropriateness and effectiveness of « My Book of English four » textbook in teaching and learning vocabulary components.

2.1. The description of the textbook « My Book of English Four »

Name of the textbook : « My Book of English year Four

Intended learner' level : fourth year middle school.

Author (s) : Head of the project : M. TAMRABET LOUNIS

- Mrs. BOUKAI NABILA

- Mrs. CHENNI DALLAL

- M. SMARA ABDELHAKIM

Publisher: CASBAH Editions.

Year / Place of publication: 2020-Algeria.

Number of pages: 143 pages.

-My Book of English is the final official textbook designed for teaching English in the Algerian middle schools for learners aged 11 to 15. It is comprised of :

- My Book Map

- My coursebook presentation

- Presentation of a sequence

- My third irregular verbs list

- My trilingual Glossary

- My vowel and consonant sounds charts

- The ministry of National education designed the textbook « My Book of English » in (2020). Which attempted to implement a competency-based approach to language instruction.

The textbook comprises of three sequences such as :

- Sequence 01 Me, Universal landmarks and outstanding figures in history, literature and arts.

- Sequence 02 Me, My personality and life experiences.

- Sequence 03 Me, My community and citizenship.

Through the textbook under study each sequence deals with communicative and linguistic objectives. The three sequences are made up of eleven lessons in addition to a final test to get ready for my BEM exam :

- I listen and do.

- My pronunciation tools.

- I pronounce.

- My grammar tools.

- I practice.

- I read and do.

- I learn to integrate.

- I think and write.

- Now, i can.

- I play and enjoy.

- I read for pleasure.

- I get ready for my BEM exam.

Listen and do: Learners in this section are required to improve their listening skills as well as their vocabulary stock through providing them with an audio which they listen to carefully many times and solve several activities for example filling in the gaps, copying the correct answers, and completing the tables...etc. It helps them to interact in different situations and create social relations.

I pronounce : Pronunciation is one of the major features in the issue of learning a foreign language . It plays a crucial role in enhancing the pupils communication and orall skills. Furthermore, the learners need to be aware about the spelling as well as sounds of words.

My grammar tools: The Grammar rules are presented explicitly in « My Book of English4 »

I practice : In this section, a series of tasks and activities are recommended to check the pupil's understanding as well as to improve their real life communication. The pupils are supposed to practice either individually, in pairs or in groups.

I read and do: In this section, the pupils are supposed to read the texts, passages, dialogues...etc and interpret their meaning to be able to solve the tasks. Moreover, teachers should encourage them to read silently and take advantage of the text rather than just solving the activities.

I learn to integrate : In this section, the teachers provide the learners with the necessary tools to incorporate effectively what they have learnt before together in a coherent whole. Hence, learners should practice their pre-knowlege skills and attitudes and solve a given situation of integration. So that a teacher can support weak learners whenever required.

I think and write : Teachers should first trained their learner on how to think and gather information or ideas about the topic. Than, they are supposed to write a well organised and coherent paragraphs. Writing is a very important aspect in learning a foreign language that's why learners should cover a series of lesson to acquire a protocol of written language for example Capitalization, punctuation...etc. Further, the teachers expose them to the steps of producing texts starting by brainstorming, outlining, drafting, re-drafting, editing and publishing. Hence, learners can produce coherent paragraph as well as transmit their ideas appropriately.

Now I can : In this section, learners are intrested in self- evaluation, which they can do with the teacher's help and guidance, for the sake that teachers can observe what they have already accomplished and what they still need to improve on.

I play and enjoy: In this section, learners are motivated to solve the tasks and activities through creative games. Learners feel free to accomplish their tasks. This is a famous way of encouraging pupils to integrate in solving tasks. In the sense that it creates a sourse of pleasure and fun among learners.

I read for pleasure : Through this section, learners have the opportunity to read and benefit from the wide amount of new vocabulary that a reader may encounter. Thus, he can easily acquire and enlarge his vocabulary stock through reading for pleasure. In this section, a learner can enrich his background knowledge.

I get ready for my BEM exam: This section helps the learner to practice and prepare to the BEM exam.

The objectives of textbook

The objectives of the textbook are summarized to help fourth year middle school learners develop both communicative as well as linguistic objectives. In the sense, learners will be able to describe landmarks using specific information, narrate using both historical

information about landmarks and biographical information about outstanding figures, make a profile, report events and life experiences, write paragraphs about giving advice, instructors and defending their opinions...etc. Additionally, it aims at emphasizing and pronunciation such as: Diphthongs, consonant clusters...etc in order to use them correctly and language forms like passive voice, discourse markers, comparative/ superlative and tenses in general...etc.

All in all, learners by the end of the year will be able to reach the communicative and linguistic objective in order to pass their BEM certificat.

2.2.Description of the checklist

Most of the time, conducting a research on textbook evaluation requires the use of certain means. In this chapter, we have employed a teacher questionnaire and a self-designed checklist as our two primary data collection tools. A checklist is a commonly used tool for analysing and evaluating a textbook. It has not been possible to do away with the idea like creating a new checklist for the particular needs of our evaluation. It is incorporated in a clear and concise criteria with a particular regard to the evaluation of vocabulary textbook.

As a result, we examine the vocabulary components covered in « My Book of English four », analyzing them in light of both teacher's questionnaire and a self designed checklist (see appendix A) ensuring it's adequacy, appropriateness for Middle school pupils level.

2.3. Analysis of the checklist

Question 01:

There is specific method to teach new vocabulary

When checking the textbook under study « My Book of English four », it is noticeable that teachers use some methods and techniques to teach new vocabulary through the use of pictures and illustrations in which the new vocabulary is supported with them to show its meaning such as in sequence one Me, Universal Landmarks And Outstandings Figures in page 11 (see Appendix C), filling the gaps tasks in pages 11,21. Moreover, New words are also taught through pre-listening, post-listening and pre-reading to familiarize learners with the new vocabulary as well as to accelerate the buildup of words.

Question 02:

« My Book of English Four » Textbook satisfies the Vocabulary learner's needs.

When examining « My Book of English Four » textbook, we deduce that this criterion is slightly applicable because the vocabulary items introduced in this textbook are far from Ms pupils needs and interests for example the reading text indentified in sequence 1 in page 44 are too long, also in pages 80,82,40, in addition to the considerable amount of tasks in pages like 55,56...). This reveals that « My book of English four » does not serve the learners interests only in some sequences.

Question 03:

The textbook « My Book of English four » matches the pupil's level

When checking « My Book of English four »,it is remarkable that the vocabulary items introduced in this textbook are not presented in accordance with the learner's level of proficiency, It does not fit the pupils abilities, it is a little bit ambitious than the pupil's level ,and it challenging because the textbook is full of vocabulary that exceeds learners level.

Question 04:

Pupils face enormous difficulties in learning English Vocabulary

The outcomes achieved from the checklist display that this criterion is applicable due to the introduced topics in the textbook « My Book of English four » that are beyond Ms pupils level, therefore, learners face enormous difficulties when learning English vocabulary .Also, the time allotted to English language teaching/learning in middle schools with its different keystages is not enough at all.

Question 05:

The Importance of Vocabulary Learning Strategies in the English Language Learning processes

According to the findings reached from the checklist, this criterion is applicable because VLS is very important to the learning process by which the teacher must vary strategies and ways as learner's do not learn the same way. They have different learning styles such as visual learning, auditory...etc. Teachers also should bring fun and variety in class to avoid monotony (vocabulary games,songs,audio,conversation,meaning games).

Question 06:

The textbook provides a list of trilingual glossary to facilitate the process of teaching vocabulary components

When checking the fourth year middle school textbook « My Book of English Four », It is remarkable that this textbook provides a learner with a long trilingual glossary presented at the end of the textbook, for the sake of enlarging the learner's vocabulary stock and making them able to write and understand the texts presented as well as improving their speaking skills. Hence, this criterion is applicable. «This list which encompasses of an English word translated to both Arabic and French language to help a learner grasp the meaning of a word easily. (See appendix E).

Question 07:

Does the teaching of vocabulary requires the use of the mother tongue.

« My Book of English Four » is a textbook designed following the principles of competency based approach for the sake of improving the communicative competence of the learners. Accordingly, The analysis reveals that the teaching of vocabulary items in classrooms requires the use of the English language while exposing the learners to the new lexis using various techniques and the use of the mother tongue as well to help learners better understand the meaning of new vocabulary in less time. That's why, this criterion is slightly applicable.

Question 08:

The vocabulary related to the topics in « My Book of English Four » is presented from simple to complex in a way that attracts the pupils to learn vocabulary using the textbook

As it is presented in the textbook and the results obtained from the checklist revealed that this criterion is applicable and the items are ranked from simple to complex. That is to say, vocabulary items are sequenced in accordance with the difficulty. Hence, the sequencing from simple to complex has a crucial role in a way it's motivate both teachers and learners to use the textbook in the process of teaching and learning vocabulary.

Question 09:

The textbook « My Book of English Four » enable pupils to expand their own vocabularies independently by helping them to develop their learning strategies ?

Along with the tasks implemented in « My Book of English Four » highlight the importance of vocabulary learning strategies. In sequence 01, I listen and do page 11. They are asked to listen to the English tourist guide and fill in the gaps than they are supposed to compare and correct each other mistakes.(see appendix 1). Moreover, In I think and write, page 44, the textbook provides a bio card of Kateb Yacine so that a learner may use the information in the Bio Card to write a coherent passage.(see appendix d). Also, in I pronounce page 29. Learners are supposed to listen and identify the diphtong in each list than they check their answers and discuss the answers with their partners.(see appendix h). Consequently, the textbook under study favorize vocabulary learning strategies due to its crucial role in vocabulary learning. This shows that this criterion is applicable.

Question 10:

The vocabulary items in the textbook « My Book of English Four » are enough to improve pupil's level

As the checklist's results show and as it is presented in the textbook under study. This criterion is applicable. « My Book of English Four » comprises a huge amount of vocabulary. That is to say, the vocabulary items presented are enough to the extent that

they are beyond their levels and the teachers face enormous difficulties to present all the vocabularies especially due to the lack of time allotted to teach English language.

Question 11:

Does the pupils use dictionaries in the classroom in order to understand new vocabulary?

The analysis reveals that this criterion is not applicable. Because the majority of teachers do not ask their learners to use dictionaries routinely in classrooms due to the limited time devoted to teach English language. Two hours per week are not enough and teachers must finish the programme to accomplish the BEM certificate by the end of the year.

Question12:

The text in « My Book of English Four » textbook authentic ?

As it is presented in the textbook along with the checklist's results , this criterion is applicable. Since the text presented over the textbook under study are authentic and matches the real life situations. For example, the text presented in I Read and Do, page.40 provides a learner with a bibliography of the famous Algerian novelist Mohammed Dib. (see appendix G)

2.4. A Sample

In this research, fourth year middle school English language teachers are taken as the target population. A total of twenty- five teachers from various middle schools in jijel were invited to participate as a sample.

Table 01 : Number of English teachers from each Middle School.

Middle school	Number of teachers
Fridja Slimane	02
Khellfallah Ammar	01
Zazoua Ahmed	03
Boubzari Mekky	01
Mostafa Elouali	03
Ben yahia A sedik	01
Khebbach Abd el razak Ibn Said	03
Charoil Abd El rahman	03
Boumliha Alaoua	03
Zekout Ismail	02
Iben- roched Mohamed	03
Total	25

2.5. Description of the teacher's questionnaire

The teacher's questionnaire was distributed and collected entirely by hand. Twenty-five questionnaires were presented to fourth year English teachers at eleven different middle schools in Jijel : Fridja Slimane, Khalfallah Ammar, Ben Yahia Ahmed, Boubezari Meky, Ibn Roched, Boumeliha Aloua, Zekout. They were collected in 04 days during the period of exams. The teachers were supposed to respond by ticking the proper answer or making a comment if one was required. The teacher's questionnaire attempts to gather information about vocabulary learning components in fourth year middle school textbook « My Book of English Four ». The questionnaire is made up of 24 questions discussed in two sections :

Section one : Vocabulary and teaching and assessment in teacher training from question 01 to question 11 while the second section investigates the method of teaching vocabulary from question 12 to question 24. (see appendix B)

2.6. Analysis of the Teacher’s Questionnaire

Section one General information

Question 01: What type of degree do you have ?

Table 01: Teacher’s Diploma

Option	Subject	percentage %
Licence	17	68%
Master	4	24%
Middle school teachers (ENS)	6	8%
Total	25	100%

Looking at table 2, we can see that the number of middle school teachers with a licence degree is higher than those with an ENS degree, 68 percent of the study sample has a licence degree, whereas 24% of them are middle school ENS teacher’s.

Question 02: How long have you been teaching English ?

Table 03:Teacher's work experience

Option	Subject	Percentage %
Less than 5 years	3	12%
From 5 to 15 years	6	24%
15 years or more	16	64%
Total	25	100%

In terms of work experience, we find that those with 15 years or more experience are the most dominant with a percentage of 64% followed by those with 5 to 15 years with a percentage of 24% and then comes those with less than 15 years with a percentage of 12%.

Question 03 : Have you received any training in teaching and assessing vocabulary ?

Table 04 Training in teaching and assessing vocabulary

Option	Subject	Percentage %
Yes	6	24%
No	19	76%
Total	25	100%

According to the result shown in the table 04,76% of the addressed school teachers haven't received any training in teaching and assessing vocabulary, while a small portion represented by 24% were trained. That is to say, almost middle school teachers are not aware of the teaching and assessing vocabulary which can affect the teaching / learning process.

Question 04: Vocabulary learning plays an important role in the pupil's language learning experience ?

Table 05 :Teacher's perception about the role of vocabulary.

Option	Subject	Percentage%
Strongly agree	19	76%
Agree	6	24%
Neutral	0	0%
Disagree	0	0%
Strongly disagree	0	0%
Total	25	100%

This question aimed at knowing teacher's perspective about vocabulary role in the pupil's language learning experience .The majority of the target teacher's, 19 teachers out of 25% which represent 76% are strongly agree that vocabulary has significant role in enhancing pupil's language learning experience with a total absence of those who are not disagree .This shows that the majority that of teacher's saw that vocabulary has a crucial role in pupil's learning experience while no teacher was disagree.

Question 05 : How important vocabulary learning strategies are in the English language learning processes ?

Table 06: The significance of vocabulary learning strategies in learning English

Option	Subject	Percentage %
Slightly important	1	4
Important	8	32%
Very important	16	64%
Not important at all	0	0%
Total	25	100%

This question aimed at figuring out teacher's perspective about how vocabulary learning strategies are important in the English language learning process .The percentage

of 64% of the addressed teachers saw that vocabulary is very important to English language teaching, additionally 8 teachers out of 25 (i.e a percentage of 32% declared that Vocabulary Learning Strategies is important .They justified their answers by saying that VLS are very important in which the teacher must vary these strategies as learners don't learn in the same way.They have different learning styles such as visual learners,auditory.Other teacher said that vocabulary is considered as the backbone of language learning and if learners possess lexical stocks ,speaking and writing will be an easy skill for them.The fact that the majority of teachers believe that VLS are important in the English language learning processes indicate that the teachers who took part in this work are well informed about the significance of acquiring English language.

Question 06:Pupils face enormous difficulties in learning English vocabulary ?

Table 07 :Difficulties of pupil's in vocabulary learning

Option	Subjects	Percentage%
Strongly agree	5	20%
Agree	17	68%
Neutral	1	4%
Disagree	2	8%
Strongly disagree	0	0%
Total	25	100%

This question sought to see if fourth year MS pupils had any difficulties with vocabulary learning or not.As the result showed in the table 07,17 out of 25 of the involved teachers in this piece of research agreed that their pupils had difficulties with vocabulary learning whereas 20% stated that they are strongly.Also 8% mentioned that they are disagree while 1 out of 25 with a percentage of 4% said that she /he is neutral.This

determines that fourth year MS pupil's are having significant difficulties in mastering vocabulary. As a result, teachers must first diagnose their learners learning problems prior providing them pragmatic solutions.

Question 07 : Do you think that the vocabulary items presented in the textbook are suitable to the pupil's level ?

Table 08: Teacher's perceptions about the fitness of « My Book of English four » to the pupil's level

Option	Subject	Percentage%
Yes	4	16%
No	21	84%
Total	25	100%

This question was intended to determine whether the lexical items presented in « My Book of English four » are appropriate for the their learners. 21 out of 25 with a percentage of 84% saw that « My Book of English four » is not suitable for their learners whereas 4 out of 25 with a percentage of 16% did so. « My Book of English four » .According to the majority of teachers has not contain relevant vocabulary items that match with pupil's level. Hence, they are beyond their level.

Question 08: How would you describe the vocabulary level of your pupil's ?

Table 09:Teacher's description of fourth year MS pupils vocabulary level

Option	Subject	Percentage%
Most of them are below the average	15	60%
Most are average	8	32%
Most are above the average	2	8%
Total	25	100%

The purpose of this question is to identify teacher's perceptions towards their fourth year MS pupils vocabulary level. Fifteen teachers out of twenty-five with a percentage of 60% argued that most of their learners are below the average whereas, 8 teachers declared that most of their pupil's are average (i.e a percentage of 32%) and 8% teachers mentioned that most are above the average. The responses retrieved from teacher's attitudes, considerably, that the majority of teachers are seeing their learners below the average determines that some teachers may have encountered difficulties while teaching vocabulary.

On the whole, the first section of this questionnaire entitled Vocabulary and teaching and assessment in teacher training. It is created with the intention of gathering information about teacher's perception regarding the evaluation of vocabulary learning components in the fourth year Ms English textbook. »My Book of English four ». To start with, the first two questions deal with general information about teachers' degrees and their experience in teaching English as well. Also, according to the analysis of the question number 3, we conclude that the majority of the addressed teachers in the dissertation in hand haven't received any training in teaching and assessing vocabulary. Moreover, questions number 4 and 5 covered the teacher's perception about the role of

vocabulary and the significance of VLS in learning English by which teachers responses emphasize the role of vocabulary in the pupil's language learning experience and stress the teaching of vocabulary teaching in different ways which means that they agree that VLS are of a crucial role to the process of learning English, proving that they are aware of the importance of learning the English language. In addition, according to the results of question number 6, we deduce that the majority of teachers classified the 4 aspects of language components they use while teaching English language from the most difficult to the least difficult as follows : writing technique and punctuation, grammar, lexis and then comes pronunciation. Further more, concerning question number 7 and 8, in the one hand, question number seven deals with difficulties that pupils face while learning vocabulary ,based on teacher's responses ,they revealed that pupils face enormous difficulties when learning English vocabulary since the considerable amount included within the textbook .Question number eight in the other hand, is based on teacher's perception about the fitness of vocabulary to the pupil's level, their responses have proved that the textbook under study does not fit the learners level. Thus, concerning question 9 ,it is about the amount of vocabulary introduced in the textbook in enhancing the pupil's level ,in this question we reached a stand that the majority of the addressed participants agree that the vocabulary items are sufficient to the extent that they exceeds their levels. Finally, concerning question 10 ,it is about how teachers regarded their pupil's vocabulary level ,almost the majority of teachers declared that most of their learners are beyond the average as a result to the huge amount of lexis.

To close, in this section ,the majority of teachers declared that « My Book of English four » contains a needless amount of vocabulary that does not serve both teachers and pupils actual level.

Section Two Method of teaching vocabulary

Question09 :As an EFL teacher do you always ensure to introduce your learners to new vocabulary items ?

Table 10 :Introducing new vocabulary items to learners.

Option	Subject	Percentage
Yes	25	100%
No	00	00%
Total	25	100%

This question investigated whether EFL teachers of the fourth year middle school always ensure to introduce learners to new vocabulary items. As it is shown in the above table, all teachers involved in this research said « Yes » and confirmed their use of new vocabulary items so that a learner can grasp a large amount of vocabularies.

Question10: When you teach vocabulary, which method do you use ? (please rank order from the most frequent (1) to the least frequent (5) ?

Table 11: Methods of teaching vocabulary.

Option	01	02	03	04	05	Total
A	01	06	02	10	06	25
	04%	24%	08%	40%	24%	100%
b	01	02	04	05	13	25
	04%	08%	16%	20%	52%	100%
c	12	04	08	00	01	25
	48%	16%	32%	00%	04%	100%
d	09	09	04	03	00	25

	36%	36%	16%	12%	00%	100%
E	02	04	03	07	05	25
	08%	16%	12%	28%	20%	100%

All in all, after analysing all the figures presented above as far as the ranking order is concerned, each fourth year middle school English teacher classify the above methods from the most frequent to the least frequent that they use while teaching new vocabulary. Hence, we end up that the majority of teachers rank these methods as follows :

- 1- Help learners infer the meaning from context.
- 2- Using words that have the same or opposit meaning of the word under study.
- 3- Using the concept of word family.
- 4- Explicit explanation of the meaning of the word using exclusively English.
- 5- Explicit explanation of the word using the mother tongue.

Question11: Do you rely only on « My Book of English four » in teaching vocabulary ?

Table 12:The reliance on « My Book of English Four » in teaching vocabulary

Option	Subject	Percentage %
Yes	04	16%
No	21	84%
Total	25	100%

This question aimed at determining whether middle school teachers of english rely only on « My Book of English Four » while teaching vocabulary learning components or they have other materials and resources that can help in teaching vocabulary items. 21 teachers out of 25 who represent 84% declared that they do not rely only on the textbook

under study, and they use other materials like work sheets, drawings, pictures, flash cards visuals aids while 04 teachers out of 25 who represent 16% rely on the « My Book of English Four » in teaching vocabulary items. This showed that teachers are not really satisfied with the vocabulary tasks under the textbook presented so that they adopt other teaching materials and techniques in teaching vocabulary.

Question12: Do you ask and train your pupils to use dictionnaires routinely in your classroom ?

Table 13:The use of dictionnaires in classroom.

Option	Subject	Percentage %
Yes	09	36%
No	16	64%
Total	25	100%

This question aimed at identifying teachers' attitude towards the use of dictionnaires routinely in classroom. 16 teachers out of 25 who represent the percentage of 64% declared that they don't ask their learners to use dictionnaires due to the unssaficient time allotted to English classes. However, 09 teachers out of 25 who represent the 36% often encourage their student to use dictionnaires to enrich their vocabulary stock.

Question13: Are the texts in « My Book of English Four » textbook authentic or not ?

Table 14 :The nature of texts in « My Book of English Four »

Option	Subject	Percentage %
Yes	18	72%
No	07	28%
Total	25	100%

This question was addressed to fourth year middle school teachers in order to explore whether « My Book of English Four » textbook’s texts are authentic or not. So, 18 teachers out of 25 who represent the percentage of 72% assert that the texts are authentic. However, 07 teachers out of 25 who represent the 28% said that the texts are not authentic.

Question 14: Do you always assign a considerable mark to vocabulary in your tests ?

Table 15:Teacher’s attitudes towards assigning a mark to vocabulary test.

Option	Subject	Percentage%
Yes	15	60%
No	10	40%
Total	25	100%

This question attempted to investigate whether fourth year middle school English teachers assign a considerable mark to vocabulary in the test or not, as the above table shows, the majority of teachers representing a percentage of 60% confirmed that they usually assign a mark to vocabulary tasks in the test. This indicates that teachers give importance to learning vocabulary items. And by assigning a mark, they encourage their learners to double their efforts in acquiring and learning the vocabulary items to get better marks.

Question 15: Do you usually specify learning objectives for vocabulary learning in your lessons ?

Table 16: The specification of learning objectives in teaching vocabulary

Option	Subject	Percentage%
Yes	21	84%
No	04	16%
Total	25	100%

This question was addressed to find out if the fourth year middle school English teachers specify learning objectives for vocabulary learning in their lessons. As it is shown in the above table, 21 teachers out of 25 who represent 84% said « Yes » while 04 teachers out of 25 who represent 16% answer « No ». This indicates that the majority of teachers specify their objectives behind teaching vocabulary items during the lessons.

Question16: Do you think that the textbook texts are sequenced in accordance with the difficulty of the lexical items ?

Table 17: Teachers' perception towards the sequencing of textbook's texts

Option	Subject	Percentage%
Yes	16	64%
No	09	36%
Total	25	100%

This question attempted to investigate the fourth year middle school English teachers perceptions to see whether the texts are sequenced in accordance with the difficulty of the lexical items or not. As it is shown in the above table, The majority of 64% of teachers argued that the texts are sequenced according to the difficulty of the lexical items. To indicates that the texrs are sequenced from the least to the most difficult items. So having the majority of teachers answering by « Yes » denotes that the fourth year middle school textbook is sequenced effectively.

Question17 The teaching of the vocabulary learning components requires the use of

Table 18: Teaching vocabulary learning components

Option	Subject	Percentage%
The mother tongue	00	00%
The use of English language only	07	28%
Both of them	18	72%
Total	25	100%

This question seeks to know how teachers explore and teach vocabulary learning components in fourth year middle school. Following the table above, 18 teachers out of 25 representing 72% teach the vocabulary tasks using both the mother tongue and the English language whereas 07 teachers out of 25 who represent 28% teach vocabulary relying only on the English language. This indicates that most of the teachers rely on the target language as well as the mother tongue to facilitate the process of learning and especially to save time and insure the learner's understanding of new vocabulary.

Question18 : Do you have anything to add regarding the issue of vocabulary teaching and assessment following the textbook under study ?

This question required teachers to add anything regarding the issue of vocabulary teaching and assessment according to « My Book of English Four » their answers were summarized as follows :

-Fourth year English textbook contains a huge and needless amount of vocabulary that does not serve the learner's needs.

-Vocabulary presented in the textbook under study is beyond the level of the students.

-The textbook texts are too long, so teachers have to adopt them and deal only with the most important activities or to rely on other materials.

- The fourth year English textbook is overloaded with grammar lessons and structures. As a result, teachers are always in hurry to finish the programme.

- Pupils are passive in vocabulary learning.

- A lack of time is the major problem faced by English teachers while teaching vocabulary in particular and English language in general. So it is very important to devote more time to vocabulary sessions.

The above answers revealed that the majority of teachers are not satisfied with « My Book of English Four » as far as vocabulary learning components is concerned.

Section two:

All in all, the second section of this questionnaire entitled « method of teaching vocabulary » encompasses of 13 questions. It is designed for the sake of gathering data about the teacher's perceptions regarding the evaluation of vocabulary learning components in the fourth year middle school English textbook. « My book of English Four ».

This results obtained from this analysis showed that the majority of teachers highlight the importance of learning vocabulary items. Additionally, teachers do not rely only on « My Book of English Four » rather, they use other materials like pictures, flash cards, worksheets... etc. in order to help learners understand better the meaning of the new word. Moreover, according to the analysis of the question (number 13) we deduce that the majority of teachers ranked the methods they use while teaching vocabulary from the most to the least frequent as follows :

- 1- Help learners infer the meaning from the context.
- 2- Using words that have the same or opposite meaning of the word under study.
- 3- Using the concept of word family.
- 4- Explicit explanation of the meaning of the word using exclusively English.
- 5- Explicit explanation of the meaning of the word using the mother tongue.

Furthermore, the present study shows that the majority of teachers do not rely on the use of dictionaries in classroom due to the unsufficient time yet, they encourage their students to use it outside so that they can benefit and enlarge their vocabulary stock. To sum up, teachers declared that the texts presented are authentic and they meet the vocabulary learner's needs. Besides, they argue that the texts are sequenced in accordance

with the difficulty of the lexical items that is to say, the textbook text are presented from the simple to the complex. Regarding the teaching of vocabulary learning components, most teachers use English language and the mother tongue to facilitate the explanation of new word.

Finally, In this section, the majority of teachers argue that the textbook texts are too long and it contains a huge amount of vocabulary to the extent that are beyond their levels highlighting the lack of time devoted to teach English language.

2.7. Discussion and Interpretation of the Results

The analysis of the results generated by the teacher's questionnaire "My Book of English Four" has revealed that the book in question allots a great importance to vocabulary teaching/ learning. The results also showed that the texts in the textbook and the vocabulary teaching items are sequenced following an increasing order of difficulty. One of the major sources of difficulty encountered by pupils is the large amount of vocabulary items that they are supposed to learn, which far exceeds these pupils' learning capacity as well as the time allotted to teaching this aspect. In addition to that, the reading texts are too long and difficult, which most often than not obliges the teachers to resort to alternative texts and materials like visual aids, Flash cards, pictures, articles, and other books to facilitate the process of teaching and learning. Regarding vocabulary teaching methodology, instead of the largely implicit method of teaching vocabulary adopted in the textbook, and which relies on inferring meaning from the context, fourth year middle school teachers prefer to explain the meaning the vocabulary items explicitly through the use of both target and the mother tongues.

2.8.Limitation of the Study

Like any other study,the research work we have conducted has certain limitations.The first is the lack of resources available concerning our topic,hence,we relied on a restricted number of Websites,Journal articles and Books.Another issue is that we have faced some obstacles with directorate of education of Jijel.They didn't give us the authority to enter middle schools since it was the exams periode.In each middle school we found only a maximum of of 1 to 3 teacher,hence,we were obliged to look for a large number of middle schools from differents regions in Jijel .The last of theses weaknesses is that some teachers declined to answer to the questionnaire when we adreesed them.It would be more practical if we could gather more questionnaires in order to have differents prsppectives from different teachers towards the textbook « My Book of English four ».

2.9.Suggestions

Since this study focuses only on vocabulary,we recommend to conduct further research about an evaluation of the whole components of « My Book of English Four »textbook.An evaluation of grammar learning components of third year middle school textbook to figure out whether teaching related grammar components in the textbook are effective,suitable and relevant particularly for the pupil's level.

Conclusion

The present chapter which is the practical part of the dissertation in hand, examined the teaching of vocabulary in Algerian Middle schools, fourth year English language textbooks. The chapter began simply by describing « My Book of English four » textbook, and then analysed its vocabulary components using a teacher questionnaire and a self designed checklist. The data gathered from the teacher's questionnaire as well as the checklist revealed that « My Book of English four » textbook is ideal for teaching and learning vocabulary to the extent that is beyond the pupil's level since it covers a huge amount of vocabulary, too much of a thing often results in its ruin. Moreover, the time allotted for teaching English classes (2 hours per week) is not sufficient, consequently, teachers are required to adapt and select only the important points and finish the program in a hurry. This shows that textbook is not extremely effective and appropriate for both teachers and pupil's actual level in particular. The result reached from the analysis of teacher questionnaire came to prove the results obtained of the checklist that the majority of Ms pupils have vocabulary difficulties

General conclusion

General conclusion

The present study attempted to evaluate the vocabulary learning component in the Algerian fourth year middle school English textbook “My Book of English Four “.This book has been selected for our study because it was introduced in 2020 by the Ministry of Education as part of the so-called ‘second generation’ textbooks and because it is supposed to prepare pupils to take a high stake examination.

To adequately tackle the evaluation of the vocabulary component of the book in question,a review of the related literature was necessary.Hence, a historical overview of English language teaching in Algeria was presented with a specific focus on the communicative approach and the latest reforms.In addition to that,the modern methodology of vocabulary teaching was also briefly exposed.

Regarding the practical part of the present study, an evaluation checklist was self-designed and implemented.The findings of the checklist in question were compared to those which were generated by The teachers’questionnaire.The latter was administered to randomly sample of 25 fourth year middle school teachers of English language at 11 different middle schools in the province of Jijel selected on the basis of convenience. The findings generated by the checklist-based evaluation as well as those yielded by the teachers’questionnaire attracted our attention to the existence of some positive aspects in the textbook under study. This textbook ,for instance, grants a great importance to vocabulary teaching/ learning ,uses authentic texts, and presents the vocabulary teaching items following an increasing order of difficulty.Nevertheless, the vocabulary learning component has serious weaknesses which prevnt it from developing an adequate level of vocabulary learning at this level.These weaknesses include ,but are not limited to the following two major aspects:the inadequacy of the large size as well as the high degree of

difficulty to the learning capacity and level of the pupils, as well as the insufficiency of the allotted teaching time for covering all the presented items. Moreover, the vocabulary teaching methodology in the textbook has been found to rely heavily on an implicit presentation of vocabulary items, where learners are generally encouraged to guess the meaning using clues in the context. Such a methodology, our findings suggest, should be given way to an explicit method based on the use of both target and the mother tongues.

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Self designed checklist

This checklist has been developed to evaluate the textbook under study « My Book of English Four » and to figure out the extent to which it's vocabulary learning components are suitable to the learner's level.

Question	Applicable	Slightly applicable	Not applicable
There is specific method to teach new vocabulary .	✓		
« My Book of English Four » textbook satisfies the vocabulary learner's needs.			✓
The textbook « My Book of English Four » matches the pupil's vocabulary level.			
Pupils face enormous difficulties in learning English vocabulary.	✓		
The importance of vocabulary learning strategies in the English language learning processes.	✓		
Vocabulary learning has played a role a in the specification and sequencing of the EFL competencies targeted in the textbook ?	✓		
The textbook provides a list of triangle glossary synonymes and opposit words to facilitate the process of teaching vocabulary components	✓		
Does the teaching of vocabulary requires the use of the mother tongue .		✓	
The vocabulary related to the topics in « My Book of English four » is presented from simple to complex in a way that attracts the pupils to learn vocabulary using.	✓		
The textbook « My Book of English Four » enable pupils to expand their own vocabularies independently by helping them to develop their learning strategies ?	✓		
The vocabulary items in the textbook « My Book of English Four »are enough to improve pupil's level .	✓		
Does the pupil's use dictionnaires in the classroom in order to understand new vocabulary.			✓
The text in « My Book of English four » textbook authentic ?	✓		

Appendix B

Teacher's Questionnaire

Dear Teacher,

The present questionnaire aims at evaluating the vocabulary components of the in-use Fourth year middle school textbook in partial fulfillment of the requirements of a master degree in the didactics of foreign languages. Would you please help us by answering and returning the questionnaire. Would you please also note that the success of our work depends on the sincerity with which you respond to the items your answers will be treated confidentially so do not sign your names. Thank you in advance for your cooperation.

Mrs labatcha and tebibel

Department of English Faculty of Letters and Language

Mohamed Esseddil Benyahia university Jijel

Section One Vocabulary and teaching and assessment in teacher training.

01-What type of degree do you have ?

- a-Licence
- b-Master
- c-Middle school teacher(ENS)

02-How long have you been teaching English ?

- a-Less than five years
- b-From five years to fifteen years

c-Fifteen years or more

03-Have you recieved any trainning in teaching and assessing vocabulary ?

a-Yes

b-No

If yes,please specify.....

04-Vocabulary learning plays an important role in the pupils' language learning experience ?

a-Strongly agree

b-Agree

c-Neutral

d-Disagree

e-Strongly disagree

05-How important vocabulary learning strategies are in the English language learning processes?

a-Slightly important

b-Important

c-Very important

d-Not important at all

Please justify.....

06-Pupils face enormous difficulties in learning English vocabulary ?

a-Strongly agree

b-Agree

c-Neutral

d-Disagree

e-Strongly disagree

07-Do you think that the vocabulary items presented in the textbook are suitable to the pupils' level ?

a-Yes

b-No

08-How would you describe the vocabulary level of your pupils ?

a-Most are below the average

b-Most are average

c-Most are above the average

Section two : Method of teaching vocabulary

09-As an EFL teachers do you always ensure to introduce your learners to new vocabulary items ?

a-Yes

b-No

10-When you teach vocabulary, which method do you use ? (please rank order from the most frequent(1) to the least frequent (5))

a-Explicit explanation of the meaning of the word using exclusively English

b-Explicit explanation of the meaning of the word using the mother tongue

c-Help learners infer the meaning from the context

d-Using words that have the same or opposite meaning of the word under study

e-Using the concept of word family

11-Do you rely only on « My Book of English Four » in teaching vocabulary ?

a-Yes

b-No

If no,what are the other materials that you rely on ?

12-Do you ask and train your pupils to use dictionnaires routinely in your classroom

a-Yes

b-No

If yes, which type of dictionary

13-Are the texts in « My Book of English Four » textbook authentic or not ?

a-Yes

b-No

14-Do you always assign a considerable mark to vocabulary in your tests ?

a-Yes

b-No

15-Do you usually specify learning objectives for vocabulary learning in your lessons ?

a-Yes

b-No

16-Do you think that the textbook texts are sequenced in accordance with the difficulty of the lexical items ?

a-Yes

b-No

Please justify

17-The teaching of vocabulary learning components requires the use of ?

b-The use of English language only

c-Both of them

18-Do you have anything to add regarding the issue of vocabulary teaching and assessment following the textbook under study ?

.....
.....

.....

.....

.....

Thank You

Appendix C

My Trilingual Glossary

ENGLISH	ARABIC	FRENCH
A		
acknowledge	يقرّ	reconnaître
admit	يحيي/ يعترف بـ / يتقبّل	reconnaître/admettre
argument	بيّنة/ حجة / برهان	argument
associate	شريك/ مساهم	associé
aspirations	تطلعات / طموحات	aspirations
awareness	وعي	conscience
aware of	واع بـ / مدرك لـ	conscient de
B		
barefoot	حافي القدمين	pieds nus
bell	جرس	cloche
boarding gate	بوابة الركوب	porte d'embarquement
brands	علامات تجارية	marques
break out	يندلع/ ينفجر	éclater
broaden	يوسّع	élargir

Appendix E

SEQUENCE 1

ME, UNIVERSAL LANDMARKS AND
OUTSTANDING FIGURES IN HISTORY,
LITERATURE AND ARTS



I listen and do.

Task 1. A group of Algerian middle school students are visiting London. They are riding an open-top double-decker bus and their English tourist guide is showing them London's most famous landmarks and monuments during this sightseeing tour. Which of the following pictures illustrates an open-top double-decker bus? I sort out the jumbled names of these vehicles with the help of my partner.

open-top double-decker bus



1



2

double-decker bus



3

coach

Task 2. I listen to the English tourist guide (Part 1) and write down the missing words in my copybook.

Today, we're going on a sightseeing tour around(1).... We are now in the city of Westminster. In a few(2)...., you will see the Houses of Parliament along the(3).... Thames, on your left. The place is also known as Westminster Palace, which was originally built in the eleventh(4).... On 16th October 1834 most of the building was destroyed by a fire. Six years(5)...., construction began on the current Houses of Parliament and was completed thirty years(6).... In 1987, UNESCO designated the building as a World Heritage Site.

Task 3. I listen again to the English tourist guide (Part 1) and check my answers.

Task 4. I listen again to the English tourist guide (Part 1) and work with my partner. We compare our answers in tasks (1 and 2) and correct each other.

Appendix D



I think and write.

Task 1:

My English web pal Richard has asked me about famous Algerian writers. I have decided to write him an email in which I will give him some biographical information about Kateb Yacine, an outstanding modern Algerian writer.

1. I need the following bio card for my email. I can also find more information about Kateb Yacine's life and writings on the Internet.

BIO CARD: Kateb Yacine



August 2, 1929: Kateb Yacine was born in Smendou, near Constantine

October 28, 1989: Kateb Yacine died in Grenoble, France

May 8, 1945: When the demonstrations of Setif, Kherrata and Guelma broke out, the young Kateb Yacine was a boarder at the Setif high school.

May 11, 1945: He was arrested and held for two months. After that, he was not allowed back into school. During his detention, his mother became insane.

1946: He published a volume of poems, Soliloques ("Soliloquies"). As the young revolutionary Kateb Yacine was taken with the nationalist ideas of the PPA (Algerian People's Party), he toured Algeria and France giving political talks.

From 1947 until his death: Kateb Yacine's life was one long errancy through the world and every kind of writing: journalism, poetry, plays, novels, etc.

1956: He published Nedjma, a novel but also a poem. Nedjma is a woman whose name translates as "star" used to symbolize Algeria, the motherland. Nedjma has marked all Maghrebian literature.

1959: Kateb Yacine created an Algerian theatre with Le Cercle des Represailles.

1970: His play, L'Homme aux Sandales de Caoutchouc ("The Man with the Rubber Sandals"), expressed solidarity with Vietnam in its struggle against American imperialism. After this play, Kateb Yacine stopped writing in French and started writing in the Algerian vernacular Arabic to be closer to his people: Mohamed, Prends ta Valise ("Mohamed, Grab your Suitcase") is a good example of the plays he wrote during this period. It is about the problems of Algerian immigrant workers in France.

1977: La Palestine Trahie ("Betrayed Palestine") is a play about the problem of Palestine.

Appendix G



I read and do.

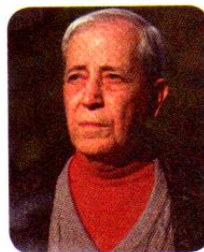
Task 1. I read text (1) and complete the bibliographical notes.

Bibliographical Notes (Texts 1 and 2)

- Title
- Author
- Source
- Date of publication
- Type of document:
 - a. blog article
 - b. press article
 - c. web article

Task 2. I read text (1) again and answer the questions in my copybook.

1. Answer by “true” or “false”.
 - a. Dib was a playwright, like Shakespeare.
 - b. A “fiction trilogy” is a series of three novels forming a continuous story.
 - c. “Run on the Wild Shore”, “Habel” and “The Loom” are the three novels which form Dib’s trilogy.
 - d. The trilogy tells about Algeria during the period 1954–1962.
 - e. The trilogy showed how the Algerian people became aware of the necessity to fight for freedom.
 - f. Dib wrote for the rich, not for the poor.
2. Who or what do the words in bold type in the text refer to?
3. Look up the word “*plight*” (§ 2) and copy out its meaning.
4. Which tenses are used in the text? Can you justify why the writer has used them?



Mohammed Dib

(born July 21, 1920, Tlemcen, Algeria – died May 2, 2003, La Celle-Saint-Cloud, France)

Mohammed Dib is an Algerian novelist, poet, and playwright, known for **his** early fiction trilogy on Algeria, *La Grande Maison* (1952; “The Big House”), *L’Incendie* (1954; “The Fire”), and *Le Métier à tisser* (1957; “The Loom”), in **which** he described the Algerian people’s awakening to the struggle for independence that began in 1954. The **trilogy** recounts the years 1938–42.

Dib’s later novels portray the French colonial repression of the Algerian people, the search for the authentic expression of an Algerian personality, the war for independence and **its** effects, the new Algeria after independence and the plight of the Algerian emigrant worker in France. These novels, such as *Cours sur la Rive Sauvage* (1964; “Run on the Wild Shore”), and *Habel* (1977) express optimism in the brotherhood of mankind. **He** wrote for those who are dispossessed through economic exploitation.

Dib viewed himself as essentially a poet. He wrote several collections of poetry. **He** was also the author of a film scenario and two plays.

Thinley Kalsang Bhutia
Encyclopedia Britannica, Feb. 25, 2016

Appendix H



I pronounce.

Task 1. I listen and identify the intruder diphthong in each list.

- ➔ /eɪ/: take – stay – make – **tray** – try – sailor
- ➔ /aɪ/: life – height – **classmate** – kind – pilot – writer
- ➔ /ɔɪ/: noise – voice – vice – soil – coin – **point**
- ➔ /eə/: hair – fair – air – **ear** – share – stair
- ➔ /ʊə/: cure – pure – tour – **tear** – mature – endure
- ➔ /ɪə/: clear – here – fear – **dear** – dare – engineer
- ➔ /əʊ/: throw – show – **shout** – close – post – poet
- ➔ /aʊ/: down – town – counting – accountant – load – **loud**

Task 2. I listen again and check my answers.

Task 3. I add one word to each list in task (1). I can use my dictionary.

Task 4. I listen carefully to the pronunciation of the letters in bold type in each sentence and identify the correct diphthong.

➔ /eɪ/, /aɪ/ or /ɔɪ/?

Picasso was a **great** painter; he started **painting** at the **age** of **eight**.

➔ /eə/, /ʊə/ or /ɪə/?

When I was ten years old, my dream **career** was engineering.

➔ /əʊ/ or /aʊ/?

Childhood memories remain the most important **moments** in our lives even when we **grow old**.

Task 5. I listen again and check my answers.

Task 6. I work with my partner. We read again (My Pronunciation Tools 1) and discuss our answers in tasks (1, 3 and 4).

Task 7. I read aloud the sentences in task (4). My partner listens to me and corrects my pronunciation mistakes.

Le manuel scolaire est le matériel de classe le plus utilisé. Par conséquent, la bonne conception du livre facilite le processus d'enseignement et d'apprentissage. Cela montre l'importance d'évaluer le manuel pour détecter les faiblesses dans divers aspects de la langue, tels que le vocabulaire. La présente recherche vise à évaluer la pertinence des activités d'enseignement du vocabulaire dans le manuel de langue anglaise pour la quatrième année moyenne. « My Book of English Four » qui a été introduit en 2020 par le ministère de l'éducation selon les principes de l'approche par compétences. Dans cette recherche, une liste de contrôle auto-conçue a été utilisée pour évaluer le vocabulaire dans le manuel. De plus, un questionnaire a été présenté à vingt-cinq (25) professeurs d'anglais qui enseignent dans onze (11) écoles différentes de la ville de Jijel pour recueillir des données sur leur point de vue sur les activités et le vocabulaire du manuel scolaire « MyBook of English Four ». Les résultats obtenus ont montré que le livre contient énormément de vocabulaire dans la mesure où il dépasse le niveau de l'apprenant. Par conséquent, le livre est riche en vocabulaire lexical difficile qui demande plus de temps.

Mots clés : Approche par compétence, évaluation de manuels, vocabulaire

the Whole components of « My Book of English four

ملخص

يعتبر الكتاب المدرسي من اكثر الوسائل التعليمية استخداما في المدارس. ولهذا فان التصميم الجيد للكتاب يسهل عملية التعليم والتعلم. وهذا ما يبين أهمية تقييم الكتاب المدرسي للكشف عن نقاط الضعف في مختلف جوانب اللغة كالمفردات. يهدف البحث الحالي الى تقييم مدى ملائمة الأنشطة الخاصة بتدريس المفردات في الكتاب المدرسي للغة الإنجليزية للسنة الرابعة من الطور المتوسط "كتابي للغة الإنجليزية" والذي تم اعتماده في عام 2020 من قبل وزارة التربية والتعليم وفقا لمبادئ المنهج القائم على الكفاءة. في هذا البحث. تم الاعتماد على قائمة مرجعية مصممة ذاتيا لتقييم المفردات في الكتاب المدرسي "كتابي للغة الإنجليزية". وعلاوة على ذلك. تم تقديم استبيان لخمس وعشرون أستاذ للغة الإنجليزية يدرسون في احدى عشر متوسطة في ولاية جيجل لجمع بيانات حول وجهة نظرهم اتجاه الأنشطة والمفردات في الكتاب المدرسي. أظهرت النتائج التي تم الحصول عليها ان الكتاب يحتوي على كم هائل من المفردات الي حد تتجاوز فيه مستوى المتعلم. وبالتالي فان الكتاب غني بالمفردات المعجمية الصعبة والجديدة التي تتطلب وقت اكبر.

الكلمات المفتاحية تقييم الكتاب المدرسي . المفردات. النهج القائم على الكفاءة.