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An Evaluation of Vocabulary Components in the Fourth Year Middle

School English Coursebook 'On the Move'

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ˈOn the Moveˈ

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Abstract

Textbook evaluation plays an imperative role in unveiling the weaknesses of the activities meant for the teaching of the different aspects of a language as vocabulary. This study attempts to examine the appropriateness of the vocabulary activities in the fourth year middle school (MS) coursebook 'On the Move'. The current study hypothesizes that if the vocabulary components are presented adequately in 'On the Move' activities, fourth year MS learners will develop their vocabulary. Hence, the dissertation in hand is composed of three chapters, the first one concerns the vocabulary instruction, and the second one tackles the issue of textbook evaluation. The third chapter, which is the practical part, explains plainly the research methodology relied on in conducting this research. Concerning the tools of research an adapted checklist to evaluate the strengths and weaknesses of the coursebook in terms of the inserted vocabulary components and activities is used. Moreover, a questionnaire was submitted to 15 fourth year middle school teachers of English language who teach at 7 different middle schools in Jijel city in order to gather the necessary data about their perspective towards the appropriateness of the vocabulary activities and components included in 'On the Move' coursebook. The results obtained reveal that the coursebook 'On the Move' is rich regarding the new lexical items but difficult and not really appropriate to the fourth year MS pupils. Thus, the findings of the checklist and the questionnaire confirm the previously set hypothesis. Finally, the study proposes some pedagogical recommendations relevant to vocabulary teaching activities.

Key words: Textbook evaluation, coursebook, vocabulary components, activities, a checklist, vocabulary teaching.

In the Name of Allah , the Most Compassionate, the Most
Merciful

DEDICATION

I dedicate this work to:

the dearest persons to my heart: to my parents for their love, support, and understanding,

to my lovely sister Fatima for her unlimited support, kindness and encouragement,

to my brothers: Wahid, Walid, Dirare, and Nadir whom i like a lot,

to all my relatives inside and abroad,

to my colleagues Souheila, Soumia, Imane and hayet,

to my friends Mouna, Karima, Hanan, Aida,and Asma.

Hanan KERDOUN

Above all, I thank Allah, the Almighty for giving me the strength and patience to undertake and complete this work Glory and Praise for him.

In the living memory of my grandmother who had been my caring and tender second mother. I should say thanks to:

my parents the reason of what I become today,

my sisters: Chafia, Nassima who were continuously supporting me,

my friends: Aida and Fahima,

all my relatives.

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LIST OF ABBREVIATIONS AND SYMBOLS

%**:** Percentage

ALM: Audio-lingual method

ASTP: Army Specialised Training Program

B. C: Before the Christ

CBA: Competency-Based Approach

CBE: Competency-Based Education

CLT: Communicative language Teaching

DM: Direct Method

EFL: English as a Foreign Language

ELT: English Language Teaching

ER: Extensive Reading

ESL: English as a Second Language

ESP: English for Specific Purposes

GTM: Grammar Translation Method

L1: First language

L2: Second language

LLSs: Language learning Strategies

MS: Middle School

SLT: Situational Language Teaching

TESOL: Teaching English to Speakers of Other Languages

VLSs: Vocabulary learning Strategies

US: United States

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I. Background of the Study

Vocabulary is the solid foundation and the pillar in learning a language as the overwhelming majority of meaning is carried out lexically. It is a primary skill which should be mastered by the language learners before they acquire another skill. Clear and serious problems may occur when the students do not master vocabulary well. They will not be able to comprehend the content of the text, they will find difficulty to speak fluently, and they will not be able to express their opinions and ideas comfortably.

Wilkins (1972) wrote that "without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (as cited in Nunan, 1991, p. 117). This means that vocabulary is central to English language learning, because without vocabulary students cannot understand others or express their own ideas.

On the other hand, the evaluation of materials and more specifically coursebooks is an integral and a vital process in the educational system. This task was given the importance by many scholars (Sheldon, 1988; Aftab, 2011) in order to improve the quality of coursebooks and facilitate the teaching/learning processes. Among the scholars who have related coursebook and vocabulary by viewing the coursebook as a container of vocabulary input Thornbury (2002), who claimed that coursebook is a source of words by means of segregated vocabulary activities.

Hence, the evaluation of language teaching coursebooks is necessary for the improvement of English as a Foreign Language (EFL) education in general, and vocabulary acquisition in particular. Coursebooks play an imperative role to boost learners vocabulary background since they are the direct and almost the immediate source that teachers rely on to teach vocabulary components.

Having a coursebook in the trend of teaching and learning is a vital element. Furthermore, teaching vocabulary as it is the heart of language is tricky and it is not as simple as it may be considered. Consequently, vocabulary teaching and learning is one of the most important components in coursebooks. Therefore, it is important to investigate how coursebooks present vocabulary.

Nemati (2009), in his research study, evaluated English pre-university textbook in India regarding vocabulary teaching relying on a questionnaire and a vocabulary profile. The results of this study showed that this textbook is generally acceptable.

Another study conducted by Harmoni, Hedrick and Fox (2000) revolved around the nature of representation of vocabulary instruction in the teachers' edition of social studies textbook for grades four through eight. It was found that although coursebook designers realized the importance of vocabulary, they continued to include vocabulary activities that represent traditional rather than higher order ideas about how to support vocabulary learning.

II. The Statement of the Problem

Learning vocabulary is a fundamental step to learn a foreign language. To provide pupils with lexical input for vocabulary acquisition, a heavy responsibility is placed on the quality of the coursebook. So, many problems will be faced by teachers and learners provided the coursebook does not present adequate activities meant for vocabulary components development. Hence, Algerian fourth year middle school learners need to be assigned to solve diverse activities to develop their vocabulary background. That is to say, coursebooks help learners to acquire more vocabulary items that help them develop their language proficiency, especially, that fourth year learners are expected to pass an official national exam comprising different subjects including English language. Accordingly,

having the adequate vocabulary background helps the fourth year MS learners, to a great extent, perform well in the English language.

III. Aim of the Study

The study aims at investigating the effectiveness and appropriateness of fourth year MS English coursebook 'On the Move' in building the pupils' vocabulary knowledge. It also attempts to diagnose teachers' perspectives about the activities of teaching vocabulary in the fourth year coursebook and to know whether the latter helps their learners to acquire new lexical components and develop their language performance in terms of vocabulary knowledge.

IV. Research Questions

The piece of research in hand aims to answer the following questions:

- Does the coursebook 'on the move' provide sufficient and appropriate lexical items for fourth year middle school learners?
- What are the perspectives and attitudes of teachers about the activities involved in the coursebook for teaching vocabulary in classroom?
- Do fourth year MS teachers rely on supplementary teaching materials to teach vocabulary components?

V. Research Tools

Since the research in hand aims at examining the teaching of vocabulary throughout the use of activities in the fourth year MS coursebook and it attempts as well to know teachers' attitudes towards these activities, the most appropriate research design to be adopted is the descriptive one. That is to say, the descriptive design is the chosen one because the research in question aims, primarily, at investigating the types and the content

of the vocabulary activities and presentation in the coursebook in question. Moreover, it seeks at unveiling teachers' perspectives about vocabulary teaching and activities in 'On the Move' coursebook. Hence, to confirm the set hypothesis, we make use of two research instruments: a questionnaire and a checklist to elicit information about vocabulary teaching and activities in the coursebook.

The questionnaire is directed to 15 fourth year MS teachers of English language who use the coursebook 'On the Move' in order to figure out their perspective concerning the teaching of vocabulary components in the activities. Moreover, the checklist that we already used is the one of Cunningsworth's (1995) for vocabulary coursebook evaluation.

VI. Structure of the Study

This research is divided into three chapters. The first chapter is a theoretical one which deals with a review literature about vocabulary instruction. It highlights the history of vocabulary teaching and learning, vocabulary definition and description and selection along with the distinction between receptive and productive vocabulary, beside teaching and learning in the major teaching methods. It also sheds light on issues in connection with vocabulary teaching/ learning.

The second chapter is also a theoretical one; it is related to textbook evaluation. It highlights issues related to textbook evaluation, its role in language classroom. In addition to that, it describes the purpose of textbook evaluation, types and tools of materials evaluation. Finally, it provides the definition of checklist and some checklists models. Concerning the third chapter, it is the practical one. It provides a detailed description of the used methodology in this work. It describes the research process, population and sampling, the coursebook 'On the Move'. It also describes the teacher's questionnaire along with its analysis, interpretation and discussion of the obtained results

Chapter One: Vocabulary Instruction

Introduction

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Introduction

Teaching English vocabulary to foreign language beginners presents a real challenge for both teachers and learners, since English is mostly practised only in schools and the time devoted to teach it is very limited. This chapter, which is entitled vocabulary instruction, provides a theoretical background about the history of vocabulary teaching and learning, vocabulary definition, description and selection, and the distinction between receptive and productive vocabulary along with portraying the place of vocabulary teaching/Learning in the major teaching methods. The chapter also puts in plain words vocabulary instruction which encompasses incidental vocabulary acquisition and intentional vocabulary acquisition, in addition to the current status of vocabulary teaching in relation to the four basic language skills. Chapter one also sheds light on vocabulary learning strategies.

1. 1. Historical Overview about Vocabulary Teaching and Learning

The issue of vocabulary teaching was discussed by different scholars in the field of foreign language teaching. According to Schmitt (2000), the history of language learning dated back to the second century B.C in the Roman age. As Schmitt (2000) contended, students at that time develop their listening skill in an early age at schools by memorising the alphabet then move to syllables, words and connected discourse. Meanwhile, lexis received little attention in that period. However, by the medieval era, grammar dominated foreign language teaching classrooms. Additionally, Schmitt (2000) argued that teaching grammatical structures became the basis of language instruction at the age of renaissance. More importantly, he added that the overemphasis of teaching the grammatical structures at the expense of vocabulary components created a hot debate among scholars. In 1611, William wrote a text about vocabulary acquisition where he explained his notion of contextualised presentation. This text consisted of 1,200 proverbs illustrating the common

vocabulary of Latin in addition to demonstrating homonyms in the context of sentences. Similarly, Schmitt (2000) contended that Comenius supported William's view of contextualised vocabulary in his textbook which introduced the eight thousand common words of Latin grouped in relation to different topics and demonstrated with labelled pictures. As Schmitt (2000) noted, the twentieth's century concepts of the Reform movement influenced scholars such as William and Comenius to reject the principles of Latin grammar (rote memorisation, overemphasis of grammar and translation) and worked for enhancing the status of vocabulary in foreign language teaching settings.

Furthermore, Schmitt (2000) pointed out that by the age of reason, which referred to an historical era in Europe that stressed logical thinking and rejected old myths of the past, people believed on natural laws derived from logic. Nevertheless, the belief that saw Latin as the least corrupted language in the world went hand in hand with the view that considered Latin grammar as the core of language instruction. Schmitt (2000) declared that the grammar perspective was most influenced by the work of Robert "An Introduction to English Grammar" in 1962.

For Schmitt (2000: 11), the attempt to standardize the vocabulary was carried by means of producing language dictionaries. In this regard, Schmitt (2000: 11) listed the following dictionaries: Roberts Cawdreys's Language Dictionary, Samuel Johnson Dictionary, Noah Webster Dictionary.

To sum up, language is the basic means of communication. The urgent need of humans to communicate successfully and effectively in the target language results in developing various language teaching approaches which view vocabulary learning and teaching from a different perspective.

1. 2. Vocabulary Definition

The term vocabulary is interchangeably used with the term 'lexis'; a technical term used in the linguistic study of this aspect of language. It is worthy to mention that agreement on one definition of vocabulary seems to be difficult, depending on whether one adopts a narrow or a broad definition. The notion of vocabulary has a range of meanings. In Longman dictionary (1995); vocabulary was defined as all the words that someone knows, learns, or uses. The Oxford dictionary (2002) defined vocabulary as 'the body of words used in a particular language or in a particular sphere" (p. 1604). Similarly, Hornby (1995) defined vocabulary as the total number of words in a language.

Hodges (1984, p. 2) stated that "vocabulary, or lexicon of a language encompasses the stock of words of that language which is at the disposal of a speaker or writer". In Longman dictionary (2002, p.580), vocabulary was defined as "a set of lexemes, including single words, compound words and idioms". Also, Scrivener (2005, p. 227) argued that the term vocabulary refers mainly to single words and sometimes two or three linked word combinations. Similar to Scrivener, Ur (1996, p. 60) argued that vocabulary is simply the items, be it single words, compound words and/ or idioms that we teach in a foreign language.

Chall (1983) and Shepherd (1984) give two different definitions to vocabulary. Shepherd (1984) looked at vocabulary learning in two ways:

➢ Learning vocabulary: the ability to associate a word with its definition or synonym.

➢ Using vocabulary: using words to interpret the meaning of sentences and to comprehend texts.

Chall (1983) looked at vocabulary in light of word recognition; what is the medium by which a message is conveyed, and word meaning which is the message itself.

Vocabulary is broadly defined as knowledge about words and word meanings. According to Langenberg et al. (2000), the term vocabulary refers to the knowledge of words and their meanings (as cited in Rahmani, 2007, p. 47). Fadel (2005) provided another definition which is stated subsequently:

> Vocabulary is known as evolutionary in the sense that constant
>
> changes are made all the time because of the introduction and
>
> omission of words in a language. It is for that reason Rivers (op.
>
> cit.) defines it as that aspect of language which continues to
>
> develop and evolve for as long as one has contact with a
>
> language whether it be one's first, second or third language (p.
>
> 39)

In other words, vocabulary is a flexible unlimited process which is always subjected to change through time and it is that change which results in the vocabulary development.

1. 3. Vocabulary Description

The main linguistic branches that study vocabulary and its different forms, meanings and uses are lexicography and lexicology. So, both must be discussed in order to give a comprehensive explanation to the issue of vocabulary.

1. 3. 1. Lexicography

It was considered by Jackson and Zé Amvela (2000, p. 8) as a special technique of writing dictionaries i.e. it is the act of grouping lexical items in a dictionary with their meanings, functions and examples of their uses.

1. 3. 2. Lexicology

It is one branch of linguistics that analyses the vocabulary items of a language. According to Jackson and Zé Amvela (2000, p. 2), lexicology is the study of lexis. Lexicology relies on information derived from morphology and semantics. In other words, it is concerned with how words are classified, formed and their different meanings.

1. 3. 3. Word classes

Words are the essential components that make a sentence since they have different functions in a text. Thornbury (2002: 4) divided them into two major classes:

- *Function words* (Grammatical words) are those that have a grammatical function in the sentence or text.

  ➢ A pronoun is a word that replaces a noun e.g. she (Linda) reads the new novel.

  ➢ A preposition is a word used to show: a place e.g. she is in the house, a time e.g. the English session starts at 9:30, a position e.g. it locates between two streets, etc.

  ➢ A conjunction is a word used to join units in a sentence. There are two kinds of conjunctions: coordinating conjunctions that join two main clauses e.g. they read the text and do the activities. And subordinating conjunctions that join a main clause with a subordinating one e.g. I will come when I receive your letter.

  ➢ A determiner is a word used to qualify nouns. It can be: an article (the, a, an), demonstrative adjective (this, these, that, those), Possessive adjective (my, your, his, her, its, our, their, etc).

- *Content words* are those that convey a meaning. They include:

  ➢ A verb is a word that refers to an action, state or event. They are divided into two parts; regular and irregular. Such as to cook, to like, to do, to look, to write, etc.

> ➢ A noun is a word that refers to: a person; John, man, a doctor; a place; Algeria, school; a thing; door, box, etc.

> ➢ An adjective is a word that is used to describe a noun. Such as beautiful, sad.

> ➢ An adverb is a word that is used to describe: a verb; I was there, an adjective; you are very happy, or another adverb; she works very hard.

1. 3. 4. Word formation

As the name implies, word formation refers to the process of forming or producing new language items or words. Cunningsworth (1995) referred to this as relationships of forms or word building. As far as word formation is concerned, it includes four basic relationships:

- Affixation which means forming new words from a set of old words by adding a letter or a group of letters to the beginning of words which are called suffixation, or to the end of words which is called prefixation.

- Compounding refers to combining two words or more such as second-hand, paperback, dishwasher…etc. Compounding involves combining words in different ways such as: second-hand, record player, screensaver, matchbox and dumptruck-driver.

- Conversion is the process that replaces a word from one part of speech by another word. According to Thornbury (2002: 5), nouns are converted into verbs such as: She impacted against a brick wall; let's brunch tomorrow. Also, prepositions can be converted into verbs e.g. she upped and left. Further, verbs are converted into nouns such as a balloon flight is an absolute must.

- Clipping refers to the process of reformulating new words through making longer words short e.g. flue from influenza, e-mail from electronic-mail, and dorm from dormitory…etc. Thornbury (2000) added that two words can be blended to form another

new word called a blend e.g. breakfast + lunch= branch, information+ entertainment= infotainment.

1. 3. 5. Word meaning

Word meaning is very crucial to develop a general competency in any language. In order to understand the meanings of words, learners should know some lexical concepts. Cunningsworth (1995: 38) referred to this aspect as semantic relations. As Thornbury (2002) claimed, word meaning can be taught through:

- Synonyms which refer to the words that have a similar meaning such as old, antique, aged, elderly…etc. Some people use these words interchangeably as real synonyms. However, others use them differently.

- Antonyms are words that have an opposite meaning such as old and new. Thornbury (2000: 9) noted that using antonyms involve some ambiguity for example black is the opposite of white. Whereas, old man is contrasted by young man and old record player is contrasted by a new one.

- Hyponyms are those words that belong to a more general category. That is to say, it is a relationship that moves from part to the whole e.g. dog is a kind of animals. According to Thornbury (2002, p. 10), "a hyponymy relationship is a kind of relationship as it is the case of the word hammer which is a kind of tool, or a kiwi that is a kind of fruit. Thus, hammer is a hyponym of tool; kiwi is a hyponym of fruit".

- Polysemes are words that overlap in their meanings. They include homonyms, homophones, and homographs. "examples of polysemes : this is not fair, we have a fair size garden, she was only a fair cook, this fair city of ours, the sun's rays can be very harmful, beating on an unprotected fair skin, it will be fair and warm" (Thornbury, 2000, p. 8).

1. 4. Vocabulary Selection

Deciding on what words are basic for language learners is a basic issue in material development. According to Coady and Huckin (1997), frequency and range are the most important factors that are taken into consideration in vocabulary selection.

- Frequency: it is the main criterion of vocabulary selection. It is the total number of occurrences of an item in a given corpus of a language. It seem self-evident that it is sensible to teach the most frequent words in any language before the more unusual one, they are taught as they are likely to be the most useful ones for learners of that language. The most frequent words are not necessarily the most useful ones for learners. They are rather the most frequent words in a subject. West (1953) based, in his work, on frequency and range to create a list which contains 2000 headwords called General Service List of English words (as cited in Coady and Huckin, 1997, p. 238).

- Range: it is another important criterion of vocabulary selection. It is complementary to frequency. A word that found in a large number of texts has a high range. In this case, although its frequency might look significant its range may be quite small. According to Verghese (1989), the criterion range refers to "the frequency of a word used in variety of situation. Structural words, certain types of adverbs, adjectives, verbs and abstract words are generally words having a very wide range" (p. 86).

- Another important point is that context clues are very helpful to make good guess at the word's meaning. According to Verghese (1989), vocabulary lessons that emphasize learning facts about words independent of context in which they are used in sentences do not yield the right kind of results" (p. 86).Context clues are given a

different name by Cunningsworth (1995),The latter preferred to refer to context clues

as situational relations.

1. 5. Receptive and Productive Vocabulary

A distinction is made between receptive and productive vocabulary which are also

referred to as passive and active vocabulary. Child (1973) considered "the number of words

we actually use" as active vocabulary and "the large number we are able to understand" as

passive vocabulary (as cited in Torki, 2012, p. 173). He added that "the same vocabulary item

which is the active use today may become a passive vocabulary tomorrow" (p. 174). Read

(2000) argued that receptive and productive vocabulary is considered as a continuum process

of knowing a word. Thus, the learner knows the word receptively and later productively, also

Melka (1997) argued that learners can use words after they gain more knowledge of their

pronunciation, spelling, grammar, meaning and range of use (as cited in Read, 2000).

1. 6. Vocabulary in the Major Teaching Methods

One way of developing a general proficiency in a foreign language is by acquiring its

vocabulary. As far as vocabulary is concerned, it was neglected for a long time under different

language teaching methods due to the higher emphasis on grammar and pronunciation.

1. 6. 1. Grammar Translation Method

One of the traditional approaches of foreign language teaching is the grammar

translation method (GTM). Schmitt (2000) pointed out that this method emerged by the early

sixteenth century. As its name implies, the GTM is a combination of grammar and translation.

In this regard, Richards and Rodgers (2001, p. 5) stated 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 texts into and out of the target language'. In

other words, the name of this approach clearly summarizes its basic components which lies,

in fact, in memorizing endless lists of bilingual vocabulary words which illustrated

grammatical rules taught in this approach together with translating sentences and into the

target language i.e. to enable foreign language learners to read foreign language literature

through extensive practice of grammatical structures in translation activities and internalizing

a given sum of lexical items in bilingual lists.

Concerning the main characteristics of GTM, Prator and Celce-Murcia (1979) listed

them as:

- Higher use of learners' native language in classroom.

- It introduces vocabulary in bilingual vocabulary word lists.

- Learners are acquainted by long detailed explanations of grammatical structures.

- It sets rules for combining words together, and views them as the basic of language

  instruction.

- It stresses earlier reading of literary prose.

- It gives little attention to texts (as cited in Brown, 2000, p. 19).

To put it differently, the GTM focuses on use in the classroom, presents vocabulary in

the form of bilingual word lists, gives thorough explanation of grammar rules, connects

words together, emphasizes reading literary passages of the classics and pays little attention

to texts. Further, the above features of the GTM go hand in hand with those proposed by

Richards and Rodgers (2001: 5) who contended that the primary concern of this method is

teaching grammatical structures by means of translating texts and sentences from and into the

target language or vice versa. Similarly to Prator and Celce-Murcia (1979), Stern (1983)

argued that the mother tongue is the basic language for vocabulary acquisition (as cited in

Richards and Rodgers, 2001, p. 5). In addition to that, the GTM places too much emphasis on

learning productive skills (reading and writing), by contrast, receptive skills (listening and

speaking) were restricted to an "optimum minimum." As Howatt (1984) noted, accuracy

plays a significant role in the Grammar Translation Method (as cited in Richards and

Rodgers, 2001, p. 6). Moreover, this method teaches grammar inductively. Regarding

vocabulary teaching, the GTM teaches vocabulary via bilingual words' lists.

1. 6. 2. Direct Method

The Direct method of foreign language teaching emerged as a reaction to the GTM

which places too much emphasis on translation and grammar at the expense of vocabulary.

According to Schmitt (2000), the DM was developed by Berlitz by the late ninetieth century.

As its name implies, the DM comes from the idea of linking meaning to form directly without

translation. For Richards and Rodgers (2001: 11), the major assumption of this method is that

second language learning is similar to first language learning. As Brown (2001:21), Richards

and Rodgers (2001: 12) asserted, the basic principles of the DM are:

- Second language learning is similar to first language learning,

- Too much emphasis is placed on oral interaction and communication,

- Higher importance is placed on teaching speech, listening comprehension and
  accurate pronunciation,

- Teaching everyday vocabulary and introducing new points orally,

- Encouraging spontaneous use of the language,

- Little attention is paid to grammar rules,

- No more translation.

In addition, Schmitt (2000:12) added that the DM teaches the meaning directly through

the target language. Concerning vocabulary teaching, he claimed that this method is based on

the belief that vocabulary learning occurs through interaction during lessons. Similarly,

Franke (1884) supported this view: "a language could be best taught by using it actively in the

classroom" (as cited in Richards and Rodgers, 2001, p. 11). That is to say, vocabulary learning results from the active verbal interaction in educational settings. Besides, Zimmerman (1997) argued that the DM teaches concrete vocabulary either by pictures or physical demonstration. However, abstract vocabulary is presented by grouping it according to a topic or via the association of ideas (as cited in Schmitt, 2000, p. 12).

1. 6. 3. Reading Method

Similar to the previous trends in foreign language teaching, the reading method came as a reaction to the preceding approaches' failure to meet the basic learners' needs and teaching requirements as well. As Schmitt (2000:13) argued, the reading method that was developed in Britain by the early twentieth century emerged as a response to Michael's Lewis claim that stressed the need of facilitating the reading skills through enhancing the vocabulary learning process. Similarly, the Coleman Report (1929) in the United States revealed that the time devoted to L2 instruction is not sufficient for developing a general proficiency in the language (as cited in Schmitt, 2000, p. 13). In this regard, Schmitt (2000: 13) stated that the RM views reading as the most important skill learned at school for language learners in general and people travelling abroad in particular. In other words, the reading skill is the basic language skill by which people develop a full understanding of language in educational settings, communicating successfully and develop their own specific competencies that enable them to establish solid relationships among each other. As far as teaching vocabulary is concerned, many scholars called for enhancing the status of vocabulary in language teaching (as cited in Coady and Huckin, 1997, p, 9). Lewis (1930) developed a General Service List of the English Words (as cited in Coady and Huckin, 1997, p. 9). He stated: "The primary thing in learning a language is the acquisition of a vocabulary, and practice using it" (as cited in Coady and Huckin, 1997, p. 9). Further, the leaders of the situational approach in Britain,

Palmer and Hornby (1916) supported Wilis's view and argued that vocabulary should be given an important status in the field of language teaching (as cited in Coady and Huckin, 1997, p. 10). Besides, Palmer and Hornby's principles: selection, graduation and presentation lead to enhancing the status of vocabulary in language teaching. Consequently, for the first time vocabulary became a crucial aspect in language teaching (as cited in Coady and Huckin, 1997, p.10).

1. 6. 4. Audio-Lingual Method

Linguist's agendas gave birth to several foreign language teaching trends among which is Audiolingualism. According to Schmitt (2000), the Audio-lingual method developed in the United States by the American Structural linguists in the world's second war. Brown (2007) claimed that the Audio-Lingual Method (ALM) emerged first as an "Army Method" for training the American soldiers in foreign languages. According to him, this method was originated to the Army Specialized Training Program (ASTP) then it was developed by the US government to raise their soldiers' oral proficiency in foreign languages of their allies and enemies. Additionally, Richards and Rodgers (2001: 56) established that ALM was most influenced by the Behaviourists' theory of habit-formation which provides three conditions for   Behaviour to occur: Stimuli i.e. the factors that results in the occurrence of a certain Behaviour, Response which refers to the effect caused by a given a stimuli on a certain behaviour and Reinforcement i.e. a process by which responses becomes automatic. According to Richards and Rodgers (2001, p. 59), the primary concern of this method is to help learners of foreign languages to become orally proficient.

Concerning vocabulary teaching, Zimmerman (1997) claimed that, ALM emphasized grammar at the expense of vocabulary. In other words, this method restricted vocabulary teaching to certain contexts and selected those vocabulary forms according to their simplicity

and familiarity (as cited in Schmitt, 2000, p. 13). Further, Schmitt (2000) contended that ALM used vocabulary to support the drills. In this regard, Coady (1993) noted that 'it was assumed that good language habits, and exposure to the language itself, would eventually lead to an increased vocabulary" (as cited in Schmitt, 2000, p, 4). That is to say, language learning is a process of habit formation, by which good language habits are reinforced in order to produce correct phonological (pronunciation) and structural (grammar) patterns through extensive drilling practice. Consequently, vocabulary knowledge develops.

1. 6. 5. Situational Language Teaching (The Oral Approach)

Situational Language Teaching is a foreign language teaching approach that taught language by means of situations. According to Richards and Rodgers (2001:38), the Oral Approach developed in Great Britain by the British Applied linguists from 1930s to 1960s. They contended that the major goal of this approach is to establish a scientific basis for applying the oral methods. In other words, Situational language teaching is an oral approach with a scientific basis. In this regard, Richards and Rodgers (2001) claimed that SLT originated from the work of the British linguist Harold Palmer and A. S. Hornbury who tried to establish a solid scientific basis for SLT. Concerning the major principles of this approach, Richards and Rodgers (2001) argued that the basic principles underlying SLT is that it teaches the language through practising the basic structures in meaningful situations. Additionally, it considers speech as the basis of this method. Besides, it gives crucial importance for the selection of the vocabulary content. Further, it emphasizes using the target language in the classroom. Also, it adopts vocabulary selection procedures to ensure that a wide range of vocabulary is conveyed. In regard to grammar items, this approach grades them from easy to complex. In other words, this means, it teaches grammar first then moves to complex

structure. Davies et al (1975) argued that the basic activities that students practise in SLT classrooms were:

- Listening practice i.e. the teacher repeats the word several times.

- Choral imitation: when the student repeats items together.

- Individual imitation: the learner repeats the model as the teacher introduces it.

- Substitution drills: it involves using pictures, words, numbers and names.

- Question answer drilling: one student asks a question and the other responds until the majority of students practise the new question form (as cited in Richards and Rodgers, 2001, p. 46).

1. 6. 6. Communicative Language Teaching

Communicative Language Teaching (CLT) referred to an approach to foreign language teaching which focuses on developing the student's communicative skills and competencies. As Richards and Rodgers (2001) argued, Communicative Language Teaching emerged as a reaction to the failure of the oral-situational approach to develop learner's communicative competence. In this regard, Noam Chomsky rejected audiolingualism ideas of habit formation, and argued that language is governed by cognitive factors particularly by the abstract rules in the innate faculty (as cited in Schmitt, 2000, p. 14). Additionally, Schmitt (2000) contended that Hymes introduced the concept of communicative competence in 1972 which stressed both sociolinguistic and pragmatic factors. Consequently, this helped to shift from language correctness towards the language appropriateness i.e. how language is suitable in a given context. Regarding the basic principles of CLT, Schmitt (2000) pointed out that CLT emphasized the message and fluency over grammatical accuracy. Also, language is taught through problem-solving activities along with tasks that engaged students

in collecting information such as gap exercises where the teacher provided a student with a piece of information in order to exchange it together with his/ her classmates.

Concerning vocabulary teaching, Coady (1933) claimed that 'L$_2$ vocabulary, like L$_1$ vocabulary, would take care of itself' (as cited in Schmitt, 2000, p. 14). Furthermore, the primary focus of CLT is to enable language learners to communicate effectively and meaningfully in the foreign language. Instead, Schmitt (2000) argued that CLT gave higher importance to the mastery of functional aspects of the language such as making requests and apology, and the way of connecting language in large discourse. Further, he added that CLT does not provide any guidelines about how vocabulary should be organized and presented to foreign language learners.

1. 6. 7. Lexical Approach

The lexical approach is a major paradigm shift in foreign language teaching as it emphasized vocabulary learning over internalizing grammatical structures of the language. According to Harmer (2001), the term lexical approach dated back to 1990 when Dave Willis used this concept to refer to his lexical syllabus. Later on, Michael Lewis developed Willis's notion of lexical syllabus to a more sophisticated approach for teaching foreign languages which came to be known as the lexical approach. In this respect, Lewis argued that his approach is based on the assumption that 'language consists not of traditional grammar and vocabulary but often of multi-word fabricated chunks' (as cited in Harmer, 2001, p. 91). In other words, the lexical approach of Lewis emphasizes lexical chunks over learning the grammatical structures and vocabulary items of the language. Thornbury (2002) declared that lexical approach is organised around a lexical syllabus i.e.' a syllabus that is organized around meanings more than forms' (p.112). He added that 'the basic chunks in teaching are:

- Phrasal verbs such as get up, log on, run out of, go on about.

- Idioms, catch phrases and sayings such as get cold feet, as old as the hill.

- Sentence frames such as: would you mind if...? the thing ... is ...; I'd...if i were you; what really gets me is...

- Social formula such as see you later, have a nice day, yours sincerely.

- Discourse markers such as frankly speaking, on the other hand; I take your point; to cut a long story short...' (p.115).

Additionally, Lewis claimed that learners should focus on the mastery of lexical phrases, collocations, idioms, fixed expressions and semi-fixed phrases which shaped an essential part of the language (as cited in Thornbury, 2002, p. 115). More importantly, Thornbury (2002) pointed out that the lexical approach teaches vocabulary into two major forms: 'word combination (chunks) and individual high-frequency words' (p. 112). Concerning language teaching, Thornbury (2002) contended that language teaching is 'based on the following principles:

- The syllabus should be organised around meaning.

- The most frequent words encoded the most frequent meaning.

- Words typically co-occur with other words.

- These co-occurrence or chunks are an aid to fluency' (p. 112).

Further, he added that the emergence of CLT enhanced the status of vocabulary in foreign language teaching. As Wilkins (1972) said, 'without grammar very little can be conveyed without, vocabulary nothing at all can be conveyed' (as cited in Thornbury, 2002, p. 115). In other words, vocabulary is the most important aspect of language. Further, Wilkins stated that 'if you spend most of your time studying grammar, your English will not improve much, you will see more improvement if you learn more words and expressions.

You can say very little without grammar, but you can say almost anything with words' (as cited in Thornbury, 2002, p. 113). That is to say, vocabulary (words) is the core of language.

1. 6. 8. Competency-Based Approach

As far as the Competency-Based Approach (CBA) is concerned, it is a major paradigm shift in the field of language teaching and learning. It emerged in the USA by the 1970s. The CBA approach is outcome-oriented. In other words, the primary concern of this approach is the output or the learning outcomes that are measured in terms of competencies. According to Richards and Rodgers (2001: 141), the major reason behind developing CBA is due to the emergence of Competency-Based Education (CBE), which refers to an educational movement that focuses primarily on the learning outcomes.

Therefore, CBA is an application of the competency-Based Education principles (CBE) (Richards and Rodgers, 2001, p.141). That is to say, CBA is based on the CBE principles which aimed at developing the learners' communicative competence via exposing them to different sophisticated tasks whereby they achieved the learning objectives which are reflected in the competencies enhanced by students. As Richards and Rodgers (2001) pointed out, CBA taught the language in relation to the social context in which it is used. In addition, Richards and Rodgers (2001) claimed that language is used as a means of communication or interaction between people in order to achieve their pre-determined goals. .That is to say, CBA used language to achieve specific goals particularly in situations with learners of specific needs. Similar to Behaviourism, Richards and Rodgers (2001) argued that CBA shared the view that the form of language can be determined from its functions. Besides, they added that teaching and learning processes encompassed three stages: providing students with the input, selecting concepts and skills to be practised and assessing students learning .Richards and Rodgers (2001) pointed out that the "competency

descriptions of each stage are: knowledge and learning competencies, oral competencies, reading competencies and listening competencies" (p.147). Further, they argued that "competency consists of a description of the essential skills, knowledge, attitudes, and behaviours required for effective performance of a real-work or activity." (p.144). These activities can be related to different domains of life and social survival in a new environment. For instance, Mrowicki (1986) noted that "areas for which competencies have been developed in a vocationally oriented ESL curriculum for immigrants and refugees include: task performance, safety, general word-related, task schedule, time sheet, pay-checks, social language, job application, and job interview" (as cited in Richards and Rodgers, 2001, p. 144). Richards and Rodgers (2001) contended that "competencies are described in terms of:

- Elements that break down the competency into smaller components and refer to the essential linguistic features of the text.
- Performance criteria that specify the minimal performance required to achieve a competency.
- Range of variables that sets limits for the performance of the competency"(p. 147).

From his part, Auerbach (1986) distinguished eight features of CBA:

- It aims at successful interaction in society by giving learners the opportunity to participate in the practical life.
- It stresses teaching the skills of everyday life. i.e. CBA teaches language as a function of communication about concrete tasks.
- It is outcome- oriented. In other words, it concentrates more on what the learners will be able to do after finishing the instruction.

- Modularized instruction. i.e. It divides language learning into meaningful chunks and sets specific well organized objectives so that both teachers and learners can understand the progress of the lesson.

- Explicit outcomes which are the basis of instruction, since they represent the public knowledge shared between teachers and learners.

- Continuous and ongoing assessment. That is to say, CBA tests students regularly to figure out whether they had already mastered their skills, and what skills they lack.

- Demonstrated mastery of performance objectives. In other words, the goal of instruction is to demonstrate pre-specified behaviours.

- Learner-oriented instruction i.e. the objectives, content, and pace are determined according to learners needs and prior learning and achievement are taken into account in developing curricula (as cited in Richards and Rodgers, 2001, p. 144)

Concerning vocabulary teaching and learning, CBA teaches the vocabulary knowledge related to everyday life situations and that is central to their daily life. Also, it emphasizes teaching lexical chunks which involve phrasal verbs, idioms, sentence frames, social formula and discourse makers.

In the CBA, learners study English within situations and contexts that are varied and relevant. According to Belouahem (2008), the linguistic competency (vocabulary, grammar and pronunciation) and strategic competency are viewed as supporting competencies. They are not the main objective of the study, but are tools that learners use in order to better speak, listen, read and write. In other words, in a CBA program vocabulary is the most neglected of all aspects of learning a second language, because, in general, there is a tendency to concentrate on other language aspects paying little attention to vocabulary.

1. 7. Vocabulary Instruction

Nowadays, vocabulary teaching becomes an essential component of foreign language development. Therefore, foreign language teachers attribute a crucial value towards developing their learners' lexical knowledge. Also, current research devoted much more time and effort to explore how vocabulary is taught and what is the best approach for effective vocabulary teaching.

1. 7. 1. Incidental Vocabulary Acquisition (Indirect)

One of the main approaches to vocabulary acquisition is incidental learning. In actual fact, researchers have recognised the importance of incidental vocabulary acquisition. Therefore, many researches were directed toward investigating pedagogical conditions under which incidental vocabulary is taught in foreign language teaching classrooms and whether it meets learners' needs and teaching requirements or not.

Nation (2001) noted that 'vocabulary knowledge is a complex construct with multiple knowledge dimensions such as: forms, grammatical characteristics, and collocations' (as cited in Van-Zeland and Schmitt, 2013, p. 609). In other words, vocabulary acquisition being incidental or intentional encompasses knowing all the words aspects including its forms, grammar, collocations...etc.

Further, Hukin and Wexhe (1997) argued that 'L_2 vocabulary is learned incidentally while learners are encouraged in extensive reading (ER) or reading for meaning in inferring the meanings of known words' (as cited in Kneown and Kim, 2008, p. 192). That is to say, most foreign language learners acquire vocabulary in an incidental way. This indicates that incidental vocabulary acquisition is the one of t the best approaches to teach vocabulary in foreign language classes. Also, incidental vocabulary acquisition results basically from reading for identifying meanings of known words.

1. 7. 2. Intentional Vocabulary Acquisition (Direct)

One way through which learners can acquire vocabulary in a foreign language is by intentional vocabulary acquisition. Hulstijn (1992) claimed that 'Intentional vocabulary learning refers to an activity aiming at committing lexical information to memory' (as cited in Li, 2013, p. 140). In other words, intentional vocabulary acquisition is a process that involves the use of memory in internalizing a set of vocabulary knowledge. According to Li (2013), pedagogic studies concerned with intentional vocabulary acquisition dated back to twentieth century. Nation (2001) argued that incidental vocabulary acquisition has six principles:

- The learning of word pairs.

- Connect word forms and meanings.

- Teaching groups of words together and cross-association.

- Teaching the underlying meaning of a word.

- Teaching word families instead of words.

- Teaching word parts (as cited in Schmitt, 2000, pp. 834-836).

Groff (1981) argued that extensive researches on direct vocabulary instruction revealed that teaching children how they read in a direct way is the best method to expand the vocabulary level of children. Similarly, Holms (1934) and Gray and Holms (1938) concluded that explicit vocabulary teaching plays a significant role in developing the vocabulary knowledge of children (as cited in Groff, 1981, p. 263). Further, Weintraub (1968) noted 'direct instruction utilizing numerous useful techniques appears to be the most promising approach' (as cited in Groff, 1981, p. 262).

1. 8. The Current Status of vocabulary Teaching

Nowadays, vocabulary teaching becomes an essential component of the foreign language learning process. According to Nunan (1991), during the 1970's, the field of vocabulary teaching and learning witnessed a new era. He added that scholars and famous

linguists stressed the importance of vocabulary teaching and learning in the curriculum and argued that vocabulary learning is an essential component in the development of a language. Besides, Nunan (1991: 117) pointed out that the focus of most language teaching methodologies shifted towards teaching vocabulary in ESL classrooms as its primary concern. Moreover, researchers on vocabulary acquisition claimed that vocabulary is an important aspect in foreign language learning. Therefore, vocabulary is a respectful area in any language teaching course. An important example was provided by the structural linguist Hockett (1958), who pointed out that vocabulary, is the easiest aspect of a foreign and the page language to learn (as cited in Nunan, 1991, p. 117). In addition, Krashen and Terrel (1983) noted that vocabulary plays a significant role in the early stages of second language use (as cited in Nunan, 1991, p. 117). Similarly, Rivers (1983) declared that acquiring adequate vocabulary knowledge is necessary for second language use (as cited in Nunan, 1991, p. 117). To sumarize, the status of vocabulary in the field of foreign language teaching and learning has changed since the 1970's.

1. 9. Vocabulary and the Basic Language Skills

One way to expand learners' vocabulary knowledge is by using the four language skills: listening, speaking, reading and writing. From a historical point of view, the importance of using the four language skills in vocabulary learning was recognized for thousands of years. Accordingly, researchers in the field of vocabulary teaching and learning found that both receptive and productive skills have significant effects on the learners' vocabulary learning process.

1. 9. 1. Vocabulary and Receptive Skills

In actual fact, vocabulary can be widely learnt and acquired through the two basic receptive skills that are listening and reading. The subsequent part explains the way vocabulary is learnt through both listening and reading.

1. 9. 1. 1. Vocabulary and Listening

Listening is one of the basic language skills used by learners to develop rich vocabulary knowledge in the foreign language. According to Nation (2000), 'learning vocabulary through listening is one type of meaning focused input' (p.191). In other words, listening is a skill that involves exposing learners to a wide range of vocabulary knowledge in order to infer its basic meaning. In fact, the listening skill is responsible for all the sum of word knowledge developed by children. Young children develop their vocabulary skills in their early years when they were babies, and when they grow up their speaking skill develops due to the fact that they had been exposed to a large sum of input for a long time. Later on, their listening skill would help them to develop their vocabulary knowledge at schools.

Elley (1989), Brett, Rothlein and Hurly (1996) claimed that the listening skill enables the language learners to expand their vocabulary knowledge in a broad way (as cited in Nation, 2000, p. 193). They contended that one way to develop the vocabulary knowledge of learners is through listening to stories. As they putted it, the teacher may read a story while learners are following with him and whenever the teacher encounters a new vocabulary item, he writes it on the board and defines it or gives its translation form. Van-Zeeland and Schmitt (2013) stated that 'vocabulary knowledge is a perquisite for reading comprehension, and listening can serve as useful source for vocabulary acquisition' (p. 193). That is to say, listening is a key factor in developing the learners reading comprehension and vocabulary knowledge.

1. 9. 1. 2. Vocabulary and Reading

As far as the reading skill is concerned, it is considered as one of the most important language skills for expanding foreign language learners' vocabulary knowledge. As Smitt (1978) putted it, 'the best way to acquire a large and useful vocabulary for reading is by meaningful reading' (as cited in Groff, 1981, p. 262). According to Stenstron (1990), there are two ways of learning vocabulary: either by spoken form or by written form.

As Nation (2000) declared, the reading skill is divided into two processes: extensive reading which involves giving importance to the different language aspects basically vocabulary, grammar and discourse in the text under use. Intensive reading however, refers to an intentional learning process that deals with short texts only i.e. those between 300-500 words long. Petty, Herold and Stol (1968) indicated that intensive reading has significant effect on developing students' vocabulary knowledge (as cited in Groff, 1981, p. 264).

1. 9. 2. Vocabulary and Productive Skills

In fact, the term productive skill is associated in foreign language teaching with the speaking and writing. Hence, in what follows, the productive skills are exposed along with the vocabulary learning development.

1. 9. 2. 1. Vocabulary and Speaking

Speaking is one of the essential language learning skills. The development of those skills started in the first few years of young childhood through interacting with their parents or any other people. The speaking skill receives little attention in the field of vocabulary research. According to Pikulski and Shane (2003), 'young children learn to communicate through listening and speaking' (as cited in Nation, 2000, p. 193). In other words, successful vocabulary acquisition requires selecting both written and speaking inputs.

Unlike the other language skills, Nation (2000) claimed that word frequency studies showed that only small vocabulary knowledge is required for the speaking skill since learners do not have much more concerns to speak about. He contended that we have more things to write rather than to speak about. One way by which foreign language learners improve their speaking skill is by means of repetition (Nation, 2000, 202). That is, having students pronouncing the spoken input they are being exposed to helps them to distinguish inappropriate practices immediately and supply useful corrections for them. Consequently, their speaking skill will develop in a smooth active process.

Further, Nation (2000) argued that learning vocabulary from spoken input is an effective means of vocabulary expansion. Moreover, Pawley and Syder (1983) proposed that learners should internalized a large store of sentences, clauses, phrases,...etc in order to retrieve them later (as cited in Nation, 2000, p. 202).

1. 9. 2. 2. Vocabulary and Writing

The writing skill plays a significant role in the foreign language learning process. Also it is one important factor in foreign language development. Having a good writing ability indicates a higher competency level. Bel and Purnablly (1984) pointed out that writing is a complex process which involves a full mastery of the language aspects: vocabulary, spelling, sentence structure and letter formation (as cited in Nunan, 1989, p. 36). According to Halliday (1985), writing develops due to the cultural changes that stress the need to satisfy communication goals (as cited on Nunan, 1989, p. 86). According to Nunan (1989), 'successful writing involves:

- Mastering the mechanics of letter formation.

- Mastering and obeying conventions of spelling and pronunciation.

- Using the grammatical system to convey one's intended meaning.

- Organizing content at the level the paragraph and the complex text to reflect given/ new information and topic/comment structure.

- Polishing and revising one's initial efforts.

- Selecting an appropriate style for one's audience' (p. 37).

Hamound (1987) suggested that understanding the relationship between the oral and the written forms of the language is necessary for establishing an adequate pedagogy (as cited in Nunan, 1989, p. 86).

1. 10. Language Learning Strategies

Many researchers try to come up with a clear definition for the concept of learning strategies, Chamot (1987) claimed that 'learning strategies are techniques approaches or deliberate actions that students take in order to facilitate the learning and recall of both linguistic and content area information'(as cited in Macaro, 2001, p. 17). Another definition is that of Cohen (1998) who defined language learning strategies in general as the processes that the learners consciously select in order to enhance both learning and use of the foreign language (as cited in Gass and Selinker, 2008, p. 439). Similarly, Oxford (1990) viewed language learning strategies (LLSs) as the operations that learners use 'to aid the acquisition, storage, retrieval, and use of information' (as cited in Doczi, 2011, p. 139). So, language learning strategies (LLSs) are tools that language learner use for self-directed learning.

1. 10. 1. Vocabulary Learning Strategies

Vocabulary learning strategies (VLSs) are a subset of language learning strategies (LLSs). Takac (2008) defined VLSs as 'the specific strategies utilized in the isolated task of learning vocabulary in the target language' (as cited in Doczi, 2001, p. 140). Also, Cameron (2001) stated that VLSs are 'actions that learners take to help themselves to understand and

remember vocabulary' (as cited Pourchahian, 2012, p. 138). This means that VLSs are steps

and actions that language learners take to acquire new vocabulary. Catalan (2003) gave a

working definition for VLSs, she viewed them as 'knowledge about the mechanisms

(processes, strategies) used in order to learn vocabulary as well as steps or actions taken by

students to:

- Find out the meaning of the unknown words.

- Retain them in the long-term memory.

- Recall them at will.

- Use them in oral or written mode (p. 56)

1. 10. 2. Some Vocabulary Learning Strategies

There are different ways to classify VLSs. Many researchers propose different

classifications of VLSs (Stoffer, 1995; Schmitt, 1997; Nation, 2001; and Gu, 2003) (as cited

in Gazali, 2011, p. 85). The mostly used classification, and which is subsequently presented is

that of Schmitt (1997). Schmitt (2000) provided a list of VLSs divided into two major groups:

discovery strategies and consolidation strategies, the former compose of both determination

strategies and social strategies, the latter consist of social strategies, memory strategies,

cognitive strategies and meta-cognitive strategies. Table 1 illustrates the classification of

VLSs proposed by Schmitt.

Table1.

Schmitt's Taxonomy of L$_2$ Vocabulary Learning Strategies (VLSs)

Discovery Strategies	Determination strategies
	Social Strategies
Consolidation Strategies	Social Strategies
	Memory Strategies
	Cognitive Strategies
	Meta-cognitive Strategies

• Discovery Strategies: are strategies that the language learners use to discover new words. Schmitt (2000) claimed that discovery strategies are 'useful for the initial discovery of a word's meaning' (p. 135). They are divided into two sub-categories: consolidation strategies and social strategies. In other words, the language learner discover the meaning of an unknown word through:

-guessing from context.

-using a dictionary.

-asking other people.

• Consolidation Strategies: are steps and actions a language learner takes to acquire a word after it has been encountered. Schmitt (2000, p.135) described consolidation strategies as 'those useful for remembering that word once it has been introduced'. They fall into 4 categories: social strategies, memory strategies, cognitive strategies and meta-cognitive strategies.

-Social Strategies are actions and steps taken by language learners which involve other people in the language learning process. Schmitt (2000) claimed that the social strategies mean that the language learners 'use interaction with other people to improve language learning' (p. 135). These strategies are:

-Study and practise meaning in a group.

-Interact with native speakers.

-Memory Strategies, as Schmitt (2000) stated, 'memory strategies (traditionally known as mnemonics) involve relating the word to be retained with some previously learned knowledge' (p. 135). That is to say, the learner links the meaning of new words to mental processes. These strategies help the learner store new information in memory and retrieve it later. Schmitt (2000) listed memory strategies as follow:

-Connect word to previous personal experience.

-Associate the word with its coordinates.

-Connect the word to its synonyms and antonyms.

-Use semantic maps.

-Image word form.

-Use key word method.

-Group words together to study them.

-Study the spelling of a word.

-Say new word aloud when studying.

-Use physical actions when learning a word.

• Cognitive Strategies, according to O'Malley and Chamot (1990), they are those which 'operate directly with incoming information' (as cited in Waldvogel, 2013, p. 210). These strategies make the language learner able to 'manipulate the language material in direct way, e.g. through reasoning, analysis, note-taking, summarizing, synthesizing, outlining, reorganizing information to develop stronger schemas (knowledge structure), practising in naturalistic settings, and practising structures and sounds formally' (Oxford, 2003) (as cited in Waldvogel, 2013, p. 210). That is to say, cognitive strategies are actions that involve manipulation or transformation of the language in some direct ways.

• Meta-cognitive Strategies are 'those used by students to control and evaluate their own learning, by having an overview of the learning process in general' (Schmitt, 1997) (as cited in Waldvogel, 2013, p. 210). That is to say, the knowledge about learning which provides control over the learning process. According to Schmitt (2000), these strategies are:

-Use English language media (songs, movie, newscast, etc).

-Use spaced word practice (expanding rehearsal).

-Test oneself with word tests.

-Skip or pass new word.

-Continue to study word overtime.

In short, relying on the different VLSs paves the way for the English language learners to store the newly acquired and learnt vocabulary items they come across in classroom or outside the frame of classroom.

Conclusion

Vocabulary teaching and learning is fundamental for successful acquisition of a second or a foreign language. Thus, it is crucial to find an appropriate way for better performance of such processes. Hence, throughout this chapter, we provided, first, a historical overview of vocabulary teaching and learning and, a definition for the term vocabulary, vocabulary selection and description along with the distinction between receptive and productive vocabulary. The chapter elucidated as well the concept of vocabulary instruction including both incidental and intentional vocabulary teaching. Another issue that we tackled within the frame of this chapter is vocabulary and the basic language skills. Finally, the chapter in hand put in plain words the different vocabulary learning strategies.

Chapter Two: Textbook Evaluation

Introduction

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2.4. 2. Pre-Us/ In-Use/ Post-Use Evaluation

2. 4. 2. 1. Pre-Use Evaluation

Introduction

Since textbooks are the mostly used teaching materials by teachers and learners, evaluators, then should carry out a deep evaluation in order to diagnose the textbooks' strengths and weaknesses the provide adequate solution for them, to arrive at better decision making and contents' selection. This chapter, which is entitled 'textbook evaluation', provides a theoretical background about its definitions together with those of textbook, coursebook and materials along with the distinction between textbook, coursebook and materials. In addition to the role of textbook, characteristics of good coursebook, the definition of evaluation, the distinction between textbook evaluation and materials evaluation together with their definitions, the history of textbook evaluation, the purpose of textbook evaluation, and the types of materials evaluation which encompass macro and micro evaluation together with pre-use, in-use, post-use evaluation followed by tools of textbook evaluation and definitions of checklist. Moreover, it lists some checklist models including: Cunningsworth's checklist, Ur's checklist, William's checklist, an Miekley's checklist model. Then, it reviews textbook evaluation methods: impressionistic, checklist and in-depth method.

2. 1. Definition of Textbook Evaluation

Textbook evaluation helps teachers in selecting good coursebooks. Under this title, the following concepts will be discussed: definitions of textbook/coursebook/materials and the distinction between them, the role of textbook, characteristics of good coursebook, the definition of evaluation, and the distinction between textbook evaluation and materials evaluation**.**

2. 1. 1. Definition of Textbook/ Coursebook/ Materials

This piece of research in hand aims at evaluating fourth year middle school English coursebook '*on the Move'*. Therefore, it is important to commence the literature with a clarification of three related terminologies: textbook, coursebook, and materials.

To start with, a general definition for textbook is found in Oxford Learner's Pocket Dictionary, a textbook is 'a book that teaches a particular subject, used in schools' (p. 447). Another definition is provided by Bradbery et al (2012), they defined a textbook as 'a book about a subject which students use'. (p. 639). Similarly, Macmillan Dictionary for Advanced Learners (2007) defined a textbook as 'a book containing information about one subject' (p. 1546). In addition, Cambridge Advanced Learner's Dictionary (2003) gave a similar definition for textbook; it is 'a book that contains detailed information about a subject for people who are studying that subject' (p. 1319). Bullon et al gave another definition for textbook, 'a book that contains information about a subject that people study at school or college' (p. 1714). That is to say, a textbook is an effective teaching material which is used for educational purposes. Also, Richards and Schmidt (2002) defined the term textbook as follows:

> A book on a specific subject used as a teaching/learning
>
> guide, especially in a school or college. Textbooks for foreign
>
> language learning are often part of a graded series covering
>
> multiple skills (listening, reading, writing, speaking, and
>
> grammar) or deals with a single skill, (i.e. reading) (p. 595)

Another definition is that of Cunningsworth (1995). He asserted that textbook is a source for reaching the intended aims and objectives that reflects learners' needs. All in all, a textbook refers to any book designed for educational purposes that reflects the learners' needs

and teaching objectives and it is considered as a standard source for both teachers and learners.

Concerning coursebook, Macmillan English Dictionary for Advanced Learners (2007) defined this term as 'a book that is design to be used in class by students taking a particular course of study' (p. 339). Similarly, Cambridge Advanced Learner's Dictionary (2003) provided a definition for coursebook as 'a book used by students when they do a particular course of study' (p. 280). Furthermore, Bullon et al (2003) defined a coursebook as 'a book that students use regularly during a set of lessons on a particular subject' (p. 360). Another significant definition for coursebook in language teaching is that of Richards and Schmidt (2010), 'a book (usually as part of a series of books) that contains all the materials necessary for a particular type of language learner at a particular level (e.g. intermediate level adults). Such a book is typically based on an integrated or multi-skills syllabus i.e. one that contains sections on grammar functions, vocabulary, listening, speaking, reading and writing' (p. 141). That is to say, a book that teachers and learners use regularly in classroom, and contains all aspects/skills of language needed for the achievement of the already set objectives.

As far as materials are concerned, Cambridge Advanced Learner's Dictionary (2003) defined materials as 'information used when writing something such as a book or information produced in various forms to help people or to advertise product' (p. 769). Similarly, Macmillan English Dictionary for Advanced Learners (2007) defined materials as 'documents etc that are used for a particular activity: publicity material' (p. 928). In language teaching, Tomlinson (2011) defined materials as 'anything which is used to help language learners to learn. Materials can be in the form, for example, of a textbook, a workbook, a cassette, a CD-ROM, a video, a photocopied handout, a newspaper, a paragraph written on a whiteboard: anything which presents or informs about the language being learned' (p. xiii). Similar to Tomlinson (2011), Richards and Schmidt (2002) defined materials as:

> Anything which can be used by teachers or learners to
>
> facilitate the learning of a language. Materials may be
>
> linguistic, visual, auditory, kinesthetic, and they may be
>
> presented in print, audio or video form, on CD-ROMs, on
>
> the Internet or through live performance or display.
>
> (p. 354)

In language teaching, materials refer to all that make the teaching/learning process easier for all the participants. They take different forms: linguistic, visual, auditory, kinesthetic. And it can be introduced in print, audio, or video forms.

2. 1. 2. The Distinction between Textbook/ Coursebook/ Materials

'Materials' is an umbrella term. As Tomlinson (2011) stated, it is anything that contains language knowledge and helps the language learning process such as: textbooks, coursebooks, workbooks, CDs, photocopied handouts, videos, etc. So, textbooks are one example of materials.

It is possible to make distinctions between textbook and coursebook. According to McGrath (2006), 'textbook is like oil in cooking –a useful base ingredient' (p. 175), 'a textbook is a thick wood, rich, you learn a lot, you see a lot (but) you get entrangled, you get lost' (p. 175). He added that 'coursebook is a map (and as much can be deceptive in its apparent simplicity of direction and explanation)' (p. 175). That is to say, a textbook is a more general term i.e. it refers to any type of book that is used academically, it can take various categories as coursebooks, supplementary books, etc. whereas, coursebook is a book that is required for a particular course. It is normally used for classroom learning, and sometimes it bears a teacher's guide along.

Therefore, within this master dissertation, the term 'coursebook' will be used to refer to the book which is used regularly in classroom to teach a particular subject matter, which is in this dissertation entitled 'on the move' to teach English Language for fourth year pupils in Algerian middle schools.

2. 1. 3. The Role of Coursebook

Sheldon (1988) and Cunningsworth (1995) set different roles of textbook in ELT. It can serve as:

- A source for presenting materials (spoken and written).

- A reference for learners to acquire the language skills basically grammar, vocabulary and pronunciation.

- A resource of ideas for classroom activities.

- A syllabus which reflects the pre-determined learning objectives.

- A source of self-directed learning.

- A support for novice teachers.

Similarly, Wen et al (2001) claimed that "textbook provides novice teachers with guidance in course and activity design, it assures a measure of structure, consistency and logical progression in a class" (as cited in Alavinia and Siyadat, 2013, p. 151). In other words, they act as a teacher's guide which provide him/her with the necessary courses and activities, and ensure a kind of structure, consistency and logical progress in the classroom.

2. 1. 4. Characteristics of a Good Coursebook

The aim behind evaluating language teaching materials is basically for the sake of investigating their suitability and effectiveness as far as language teaching is concerned. According to Grant (1987), "the best coursebook should have three main features:

- The textbook should suit the needs, interests, and abilities

- It should suit the teacher and the target classroom

- It must meet the needs of official public teaching syllabi or examinations" (as cited in Belouahem, 2008, p. 92).

Similarly, Ellis (1990) noted that good coursebooks should fulfill the aims/objectives of the teaching programme, since they reflect the learner's needs (as cited in Belouahem, 2008, p 92).

2. 1. 5. Definition of Evaluation

By definition, evaluation, as it is provided in Oxford Learner's Pocket Dictionary, 'a decision on the value or quality of something' (p. 146). Besides, Bloom (1956) defined evaluation as "the fact of judging quantitatively or qualitatively works, materials, method, etc, by following a given criteria for a given purpose" (as cited in Aouine, 2011, p. 60). Another definition is that of Nunan (1999), he stated that 'evaluation is the collection and interpretation of information about aspects of the curriculum (including learners, teachers, materials…etc) for decision making purposes' (p. 85). Richards and Schmidt (2002) defined evaluation as:

> The systematic gathering of information for purposes of
>
> decision making. Evaluation may use quantitative methods
>
> (e.g texts), qualitative methods (e.g observations, ratings),
>
> and judgments. In language planning, evaluation
>
> frequently involves gathering information on patterns of
>
> language use, language ability and attitudes towards
>
> language. The evaluation of individuals involves decisions

about entrance to programmes, placement, progress, and

achievements. (p. 188)

Rea-dickens and Germaine (1992) defined evaluation as the systematic process of making judgments about something. Whereas, in education, evaluation refers to the act of judging the quality of teaching materials according to certain criteria that will help in decision making and improving educational settings. This means, evaluation is a natural activity that seeks to obtain information about different aspects in educational settings for the purpose of making decisions.

2. 1. 6. The Distinction between Textbook Evaluation and Materials Evaluation

In order to make a clear distinction between materials evaluation and textbook evaluation, it is better, first, to define them separately.

2. 1. 6. 1. Definition of Textbook Evaluation

According to Tomlinson (2001), textbook evaluation is 'an activity within the applied linguistics discipline through which teachers, supervisors, administrators and material developers can make judgments about the effect of the materials on the people using them' (as cited in Carter and Nunan, 2001). Additionally, Hutchinson and Waters (1987) stated that textbook evaluation is basically a straightforward, analytical matching process i.e. matching needs to available solutions (as cited in Sheldon, 1988, p. 237). As can be seen, textbook evaluation involves the analytical process of judging the quality of materials and their effect on teachers and learners. Moreover, Genesee (2001) argued that 'textbook evaluation is a process of collecting, analyzing, and interpreting information. As a result of this process students will improve their language competence and educational programs will be more prosperous' (as cited in Rezaeian and Zamanian, 2015, p. 106) i.e. textbook evaluation helps in improving the teaching and learning processes.

2. 1. 6. 2. Definition of Materials Evaluation

Tomlinson (2011) stated that materials evaluation is:

> The systematic appraisal of the value of materials in
>
> relation to their objectives and to the objectives of the
>
> learners using them. Evaluation can be pre-use and
>
> therefore focused on predictions of potential value. It can
>
> be whilst-use and therefore focused on awareness and
>
> description of what the learners are actually doing whilst
>
> the materials are being used. And it can also be post-use
>
> and therefore focused on evaluation of what happened as a
>
> result of using the materials (p. xiv)

It is a systematic process of evaluating materials, it can:

- Predict possible future value of materials.

- Describe what the learners do during the use of materials.

- Describe the impact of using the materials.

Additionally, Richards and Schmidt (2002) gave another definition for materials evaluation in language teaching, which is 'the process of measuring the value and effectiveness of learning materials' (p. 354).

In language teaching, materials evaluation is a wide process of evaluating teaching aids such as textbook. In this regard, textbook evaluation is embedded in materials evaluation. i.e. materials evaluation can involve textbook evaluation, teacher evaluation, …etc. In this master dissertation, the term textbook evaluation refers to the evaluation of the coursebook and

materials evaluation refers to the evaluation of anything in the teaching and learning process including textbook evaluation.

2. 2. The History of Textbook Evaluation

Tomlinson (2001) offered a short summary of the history of materials development. He explained that this field of study was treated as a sub-category of methodology as few books came out in the 1980s, mainly Cunningsworth (1984) and Sheldon (1987) (as cited in Carter and Nunan, 2001). According to Tomlinson (2001), most published research on materials development had focus on materials evaluation which has problem of objectivity i.e. most researchers determine what criteria are measured and valued in a coursebook according to theirs subjective views. However, many researchers, in recent years, make efforts to create objective tools that give reliable data about materials.

Sheldon (1988, p. 240) stated that "the literature on the subject of textbook evaluation is not very extensive". Nevertheless, researchers like Rivers (1968), Williams (1983), Cunningsworth (1984), Grant (1987), Sheldon (1987), Skierso (1991), Ur (1996), proposed different models and frameworks for evaluating textbooks (as cited in Awasthi, 2006, p. 5).

2. 3. The Purpose of Textbook Evaluation

Scholars provide different purposes for textbook evaluation. Nunan (1998) argued that textbooks cannot satisfy the teaching requirements in all contexts for this reason it should be evaluated in order to determine its appropriateness and usefulness for teachers and learners (as cited in Balachandran, 2014, p. 75). He added that textbook evaluation helps in selecting the appropriate textbook that matches the learners' needs and preferences together with the designed teaching objectives. Similarly, Cunningsworth (1995) claimed that textbook evaluation helps in selecting and determining whether a textbook really matches the needs of learners, aims, methods, and values of the teaching program or not. Also, it enables teachers

to discover whether textbooks under use suit the current teaching situation or not. In other words, it is through textbook evaluation that teachers can diagnose the strengths and weaknesses of the textbook and therefore adopting suitable ones and strengthening the weaknesses of the previous ones. Sheldon (1988) suggested other reasons behind textbook evaluation:

- The selection of an ELT textbook often signals an important administrative and educational decision in which there is considerable professional, financial, or even political investment.

- It would provide for a sense of familiarity with a book's content thus assisting educators in identifying the particular strengths and weaknesses in textbooks already in use.

- It would help educators to make optimum use of book's strong points and to recognize the shortcomings of certain exercises, tasks and entire texts (p. 76)

2. 4. Types of Materials Evaluation

Researchers offer different ways of categorizing materials evaluation in general and textbook evaluation in particular.

2. 4. 1. Macro versus Micro Evaluation

Ellis (1997) distinguished between macro and micro evaluation in language teaching.

2. 4. 1. 1. Macro Evaluation

Ellis (1997) suggested that macro evaluation is 'an overall assessment of whether an entire set of materials has worked' (p. 37). He added that macro evaluation is an evaluation carried out for accountability or developmental purposes by collecting information relating to various administrative and curricular aspects of the programme including teaching materials, teachers,

and learners i.e. evaluation of a complete language course or programme. Macro-evaluation seeks to answer one or both of the following questions:

- To what extent was the programme/project effective and efficient in meeting its goals?

- In what face can the programme/project be improved?

2. 4. 1. 2. Micro Evaluation

Ellis (1997) stated that in the micro- evaluation, 'teacher selects one particular teaching task in which s/he has a special interest, and submits this to a detailed empirical evaluation' (p. 37). He added that this type of evaluation focus on some specific aspects of the curriculum or the administration of the programme. For example, evaluating students' levels and participation i.e. evaluation of an element that is part of a large programme. Ellis (1996) set two main purposes for carrying out a micro evaluation:

- To investigate whether a task worked for a particular group of learners.

- To identify weaknesses in the design of a task and, thus, ways in which the task can be improved (p. 41)

Ellis (1997b) distinguished three different approaches for conducting a micro-evaluation of a task:

- *A student-based evaluation* using self-report instruments such as questionnaires, interviews and focus-group discussions.

- *A response-based evaluation* requires observation/recording of learners' performance of a task and also the analysis of any product that results from the outcome of the task.

- *A learning-based evaluation* requires some kind of pre-and post-test to determine when any changes in learners' ability to use L$_2$ have occurred. (as cited in Ellis, 2012, p. 230).

Ellis (1997) claimed that a series of micro-evaluation provide the basis for a subsequent macro-evaluation which can stand by itself. That is to say, repeated micro-evaluation lead to the emergence of a macro-evaluation.

2. 4. 2. Pre-Use/In-Use/Post-Use Evaluation

Evaluating teaching materials can be divided into three types in accordance with the point of time when it takes place. It can be before, during and after the use of materials in general, and coursebook in particular.

2. 4. 2. 1. Pre-Use Evaluation

Tomlinson (2003) stated that the pre-use evaluation involves predictions about the potential value of materials on people who use them. He added that this type of evaluation measures only what is observable and not what is on the learners' brains. One limitation of the pre-use evaluation is that it is often impressionistic i.e. subjective and unreliable since the teacher scan a book quickly to gain an impression about its value. As far as materials selection is concerned, McGrath (2002) asserted that pre-use evaluation and materials selection are related to each other since both emphasize on establishing potential suitability for materials under investigation (as cited in, Alkhaldi, 2010, p. 286). Similarly, Ellis (1997) indicated that predictive evaluation is carried out for selection purposes. That is to say, the pre-use evaluation is effective when it is conducted for selection purposes, but it may be impressionistic if it is conducted on already existed and observable materials. Cunningsworth (1995) mentioned that the pre-use evaluation even it is the most difficult one, because "we are looking at future or potential performance of the textbook" (p. 14). In other words, it

examines how well the coursebook will perform in classroom. It is the most commonly used kind of evaluation especially in case of selecting appropriate coursebook.

2. 4. 2. 2. In-Use or Whilst-Use Evaluation

During the implementation of materials in general, and coursebooks in particular, a whilst/in-use evaluation can be conducted. According to Tomlinson (2003), the whilst/in-use evaluation measures the value of the materials whilst using or observing them as being used. It makes use of measurement rather than prediction which makes it more reliable than the pre-use evaluation. Tomlinson (2003) asserted that it measures how actually learners perform on exercises. Similarly, Cunningsworth (1995) said that the in-use evaluation "refers to coursebook evaluation whilst the material is in use" (p. 14). It involves measuring the value of materials while using them or observing them as currently being used. Both whilst-use and retrospective evaluation serve the same purpose i.e. measuring the effect of the materials during their implementation. Mukundan (2009) indicated that 'retrospective evaluation is the re-evaluation of materials while they are in-use to decide if the materials work' (as cited in Alkhaldi, 2010, p. 286). In this regard, Ellis (1997) stressed that this category is useful in the process of adaption and replacement of the material being observed. One limitation of the whilst/in-use evaluation is that it measures solely what is observable.

2. 4. 2. 3. Post-Use Evaluation

Post-use evaluation is the most valuable and reliable type of evaluation, as Tomlinson (2003) mentioned, the pre-use evaluation can measure the actual effects of the materials on their users i.e. measuring the outcomes of the materials after participants use them for a reasonable time. Another definition is that of Cunningswoth (1995), he mentioned that post-use evaluation "provides retrospective assessment of coursebook performance" (p. 14) i.e. measuring the outcome and effect of using a coursebook and providing data that is reliable in

making future decisions about the use, selection, adaptation or replacement of the coursebook. According to Tomlinson, the pre-use evaluation helps in giving a useful and clear description, and to make decisions about the use, adaption, and replacement of the evaluated materials. In this regard, Cunningsworth (1995), likewise Tomlinson, pointed out that the pre-use evaluation is helpful and useful in identifying the point of strength and weakness that emerge over a period of using the coursebook. Tomlinson (2003) encountered one main limitation of post-use evaluation which is time consuming and requires expertise to reliably measure the effect of using materials. That is to say, it takes time in administering instruments of measuring, and qualified expertise such as ministries and publishers in order to obtain reliable data.

2. 5. Definition of the Checklist

One of the most useful tools for evaluating textbooks is the checklist. According to Mukundun and Nimechisalem (2012), a checklist is an instrument that helps teachers and researchers in ELT to evaluate the teaching and learning materials primarily coursebooks. Also, an evaluation checklist is a tool which contains a set of criteria that can be checked, noted or remembered to ensure careful selection of the teaching materials primarily coursebooks and helps in improving teaching and learning processes.

'A checklist is an instrument that helps practitioners evaluate coursebooks in an effective and practical way' (Demir and Ertas, 2014, p. 245). In addition to that, Mukundan, Hadjimmohamadi and Nimehchisalem (2011) stated that checklists allow for a more sophisticated evaluation of the coursebook in reference to a set of generalizable evaluative criteria (as cited in Demir and Ertas, 2014, p. 245). As Cunningsworth (1995) stated, one major benefit of using checklists is that they provide a very economic and systematic way to ensure that all relevant items are considered for evaluation. "Checklists may be qualitative or

quantitative, such as Skierso (1991), when designed in the form. Qualitative checklists, on the contrary, elicit subjective information on the quality of coursbooks by directing open-ended questions (e.g. Richards, 2001)" (Demir and Ertas, 2014, p. 245). A checklist from Ellis's (1997) point of view is a textbook evaluation tool that is used in predictive evaluation to help teachers to select the appropriate teaching materials and go through a decision making process. Ellis (1997) provided examples of checklists such as Cunningsworth (1984), Breen and Candlin (1987), Skierso (1991), Mcdonough and Shaw (1993). Another definition is provided by Richards and Schmitt (2002), "checklist in assessing or measuring behavior, the use of a list of skills or behaviours that an observer checks off while observing someone doing something, such as while observing a student-teacher teaches a lesson." (p. 69).

2. 6. Models of Checklists

The subsequent section presents four famous checklist models. The term checklist in this regard means a textbook evaluation tool.

2. 6. 1. Cunningsworth's Checklist Model (1995)

As far as Cunningsworth' checklist is concerned, he suggests developing a set of checklists in order to cover all the aspects of textbooks. First of all, Cunningsworth developed his first textbook evaluation checklist in 1974. Then, in 1984, he provided another checklist for evaluating textbooks. Besides, in 1995, Cunningsworth provided a checklist that includes fourty five criteria divided into eight categories: aims and approaches, design/skills, topic, methodology, and teacher's book. Each category contains about four to seven specific checking items. The aim behind developing this tool is mainly to check the suitability and appropriateness of textbooks used by teachers and learners. This checklist can be described as a set of questions that involves a general evaluation of the coursebook. Cunningsworth (1995) labeled stages of evaluation as being first an impressionistic overview and second an in-depth

evaluation composed of fourty five questions, his first level consists of a broad evaluation whereas the second level takes a more detailed look into the material. Cunningsworth (1995) stated that coursebooks should correspond to learners' needs as they should also help students to use the language effectively, facilitate their learning process, and show a support for learning. (see Appendix A)

2. 6. 2. Sheldon's Checklist Model (1988)

Textbook evaluation is very crucial to foreign language development as it plays a significant role in teaching and learning processes for teachers and learners. This evaluating process is carried out by several sophisticated means for the most part, the checklist is the most useful tool for evaluating ELT/ESL materials particularly textbooks. Since coursebooks 'represent the visible heart of any ELT programme' (Sheldon, 1988, p. 237). He added that 'the definition and application of systematic criteria for assessing coursebooks are vital'. Therefore, Sheldon (1988) developed an evaluative framework in the form of a checklist consisting of fifty three criteria divided into seventeen categories: rationale, availability, user definition, layout/graphics, accessibility, linkage, selection/grading, physical characteristics, appropriacy, authenticity, sufficiency, cultural bias, educational validity, stimulus/practice/revision, flexibility, guidance, and overall value for many. Each category includes from one to six checking items. These categories can be scored with pulses and minuses, or stars…etc. (see Appendix B)

2. 6. 3. Ur's Checklist Model (1996)

Evaluating textbooks provides guidance for teachers and learners from one hand, and facilitate teaching and learning on the other hand. Textbook evaluation helps evaluators to diagnose the textbook's strengths and weaknesses and provide effective solutions for them. Ur (1996) developed a textbook evaluation checklist. His checklist's model included nineteen

criteria: explicit objectives, social and education acceptance of the approach in the target communication, clear attractive layout, availability of appropriate visual materials, interesting topics/tasks, varied topics/tasks clear instruction, systematic syllabus coverage, clear content organization, periodic review and test sections, higher use of authentic language, goo pronunciation, explanation and practice, good vocabulary explanation and practice, good grammar presentation and practice, fourth skills fluency in practice, encouragement of learning strategies use, adequate teacher's guidance, audio cassettes, and readilly available locally. Each criterion should be evaluated in accordance to its importance. The in the left hand column, evaluators should state how important each criteria is by putting a double tick for 'very important', single tick for 'fairly important'; a question mark for 'not sure' and 'a cross' or 'double cross' for not important or totally unimportant. The importance of each criterion is determined on the basis of the appearance of such criterion on the coursebook. When a certain criterion is included in the coursebook it s said to be important, but if it is missing such criterion is not important. (see Appendix C)

2. 6. 4. William's Checklist Model (1983)

Successful language teaching requires an in-depth evaluation of teaching matrials particularly coursebooks. Nowadays, textbook evaluation becomes an indispensible part of ELT/ESL programme. One of the most important evaluative framework belongs to David William (1983). The primary focus of his checklist model is evaluating textbooks used in teaching English as a second or a foreign language. William's evaluative scheme is based on four assumptions:

- Up-to-date methodology that should goes hand in hand with both psychological and linguistic principles of modern-accepted methods of teaching a second language.

- Guidance for non-native teachers which has to do with offering sufficient support for non-native teachers of English as well as for untrained and novices one. One way of providing such help is done by teaching meaning of minimal pair live/leave with ignoring the writers' intention that these items belong to the pronunciation practice.

- Needs of second language learners: writers of ESL textbooks should cut out in a multilingual setting when students of the same class speak different mother tongues and also in case English is a third/fourth language but not a second one.

- Relevance to sociocultural environment: learning second language vocabulary and syntax is joined by some problems which originate from the differences between the cultures associated with the target language and the mother tongue. Since acceptability may be best determined on the basis of sociocultural norms, writers of ESL textbooks should be aware about the shift in usage that results from the global influence of English.

William's four assumptions helped him to develop a checklist of twenty eight criteria organized under seven categories: general, speech, grammar, vocabulary, reading, writing, and technical. Each category consists of four checking items derived from William's four principles (general, linguistic, pedagogical, and technical) that were linked to the above mentioned assumptions. William (1983) placed the weightening columns on the left hand and the columns for rating on the right. Weightening can be indicated by numbers or letters e.g. A; very useful, B; quite useful, C; fairly useful, D; not useful. The weightening of individual or groups of items depends on the level of the pupils (primary or secondary) and the objectives of the curriculum. Evaluating primary textbooks is done on specific technical criteria such as choice of type face, coulorful illustrations and the use of aids like workbooks. The numbers given in the right hand, indicated extent to which a given textbook satisfies each criterion in the checklist (4: to a great extent; 3: to a large extent; 2:

to some extent; 1: just barely; 0: not at all). These numerical ratings can be used for absolute or comparative evaluations of textbooks. If the weightening of items is also graded by numbers, these grades can be multiplied by the ratings and used for more comprehensive evaluation. According to William (1983), the following seven principles derived from the cells relating assumption two (guidance for non-native teachers with general, linguistic, pedagogical and technical criteria. The TESOL textbook should:

- Give introductory guidance on the presentation of language items and skills, (general).

- Suggest aids for the teaching of pronunciation: for example, phonetic system, (speech).

- Offer meaningful situations and a variety of techniques for teaching structural units, (grammar).

- Distinguish the different purposes and skills involved in the teaching of vocabulary, (vocabulary).

- Provide guidance on the initial presentation of passages for reading comprehension, (reading).

- Demonstrate the various devices for controlling and guiding content and expression in composition exercise, (writing).

- Contain appropriate pictures, diagrams, tables,… etc, (technical)" (p. 254). (see Appendix D)

2. 6. 5. Miekley's Checklist Model (2005)

Checklists are organized according to certain criteria. These latter differ from one evaluator to another. According to Miekley (2005), reading plays a crucial role in learning a foreign language. Therefore, scholars must benefit from research of L_2 reading in classroom

instruction and textbook selection. Miekley (2005) developed a checklist for evaluating ESL/EFL reading textbooks. His model included fourty criteria divided into three sections: textbook, teacher's manual, and context. The first section is divided into four categories: content, vocabulary and grammar, exercises and activities, attractiveness of the text and physical make-up. The second, however, included four categories: general features, background information, methodological guidance, supplementary exercises and materials. Concerning the third one, Miekley (2005) divided it into three categories: the context's appropriateness to the curriculum, textbook's appropriateness, appropriateness of textbook and teacher's manual to teachers. Each category consists of about two to nine checking items. The columns on the left hand represent the ratings: 4 for excellent, 3 for good, 2 for adequate, 1 for poor, 0 totally lacking, M for mandatory, O for optional, N for not applicable. (see Appendix E)

2. 7. Methods of Textbook Evaluation

In the field of textbook evaluation research, methods are rarely discussed clearly. From the limited literature, there are three basic methods for evaluating coursebooks: the impressionistic, checklist, and the in-depth methods.

2. 7. 1. The Impressionistic Method

This method helps evaluators to obtain a general impression or an overview of the materials. Cunningsworth (1995) explained that a general impression of a coursebook takes place by looking through it and get an overview about its strengths and weaknesses, also by seeing various features of the coursebook such as layout, items sequence, visuals, cover,…and so on. Abdelwaheb (2013) stated that this general impression can be gained by "reading the blurb and the contents page and then skimming through the book to get a sense of organization, topics, layout and visuals" (p. 56). That is why this method is sometimes called

the first-glance evaluation. Ellis (1997) stated that 'teachers can perform a retrospective evaluation impressionistically' (p. 37). That to say, they attempt to observe the materials while using them, not in a systematic way. The impressionistic method is suitable in case of choosing a lot of coursebooks for making a shortlist for further analysis.

It is particularly appropriate when doing a preliminary sift

through a lot of coursebooks before making a shortlist for more

detailed analysis, and also when looking at new material that

maybe considered for adoption at a later date. But will not

necessary identify any significant omissions in the coursebook or

locate any important weaknesses. Nor can it be relied on to give

enough detail to ensure a good match between what the

coursebook contains and the requirements of the learning/teaching

situation" (Cunningsworth, 1995, p. 1)

The limitation of this method will be clear to anyone who carried out such an evaluation i.e. s/he may discover disappointing results.

2. 7. 2. The Checklist Method

The term checklist method refers to the following of checklist as a method of evaluation. It emerges as a result of limitations encountered in the previous method i.e. the impressionistic method. It is a systematic method i.e. using a list of items in a certain criteria and in order to evaluate materials. Compared to other methods i.e. impressionistic and in-depth method, Abdelwahab (2013) argued that t is very easy and not time-consuming. The checklist has at least four advantages:

- It is systematic which ensures that all important elements are considered.

- It is cost effective which permits a good deal of information to be recorded in a relatively short space of time.

- The information is recorded in a convenient format which allows for easy comparison between competing sets of material.

- It is explicit, and provide the categories that are well-understood by all involved in the evaluation while offers a common framework for decision making (McGrath, 2002) (as cited in, Riazi, 2008, p. 3).

Ansary and Babaii (2002) believed that although this method is the most common one in the process of textbook evaluation, it is a source of disappointment because of the subjectivity of judgments. That is why new checklists are offered over the years.

2. 7. 3. The In-Depth Method

Abdelwahab (2013) stated that, in the in-depth method, representative features such as: the design of particular unit or exercise, are carefully examined. In other words, some parts of coursebook are selected for evaluation. But one clear drawback of this method, according to Abdelwahab (2013), is that "the selected section might not be representative of the book as a whole". In other words, this method provides a detailed evaluation of specific items in each coursebook. For example, selecting one or two chapters and look at the balance of skills and activities contained in each unit which may not represent the whole book. The in-depth method can complement the checklist method and vice versa.

Conclusion

Evaluating ELT materials particularly textbooks provide great help for language teachers and learners. This chapter gave a theoretical framework about textbook evaluation initiated by brief definitions of the key concepts underlying textbook evaluation: textbook,

coursebook, materials, evaluation and textbook evaluation along with the distinction between textbook, coursebook, materials, materials evaluation, textbook evaluation followed by its role, history, types, and methods together with reviewing some checklists' models.

Chapter Three: The Evaluation of 'On the Move' Coursebook and Discussion and Interpretation of the Results

Introduction

3.1. Section One: Discussion and Interpretation of the Teacher's Questionnaire

    3. 1. 1. Population and Sampling

    3. 1. 2. Description of the Teacher's Questionnaire

    3. 1. 3. Analysis of the Teacher's Questionnaire

    3. 1. 4. Discussion and Interpretation of the Results

3. 2. Section Two: The Evaluation of 'on the move' Coursebook

    3. 2. 1. Description of the Coursebook 'on the move'

      3. 2. 1. 1. General Layout

      3. 2. 1. 2. File Structure Description

    3. 2. 2. Description of the Vocabulary Contents of the Coursebook

    3. 2. 3. Vocabulary Textbook Evaluation Checklist

      3. 2. 3. 1. Analysis of the Checklist

3. 3. Pedagogical Recommendations

3. 4. Suggestions for Further Future Research

3. 5. Limitations of the Study

Conclusion

Introduction

The previous two chapters are devoted to the theoretical framework of the present research. Concerning this chapter, it deals with the methodology that is adopted in data gathering and analysis of the current piece of study so as to test the validity of the set hypothesis at the preliminary phase of the dissertation in hand. It explains plainly the methodology we have used to collect the data, followed by the first section which provides a comprehensive description of the coursebook '*on the* move', as well as a textbook evaluation checklist. In the second section, the population and sampling are defined, as well as the teacher's questionnaire and its analysis and interpretation which was performed in parallel with the chosen checklist, ending by suggesting some pedagogical recommendations and limitations that were faced with while conducting this research.

The objective of this research work is to evaluate the appropriateness and effectiveness of the fourth year middle school (MS) coursebook '*On the Move*' in teaching and learning vocabulary components.

As far as the research in hand is concerned, the methodology that is undertaken is the descriptive one. Since the aim of the current research is to evaluate and have clear insight about the teaching of vocabulary in the fourth year middle school coursebook 'On the Move', hence the most appropriate paradigm that can be adopted is the descriptive one. Accordingly, a questionnaire is addressed to teachers and next to an adapted commonly used checklist are the data collection instruments that we relied on in the process of conducting the field work.

3. 1. Section One: Discussion and Interpretation of the Teacher's Questionnaire

This study aims at examining the effectiveness of fourth year MS coursebook 'on the move' in the learning of vocabulary components. That is why it should be supported by

information collected from people who are in direct contact with this coursebook. These data will be collected through a teacher's questionnaire which is given to fourth year MS English language teachers. Therefore, in this section a description will be given for the questionnaire's sample and it tries also to analyse and interpret them.

3. 1. 1. Population and Sampling

The target population in this study represents fourth year MS English language teachers. As sample, 15 teachers working at seven different middle schools in Jijel have been involved.

Table 2.

Number of English Teachers from Each Middle School.

Middle school	Number of teachers
Boutesatta Mahmoud	2
Boumanna Abdullah	2
Ibn El-Haitham	3
Bouhlas Massoud	3
Zidan Salah	1
Boudiaf Abdullah	3
El-Ancer Aldjadida	1
Total	15

3. 1. 2. Description of the Teacher's Questionnaire

The administration of the questionnaire and its collection was held to hand. 15 questionnaires were given to fourth year MS English teachers at seven different middle schools in Jijel: Boutessatta Mahmood middle school, Boumanna Abdullah middle school, Ibn El-Heitham middle school, Bouhlas Massaoud middle school, Zidan Salah middle school, Boudiaf Abdullah middle school, and El-Ancer Aljadida middle school. They were collected 8 days later because it was the period of exams. 13 questionnaires were given back, while the rest of the teachers did not hand them back.

The teacher's questionnaire seeks to collect data about the vocabulary instruction in the coursebook '*on the move*'. The teachers were required to answer addressed questions by ticking the appropriate answer or providing a statement when necessary. The questionnaire (see Appendix H) includes 27 questions organized under three sections:

Section One: General Information   (from Q1 to Q3)

This section attempts to collect information about the respondents' teaching experience and the different levels they teach.

Section Two: Vocabulary Instruction   (from Q4 to Q14)

This section explores the vocabulary teaching and learning processes.

Section Three: Textbook Evaluation   (from Q15 to Q27)

This section is about textbook evaluation, it investigates the teachers' opinions about the effectiveness of the coursebook '*on the move*' in vocabulary teaching and learning processes.

3. 1. 3. Analysis of the Teacher's Questionnaire

Section One: General Information

Q. 1. How long have you been teaching English language?

Table 3.

The Years of Teaching English Language

Option	Subjects	Percentage%
Less than 10 years	3	23,07
10 years or more	10	76,92
Total	13	100%

The first question, which was addressed to fourth year MS teachers, attempted to identify how many years they had been teaching English language. The aim behind asking this question is to determine whether teachers, who are involved in the piece of research in hand, have a long experience in teaching English or not. 10 teachers out of 13 (i.e. the percentage of 76, 92%) asserted that they have been teaching English for more than 10 years. This indicates that the majority of teachers were experienced in teaching English language. Hence, we expect that those experienced teachers are more knowledgeable about the use and the content of the textbook they are dealing with.

Q. 2. Which level (s) are you currently teaching?

Table 4.

Teaching Experience of MS English Teachers by Level

Option	Subjects	Percentage%
4th year MS	2	15,38
1st+4th year MS	6	46,15
2nd+4th year MS	2	15,38
1st+2nd+4th year MS	1	7,70
1st+2nd+3rd+4th year MS	2	15,39
Total	13	100

This question aimed at determining which level(s) the respondent teachers were currently teaching. This question aims at investigating whether teachers experience teaching English in fourth year level. 11 teachers taught more than one level: 6 teachers taught 1st and 4th level, 2 teachers taught 2nd and 4th levels and 2 teachers taught 1st+2nd+3rd+4th levels. These results showed that all the teachers were familiar with teaching the fourth year level.

Q. 3. How long have you been teaching the fourth year classes?

Table 5.

The Years of Teaching the Fourth Year MS Classes

Option	Subjects	Percentage%
Less than 5 years	6	46,15
5 years or more	7	53,85
Total	13	100

The third question attempted to know how long teachers had been teaching the fourth year classes. The aim behind asking such question is to determine whether the teachers have a long experience in teaching fourth year MS classes or not. 7 teachers out of 13 (i.e. a percentage of 53, 85%) declared that they had taught fourth year classes for more than 5 years, while 46, 15% of teachers taught the fourth year classes for less than 5 years. This revealed that the majority of the respondent teachers were knowledgeable about fourth year English vocabulary teaching process and accordingly, we expect them to be familiar with teaching vocabulary components in 'On the move' coursebook.

Section Two: Vocabulary Instruction

Q. 4. At the fourth year MS level, what aspect of language is the most important for learning English language?

Table 6.

The Most Important Aspect of Language in Fourth Year MS English Learning.

Option	Subjects	Percentage%
Grammar	5	38,46
Vocabulary (Lexis)	7	53, 84
Pronunciation	1	7,70
Total	13	100

This question aimed at figuring out which language aspect that is most important for learning English at the fourth year MS level. 7 teachers out of 13; who represent a percentage of 53,84%, agreed that vocabulary was of crucial importance to English learning at that level, also, 5 teachers argued that grammar was important in the process of learning English at that level. This indicates that vocabulary, for the majority of teachers, is a basic aspect of language for English learning which should be developed especially at the fourth year MS level.

Q. 5. Are your pupils motivated to learn English language vocabulary?

Table 7.

Motivation of Pupils to Learn English Language Vocabulary

Option	Subjects	Percentage%
Yes	7	53,85
No	6	46,15
Total	13	100

The fifth question investigated whether the fourth year MS pupils were motivated to learn English language vocabulary or not. The aim behind asking this question is to elicit pieces of information from the teachers about the motivation of their pupils and to know the main reasons behind the state of their pupils. 53,85% of teachers (7 teachers) claimed that learning English language vocabulary motivated their pupils, they were motivated due to the teaching materials such as games, words puzzles..., in addition to the topics introduced in the coursebook next to the fact that pupils were eager to master the English language. The rest of teachers (6 teachers) stated that their pupils were not motivated at all to learn English vocabulary because most of them were not interested in learning foreign languages in general, and the non use of using English in their daily life, besides, the vocabulary items that were presented for them were higher than their level. Indeed, motivation is an important factor in teaching and learning English vocabulary which can be affected mainly by the coursebook.

Q. 6. According to your experience, how would you describe the vocabulary level of your pupils?

Table 8.

Teachers' Description of the Vocabulary Level of Fourth Year MS Pupils

Option	Subjects	Percentage%
Most are above the average	1	7,70
Most are average	4	30,76
Most are below the average	5	38,47
Vocabulary levels vary greatly	3	23,07
Total	13	100

This question aimed at identifying teachers' attitudes towards their fourth year MS year learners' vocabulary level. Five teachers out of thirteen (i.e. a percentage of 38,47%) claimed that most pupils were below the average whereas, 4 teachers stated that most of their pupils were average and 3 teachers mentioned that the vocabulary levels of their pupils varied greatly. Having the majority of teachers considering their learners below the average indicates that teachers may have been faced with some problems while teaching vocabulary and this is what the seventh question addressed.

Q. 7. Do your pupils have difficulties with vocabulary learning?

Table 9.

Difficulties of Pupils in Vocabulary Learning

Option	Subjects	Percentage%
Yes	7	53,85
No	0	0
Sometimes	6	46,15
Total	13	100

This question aimed at investigating whether fourth year MS pupils had difficulties with vocabulary learning or not. 7 teachers out of 13 (i.e. the percentage of 53,85%) said yes and 6 teachers (46,15%) stated that their pupils sometimes had difficulties with vocabulary learning, whereas, no teacher said no. This indicates that the fourth year MS pupils do face serious problems in the process of vocabulary learning. Therefore, teachers should diagnose their learners' learning difficulties then provide working solutions for them. This confirms the previous analysis of question number 6.

Q. 8. What are the main reasons behind your pupils' failure in vocabulary learning?

This question aimed at figuring out teacher's analysis about the factors that make pupils unsuccessful during the process of vocabulary learning.

Most teachers said that the main reason behind the failure of their pupils in vocabulary learning process was that the vocabulary introduced in 'On the Move' was higher than the pupils' level and it taught out of context. Another reason, as stated by some teachers, was the very little practice of vocabulary in speaking or writing (productive skills), because their

learners did rely on Arabic to get the meaning of new lexical items. Other teachers claimed that that failure occurred because pupils were not motivated. One teacher linked vocabulary learning failure to the fact of not reading in English, another teacher declared that the real failure is associated to the spelling of voc items.

The answers retrieved from teachers' answers indicates that the vocabulary level of the coursebook was higher than the pupils' one, besides vocabulary introduced was not similar to their L1 environment. Moreover, pupils did not use vocabulary learning strategies to facilitate for them the course of learning vocabulary.

Q. 9. Would you, please, rank the following items from 1 to 3 in order of frequency

'when my pupils encounter unknown words, they:'

a- Ask me or a peer to know the meaning.

b- Guess its meaning from context.

c- Look them up in the dictionary.

Table 10.

Vocabulary Learning Strategies (VLSs) Frequently Used by Pupils when they Encountered

Unknown Word

Option	Subjects	Percentage%
a , b , c	6	46,15
a , c , b	0	0
b , a , c	7	53,85
b , c , a	0	0
c , a , b	0	0
c , b , a	0	0
Total	13	100

This question aimed at determining the most frequently used vocabulary learning strategy that pupils adopt when encountering unknown words. 7 teachers out of 13 (i.e. the percentage of 53,85%) ranked the items like the following (b, a, c) i.e. their pupils guessed the meaning of unknown word from context, and 6 teachers ranked them as follow (a, b, c). This means that the pupils used discovery strategies differently, in order to know the meaning of a new word they used both determination strategies such as guessing from textual context or using dictionaries i.e. they work out the meaning by their own, and social strategies i.e. asking other people (teacher or peers).

Q. 10. What strategy do your pupils mostly use for consolidating a word once it has been encountered?

Table 11.

The Mostly Used Vocabulary Learning Strategy by Pupils for Consolidating Words

Option	Subjects	Percentage%
Written/oral repetition	6	46,15
Keep a vocabulary notebook	7	53,85
Put English labels on physical objects	0	0
Others	0	0
Total	13	100

The tenth question sought to determine what strategy mostly used by the pupils for consolidating a word once it had been encountered. That is to say, it seeks to identify which vocabulary learning strategy is mostly used by pupils to consolidate a word after they

recognize its meaning (i.e. to acquire vocabulary). 7 teachers out of 13 stated that the majority of their pupils kept a vocabulary notebook, a percentage of 46,15% of teachers said that most pupils preferred written/oral repetition strategy. The above results reveal that pupils used consolidation strategies such as written/oral repetition and the mostly used is keeping a vocabulary notebook, in order to acquire a word which was already encountered.

Q. 11. How important vocabulary learning strategies are in the English language learning process?

Table 12.

The Importance of Vocabulary Learning Strategies in Learning English.

Option	Subjects	Percentage%
Very important	9	69,24
Important	4	30,76
Slightly important	0	0
Not important at all	0	0
Total	13	100

This question aimed at knowing how vocabulary learning strategies (VLS) were important in the English language learning process. The percentage of 69,24% of teachers claimed that VLSs were very important to English language learning, also 4 teachers (i.e. the percentage of 30,76%) saw VLSs important. They justified their answers by saying that VLSs facilitate the process of vocabulary learning especially at this young age. Having the majority of teachers stating that VLSs were important in the English language learning process

indicates that the involved teachers in this piece of research are well informed about the crucial importance of acquiring English vocabulary.

Q. 12. Which approach of vocabulary instruction seems to be beneficial for your pupils?

Table 13.

The Beneficial Approach of Vocabulary Instruction Used with Fourth Year MS Pupils

Option	Subjects	Percentage%
Incidental vocabulary teaching (indirect)	10	76,92
Intentional vocabulary teaching(direct)	3	23,07
Total	13	100

This question was addressed to fourth year MS teachers in order to explore which approach of vocabulary instruction seemed to be beneficial for their pupils. This question aims at eliciting pieces of information from the teachers who are involved in the piece of research in hand about the way vocabulary was taught. 10 teachers out of 13 argued that they taught vocabulary indirectly because the acquisition of vocabulary is often comes within a context and never in isolation which make the learners less passive and bored.

Q. 13. Do you find the CBA effective and helpful in teaching vocabulary?

Table 14.

The Effectiveness of CBA in Teaching Vocabulary

Option	Subjects	Percentage %
Yes	9	69,23
No	4	30,76
Total	13	100

This question aimed at determining whether the CBA is helpful in teaching vocabulary or not. In other words, it seeks to investigate the appropriateness of the CBA as far as vocabulary teaching is concerned. 9 teachers out of 13 (i.e. a percentage of 69,23%) declared that CBA is suitable for teaching vocabulary; They argued that within the CBA, vocabulary id taught through communicative activities that is to say, performing the language in real life settings and situations, because vocabulary is better taught in context. The rest of teachers i.e. the percentage of 30,76% representing 4 teachers) answered by no. As they had mentioned, in a CBA program, vocabulary is not the main subject of study, it is seen as a tool for developing the communicative competence. So, it is obvious that the majority of teachers used the CBA in the process of vocabulary teaching. Hence, CBA is effective and helpful as far as vocabulary teaching is concerned.

Q. 14. Which language skill do you focus on more when you teach vocabulary?

Table 15.

The Language Skill focused on more while Teaching Vocabulary

Option	Subjects	Percentage%
Writing	4	30,77
Reading	1	7,70
Listening	2	15,38
Speaking	6	46,15
Total	13	100

This question was addressed to find out which language skill that teachers focused on more when they teach vocabulary. Six teachers out of 13 i.e. the percentage of 46,15% claimed that vocabulary teaching focused on more on speaking skill, 4 teachers selected the writing skill, 2 teachers asserted that the language skill, which was highly emphasized in vocabulary teaching, was the listening one and only one teacher argued that the reading skill was more focused on during vocabulary teaching. Having the majority of teachers stating that speaking skill played a significant role in acquiring the English language vocabulary and most of the English vocabulary is learned through speaking that resulted from interacting with others inside language classrooms is an unexpected response because we expected teachers to emphasize the teaching of vocabulary in reading more than the rest of language skills.

Section Three: Textbook Evaluation

Q. 15. Do you think that the general layout (file structure, topics, activities, pictures, ...etc) of the coursebook 'On the Move' attracts your pupils?

Table 16.

Fourth Year MS pupils' Attitude towards the Coursebook 'on the move' General Layout

Option	Subjects	Percentage%
Yes	3	23,08
No	4	30,77
Not sure	6	46,15
Total	13	100

This question aimed at determining whether the general layout of the coursebook 'on the move' attracted fourth year MS pupils or not. Six teachers out of 13 claimed that the textbook did not attract their pupils at all. Having the majority of teachers claiming that they were not sure whether fourth year MS coursebook attracted their pupils revealed that the general layout of 'On the Move' was not attractive. When learners feel demotivated towards the use of their textbook, this may be one of the causes that lead them to be unwilling to learn vocabulary from that coursebook.

Q. 16. Do you rely always on the coursebook while teaching vocabulary?

Table 17.

The Teachers' Reliance on the Coursebook in Vocabulary Teaching

Option	Subjects	Percentage%
Yes	4	30,77
No	9	69,23
Total	13	100

The question number fifteen in essence was set to know whether fourth year MS English teachers relied all the time on '*On the Move*' or used other materials while teaching vocabulary. Surprisingly, nine teachers out of 13 did not rely too much on the coursebook '*on the move*'. Rather, they used other materials for teaching vocabulary such as Information Communication Technologies (ICTs), pictures, flashcards, word games, magazines and newspapers' articles and maps...etc. This indicates, on the one hand, that teachers are likely dissatisfied with the textbook vocabulary instruction that is why they do not want to be slaves of the coursebook so they adopt other teaching materials while teaching vocabulary.

Q. 17. Are there many new lexical items introduced in the coursebook 'On the Move'?

Table 18.

The Variety of the New Lexical Items Introduced in 'On the Move'

Option	Subjects	Percentage%
Yes	11	84,62
No	2	15,38
Total	13	100

This question attempted to investigate whether there were many new lexical items introduced in the coursebook or not. Eleven teachers out of 13 (i.e. a percentage of 84,62%) argued that the coursebook contained many new lexical items. Having the majority of teachers indicating that the coursebook introduced a wide range of new vocabulary items showed that fourth year MS English coursebook included sufficient amount of new lexical items, consequently pupils' vocabulary knowledge will be developed.

Q. 18. Are the new lexical items introduced in the coursebook '*on the move*' appropriate for your pupils?

Table 19.

The Appropriateness of the New Lexical Items in 'On the Move'

Option	Subjects	Percentage%
Yes	8	61,54
No	5	38,46
Total	13	100

The seventeenth question was asked in order to know if the lexical items that were introduced in the coursebook 'On the Move', were appropriate for their pupils. Eight teachers out of 13 (i.e. the percentage of 61,54%) saw that '*on the move*' coursbook is appropriate for their pupils whereas, 5 teachers out of 13 (i.e. a percentage of 38,46%) did not. Having the majority of teachers answering that 'On the Move' comprises appropriate vocabulary items for their pupils denotes that fourth year MS coursebook is appropriate, to some extent, for the fourth year pupils in terms of vocabulary learning enhancement.

Q. 19. Which of the following do you mostly use from the coursebook while teaching vocabulary?

Table 20.

The Vocabulary Activities in the Coursebook 'On the Move'

Option	Subjects	Percentage%
Reading comprehension	8	61,54
Dialogues	1	7,69
Fillings gaps activities	1	7,69
Role plays	1	7,69
Matching items with their definitions/synonyms	1	7,69
Composition	1	7,69
Total	13	100

This question aimed at identifying which of the coursebook activities that were mostly used while teaching vocabulary. Most teachers i.e. a percentage of 61,54% used reading comprehension. This simply suggests that reading comprehension was very helpful in English vocabulary teaching.

Q. 20. Does the fourth year MS English coursebook '*on the move*' match the pupils' vocabulary level?

Table 21.

The Correspondence of Fourth Year MS English Coursebook with the Pupils' Vocabulary Level

Option	Subjects	Percentage%
Yes	6	46,15
No	7	53,85
Total	13	100

This question aimed at investigating whether fourth year MS English coursebook '*on the move*' matched the pupils' vocabulary level or not. The table showed that 7 teachers out of 13 i.e., a percentage of 53,85% argued that the coursebook did not match the vocabulary level of their pupils and 6 teachers out of 13 said that it did. This indicates that '*On the move*' does not really match the vocabulary level of the learners; it is rather it beyond their level.

Q. 21. Does the fourth year MS English coursebook '*on the move*' satisfy the vocabulary learners' needs?

Table 22.

The Suitability of Fourth Year MS English Coursebook to Learners' Needs

Option	Subjects	Percentage%
Yes	6	46,15
No	7	53,85
Total	13	100

This question attempted to figure out if the fourth year MS English coursebook '*On the move*' satisfied the vocabulary learners' needs. 7 teachers out of 13 (i.e. a percentage of 53,85%) argued that the coursebook did not satisfy their pupils' needs in terms of vocabulary. Having the majority of teachers responding that '*On the move*' did not meet the vocabulary learners' needs at all indicates that fourth year MS English coursebook needs to be reviewed by textbook designers. Because teaching vocabulary activities has to go hand in hand with learners' level otherwise, it would not bring the sought aims of developing learners' vocabulary background.

Q. 22. Does the coursebook meet your expectations as a teacher as far as the teaching of vocabulary is concerned?

Table 23.

Teachers' Expectations about Teaching Vocabulary in the Coursebook

Option	Subjects	Percentage%
Yes	7	53,85
No	6	46,15
Total	13	100

We addressed this question to determine whether 'On the Move' coursebook meet teachers' expectations with respect to teaching vocabulary in the coursebook '*on the move*'. 7 teachers out of 13 (i.e. a percentage of 53,85%) responded that they were satisfied by the fourth year MS coursebook. Whereas, 6 teachers with the percentage of 46,15%) responded negatively, they said that the coursebook focused more on grammar, and successful vocabulary teaching required necessary accompanied materials for better performance. Also,

topics presented in the coursebook were not suitable to the L1 environment of the pupils, that is to say, vocabulary items taught in the book are not relevant to learners' cultural context. In addition to the length of the content, teachers worked only to cover the scheduled syllabus and one hour per week to teach vocabulary was not sufficient. Hence, we deduce that the coursebook does not prioritize the teaching of vocabulary, thus, and as stressed earlier, teachers reckon that 'On the Move' does not meet their expectations as far as vocabulary teaching is concerned.

Q. 23. Would you, please, tick the appropriate answer:

a- Pedagogic texts and dialogues in the coursebook include sufficient vocabulary items

Table 24.

The Sufficiency of Vocabulary Items Included in the Texts and Dialogues in 'On the Move' Coursebook

Option	Subjects	Percentage%
Strongly disagree	0	0
Disagree	0	0
Somewhat agree	9	69,24
Agree	4	30,76
Strongly agree	0	0
Total	13	100

This question asserted the question number 16 i.e. the coursebook, from teachers' perspectives, included sufficient number of vocabulary items in terms of learners' need for strengthening their vocabulary items

b- The files in the coursebook include sufficient number of activities that make vocabulary teaching process easier for me

Table 25.

The Coursebook Activities and Vocabulary Teaching Facilitating

Option	Subjects	Percentage%
Strongly disagree	2	15,38
Disagree	5	38,47
Somewhat agree	2	15,38
Agree	4	30,77
Strongly agree	0	0
Total	13	100

This question aimed at determining whether the fourth year MS coursebook introduces sufficient number of activities that made teaching vocabulary an easy process for the teachers. As the results showed, 7 teachers out of 13 (i.e. the percentage of 53, 85%) either strongly disagreed or disagreed about the above statement. Thus, we may simply infer in analysing this question that the coursebook did not provide sufficient help and support for teachers to teach vocabulary. Accordingly, the teaching of vocabulary may be problematic for the majority of teachers.

Q. 24. On what basis the vocabulary presented in the coursebook 'on the move' was selected?

Table 26.

The Basis of Vocabulary Selection in the Coursebook 'on the move'

Option	Subjects	Percentage %
Frequency	13	100
Range	0	0
Others	O	0
Total	13	100

This question sought to find out the basis of selection of vocabulary presented in the coursebook 'on the move'. As it is shown in the above table, all the teachers involved in this piece of research agreed that the vocabulary presented in 'on the move' is based on the criterion of frequency that is to say, the vocabulary which is useful in a particular subject.

Q. 25. Do coursebook's activities encourage pupils to use vocabulary?

Table 27.

Encouragement of 'on the Move' Activities for Pupils to Use Vocabulary

Option	Subjects	Percentage %
Yes	9	69,23
No	4	30,76
Total	13	100

This question attempted to investigate whether the activities of the coursebook 'on the move' encourage the pupils to use vocabulary. It sought to know whether the 'on the move'provides opportunities for pupils to express meanings actively. The majority of the target teachers: 9 teachers out of 13 which represent 69,23% said that the coursebook encourages pupils to use vocabulary by providing activities which offer chance for the use of active vocabulary. Whereas, only 30,76% answered negatively. So, from these results it seems that the coursebook's activities encourage active use of vocabulary.

Q. 26. Which aspect (s) of word knowledge that the coursebook's activities based on?

Table 28.

The Aspect (s) of Word Knowledge Focused on in the Coursebook's Activities

Option	Subjects	Percentage %
d	2	15,38
b+d	3	23,07
a+b+d	2	15,38
a+b+c+d	6	46,15
Total	13	100

This question aimed at determining whether the vocabulary activities pay attention to word meaning: antonyms and synonyms; word formation: affixation; collocations and word groups under related to particular situations. It sought to explore whether the coursebook 'on the move' includes activities that emphasize word knowledge. As the above table shows, the majority of teachers representing a percentage of 46,15% claimed that the coursebook's activities based on (a, b, c, d). This indicates that the coursebook 'on the move' gives the

importance to word knowledge including semantic relationships (synonyms, antonyms), formal relationships (word building), collocations and situation-based word groups (word sets associated with particular situations).

Q. 27. As a fourth year MS English language teacher, what is your evaluation and perspective about teaching the vocabulary components in '*On the Move*' coursebook?

This question required teachers to state clearly their perspective and evaluation about teaching the vocabulary components in '*on the move*' coursebook. Their answers were summarized as follow:

- Generally, the coursebook is acceptable i.e. well-organized.

- It focuses more on grammar while pupils need words to write paragraphs in English.

- It contains unadequate vocabulary and vocabulary should be varied.

- It contains a limited number of vocabulary activities which were insufficient.

- Sometimes the coursebook is higher than the pupils' vocabulary level.

The above answers revealed that the majority of fourth year MS teachers did not consider the worthiness of the coursebook '*on the move*' with reference to teaching vocabulary components.

3. 1. 4. Discussion and Interpretation of the Results

After analysing and interpreting the teachers' questionnaire, we can say that '*on the move*' textbook, to some extent, consider the teaching/learning of vocabulary. Nevertheless, it neither matches the fourth year MS pupils' vocabulary level nor satisfies their vocabulary needs, because most of the new lexical items introduced are far beyond the actual pupils' vocabulary level. Moreover, the general layout of '*on the move*' does not spark learners' eagerness and motivation to learn, the coursebook cover, and layout affect learners

motivation. Besides, the coursebook is not sufficient in terms of activities devoted for vocabulary teaching and learning that is why most of fourth year MS English teachers adopted other teaching materials such as: ICT means, words games, flashcards, magazines and newspapers articles, ...etc to facilitate the process of English vocabulary learning because the vocabulary components in the coursebook are much higher than the learners' one. What is more, to overcome the difficulties encountered in vocabulary learning, pupils used VLSs i.e. discovery strategies mainly guessing the meaning from context and asking the teacher or a peer along with consolidation strategies which encompasses written/oral repetition and keeping a vocabulary notebook. As far as vocabulary teaching is concerned, incidental vocabulary teaching seemed to be beneficial for fourth year MS pupils because it made the learners involved during the process of vocabulary learning. Further, fourth year MS English teachers placed greater emphasis on the speaking skill while teaching vocabulary because, from their standpoint, speaking played a crucial role in the vocabulary teaching process. In doing so, the teachers are giving equal chances to their learners to interact with each other and exchange ideas, thus the learning/ teaching process would be easier and less tiresome for both teachers and learners as well.

3. 2. Section Two: The Evaluation of the 'on the Move' Coursebook

The aim of this study is to evaluate the vocabulary components in the fourth year middle school 'on the move'. This section attempts to explore the importance given to teaching vocabulary components. This evaluation is based on a checklist of Cunningsworth (1995).

3. 2. 1. Description of the Coursebook 'on the Move'

The Ministry of National Education designed the coursebook 'On the Move' in 2006 for the fourth year pupils. It was published by the National Authority for School Publications.

The authors B. Riche and S. A. Arab designed this manual along the principles of the competency-based approach (CBA) which is adopted in 2003 in all educational levels. This approach aims at developing learners' skills through relying basically on project works at the end of each file that this manual strengthens both the primary skills and the social skills as being correlated.

3. 2. 1. 1. General Layout

The coursebook '*On the move'* starts with a section entitled 'From the authors of this book to the student' followed by another section entitled as 'To the teacher'. This coursebook contains 192 pages divided into six files: *It's my Treat, You can do it, Great expectations, then and now, Dreams, Dreams…, Facts and fiction.* At the end of the book, the *Listening Scripts* and *Grammar Reference* sections appear.

3. 2. 1. 2. File Structure Description

Each file in '*On the move'* is built as follows:

- *Preview***:** is an outline which highlights some language areas namely functions, grammar, words and sounds. In addition to language skills including primary skills and social skills ending with a project.

- *Food for thought*: serves as a warm up that prepares the student for the coming file through two contrasted pictures.

- *Listen and consider***:** is about listening comprehension activities and practicing grammar in oral and written texts. It is divided into:

-Before you listen

-As you listen

-After listening

-Practice

-Write it up

- *Read and consider***:** is the section which is about reading comprehension activities and practicing grammar it is divided into:

-Before you read

-As you read

-After reading/ practice

-Write it out

- *Words and Sounds***:** the acquisition of new vocabulary related to the topic of the file.

- *Take a break***:** activities that allow the student to relax and at the same time review what s/he has been learnt from the previous tasks.

- *Research and report***:** an attempt to engage the student to learn how to make a research.

- *Listening and speaking***:** activities to develop listening and speaking skills.

- *Reading and writing***:** activities to develop reading and writing skills.

- *Project round-up***:** each student makes his/her own project and discusses it with peers following the instructions.

- *Where do we stand now*? An objective evaluation that checks the achievement of the file objectives and providing a learning log (self-assessment).

- *Time for*... songs, poems, jokes, and other relaxing activities. *Figure1* shows the structure of each file in the coursebook '*On the Move*'.

```
                          ┌─────────────────┐
                          │  File Structure  │
                          └─────────────────┘
                                  │
        ┌────────────┬────────────┼────────────────────┐
        ▼            ▼            ▼                    ▼
   ┌─────────┐  ┌─────────┐  ┌──────────┐       ┌──────────┐
   │ Preview │  │  Food   │  │ Language │       │  Skills  │
   └─────────┘  │   for   │  │ Learning │       │ Building │
                │ thought │  └──────────┘       └──────────┘
                └─────────┘        │                  │
              ┌──────────┬─────────┴────┬─────────┐   │
              ▼          ▼              ▼         ▼   │
        ┌──────────┐┌──────────┐ ┌──────────┐┌───────┐
        │Listen and││Read and  │ │Words and ││Take a │
        │Consider  ││Consider  │ │Sounds    ││break  │
        └──────────┘└──────────┘ └──────────┘└───────┘
```
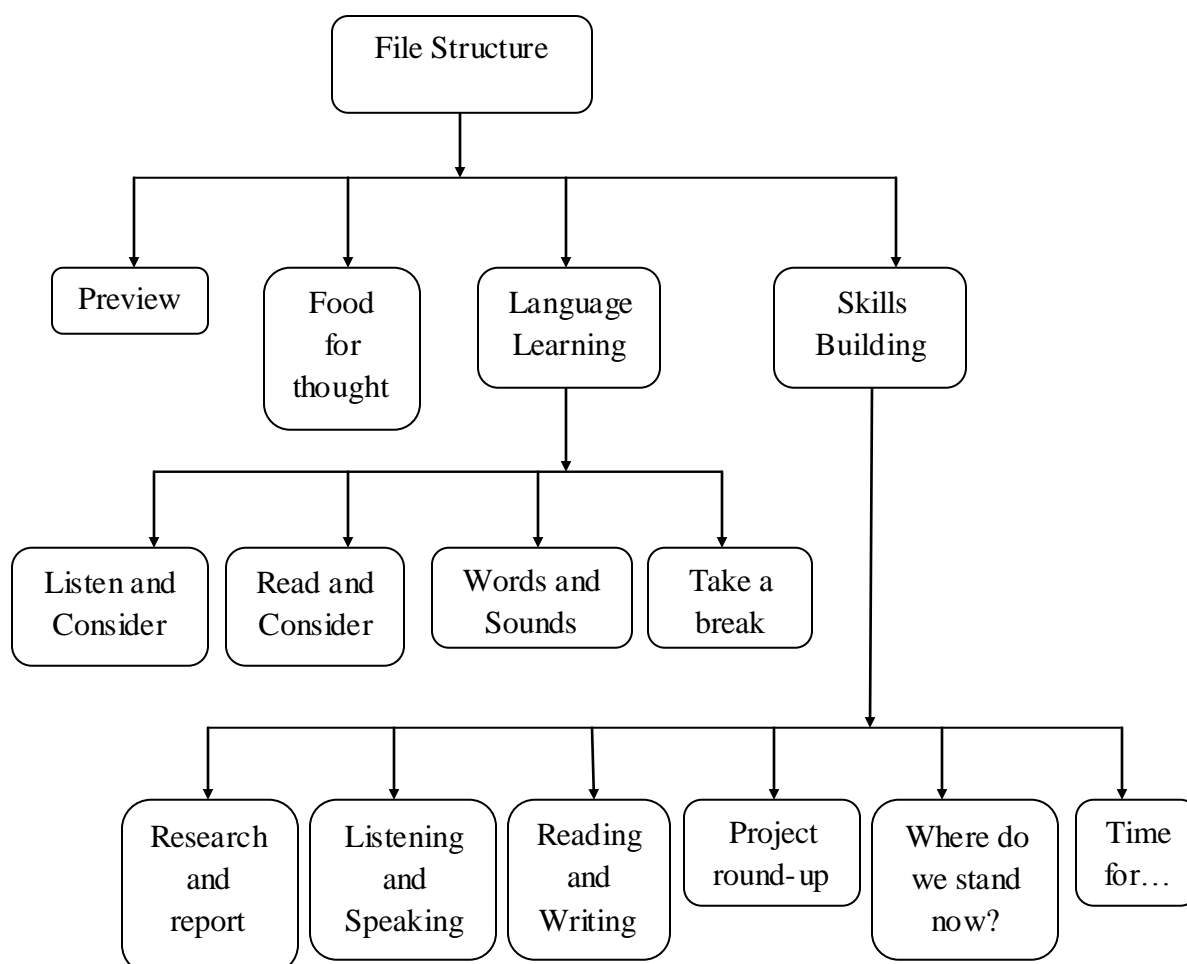
Figure1. The File Structure in the Coursebook 'On the Move'.

3. 2. 2. Description of the Vocabulary Contents in the Coursebook 'On the Move'

Each file in the coursebook 'On the Move' consists of two major sections: language learning and skills' building. Each of the sixth files has its own specific vocabulary:

- *File one*: entitled *It's my treat*, under the topic of Food and Drinks. It teaches vocabulary related to food and eating (names of dishes, cooking and eating habits); the vocabulary related to map reading.

- *File two***:** entitled *you can do it*, it covers the topic of citizenship, sustainable

  Development. It teaches the vocabulary that is related to technology, animal life.

- *File three***:** which is entitled *Great expectations,* under the topic of People and Places.

  It provides vocabulary that is related to hopes and expectations; the vocabulary of the

  US educational system.

- *File four***:** entitled *Then and now*, covers the topic of Customs and Mores. It teaches

  the vocabulary of old crafts, antiques, history, geography….

- *File five***:** entitled *Dreams, Dreams,* under the topic of Cultural Exchanges. It teaches

  vocabulary related to travel/tourism; money matters; jobs and careers.

- *File six***:** in the title of *Fact and fiction*, covers the topic of Arts and Sciences. It

  teaches vocabulary of old crafts, antiques, history, and geography….

3. 2. 3. Vocabulary Textbook Evaluation Checklist

Conducting a study about textbook evaluation implies the reliance on, most of the time

checklists. In the frame of chapter two, we provided a comprehensive overview about this

data collection tool, i.e. checklist, and we attempted to expose a variety of checklists used, so

far, in textbook evaluation for the reason of using one of these in analyzing the data.

Hence, in exposing some of textbook checklists, we consider that the one proposed by

Cunningsworth (1995) is the most appropriate to be relied on to analyze vocabulary activities

in the dissertation in hand. We have also to say that the reason behind choosing

Cunningsworth (1995) checklist is the fact that the latter comprises basic, comprehensive,

precise and concise criteria with reference to vocabulary textbook evaluation; it is inserted in

the appendices section (see Appendix G). Yet, we adapted this checklist so as to make it fit

the aim of the evaluation and the literary issues discussed beforehand in this research paper. Moreover, since we are novice as far as the analysis of textbook is concerned; and we are not familiar with the implementation of the checklist tool; an outstanding and a commonly used checklist is preferably used with certain modifications.

Hence, we analyze subsequently vocabulary activities included in 'On the Move' and analyze them in accordance of both teachers' responses in the questionnaire and the adapted checklist from Cunningsworth's checklist for vocabulary (see Appendix F).

Applicability of the Criteria

Criterion	Applicable	Slightly applicable	Not applicable
1. Is vocabulary learning material included in its own right? If so, how prominent is it? Is it central to the course or peripheral?			
Relying always on the coursebook 'on the move' while teaching vocabulary.		✓	
'on the move' coursebook satisfies the vocabulary learners' needs.		✓	
2. How vocabulary is taught?			
The coursebook 'on the move' follows an incidental approach in teaching vocabulary.	✓		
The coursebook 'on the move' follows an intentional approach in teaching vocabulary	✓		
3. Is there any principled basis for selection of vocabulary?			
The coursebook 'on the move' explains the principle of vocabulary selection	✓		
4. Is there any distinction between active and passive vocabulary, or classroom vocabulary?			
The coursebook 'on the move' matches the pupils' vocabulary level i.e. the pupils understand the vocabulary introduced in the coursebook (passive vocabulary)			✓

The coursebook 'on the move' gives the opportunity for pupils to express meanings appropriately i.e. use words correctly in free production.		✓	
5. Is vocabulary presented in a structured, purposeful way?			
The vocabulary related to the topics in 'on the move' is presented in a gradual way i.e. from the simple to the complex in a way that attracts the pupils to learn vocabulary using the coursebook.	✓		
6. Are learners sensitized to the structure of the lexicon through vocabulary learning exercises based on: -Semantic relationships -Formal relationships -Collocations -Situation-based word groups			
The coursebook's activities pay attention to word knowledge: word meaning, word building, collocations and word groups that are related to particular situations.	✓		
7. Does the material enable students to expand their own vocabularies independently by helping them to develop their own learning strategies?			
Vocabulary learning strategies (VLSs) are important in the English language learning process.	✓		

3. 2. 3. 1. Analysis of the Checklist

Criterion 1

Is vocabulary learning material included in its own right? Is it central to the course or peripheral?

The results obtained from teachers' questionnaire and the reliance on the first criterion in Cunningsworth's checklist show that the first criterion is slightly applicable because the coursebook '*on the move*' does not contain a separate section devoted for vocabulary to rely on it while teaching vocabulary. Whereas, other aspects of language take a considerable space in the coursebook as grammar (Grammar Windows pages: 19, 22, 47, 68, 71, 93, 97,120, 123, 144, 147) in addition to Grammar References pages(176-190), and pronunciation also has its special part in the coursebook (Words and Sounds pages: 24, 25, 50, 73, 99, 126, 149), next to a list of Phonetic Symbols of English at the end of the coursbook page 191. They are clearly presented in separate sections in the coursebook but vocabulary is given minor importance as unexpected since vocabulary is one of the worthiest aspects that has to be mastered by foreign language learners of English. In addition to that, vocabulary items which are introduced in '*on the move*' do not satisfy the fourth year MS pupils' needs by presenting vocabulary items that are far from their needs such as: stagnation, assiduous, congenial, collision, tedious, conscientious, chronic,…. So, the coursebook '*on the move*' is not central to the language course.

Criterion 2

How vocabulary is taught?

The results reached from the checklist showed that the second criterion is applicable because the coursebook 'on the move' teaches vocabulary following both incidental and

intentional approaches. Most activities in the coursebook are based on reading comprehension for identifying the meaning of words as it was mentioned in the literature review one way of teaching vocabulary incidentally is reading for identifying meanings of unknown words.

Table 29.

Examples of Activities in 'on the move' that Teach Vocabulary Indirectly.

File	Number of activity	Instruction
1	Activity 4 page 38	Read the ingredients in the recipe below and write a coherent paragraph to give instructions on how to make an omelette.
3	Activity 1 page 77	Read the diagram about the American public educational system and fill in the blanks in the letter below
4	Activity 4 page 108	Read the text on the previous page again and answer the following questions. Which words in the text are opposite in meaning to the following: peace, courage, hate?
5	Activity 4 page 125	Read the text about Nacera. The complete the sentences using the appropriate modal
6	Activity 2 page 156	Read the passage below and check your answer to the last question in exercise one above

Also, the coursebook provides a number of activities that teach vocabulary in a direct way i.e. intentional vocabulary teaching.

Table 30.

Examples of Activities in 'on the move' that Teach Vocabulary Directly.

File	Number of Activity	Instruction
1	Activity 2 page 24	Add the suffix (ed) to the verbs in the table below to form adjectives or past participles. Then complete the phonetic transcription of each of the adjectives with /t/, /d/, /Id/.
	Activity 2 page 38	Look at these groups of words and find the word that does not belong to any of the following categories: spices, kitchen utensils, response to food.
2	Activity 1 page 50	Copy the table on your exercise book and tick in the appropriate box of the prefix to form the opposites of the words

Criterion 3

Is there any principled basis for selection of vocabulary?

As the checklist's results show along the data generated from teachers' questionnaire (question number 23), this criterion is applicable. All vocabulary items which were introduced in the coursebook 'on the move' were selected on the basis of the criterion of frequency. That

is to say, in each file the vocabulary presented in relation to a particular subject that are frequently used in such topic.

Table 31.

The New Vocabulary Presented in the Coursebook in Relation to Subject

File	Topic	Vocabulary
1	Food and Drinks	*Vocabulary* related to street direction (turn right, next to, street…), food and eating (restaurant, recipe, mineral water, sherbet, knife, stomach, couscous…)
2	Citizenship,Sustainable Development	Vocabulary related to technology (computer, robots, spaceship, NASA, to invent…) and animal life (wild animal, extinction, to hunt, leopard…)
3	People and Places	Vocabulary of hopes and expectations, and US educational system (family, vacation, training, high school, diploma, graduation, to satisfy, night school, marketing course, to expect, scholarship…)
4	Customs and Mores	Vocabulary related to old crafts, antiques, history and geography (horseback, train, stone tools, caveman, map, bordering countries, capital city, beach, camping, tribes, forests, sahara…)
5	Cultural Exchanges	Vocabulary related to money matters and jobs and careers, and travel and tourism (money, to travel, picnic, tourist guide, to quite, airport, traffic, a cash, to earn, boss, salary, ticket, souvenir, a passenger, go abroad, to

		gain, to hitch-hike…)
6	Arts and Sciences	Vocabulary related to old crafts, antiques, history and geography (a beach, snowman, castles, lorry, fast, collision, a direction, to crash, airplane, road…)

Criterion 4

Is there any distinction between active and passive vocabulary, or classroom vocabulary?

According to the results reached from the teacher's questionnaire, the fourth criterion is slightly applicable. The coursebook 'on the move' is to some extent beyond the fourth year MS pupils' level which hinders the understanding of words' meaning (passive vocabulary). Regarding active vocabulary, the coursebook includes a set of activities that give the chance for pupils to use their vocabulary.

Table 32.

Examples of Activities in 'on the move' that Encourage Active Vocabulary.

File	Number of Activities	Instruction
1	Activity 3 page 20	Now write a dialogue about one particular food using tag questions (with book closed)
	Write it out page 23	A friend of yours always considers himself/herself a failure. Write for him/her a recipe for success using the imperative and sequencers. Use the information below

	Activity 3 page 34	Now write a letter of invitation using the information in the invitation card above
2	Write it out page 49	Use the information below to write a note in your diary to list the things that are possible/likely to happen at the end of your school year
3	Activity 4 page 68	Now use the information in exercise two on the previous page to ask and answer questions about Becky's and Paul's plans for the summer vacations
4	Write it out page 98	Write a short note for tourists about what life used to be like in the Sahara long time ago
5	Your turn to speak page 131	Imagine you are a taxi-driver and a tourist passenger asks you to advice him/her and recommend things to do in your town. What would you say?
6	Activity 1 page 146	Look at the picture. It represents the scene of an accident just before the accident occurred (at 9:30).use the clues below to say what was happening there

Criterion 5

Is vocabulary presented in a structured, purposeful way?

The results obtained from the checklist show that the fifth criterion is applicable because the topics of the coursebook '*on the move*' introduce vocabulary from the simple to the complex, from food and eating to old crafts, antiques, history and geography which would induce teachers and pupils to use the coursebook easily and effectively. The table number 4 in of the criterion number 3 illustrates this gradual presentation of vocabulary.

Criterion 6

Are learners sensitized to the structure of the lexicon through vocabulary learning exercises based on:

-Semantic relationships

-Formal relationships

-Collocations

-Situation-based word groups

As it was shown in the question number 25 from the teacher's questionnaire, this criterion is applicable. The courebook 'on the move' includes activities that emphasize word knowledge namely semantic relationships: word meaning (antonyms and synonyms); formal relationships: affixation and compounding; collocations and situational-based word groups i.e. a set of words that are related to a particular subject.

Table 33.

Examples of Coursebook's Activities which are Based on Semantic Relationships

File	Number of Activity	Instruction
1	Activity 2 page 38	Look at these groups o words and find the word that does not belong to any of the following categories: spices, meats, kitchen utensils, response to food
2	Activity 4 page 50	Filling the gaps with the appropriate opposite from the box in exercise two above.

Table 34.

Examples of coursebook's Activities which are Based on Formal Relationships

File	Number of Activity	Instruction
1	Activity 1 page 24	Add the suffix (ed) to the verbs in the table below to form adjectives or past participles. Then, complete the phonetic transcription of each of the adjectives with /t/, /d/, /Id/
2	Activity 1 page 50	Copy the table on your exercise book and tick in the appropriate box of prefix to form the opposite of the words
3	Activity 1 page 73	Read the paragraph below and change the words between brackets into nouns for occupations and trades by adding the

		following suffixes: er, or, ian, or ist
5	Activity 1 page 126	Complete the blanks in the dictionary entries below with the category to which the explained word belongs: (n) noun, (adj) adjective, (v) verb
6	Activity 2 page 149	Derive nouns from the verbs in boxes one and three by adding the suffix-tion or –sion. Make any necessary changes in the spelling of the derived nouns

Table 35.

Examples of Coursebook's Activities which are Based on Collocations

File	Number of Activity	Instruction
1	Activity 2 page 24	Take turns to ask and answer questions about your preferences for the types of food in exercise one. Pay attention to your pronunciation. Example: Jamal/Jamila prefer eating raw food No s/he doesn't. s/he prefers cooked food

Table 36.

Examples of Coursebook's Activities which are Based on Situational-based Word groups.

File	Number of activity	Instruction
1	Activity 1 page 21	Suppose you have all the ingredients in the recipe below. Ask your partner which cake among the following s/he can make: pancakes, Tcharek, Doughnuts, Tamina
	Write it up page 31	An American friend of yours is visiting you. Choose the dish you will serve him/her. Write a note to describe it using the prompts in the box
2	Activity 5 page 53	Imagine you are a member of the world wide life organization. Write a ten-rule charter designed to ensure the protection of wild animals using appropriate models
	Activity 3 page 59	Write a ten-line newspaper article to say what the NASA will/may/might well be able to do with robots. In the future. Draw inspiration from the second paragraph of the article from *popular science* above
3	Activity 1 page 77	Read the diagram about the American public educational system and fill in the blanks in the letter below

	Write it up page 81	Imagine you are a tourist guide. Tell the tourists what they will do, what they will see and when in your area. Illustrate the sightseeing tour with a map.
4	Activity 1 page 97	Imagine you are an archeologist. Explain to Ann what the names the objects written in bold are and what caveman used them for. Use the relative pronouns which and that: stone axe, spear, stone pot, stone jare, skin bag, flute.
5	Write it out page 125	Write an e-mail to a pen-friend of yours inform him/her about your holyday planes. Show indecision because you are not really sure if you could really act on them or not. Draw inspiration from Ronald's e-mail
6	Activity 4 page 134	The words in the box are used to join sentences and link ideas put them into the correct category below

Criterion 7

Does the material enable students to expand their own vocabularies independently by helping them to develop their learning strategies?

Along the scrutiny of the activities implemented in 'On the Move', we deduce that this criterion is applicable. The coursebook '*on the move*' gives importance to vocabulary learning strategies (VLSs). File one Your Turn to Speak p 30, a paragraph entitled '*Coping*' provides

the pupils with some strategies in order to cope with a vocabulary problem followed by a practice of these learning strategies. Another example is in File four '*Words and Sounds*' activity 1 p 99 where the pupil is asked to look up the meaning of the word 'diphthong' in the dictionary and explain its meaning to his/her peers. Also, in File four Before you Read p 95. At this young age, vocabulary learning strategies (VLSs) need to be taught in order to facilitate vocabulary learning and this is what the coursebook attempts to do.

3. 3. Pedagogical Recommendations

The literature review about vocabulary and textbook evaluation enlightened us to propose some recommendations to textbook designers. Hence, In order to make '*on the move*' coursebook more useful and appropriate for both teachers and pupils in regard to teaching vocabulary components, the coursebook content and activities should take, by no room of discussion, into account the perspectives of the teachers. Thus, we recommend:

- More activities should be devoted to vocabulary.

- The coursebook should go hand in hand with the pupils' vocabulary level.

- Vocabulary introduced in the coursebook should be in contact with the pupils' surrounding environment and immediate context.

- The general layout of the coursebook should be modified in order to stimulate the pupils to learn the English language vocabulary.

- Teachers should adopt an eclectic vocabulary teaching approach that combines both incidental vocabulary teaching together with the intentional approach in order to arrive at a better performance and understanding of English language vocabulary.

- Pupils should use the VLSs widely, and teachers should encourage them to do so.

- It is better for teachers to adopt other teaching supplementary materials in order to cope with the weaknesses of the coursebook '*on the move*' in teaching vocabulary components, and which are suitable to teaching and learning situations.

3. 5. Limitations of the Study

Like any other study, the research work we have conducted has certain limitations. The first is the time constraints, the time was not sufficient to complete our work because investigating the effectiveness of teaching the vocabulary components in fourth year MS English coursebook requires much time than the time we have been given to submit the dissertation. Another problem is the lack of resources available concerning our topic; Textbook evaluation. Therefore, we relied on a limited number of books, journal articles and websites. The last of these weaknesses is that there is no classroom observation because, teachers at middle schools went on strike for more than one month. That is why we used only a questionnaire and a checklist to collect data. It could have been more practical if we had attended some sessions with fourth year classes to observe how activities are assigned to learners and confirm if learners are making use of VLS.

3. 5. Suggestions for Further Future Research

On the basis of the present study, further research can be done on teaching other components in the coursebook to find out whether it is effective, suitable and appropriate to a particular factor. Also, this research study did not investigate all the issues related to vocabulary instruction and coursebook evaluation, therefore, we suggest, that future researchers to investigate:

- The role of memory in vocabulary acquisition.
- The current issues in vocabulary research.

- The use of other checklist to have a variety of findings about the teaching of vocabulary in 'On the Move'.

Conclusion

The third chapter; which is in essence the practical part of the research paper in hand, investigated the teaching of vocabulary in the fourth year English language textbook that is taught in Algerian schools. The chapter started with plainly describing 'On the Move 'textbook, and then analysed its vocabulary activities throughout a very common checklist; Cunningsworth's (1995) one. The data retrieved from the teachers' questionnaire were also analysed. The results obtained from both the teacher's questionnaire and the checklist reveal that, as far as teaching and learning vocabulary is concerned, the coursebook *'on the move'* does not give sufficient help and support for both teachers and learners and consequently, it is not really effective and appropriate in a way that makes it central to the English vocabulary course.

General Conclusion

It is widely accepted that a coursebook is an essential component of the EFL classroom. Evaluation of coursebooks, therefore, is of utmost importance so that its pedagogical contribution to the teaching and learning process can be assured. Vocabulary teaching and learning is one the most important components in coursebooks. It is therefore important to investigate how they present vocabulary.

In the present study, we intended to examine the effectiveness and appropriateness of the fourth year MS coursebook 'On the Move' used in teaching and learning English vocabulary components i.e. whether it is practical in teaching vocabulary and whether it facilitates the task of vocabulary leaning for fourth year MS learners. We also wanted to find out also whether this coursebook matches the fourth year MS pupils and meets the teachers' expectations as far as the teaching of vocabulary is concerned.

At the preliminary step of the research, we hypothesized that if the coursebook 'On the Move' presented satisfactory and appropriate vocabulary items and provided a sufficient number of activities, fourth year MS pupils would promote and improve their vocabulary background. And to have a comprehensive overview about the issue under investigation, we first introduced a theoretical background for the related issues; vocabulary instruction and textbook evaluation. The former shed light on the history of vocabulary teaching and learning and vocabulary definition and description along with the status of vocabulary in the major teaching methods in chapter one. The latter, also discussed the vocabulary teaching approaches, in addition to vocabulary and the basic language skills. Besides, it tackled the issue of LLSs and VLSs and finally, it highlighted the importance of vocabulary in ELT and ESP. However, the second chapter that is concerned with textbook evaluation, it discussed the different terminologies; textbook, coursebook, materials, evaluation, textbook evaluation,

materials evaluation and the distinction between them. Moreover, it stated the role of textbook in classroom and its purpose in addition to the types, methods and tools, mainly checklists, of textbook evaluation and ended by listing some checklist models.

For achieving the already mentioned aims and answering the already asked questions a descriptive methodology was adopted relying on two instruments; an adapted checklist from Cunningsworth (1995) was used to detect how vocabulary activities are presented in the coursebook and the checklist also was set to determine the strengths and weaknesses of the coursebook 'on the move' in terms of vocabulary teaching and learning. The other implemented research tool was teachers' questionnaire submitted to 15 fourth year MS English teachers from 7 different middle schools from Jijel. After the obtained results were analyzed and interpreted, we concluded that 'On the Move' coursebook did not give sufficient help and support for both teachers to teach vocabulary, in other words, it is not really effective and appropriate in teaching/learning vocabulary components consequently most of fourth year MS pupils were not really proficient in regard to vocabulary knowledge as stated by teachers in the questionnaires. Hence, the already set hypothesis was confirmed and the research questions were answered. That is to say, learners' vocabulary would not develop unless the activities set to develop vocabulary in 'On the Move' coursebook are satisfactorily and sufficiently presented. Hence, what justifies the non mastery of vocabulary from the part of fourth year MS learners is the fact they are not well exposed to sufficient activities to teach vocabulary in classroom. Additionally, 'On the Move' coursebook does not match learners' actual level as far as vocabulary components are concerned as revealed through the analysis of the checklist and as reported by teachers' responses of the questionnaire.

Therefore, coursebook designers should make many adjustments to the coursebook 'On the Move' such as including more effective vocabulary activities. They are also supposed to take into account the pupils' vocabulary level so as to stimulate them to learn more

vocabulary items and make them motivated to learn more lexical items related to English language. On the other hand, teacher should not be slaves to the coursebook because it would be preferable if they vary the teaching materials.

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Appendices

Appendix A

Cunningsworth's Checklist (1995)

Quick-reference checklist for evaluation and selection

Aims and approaches

☐ Do the aims of the coursebook correspond closely with the aims of the teaching programme and with the needs of the learners?
☐ Is the coursebook suited to the learning/teaching situation?
☐ How comprehensive is the coursebook? Does it cover most or all of what is needed? Is it a good resource for students and teachers?
☐ Is the coursebook flexible? Does it allow different teaching and learning styles?

Design and organization

☐ What components make up the total course package (eg students' books, teachers' books, workbooks, cassettes, etc)?
☐ How is the content organized (eg according to structures, functions, topics, skills, etc)? Is the organization right for learners and teachers?
☐ How is the content sequenced (eg on the basis of complexity, 'learnability', usefulness, etc)?
☐ Is the grading and progression suitable for the learners? Does it allow them to complete the work needed to meet any external syllabus requirements?
☐ Is there adequate recycling and revision?
☐ Are there reference sections for grammar, etc? Is some of the material suitable for individual study?
☐ Is it easy to find your way around the coursebook? Is the layout clear?

Language content

☐ Does the coursebook cover the main grammar items appropriate to each level, taking learners' needs into account?
☐ Is material for vocabulary teaching adequate in terms of quantity and range of vocabulary, emphasis placed on vocabulary development, strategies for individual learning?
☐ Does the coursebook include material for pronunciation work? If so what is covered: individual sounds, word stress, sentence stress, intonation?
☐ Does the coursebook deal with the structuring and conventions of language use above sentence level, eg how to take part in conversations, how to structure a piece of extended writing, how to identify the main points in a reading passage? (More relevant at intermediate and advanced levels.)
☐ Are style and appropriacy dealt with? If so, is language style matched to social situation?

Skills

☐ Are all four skills adequately covered, bearing in mind your course aims and syllabus requirements?
☐ Is there material for integrated skills work?
☐ Are reading passages and associated activities suitable for your students' levels, interests, etc? Is there sufficient reading material?

3

Chapter 1   Selecting coursebooks — the essentials

☐ Is listening material well recorded, as authentic as possible, accompanied by background information, questions and activities which help comprehension?
☐ Is material for spoken English (dialogues, roleplays, etc) well designed to equip learners for real-life interactions?
☐ Are writing activities suitable in terms of amount of guidance/control, degree of accuracy, organization of longer pieces of writing (eg paragraphing) and use of appropriate styles?

Topic

☐ Is there sufficient material of genuine interest to learners?
☐ Is there enough variety and range of topic?
☐ Will the topics help expand students' awareness and enrich their experience?
☐ Are the topics sophisticated enough in content, yet within the learners' language level?
☐ Will your students be able to relate to the social and cultural contexts presented in the coursebook?
☐ Are women portrayed and represented equally with men?
☐ Are other groups represented, with reference to ethnic origin, occupation, disability, etc?

Methodology

☐ What approach/approaches to language learning are taken by the coursebook? Is this appropriate to the learning/teaching situation?
☐ What level of active learner involvement can be expected? Does this match your students' learning styles and expectations?
☐ What techniques are used for presenting/practising new language items? Are they suitable for your learners?
☐ How are the different skills taught?
☐ How are communicative abilities developed?
☐ Does the material include any advice/help to students on study skills and learning strategies?
☐ Are students expected to take a degree of responsibility for their own learning (eg by setting their own individual learning targets)?

Teachers' books

☐ Is there adequate guidance for the teachers who will be using the coursebook and its supporting materials?
☐ Are the teachers' books comprehensive and supportive?
☐ Do they adequately cover teaching techniques, language items such as grammar rules and culture-specific information?
☐ Do the writers set out and justify the basic premises and principles underlying the material?
☐ Are keys to exercises given?

Practical considerations

☐ What does the whole package cost? Does this represent good value for money?
☐ Are the books strong and long-lasting? Are they attractive in appearance?
☐ Are they easy to obtain? Can further supplies be obtained at short notice?
☐ Do any parts of the package require particular equipment, such as a language laboratory, listening centre or video player? If so, do you have the equipment available for use and is it reliable?

4

Appendix B

Sheldon's Checklist (1988)

FACTUAL DETAILS

Title: . . . .

Author(s): . . . .

Publisher: . . . .   Price: . . . .

ISBN: . . . .   No. of Pages: . . . .

Components: SB/TB/WB/Tests/Cassettes/Video/CALL/Other . . . .

Level: . . . .   Physical size: . . . .

Length: . . . . Units . . . . Lessons/sections . . . . Hours . . . .

Target skills: . . . .

Target learners: . . . .

Target teachers: . . . .

ASSESSMENT (* Poor   ** Fair   *** Good   **** Excellent)

Factor	Rating and comments
Rationale	
Availability	
User definition	
Layout/graphics	
Accessibility	
Linkage	
Selection/grading	
Physical characteristics	
Appropriacy	
Authenticity	
Sufficiency	
Cultural bias	
Educational validity	
Stimulus/practice/revision	
Flexibility	
Guidance	
Overall value for money	

Figure 1: Textbook evaluation sheet

Appendix C

Ur's Checklist (1996)

13 Materials

BOX 13.2: CRITERIA FOR COURSEBOOK ASSESSMENT

Importance	Criterion	
	Objectives explicitly laid out in an introduction, and implemented in the material	
	Approach educationally and socially acceptable to target community	
	Clear attractive layout; print easy to read	
	Appropriate visual materials available	
	Interesting topics and tasks	
	Varied topics and tasks, so as to provide for different learner levels, learning styles, interests, etc.	
	Clear instructions	
	Systematic coverage of syllabus	
	Content clearly organized and graded (sequenced by difficulty)	
	Periodic review and test sections	
	Plenty of authentic language	
	Good pronunciation explanation and practice	
	Good vocabulary explanation and practice	
	Good grammar presentation and practice	
	Fluency practice in all four skills	
	Encourages learners to develop own learning strategies and to become independent in their learning	
	Adequate guidance for the teacher; not too heavy preparation load	
	Audio cassettes	
	Readily available locally	

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Appendix D

Williams's Checklist (1983)

Title of the textbook:…………………………………………..

This textbook:

Weight		Rating				
		4	3	2	1	0
	General					
	Take into account currently accepted methods of ESL/EFL teaching					
	Give guidance in the presentation of language items					
	Caters for individual differences in home language background					
	Relates content to the learners' culture and environment					
	Speech					
	Is based on a contrastive analysis of English and L1 sound systems					
	Suggests ways of demonstrating and practising speech items					
	Includes speech situations relevant to the pupils' background					
	Allows for variation in the accent of non-native speakers of English					
	Grammar					
	Stresses communicative competence in teaching structural items					
	Provides adequate models featuring the structures to be taught					
	Shows clearly the kinds of responses required in drills (e.g. substitution)					
	Selects structures with regard to differences between L1 and L2 cultures					
	Vocabulary					
	Selects vocabulary on the basis of frequency, functional load, etc					
	Distinguishes between receptive and productive skills in vocabulary teaching					
	Presents vocabulary in appropriate contexts and situations					
	Focuses on problems of usage related to social background					
	Reading					
	Offers exercises for understanding of plain sense and implied meaning					
	Relates reading passages to the learners' background					
	Selects passages within the vocabulary range of the pupils					
	Selects passages reflecting a variety of styles of contemporary English					
	Writing					
	Relates written work to structures and vocabulary practised orally					
	Gives practice in controlled and guided composition in the early stages					
	Relates written work to the pupils' age, interests, and environments					

	Demonstrates techniques for handling aspects of composition teaching				
	Technical				
	Is up-to-date in the technical aspects of textbook production and design				
	Shows quality in editing and publishing (cover, typeface, illustrations, etc)				
	Is durable, and not too expensive				
	Has authenticity in language and style of writing				

Appendix E

Miekley's Checklist (2005)

Textbook Evaluation Checklist		Excellent	Good	Adequate	Poor	Totally Lacking	Mandatory	Optional	Not Applicable
I. Textbook									
A. Content									
i. Is the subject matter presented either topically or functionally in a logical, organized manner? (1,2,3)[ii]		4	3	2	1	0	M	O	N
ii. Does the content serve as a window into learning about the target language culture (American, British, ect.)? (2,18)		4	3	2	1	0	M	O	N
iii. Are the reading selections authentic pieces of language? (5,10)		4	3	2	1	0	M	O	N
iv. Compared to texts for native speakers, does the content contain real-life issues that challenge the reader to think critically about his/her worldview? (1,2,3,7,21)		4	3	2	1	0	M	O	N
v. Are the text selections representative of the variety of literary genres, and do they contain multiple sentence structures? (1,13)		4	3	2	1	0	M	O	N
B. Vocabulary and Grammar									
i. Are the grammar rules presented in a logical manner and in increasing order of difficulty? (1,2,3)		4	3	2	1	0	M	O	N
ii. Are the new vocabulary words presented in a variety of ways (e.g. glosses, multi-glosses, appositives)? (2,3,12)		4	3	2	1	0	M	O	N
iii. Are the new vocabulary words presented at an appropriate rate so that the text is understandable and so that students are able to retain new vocabulary? (1,2,3,5)		4	3	2	1	0	M	O	N
iv. Are the new vocabulary words repeated in subsequent lessons to reinforce their meaning and use? (1,2,3,)		4	3	2	1	0	M	O	N
v. Are students taught top-down techniques for learning new vocabulary words? (7,8,9,11)		4	3	2	1	0	M	O	N
C. Exercises and Activities									
i. Are there interactive and task-based activities that require students to use new vocabulary to communicate? (1,2,3,5)		4	3	2	1	0	M	O	N
ii. Do instructions in the textbook tell students to read for comprehension? (6)		4	3	2	1	0	M	O	N
iii. Are top-down and bottom-up reading strategies used? (17)		4	3	2	1	0	M	O	N
iv. Are students given sufficient examples to learn top-down techniques for reading comprehension? (7,8,9,10)		4	3	2	1	0	M	O	N
v. Do the activities facilitate students' use of grammar rules by creating situations in which these rules are needed? (1,2,3)		4	3	2	1	0	M	O	N
vi. Does the text make comprehension easier by addressing one new concept at a time instead of multiple new concepts? (2,3)		4	3	2	1	0	M	O	N
vii. Do the exercises promote critical thinking of the text? (2)		4	3	2	1	0	M	O	N
D. Attractiveness of the Text and Physical Make-up									
i. Is the cover of the book appealing? (1,2,3)		4	3	2	1	0	M	O	N
ii. Is the visual imagery of high aesthetic quality? (1,2,3,14)		4	3	2	1	0	M	O	N

	iii. Are the illustrations simple enough and close enough to the text that they add to its meaning rather than detracting from it? (1)	4	3	2	1	0	M	O	N
	iv. Is the text interesting enough that students will enjoy reading it? (15)	4	3	2	1	0	M	O	N
II Teacher's Manual									
A. General Features									
	i. Does the manual help teachers understand the objectives and methodology of the text? (1,2,3)	4	3	2	1	0	M	O	N
	ii. Are correct or suggested answers given for the exercises in the textbook? (1,2,3,4)	4	3	2	1	0	M	O	N
B. Background Information									
	i. Are teachers shown how to teach students to use cues from morphology, cognates, rhetorical relationships, and context to assist them in lexical inferencing? (7)	4	3	2	1	0	M	O	N
	ii. Is there a list of true and false cognates for vocabulary words? (1,2,3)	4	3	2	1	0	M	O	N
C. Methodological Guidance									
	i. Are teachers given techniques for activating students' background knowledge before reading the text? (8,9,22)	4	3	2	1	0	M	O	N
	ii. Are teachers given adequate examples for teaching students to preview, skim, scan, summarize, and to find the main idea? (8,11,6)	4	3	2	1	0	M	O	N
	iii. Does the manual suggest a clear, concise method for teaching each lesson? (1,2,3)	4	3	2	1	0	M	O	N
D. Supplementary Exercises and Materials									
	i. Does the manual give instructions on how to incorporate audio-visual material produced for the textbook? (2)	4	3	2	1	0	M	O	N
	ii. Does the manual provide teachers with exercises to practice, test, and review vocabulary words? (1,2,3)	4	3	2	1	0	M	O	N
	iii. Does the manual provide additional exercises for reinforcing grammar points in the text? (1,2,3)	4	3	2	1	0	M	O	N
III. Context									
A. Is the textbook appropriate for the curriculum? (1,2,19,20)		4	3	2	1	0	M	O	N
	i. Does the text coincide with the course goals? (1,2,3,19,20)	4	3	2	1	0	M	O	N
B. Is the textbook appropriate for the students who will be using it? (1,2)		4	3	2	1	0	M	O	N
	i. Is the text free of material that might be offensive? (1,6,16)	4	3	2	1	0	M	O	N
	ii. Are the examples and explanations understandable? (1)	4	3	2	1	0	M	O	N
	iii. Will students enjoy reading the text selections? (1,2,3,15)	4	3	2	1	0	M	O	N
	iv. Will the content meet students' felt needs for learning English or can it be adapted for this purpose? (2,3)	4	3	2	1	0	M	O	N
C. Are the textbook and teacher's manual appropriate for the teacher who will be teaching from them? (1,2,4)		4	3	2	1	0	M	O	N
	i. Is the teacher proficient enough in English to use the teacher's manual? (1)	4	3	2	1	0	M	O	N

Appendix F

Cunningsworth's Checklist for Vocabulary (1995)

1- Is vocabulary learning material included in its own right? If so, how prominent is it? Is it central to the course or peripheral?

2- How much vocabulary is taught?

3- Is there any principled basis for selection of vocabulary?

4- Is there any distinction between active and passive vocabulary, or classroom vocabulary?

5- Is vocabulary presented in a structured, purposeful way?

6- Are learners sensitized to the structure of the lexicon through vocabulary learning exercises based on:

-Semantic relationships

-Formal relationships

-Collocations

-Situation-based word groups

7- Does the material enable students to expand their own vocabularies independently by helping them to develop their own learning strategies?

Appendix G

Adapted Cunningsworth's Checklist (1995)

Criterion	Applicable	Slightly applicable	Not applicable
8. Is vocabulary learning material included in its own right? If so, how prominent is it? Is it central to the course or peripheral?			
Relying always on the coursebook 'on the move' while teaching vocabulary.			
'on the move' coursebook satisfies the vocabulary learners' needs.			
9. How much vocabulary is taught?			
The coursebook 'on the move' follows an incidental approach in teaching vocabulary.			
The coursebook 'on the move' follows an intentional approach in teaching vocabulary			
10. Is there any principled basis for selection of vocabulary?			
The coursebook 'on the move' explains the principle of vocabulary selection			
11. Is there any distinction between active and passive vocabulary, or classroom vocabulary?			
The coursebook 'on the move' matches the pupils' vocabulary level i.e. the pupils understand the vocabulary introduced in the coursebook (passive vocabulary)			

The coursebook 'on the move' gives the opportunity for pupils to express meanings appropriately i.e. use words correctly in free production.			
12. Is vocabulary presented in a structured, purposeful way?			
The vocabulary related to the topics in 'on the move' is presented in a gradual way i.e. from the simple to the complex in a way that attracts the pupils to learn vocabulary using the coursebook.			
13. Are learners sensitized to the structure of the lexicon through vocabulary learning exercises based on: -Semantic relationships -Formal relationships -Collocations -Situation-based word groups			
The coursebook's activities pay attention to word knowledge: word meaning, word building, collocations and word groups that are related to particular situations.			
14. Does the material enable students to expand their own vocabularies independently by helping them to develop their own learning strategies?			
Vocabulary learning strategies (VLSs) are important in the English language learning process.			

Appendix H

Teacher's Questionnaire

Dear teacher,

This questionnaire is part of a research work that aims at examining the role of the fourth year middle school coursebook '*on the move*' in learning English language vocabulary.

You are kindly requested to answer the questions by putting a tick in the appropriate box (es) or by providing a full statement whenever necessary. Thank you in advance for your collaboration.

Section One: General Information

1- How long have you been teaching English Language?

a- Less than 10 years. ☐

b- 10 years or more. ☐

2- Which level (s) are you currently teaching?

a-1st year middle school. ☐

b- 2nd year middle school. ☐

c- 3rd year middle school. ☐

d- 4th year middle school. ☐

3- How long have you been teaching the fourth year classes?

a- Less than 5 years. ☐

b- 5 years or more. ☐

Section Two: Vocabulary Instruction

4- At the fourth year middle school level, what aspect of language is most important for learning English language?

a- Grammar. ☐

b- Vocabulary (Lexis). ☐

c- Pronunciation. ☐

5- Are your pupils motivated to learn English language vocabulary?

a- Yes. ☐

b- No. ☐

- Whatever your answer, please explain…………………………………………………………

………………………………………………………………………………………………………...

6- According to your experience, how would you describe the vocabulary level of your pupils?

a- Most are above the average. ☐

b- Most are average. ☐

c- Most are below the average. ☐

d- Vocabulary levels vary greatly. ☐

7- Do your pupils have difficulties with vocabulary learning?

a- Yes. ☐

b- No. ☐

c- Sometimes. ☐

-If your answer is (a-c), would you please answer the following question.

8- What are the main reasons behind your pupils' failure in vocabulary learning?

………

………

………

9-Would you, please, rank the following items from 1 to 3 in order of frequency. 'When my pupils encounter unknown word, they':

a- Ask me or a peer. ☐

b- Guess its meaning from context. ☐

c- Look them up in the dictionary. ☐

10- What strategy do your pupils mostly use for consolidating a word once it has been encountered?

A- Written/oral repetition. ☐

b- Keep a vocabulary notebook. ☐

c- Put English labels on physical objects. ☐

d- Others. ☐

11- How important vocabulary learning strategies are in the English language learning process?

a- Very important

b- Important

c- Slightly important

d- Not important at all

- Please, justify………………………………………………………………………………………

………………………………………………………………………………………….......

12- Which approach of vocabulary instruction seems to be beneficial for your pupils?

a- Incidental vocabulary teaching (indirect)

b- Intentional vocabulary teaching (direct)

- Why? …………………………………………………………………………………………

………………………………………………………………………………………………

…………………………………………………………………………………………………..

13. Do you find CBA effective and helpful in vocabulary teaching process?

a- Yes

b- No

-Why?...

…………………………………………………………………………………………………..

14- Which language skill do you focus on more when you teach vocabulary?

a- Writing ☐

b- Reading ☐

c- Listening ☐

d- Speaking ☐

Section Three: Textbook Evaluation

15- Do you think that the general layout (file structure, topics, activities, pictures,… etc)

of the coursebook '*on the move'* attracts your pupils?

a- Yes ☐

b- No ☐

c- Not sure ☐

16- Do you rely always on the coursebook while teaching vocabulary?

a- Yes ☐

b- No ☐

- If no, what are other materials that you use? …………………………………………….......

……………………………………………………………………………………………………

……………………………………………………………………………………………………...

17- Are there many new lexical items introduced in the textbook '*on the move'*?

a- Yes. ☐

b- No.   ☐

18- Are the new lexical items introduced in the coursebook '*on the move'* appropriate for your pupils?

a- Yes.   ☐

b- No.   ☐

19- Which of the following do you mostly use from the coursebook while teaching vocabulary?

a- Reading comprehension.   ☐

b- Dialogues.   ☐

c- Filling Gaps activities.   ☐

d- Role plays.   ☐

e- Matching items with their definitions/synonyms. ☐

f- Composition.   ☐

20- Does the fourth year middle school English coursbook '*on the move'* match the pupils' vocabulary level?

a- Yes   ☐

b- No   ☐

21- Does the fourth year middle school English coursebook '*On the move*' satisfy vocabulary learners' needs?

a- Yes   ☐

b- No ☐

22- Does the coursebook meet your expectations as a teacher, as far as the teaching of vocabulary is concerned?

a- Yes ☐

b- No ☐

- How? ………………………………………………………………………………………

……………………………………………………………………………………………

………………………………………………………………………………………………..

....

23- Tick the appropriate answer:

Options	Strongly disagree	Disagree	Somewhat agree	Agree	Strongly agree
- Pedagogic texts and dialogues in the textbook include sufficient vocabulary items.					
- The files in the textbook include sufficient number of activities that make vocabulary teaching easier for me.					

24- On What Basis the vocabulary presented in the coursebook 'on the move' was selected?

a- Frequency ☐

b- Range ☐

c- Others ☐

25- Do coursebook's activities encourage pupils to use vocabulary?

a- Yes ☐

b- No ☐

26- Which aspect (s) of the word knowledge that the coursebook's activities based on?

a- Word meaning (antonyms, synonyms) ☐

b- Word formation (affixation, compounding) ☐

c- Collocations ☐

d- Situation-based word groups ☐

27- As a fourth year middle school English language teacher, what is your general evaluation and opinion about teaching the vocabulary components in 'on the move' coursebook?

………

………

………

………

Thank you for your collaboration ☺

Résumé

L'évaluation du manuel scolaire joue un rôle incontournable et primordial pour détecter les lacunes dans les activités qui traitent de divers aspects de l'enseignement de la langue comme le vocabulaire. Cette étude tente d'évaluer la pertinence des activités spéciales pour enseigner le vocabulaire dans le manuel scolaire « on the move » du quatrième année de l'enseignement de l'école moyenne. L'étude suppose que les élèves de la quatrième année moyenne vont développer leur vocabulaire si on le présente d'une manière adéquate et appropriée dans les activités du manuel « on the move ». Ce mémoire entre nos mains se compose de trois chapitres, le premier chapitre est consacré pour l'enseignement du vocabulaire, le second chapitre traite l'évaluation du manuelle scolaire, et le dernier chapitre est consacré pour le côté pratique qui explique clairement la méthodologie de recherche adoptée dans cette étude. Et en ce qui concerne les outils de recherche, on a utilisé une liste référentielle pour évaluer les points de forces et de faiblesses dans le manuel «on the move » en termes de vocabulaire et les activités qui y sont énumérés. En outre, un questionnaire a été présenté à quinze (15) professeurs d'anglais qui enseignent dans sept (7) écoles différentes de la ville de Jijel, afin de recueillir les données nécessaires sur leur point de vue envers l'adéquation des activités et le vocabulaire utilisé dans le manuel scolaire «on the move». Les résultats obtenus révèlent que le manuel « on the move » est riche en nouveaux mots lexicaux, mais ils sont assez difficile et ne sont pas toujours adaptés pour les élèves de la quatrième année de l'enseignement moyen. Et par conséquent, les résultats obtenus par la liste référentielle et questionnaire confirment l'hypothèse ci-dessus. Enfin, cette étude suggère quelques recommandations pour les activités éducatives appropriées pour l'enseignement du vocabulaire.

الملخص

يلعب تقييم الكتاب المدرسي دورا هاما في الكشف عن مواطن الضعف في الأنشطة التي تعنى بتدريس مختلف جوانب اللغة كالمفردات. تحاول هذه الدراسة تقييم مدى ملائمة الأنشطة الخاصة بتدريس المفردات في الكتاب المدرسي 'on the move' الخاص بالسنة الرابعة من التعليم المتوسط. افترضت هذه الدراسة أن تلاميذ السنة الرابعة من التعليم المتوسط سيطورون مفرداتهم إذا تم تقديمها على نحو كاف و ملائم في أنشطة الكتاب المدرسي 'on the move'. تتكون المذكرة التي بين أيدينا من ثلاثة فصول, الفصل الأول يتعلق بتعليم المفردات، و الثاني يتناول مسألة تقييم الكتاب المدرسي, أما الفصل الثالث, و هو الجانب التطبيقي, يشرح بوضوح منهجية البحث التي اعتمد عليها في هذه الدراسة. و فيما يتعلق بأدوات البحث استخدمت قائمة مرجعية لتقييم مواطن الضعف و القوة في الكتاب المدرسي 'on the move' فيما يخص المفردات و الأنشطة المدرجة فيه. و علاوة على ذلك، تم تقديم استبيان لخمسة عشرة (15) أستاذ اللغة الإنجليزية يدرسون في سبع (7) مدارس مختلفة في مدينة جيجل من أجل جمع البيانات اللازمة عن وجهة نظرهم اتجاه ملائمة الأنشطة و المفردات المسطرة في الكتاب المدرسي'on the move' . أما النتائج التي تم الحصول عليها تكشف على أن الكتاب المدرسي'on the move' غني بالألفاظ المعجمية الجديدة إلا أنها صعبة نوعا ما و ليست دائما ملائمة لتلاميذ السنة الرابعة من التعليم المتوسط. و بالتالي, فالنتائج التي توصلت إليها القائمة المرجعية و الاستبيان تؤكد الفرضية السابقة الذكر. و أخيرا، تقترح هذه الدراسة بعض التوصيات التربوية المناسبة للأنشطة الخاصة بتعليم المفردات.