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An Evaluation of Vocabulary Learning Tasks in The Algerian Middle School Textbook My Book of English One

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

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Dedication

I dedicate this humble work to:

my beloved parents for their support, love, and understanding

to my lovely brothers and sisters

to all my relatives here and abroad

to my friends and all those who supported me

ALALTA Meriem

In The Name of Allah, the Most Mercifull, the Most Compassionate. It is an

immense pleasure for me to dedicate my dissertation to:

*the memory of my beloved brother, **Merbouh Sami**. My Allah bless his soul;*

*to The dearest people to my heart: My parents **Merbouh Salim** and **Allag Amel**, thank you*

for your limitless love,support, encouragment and for believing in me. Iam forever thankful;

*to The one and only my lovable sister **Merbouh Malak** for her support, love and*

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Acknowledgments

Abstract

The present research attempted to evaluate the vocabulary -related content in the Algerian first year middle school textbook of English 'My Book of English ', which was introduced in 2016 by the Ministry of Education following the principles of the competency-based approach. In order to conduct this research, a checklist based on Cunningsworth's model (2005) was adapted and used. The results revealed that the vocabulary teaching component of the textbook was adequate as far as the three aspects in question are concerned. Moreover, the vocabulary teaching component of the textbook has been found suitable for absolute beginners' level. Furthermore, the analysis also revealed that vocabulary items have been well presented, adequately contextualized, gradually sequenced from the simple to complex, and equally distributed in all the sequences. In addition, the checklist-based analysis revealed that throughout the sequences of the textbook, visuals aids like pictures, images, maps have been used in a significant way to illustrate meaning.

Key words: Vocabulary Teaching, Textbook Evaluation, Competency-Based Approach.

List of Abbreviations

CBA: Competence Based Approach

CBE: Competence Based Education

EFL: English as a Forien Language

ELT: English Language Teaching

L1: First Language

L2: Second Language

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General Introduction

1. Statement of the problem

In addition to the accurate use of grammar rules, successful communication dependends to a great extent upon a good choice and an appropriate use of vocabulary items. Hence, vocabulary-related content should constitute a basic part of English language teaching. Moreover, vocabulary instruction should include instruction which addresses three fundamental elements: 'form, meaning, and use' (Nation as cited in Treffers- Daller and Jingyi, 2020, p 95). Accordingly, an adequate instruction in English vocabulary is supposed to provide learners with an authentic content, activities, and exercises that are conducive to learning the above-mentioned aspects.

In the Algerian context, the school textbook plays a central role in the teaching of all aspects of English as a foreign language, vocabulary included. Thus, any serious attempt to evaluate the teaching of vocabulary teaching in our English as a foreign language context should concentrate primarily on the evaluation of the textbook in question.The textbooks currently in use, it should be remembered have been conceived following the principles of the competency-based approach.

2. Research Question

In this regard, the study aims at addressing the following question:

To what extent is the vocabulary-related content of the first year middle school textbook 'My book of English' adequate to attaining the corresponding set objectives of the competency-based approach?

3. Aim of the Study

The present study aims at evaluating the adequacy of the vocabulary-related content of the first year middle school textbook in attaining the corresponding objectives set by the competency-based approach.

4.   Means of Research

In order to attain the aim of the present research, a checklist will be designed following the principles of the competency-based approach and the existing theory on vocabulary teaching. This checklist will be used to evaluate all the content-related vocabulary tasks and texts of the textbook under study.

5. Structure of the Dissertation

The present research is composed of three main chapters. The first two chapters present a review the literature related to vocabulary teaching and the structure and history of the Algerian educational system, while the third chapter is devoted to the practical part. Chapter one provides a brief description of the Algerian educational system, discusses some general aspects of the textbook evaluation, and presents an overview of the competency-based approach. Chapter two provides an overview of the existing literature on vocabulary learning and teaching.As for chapter three, it is devoted to presenting the research design and the analysis of the results generated by the checklist. Finally, the dissertation closes with a general conclusion and some suggestion and recommendations based on our analysis of the results of the present study

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Introduction

I.Section One: The Algerian Educational System

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Introduction

In English as a foreign language context, textbooks constitute the main learning and teaching tools. Thus, a constant and continuous evaluation of these textbooks forms the sole guarantee to keeping them up-to-date and effective in achieving the pedagogic goals for which they have been designed. In the light of this, the present chapter provides a brief overview of the Algerian educational system. Moreover, it evokes issues related to textbooks design and evaluation.The chapter closes with a presentation of the competency-based approach following which the textbooks currently in use have been designed

1.1.The Algerian Educational System

Before the independence, the educational system in Algeria was under the control of the French colonizer, who forced Algerian school-children to learn exclusively through the language of the colonizer. Schools were not prevalent and only a few of Algerian school-children were able to have access to this kind of education. Later, when Algeria gained its independence things have radically changed. Education in Algeria became complusory and all Algerians recieve free education at all levels, the attendance was very rigorous especially at the first two cycles from (6-14) years old, secondary education is mandatory. The Algerian school system distinguishedthree stages, which have been redesigned several times (primary/middle/secondary school/ higher) during the last decade from a (6-3-3) to (6-4-3) to the current (5-4-3) and at the end of each cycle there is a school examination.

1.1.1.   The pre-school and the primary school

Primary school is comlusory for all children of school age (six and above). At the age of five years, children go to the pre-school. At the age of six, they often begin their primary education in the same school. At the first year of this stage the focus is on the teaching of Arabic and mathematic. At the second stage, students start to learn French as the only foreign

language. At the end of this stage pupils should take a final exam to be able to move o middle school.

1.1.2. The Middle School

Middle school study period is extended to four years instead of three after the 2003 educational reforms .The age of the pupils in this stage in nearly between 11 to 15 years old. Indeed English is taught as an obligatory course at the first year middle school. By the end of the fourth year pupils pass a final national exam called « Middle School Certificate » (BEM). This examination determines who can move to the secondary school.

1.1.3. The secondary School

Secondary education starts at the age of 15 years old. It is for a period of three years. Three main streams are included in the first year of secondary education: languages and social studies, sciences and technology. These three main streams give access to other streams in the second and third yearwhich are: Philosophy and literature, Literature and foreign languages, Sciences, Mathematics, Economy,Management, Chemistry, Mechanical technology, electrical technology, civil technology. At the end of the third year, students take the Baccalaureate Axamination before they move to the universitie.

1.1.4. The Higher Education

The Algerian Ministry of Higher Education and Scientific Research has imlemented a new system called « L. M. D » which is a set of to introduce a degree structure based on the new french model of Licence , master , and doctorate degree.

L: Licence corresponding to three years of study beyond the baccalaureate.

M: Master corresponding to two years further study beyound the licence.

D: doctorate corresponding to three year of research beyond the master

1.2.Definition of Evaluation

Evaluation is considered as the heart of the systematic approach to language curriculum design. According to Brown (1995): "It is the process of collecting, analyzing and interpreting information about a language product such as a textbook, syllabus or curriculum in order to gain better understanding of what is effective and what is not"(p. 127). In the same vein patton (2008) defines textbook evaluation as: "the systematic collection of information about the activities, characteristics, and results of programs to make judgments about the program, improve or further develop program effectiveness, inform decisions about future programming, and or increased understanding" (p. 39).

Evaluation plays an important role in decision making since it shows both the negative and positive aspects of what is being evaluated. In this point, Scriven (1986) confirmed that: 'bad is bad, and good is good, and it is the job of evaluators to decide which is which' (p. 9). Furthermore, evaluation is regarded as a fundamental part of the educational process that helps in determing to what extent the language teachers can achieve the educational objectives. Tyler (1949) described it as: 'The process of determing to what extent the educational objectives are actually being realized' (P. 69). Hence, evaluation is highly required in educational settings to develop the process of syllubus design and help teachers to achieve the educational objectives as well.

1.3. Definition of Textbook

Textbook or a course book is an instruction in any branch of study, or certain field of knowldge. Textbook used as a tool to cover a query that students are required to learn during the learning process. According to Richards and Schmidt (2013) a textbook: " is a book on a

specific subject used as a teching-learning guide" (p. 550). It implies that, textbook is like a source of knowledge and a means of interpreting truth.

Furthermore, textbooks are formed according to the requirements of educational institution, and comprise an unthinkable amount of facts and information. In the same vein, Tomlinson (2011) claimed that course book is the textbook that designs what the learners will need during the course. It covers the materials and the lessons. The term of 'textbook'can also be used widely to refer to an organized and pre-packaged set of teaching and learning materials. It is generally pointed out to as a coursebook, and the terms are used interchangeably.

1.4. Types of textbook Evaluation

Among the various ways of evaluating textbook Ellis(1997) ; Cunningsworth (1995) ; Tomlinson (2003) and Mukundan (2007) suggest that ELT textbook evaluation can be categorized into three types on the basis of the different stages of evaluation :pre-use evaluation, whilst –use evaluation ,and post-use evaluation .

1.4.1. Pre-use Evaluation

Many researchers like cunningsworth (1995), UR (1996); Ellis (1997), and Tomlinson (2003) focused on pre-use or predictive evaluation for the purpose of textbook selection. According toTomlinson (2003): 'It involves making predictions about the potential value of materials for their users'(p. 23). This implies that pre-use evaluation is often an impression of potential value as well as making judgements about the effectiveness of the textbook.Indeed it can be of three types:

Context free, as in review of materials for a journal,

Context-influenced, as in a review of draft materials for publisher with target users in mind or, Context-dependent, as when a teacher selects a coursebook for use in her /his particular class. Tomlinson (2003)

1.4.2. Whilst-use Evaluation

Different from pre-use evaluation, whilst (in) use evaluation involves measuring the effect of the ELT textbooks while using them or by observing how they are actually being used (Mukundan 2007, Tomlinson ,2003). Whilst (in) use evaluation is: 'more objective and reliable than pre-use evaluation as it makes use of measurement rather that prediction' (Tomlinson, 2003, p. 24). In other words, in use evaluation is able to afford general insights into how teachers use textbook.

1.4.3. Post-use Evaluation

Post-use evaluation is probably the most important and valuable type of evaluation as it can measure the actual effects of the textbook on the users (Tomlinson, 2003). This kind of evaluation provides applied linguists with valid and reliable information that helpthem to develop the target materials. Moreover, This type of evaluation aids determine the strenghts and weaknesses of the textbook after it has been used Ellis (1997).Tomlinson (2003) maintains that Post –use evaluation can measure short term effect (such as motivation), as well as, long term measured by retention or application of learning.

1.5. Advantages and Disadvantages of Textbook Evaluation

Even though, many researchers have proved the effectiveness of textbook, there are a lot of questions on weather the textbook can really lead to obstruction or amelioration of the teaching and learning processes. Ultimately, there has been a great controversy about the utility and the position of the textbook by several researchers which can be summarized as

follows: Advantages Apparently, the textbook allows teachers to save their energy and time for planning the course.

1.5.1. Advantages of the Textbook

As determined by hycroft (1998, p. 87) one more sureness advantage in a textbook is that it permits the students to obtain an accurate view of how they have moved ahead. Particularly, textbooks can be very beneficial for beginner teachers. In the same vein, Allwright (1981) claimed that textbooks may likewise act as a tool to encourage, and stimulate the process of learning a language. In addition, textbooks are itemized and very detailed, consequently everything is neatly explained by Cunningsworth (1995). According to Cunningsworth (1995) textbook offers advantages to students, as it is an effective collection materials for both knowledge consolidation and selfe-accessed learning.

1.5.2. Disadvantages of the Textbook

Inspite of the benefits of textbook there is no doubt that is has been criticized many times by researchers and holds several drawbacks. For instance, some teachers count too much on textbooks and do not suggest other aids or other tools for classroom, and automatically learners will be in restricted area and see only one sight on any concept. According to Tomlinson (2008) textbooks prevent learners from developing their communicative skills, due to the lack of authencity and interaction, since the focus is on the linguistics items rather than communicative competence. Besides, textbook do not let learners retrieve some of their basic knowledge due to the repetition of the same types of tasks, and this is will eventually make learners passive and disfavor topics treated by coursebook.

 Furthermore, Ur (1991) stated that the teacher's role has been limited. Teachers may find themselves following the syllabus blindly without having the chance to interact or create

their own. In the same vein, Allwright (1981) considered'the handling of a language learning is far too complex to be suffiently catered for by a pre-packaged set of decisions incarnate in teaching materials'(p. 9). Despite, the disadvantages of textbooks mentioned above, yet it remains indispensable in the process of teaching and learning it just needs to be accurately treated by teachers and learners.

1.6. Approaches to textbook Evaluation

1.6.1. Impressionistic versus in-depth Evaluation

Impressionistic approach seeks to obtain a general impression of the materials in the textbook. As Cunnigsworth (1995) stated that 'we can form a general impression of a coursebook fairly quickly, just by looking throughout it, getting an overview of it's Possibilities and its strenghts and weaknesses' (p. 1). This means that impressionistic evaluation highlights only the key elements of the coursebook without paying attention to smaller details. In-depth, on the other hand, provides a detailed evaluation of particular items in the coursebook such as how the exercises can cater for the learners' needs. Cunningsworth (1995) suggests as an example of an in-depth evaluation the selection of one or two chapters of a coursebook and then analyzing them in detailes.

1.6.2. For-potential versus for suitability Evaluation

Cunnigsworth (1995) identifies for potentail evaluation as the one undertaken without any predetermined learners or classroom setting use in mind.However, unlike for potential evaluation, for suitable evaluation uses pre-adjust standard to determine the appropriateness of the textbook being evaluated.

1.6.3. Predictive versus Retrospective Evaluation

Ellis (1997) suggests that textbook evaluation can be of two types, predictive, and retrospective evaluation.The predictive evaluation takes place before materials step inside classrooms, it is designed to make decision related to which materials to select and which ones are the most appropriate to use. Retrospective evaluation, on the other hand, takes place after materials have been used. It aids the evaluator determine the strengths and weaknesses of a textbook after it has been used, also it helps in determine which improvements needed for further use.

1.7. Approaches of Material Evaluation

1.7.1. Macro Evaluation

Macro evaluation is a comprehensive assessment of course books in terms of the

Proposed criteria. According to Ellis   (1998) macro evaluation is "an evaluation carried out

for accountability and/or developmental purposes by collecting information relating to

various administrative or curricular aspects of the programme." (p. 218). This approach

can be defined as evaluation that seeks to answer one or both of the following question :

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

-In what way can the programme project be improved? (Ellis, 1998, p. 218)

In this regard, it is important for the evaluator to obtain information about administrative matters such as: for how long the programs will be? and curriculum issues which include the materials, teachers and learners and other aspects, in order to make a macro-evaluation. This approach ignore teacher's prespective .

1.7.2. Micro-Evaluation

Unlike macro evaluation, micro evalution focuses on evaluating the effectiveness and efficiency of a particular task can be evaluated , and it also shows some weaknesses of the task for future use (Ellis, 1997). Ellis (1998) maintains that   it is "characterized by a narrow- focus on some specific aspect of the curriculum or the administration of the programme." (p. 219). Micro evaluation, in contrast to the macro evaluation accords the teacher's perspective in the assessment of different materials. The main purpose of such an approach is to determine if the task is accords   with the lesson objectives and if it can be improved for future   use. Thus, this approach consists of evaluating the materials at the task level in its real context. So, evaluating atask involves some steps which are (Ellis, 1998, p. 237):

• Choosing a task to evaluate

• Describing the task

• Planning the evaluation

• Collecting the information for the evaluation

• Analysing the information

• Conclusion and recommendations

• Writing the report.

1.8. Checklist Approach

Sheldon (1988 p.242) contends that: 'any culturally restricted, global list of criteria can never really apply in most local environments, without considerable modification '. Therefore, it is necessary to take into consideration the needs and the interests of the learners in distinctive learning situations while deciding on criteria for evaluation of textbooks. As a consequence, a large number of textbook evaluation researchers, such as Sheldon (1988), Cunningsworth (1995), Ur (1996), and Litz (2005) used the checklist based approach in evaluating ELT textbooks.

McGrath (2002, p. 27) emphesises that the checklist is a good channel to make different opinions of evaluators explicit. When opinions are explicitly shown on the checklist, it can allow for easy comparison between different sets of textbook materials, and thereby facilitate decision making. A checklist can be useful for pre-use, in use, and post-use textbook evaluation purposes, which would help to arrive at a more reliable and comprehensive evaluation result (Ellis 1997; Cunningsworth, 1995). It is also a convenient and flexible evaluation tool as evaluators have the total freedom to add or drop different evaluation items according to individual and situational needs. In sum, the checklist is a very economical way for textbook evaluation. It can provide a systematic way to ensure that all therelevant items are considered (Cunningsworth 1995, McGrath 2002).

1.9. Types of Evaluation

There are various types of evaluation mainly; formative, summative and illuminative evaluation.

According to Richard (2001, p. 288) formative evaluation: 'Focuses on on going develepment and improvement of the program''. In other words, it aims to evaluate what is

effective and to change what is not in order to provide information for the design of the course so that the course effectively meets student's needs.

Unlike formative evaluation , summative evaluation takes place after a program has been implemented. Richard (2001) claimed that it ''seeks to make decisions about the worth or value of different aspects of the curriculum'' (p. 292). It is intrested with defining its effectiveness, efficiency and admissions.

Illuminative evaluation aims to find out the work of various aspects of the programme and how they are implemented. Richard (2001) noted that: 'it seeks to provide a deeper understanding of the processes of teaching and learning that occur in the program, without neccessarily seeking to change the course '.

1.10. The Need of Textbook Eveluation

According to Cunningsworth to (1995): "The quantity of publications obtainable on the market for ELT materials is growing daily, wherupon pickout estimate textbook really tough and one shall be in a position to well founded and fitting relevant choices, while choosing textbook' . In this vein, the trait of textbook perhaps matter so much. That it may establish the achievements or shortcomings of an ELT course (Mukundan, 2007). However, textbooks are commonly bought without cautious examination usually the choice of textbook is hardly ever founded on its fundamental pedagogical worth; nevertheless , on the sensed status of the author or the publisher as a result of competent marketing by the publisher (McGrath ,2002). Prefrence is given to alluring printed textbooks, Moreover, teachers blindefolded choose the best selling textbooks used in several other locations. As Tomlinson (2008) state, there are two significant grounds beyond the failure of the process of learning. Firstly, in his opinion the reason of failure is instead of concentrating on how learners profit from the usage of textbook, and provide chances for evolution, authors rely on their

establishment and provide materials based on wha they consider might be better for their targeted users. It implies that textbooks writters tend to comprehend the demands of learners as opposed to bear their demands in mind. The second reason for the failure is that, editors who are under guidance by the demands of comercial achievements expected that textbooks would produce as per to public needs.Furthermore, teachers rely on choosen textbooks that are intended in a manner to reduce the planning for their courses. Bearing in mind the aforementioned, it is extremely important to carry out an evaluation for ELT textbook in such a way as to ensure that ELT textbooks could indeed assist the achievment of teaching objectives.

1.11. The Importance of Textbook Evaluation

Textbook plays an essential role the process of both EFL teaching and learning, and one of the main component of most of EFL classrooms. According to Cunningsworth (1995 , p. 7) coursebook generally serve multiple roles in ELT classroom can be summarized as follows:

A source of spoken and written presentation materials.

A surce of practice and communicative interaction activities for learners.

A syllabus that determines the achieved objectives

A source for self-directed learning or self-access work.

A source for less experience teachers who have get to gain cofidence.

Scheldon (1988) declares that coursebooks do not depict merely visible heart of any ELT program, as well provide both students and teachers with substantial gains, and furnish

them with a structure teaching and learning. In addition to that textbooks bestow teachers'
benefit of gaining time, plus get them comfort out of considerable stress of planning.

Section two: The Competency-Based Approach

2.1. Definition of the Competence based Approach

2.1.1. Competence and Competency

The term competence and competency are often used interchangeably in literature.
The Oxford learners' Dictionary (2018) defines the word 'competence' as ''the ability to do
something successfully and efficiently '. On the other hand, Hedge (1996, quoted by Hyde)
defines a competency in term of 'superior performance. It is a skill or characteristic of a
person which enables him or her to carry out specific or superior actions at a superior level of
performance (p. 4).

Based on these definition, competence is job–related and refers to a person's general
ability while competency is person-related and refers todescribe a person's abilityand skills to
perform a given task.

2.1.2. The competence based-Approach

The competence based approach has been first applied in the U.S.A. It is an
educational movement that aims to define the precise knowledge, behaviorsand skills,
expected from the part of learners at the end of a course of study. Richards and Rodgers
(2001) defined it as : "an educational movement that focuses on the outcomes or outputs of
learning in the development of language program. CBE address 14 what the learners are
expected to do with the language; however they learned to do it. The focus on outputs rather
than on inputs to learning is central to the competencies perspective" (p. 141).

Richards (2002) considered the CBA as the current methodology that can be described as an extension of communicative language teaching.Thus, it is referred to as an outcomes approach According to wong (2008, p . 04) In CBA, "the focus moves from what students know about language to what they can do with it". In other words it focusses on what students are expected to be able to do with the target language rather than the learning process.

2.2. A Brief History of the Competency-Based Approach

The notion of Competence based approach in the field of foreingn languages teaching was first introduced in the U.S.A in the early 1970s. It emerged to reform teacher education and training in the 1960s (Brown, 1994, p. 09). Indeed, Brown (1994) described consecutive of ' generation 'of competency-based learning and proposed that the models that emerged in the 1980s and early1990s actually represent the fifth generetion of the competency model.The first generation of competencies aimed at developing workers' skills to support machinery and equipment during the first world war :

"…The first generation of competencies mirrored the developments and application of

scientific management to the workplace. These were formed in the context of the efficiency

movement and included the models of training developed to support the waging of the First

World War. This training was designed to provide 'farm hands' with the skills to support the

machinery and equipment in what was considered to be the first mechanized war…"

(Callaghanet et al, 1962 cited in Brown, 1994, p. 10).

The second generation of competencies aimed atdeveloping the mastery of learning models in the U.S.A during the 1920s n and 1930s. Brown noted that "This approach emphasized achievement of success or mastery of preset content and separated this

achievement from timetabling or scheduling, thus making it independent of time spent on the task.''

The third generation was concerned with formative vocational education and training programs in addition to reflect instructional desingn informed by psychology :namely,the work of B.F. Skinner ,hence the association with behaviourism .According to Brown (1994) "The third variation was created by the application of psychology to the design and implementation of vocational education and training programs. The training methods developed for the armed services for the Second World War were highly formative" .

The fourth generation of competency-based approaches witnessed the first appearance of the word ''competence''. It both determines the performance that the learners will achieve at the end of the training. "This described the performance (or behavior) that the learner would be able to demonstrate at the end of the training". Brown also linked the introduction of systematic instructional design and curriculum developement to this era.

 Today, the approach knows its fifth generation that is primarily focused on learning outcomes.This generation is experiencing a notable adoption of the approach in education system in so many countries because it produces more skilled learner and competent users of acquired knowledge. It also emphasizes the prominent role course design plays in helping learners achieve target competencies. Klein-collins (2013) also documented the rise of competency-based education (CBE) programs in the U.S.A during the recent years, noting that: "An intensive focus on what students know and can do rather than on what is taught, for instance, is a hallmark of CBE programs going back at least four tdecades" (p. 4). This means that it focuses much more on what learners are able to do with what they already learned.

2.3. Principles of the Competency Based Approach

This approach focused on the learner with regard to his inventive involvement in the learning process. The learners' progressive independence is one of the key goals of the CBA. Bowden (2009, pp. 3 4) summarized the prime principles as follows:

 - "A focus on outcomes": A first intention of competency-based approaches is to focus on the

Redesigning of the content, the syllabus, the material, and the assessment according to the awaited outcomes which is concerned to employment.

 - "Greater workplace relevance": A second intention of competency-based approaches is by way of determining the competencies, also the redesign of curricula in accordance with those competencies that are suitable in relation to workplace requirement.

 - "Outcomes as observable 'competencies'": A third intention of competency-based approaches is to state that competencies are an explicit results and preciesely clear defined, also as clear noticable workplace performances. which leads to produce communication in real life situations.

2.4. Competency-based Approach in Algeria

Since the independence in 1962, Algeria adopted various teaching methods and approaches (Grammar translation method, Audio lingual method and Communicative method) to develop the field of education and to cope with the globalization's requirements.

According to Benadla (2012, p. 146) "The previous teaching method; 'the teaching with objectives', relied on teaching units to be accomplished in a definite period of time, marginalizing the learners' achievements. Since 2003 Algeria introduced an educational reform, recognized by using the competency based approach. Its aim is to modernise and

develop educational system. In this regard, CBA has been adopted in teaching English as a foreing language starts from the first year middle school. According to The Ministry of National Education in the national program of English as a Second Foreign Language in the First Year Middle school teachers' guide (2003, p. 3) the Competency-Based Approach is "… a know how to act process which interacts and mobilizes a set of capacities, skills and an amount ofknowledge that will be used effectively in various problem- situations or in circumstances that have never occurred before". Therefore, the reason behind the implementation of CBA in the algerian education system isto prepare the learners to be competent in their real life task.In order to form student who are responsible, creative and critical thinkers. However ,these goals can be achieved through abandoning 'spoon feeding' approach to language teaching ,which relies on ready made lessons and replacing it by involving the students in the process of learning and decision makin in the. Bendla (2012, p. 146) state that: "through his learning, the learner 'learns how to learn'…. he learns how to master some cognitive and meta-cognitive strategies that enable him to learn by himself. The learners, also, are encouraged to seek information relying on their reasoning".

Conclusion

This chapter has examined the role and design of the textbook as the main pedagogical tool in the Algerian English as a foreign language context. In addition to issues related to textbook evaluation, the chapter has attempted to provide an overview of the Algerian educational system.The chapter also provided a brief review the most important aspects of the competency-based approach following which the textbooks currently is use have been designed.

Vocabulary Learning Tasks of My Book of English

Chapter Two: Vocabulary learning and Teaching in English as a Foreign Language Contexts

Introduction

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Introduction

The present chapter deals with a review of the most important aspects of the existing literature on vocabulary learning and teaching in English as a foreign language context .In addition to a presentation of the different definitions of vocabulary learning/teaching,the chapter highlights the most notable shifts in status of vocabulary learning in the different teaching methods .Moreover, the present chapter evokes some approaches to vocabulary learning with a specific focus on the most common vocabulary learning strategies.

I. Vocabulary Learning and Teaching

2.1. Definition of Vocabulary

Nueman and Dwyer (2009, p. 385) focused on the importance of vocabulary and defined it as: "words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)". In this vein, Richards & Renandya (2002, p. 255) defined vocabulary as: ''the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write''. Longman dictionary (1995, p. 177) defined vocabulary as: ''All the words that someone knows, learns or uses; or the words that are typically used when talking about a particular subject; or a list of words with the explanations of their meanings in a book for learning a foreing language'', in the same context, Oxford Dictionary (2008) that vocabulary is :"all the words that a person knows or uses"(p. 495). In general, vocabulary point out all meaningful words recognizable by individuals in a particular language .According to (Milton 2009) vocabulary is the significant aspect and the major essence of any language. Besides, Wilkins (1972) claimed that "without grammar very little can be conveyed; without vocabulary nothing can be conveyed" (quoted in Thornbury, 2002, p. 13). This shows that vocabulary assist people to express what they really mean, even though their grammar is

pointless. It is further defined by Ur (1991, p. 60) as follows:'The words we teach in the foreign language, means that information on the meaning and usage of all words in the language.Based on the definitions mentioned previously, it would not be feasible to learn any language,or even foreign language, without the support of vocabulary'.

2.2. Vocabulary Description

Vocabulary according to (schmitt, 2000) is categorized in reference to two primary branches of linguistics models: the so- called lexicology and lexicography.The first one means the science of words, the second one means the writing of words. Therefore, either linguistic models sparks interest, and emerged to study vocabulary teaching and learning in terms of form and meaning.

2. 3. Lexicology

Lexicology accords with the study of vocabulary of languages, it is also considered as part of linguistics. According to Jackson & Zé Amvela, (2000) Lexicology is the study of lexis, it implies that lexicology deals with a stock of words not only simple and complex items, but also compound words. Lexicology deals with studying word formation, classification, and meanings.

2.3.1. Word class

Word class includes a method of categorizing words into several categories in line with the functions they assist in a certain language. Harmer (2007) classified the English language into eight parts of speech: nouns, verbs, adjectives, adverbs, prepositions, pronouns, conjunctions, determiners.

-A noun is a part of speech and also a word that refers to a person, an animal, an idea, a thing, a quality, an activity, or a place. E.g.: (I recommend this article).

-A verb is a word that indicates a state of being, or expresses an action. E.g.: (she drives hardly).

-An adjective is a part of a speech that describes a noun, a specific person, animal, or place. It takes a place next to a noun. E.g.: (The view was incredible).

-An adverb is a part of a speech that describes a verb, or adds to the meaning of sentence, adjective, or other adverb. E.g.: (She treats harshly).

-A pronoun is a word that could be used in place of a noun, or a noun phrase. E.g: (they met him on the street).

-A preposition is a word which used prior to a pronoun or noun. E.g.: (Bring me a cup of hot chocolate).

-A determiner is a word that qualifies a noun, it could be segregated into several categories:

Indifinite article (a/an)

Definite article (the)

possessives article (my, yours, etc.)

Demonstratives (that, this, those, etc.)

Quantitaves (few, some, many, etc.)

-A conjunction is a word that serves to combine words, phrases, sentences, or causes. E.g: (full of negativity and ready to quit)

2.3.2Word formation

According to Grains and Redman word formation is the establishment of a new words as a function of other words or morphemes by the same root, which could have been additional meaning. In accordance with Grains and Redman (1986), Bauer (1983), state that "word building″ or "word formation″ can take three main forms which are the features of English: affixation, compounding, and conversion.

-Affixation: it is the operation of adding a letter or sub words to the base item. These affixes would be categorized into: suffixes, prefixes or infixes.

suffixes: it is the connection of a letter or group of letters to the terminus of the base. E.g: hand+ full   (handfull)

prefixes: it is the connection of a letter or a group of letters to the outset of the base. E.g: pre + vent (prevent)

infixes: it is the connection of a letter or a group of letters inside the base. E.g: unaccept + ability (unacceptability)

- Compounding: it is the operation of forming words from two divided words or more jointly for the purpose of forming a word with another meaning. We can directly link them or use a hyphen among the two words. E.g: apple + tree (appletree), mother + in + law (mother - in - law)

-Conversion: it is also called zero affixation. It implies that an item would be used various word classes without changing its form. E.g: noun to verb conversion

2.3.3. Word meaning

It is well known that understanding the meaning of words is crucial in language learning. Some concepts seem to explain those meaning that are often described as semanticrelationship. Accordingly, Thornbury (2002) proposed aspects that contribute to achieving proficiency in the full sense of the word.

Synonymy

Thornbury (2002) defined it as: 'words that share a similar meaning''. In other words, synonymy is concerned with words that are different in form, but have the same in meaning. For example, smart and clever may serve as synonymys of intelligent.

Antonym

Palmer (1976, p. 94) defined it as: 'oppositness of meaning'. In his view, we can understand words better while providing their opposite meaning .For example, 'rich' is the antonym of 'poor'.

Hyponymy

Thornbury (2002, p. 10) claimed that "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". In this regard, hyponymy serve as specific examples of a general concept. For example, dog ,cat and mouse are hyponymy of animal.

Polysemy

It is Items that mean one words can have multiple meaning. For example:

She was only a fair cook.

It will be fair and worm.

2.4. Lexicography

Jackson and Zéamvela (p. 185) state that:' lexicography is concerned with the making of dictionaries '. In other words the act of making the inventory of the words of a language and gathering it, composing a book called a dictionary. In a dictionary, the list of the lexical items of a language is put in an alphabetical order with information about the spelling, the pronunciation. Dictionaries can be monolingual, bilingual, or multilingual to explain the lexical item or give the translation.

2. 5. Word Mastery

According to schimit: ' The potential knowledge that can be known, about a word is rich and comples'. Nation in schimit (2000, p. 5) developped alist of various types of knowledge that a person must master in order to know a word:

-The meaning of the word: to know what a word mean and its definition.

-The written form of the word: to know the spelling of a word and how words are compose.

-The spoken form of the word: to be able to recognize a word when they hearit, and to know how to pronounce a word correctly.

-The gramatical behaviour of a word: to know a function of a word.

-The collocation of the word: to know about words thatgo together and form a fixed relationship.

-The register of word: to distinguish between different levels of formality of words and their use in different settings.

-The associations of word: mastery words association, are the links tha correct words in some manners in a person's mind.

-The frequency of word: to know the most frequent and conrat used words.

On the other hand, Nation (2000) broke down each aspect into receptive and productive knowledge. He states that if a person can recieve a language input using his receptive skills(listening and reading) or he can produce language form using his productive skills (speaking and writing), he will cover all the aspects of what is involved in knowing a word.

2.6. The Status of Vocabulary across Language Teaching Methods

In consideration that vocabulary is a significant component in the language system, it received meticulous attention in the different methods of teaching. Consequently, differing views emerged to direct its place within each method of teaching. Grammar Translation Method (GTM) deemed the perfection of vocabulary knowledge like a key issue towards realizing language proficiency. Vocabulary taught through repetition and perfected through memorization for instance long bilingual lists also literary texts translated to the mother tongue. As Cook (2010) claimed that GTM is primarily teaching a language over explaining and learning grammar rules and translating them into and out of the target language. Across this view, Richard and Rodgers, (1986) also stated that the more learners acquire vocabulary items, the more progress they can reach in language proficiency.

By virtue of the disappointment and defects of the past approach the Direct Method (DM) also called the Natural Method emerged about the end of the 19th century as a reaction to the flaws of the Grammar Translation Method. It focused on the importance of presenting words in sentences in a manner they could be practiced in a relevant contexts. In this regard,

Frank (1884) noted that: "a language could be taught by using it actively in the classroom" (as cited in Richards & Rodgers, 2001, p. 61). All teaching is done in the target language, and grammar is taught inductively, there is an emphasis on speaking and listening, and merely useful 'everyday' language is taught. As well, it was full immersion method in direct contrast to grammar translation whereupon all instruction was in the student's L1.

The Direct Method depends on the idea that learning L2 need to imitate the natural way humans learn different language, that is for instance the child could learn the L1, without the intervention of any other language. The main goal of this method is to get learners to communicate and to think completely in L2. Considerably, the advocates of DM claimed that vocabulary would be taught directly witout any translation, thus through direct associations and demonstrations. In addition, Concrete vocabulary is introduced in context and taught through realia, pictures and demonstration, however; Abstract vocabulary is taught by association of ideas. In the same vein, Zimmerman (2007) claimed that concrete vocabulary is retained through the consolidation of pictures and physical demonstrations. Whereas, abstract vocabulary is learning in better manner via the association of ideas (as cited in Schmitt, 2000, p. 111).

The Audiolingual Method (ALM) obtained attention in the 1950s, broadly in the USA where it was rooted in the military's need during World War II to exercise large quantities of personnel in different languages. The Audio-lingual Method was extremely affected by the Behavioristic psychology which means, the habit formation theory. Actually, vocabulary teaching relied heavily on memorization and repetition drills. Even though, The Audio-lingual claimed to have turned language teaching from an art to a science, it shared many respects with the Direct Method.

Situational Language Teaching (SLT)depends on a structural view of language. SLT emerged in Britain where it raised the notion of context in teaching vocabulary. Besides, Situational Language Teaching includes exact use of vocabulary items and grammar rules in order to accomplish a practical mastery of the four skills. Shmitt (2000) asserted that words must be explained in line with the context being produced. In a simmilar vein, Richards and Rodgers (2001) affirmed that the main principles implied in this method are teaching language by practicing underlying structures in substantial situations.

The emenrgence of Communicative Language Teaching (CLT) carried a completely different approach to vocabulary teaching. CLT asserted the significance of all four skills with the goal of developing "communicative competence" instead of " linguistic competence". It sheds light on the concept of context in the operation of understanding and and clarifiying vocabulary items in a better manner. According to Schmitt (2000) declared that CLT marked a prominent shift in paradigm in which alter from language correctness to language aptness. CLT is occasionally named "the Communicative Approach", and this could effectively be appropriate term because this is way more a philosophy than a specific method.

Ultimately, Competency Based Language Teaching is the approach used in the Algerian educational system. This approach overall abbreviated to CBLT. Competency Based Language Teaching requests that language be linked to a social context instead of being taught in isolation. In CBLT, students learn how to use the language in real life situations that probably may be faced outside the classroom.The major preoccupation of CBLT is that teaching is revolve around developing competencies . Therefore, vocabulary knowledge according to (Richards & Rodgers, 2001) is highly important to accomplish the target interactive and communicative tasks.

2.7. Classifying vocabulary

Vocabulary plays a significant role in learning, understanding, and communicating successfuly. So it is very important when discussing vocabulary to distinguish its parts. Someresearchers separated vocabulary into two types. Harmer (1991) separated vocabulary into two types: active and passive vocabulary. Palmer (1921) came up with another distinction called receptive and productive vocabulary. All four types are elucidated as follows:

2.7.1. Active Vs Passive Vocabualry

Active vocabulary indicates vocabulary that students have been taught or have learnt and which certainly they are able to exploit it .According to Harmer (1991, p. 159) 'Active vocabulary consists of those words in which one is qualified to be used it in his speech and writing because he already knows their meaning accurately'.In other words, active vocabulary refers to the productive side of language, it consists of the words one uses confidently because he understands their meanings and usage. For the purpose of evolving proficiency in spoken and written language, words must continuously be added to the active vocabulary of the students. Moreover, Bite (2015, p. 5) claimed that active vocabulary of a language calls for:

- The use of the right word in the right place.

- The spontaneous recall of words.

- Grammatical accuracy i.e., use of correct tenses, inflections and word order.

- In speech, fluency and ability to reproduce correct sounds, pronunciation, intonation, rhythm etc.

Passive vocabulary refers to words which the person does not know its exact meaning andwill not be able to produce it or even use it communication unlike active vocabulary. Furthermore, passive vocabulary refers to the receptive side of language, According to Bite (2015, p. 5) passive vocabulary calls for:

- Recognition of vocabulary in speech or writing.

 - An acquaintance with major grammatical items or forms.

- The skill of stimulating rapidly the sense of large word groups.

2.7.2. Receptive Vs Productive Vocabulary

Receptive vocabulary refers to those words which are recognized and realized whether they are used within context, but learners are unable of producing them. In this vein, Palmer (1921, p.118) declared that, receptive holds the notion that we receive language input by other within listening or reading and try to understand it. In other words, it is the vocabulary that learners distinguish or perceive when they see or come across in a reading texts but not using it in speaking and writing, and in case you comprehend the sense of a word when you hear it or read it, then it it is part of your receptive vocabulary.

Unlike receptive vocabulary, Productive vocabulary is those words that the learners can understand and pronounce correctly .It implies being able of pronouncing the word in a clear manner. Palmer (1921, p. 118) states that productive implies that by speaking and writing we produce language forms to transmit messages for others.Which means, it includes what is required for receptive vocabulary besides the capacity to speak or write in the suitable time. Thus, Productive Vocabulary can be regarded as an active process because, when you are able to produce the words in order to express your ideas for everyone else, then it it is part of your productive vocabulary.

2.8. Approaches to vocabulary learning

Researchers in the area of vocabulary learning propose two distinct approaches that play an important role in the acquisition of vocabulary: intentional and incidental vocabulary learning.

2.8.1. Intentional vocabulary

Intentional vocabulary implicates thoughtful learning that includes focus and close attention to reach the target word . Yali (2010) argues that ,'intentional vocabulary always emphasises on the word it self , and combines with all kinds of conscious vocabulary learning strategies and means of memorising words '(p.74).Hulstijin (2001) also defined it as the ways in which direct attention is paid to vocabulary learning itself.

2.8.2. Incidental vocabulary

According to Schmidt (1994): "incidental learning is the learning of a stimulus aspect while, paying attention to another stimulus aspect" (as cited in Hulstijn, 2003, p. 357). In other words, it is the act of learning something while focusing on something else.Richards and Schmitt (2010) also defines it as: 'incidental learning as learning something without the intention to learn it , or learning one thing while intending to learn another'.

Furthermore, Hulstinj (2003) explained the fact that incidental learning occurs through reading; he added that educated people enlarge their vocabulary repertoire through reading exposure. Huckin and Coady (1999) mention the following advantages of incidental vocabulary learning:

-It is contextualized, giving the learner a rich sense of word use and meaning.

-It is pedagogically efficient in that it yields two activities at the same time: vocabulary acquisition and reading.

-It is more learner-based, in that it is the learner who selects the reading materials.

2.9. Vocabulary learning strategies

According to Oxford (1989) vocabulary learning strategies (VLS) generate a set of steps taken by learners to aid the acquisition, storage, and retrieval information. Those strategies are diffrent from one learner to another as they add here to their typical learning style . Learning strategies are defined by Oxford and crookall as (1999) :' learning techniques, behaviors ,or actions ,or learning to learn ,problem- solving, or study skills '.No matter what they are called strategies can make learning more efficient and effective.Many researchers provide different strategies and categorize them in accordance with many dimensions .Schmitt (1997) taxonomyis widely prevalent in this scope , subsequently ,his taxonomy includes 58 strategies diveded in five categories namely determination stretegies , social stretegies , memory strategies cognitive strategies ,and finally metacognitive strategies.

1. Determination strategies: it used by an individual when faced with discovering a new word's meaning without recourse to another person'sexpertise.

2. Social strategies: involve interaction with other people to improve language learning. In other words, interaction facilitates input and makes it easier to be learned.

3. Memory strategies (traditionally known as mnemonics) : involve relating new words to previously acquired ones for successful retention.

4. Cognitive strategies: entail manipulation or transformation over mechanical processes, to learn effectively learners may use repetition and guessing meaning from the context strategies.

5. Metacognitive strategies: entail a conscious overview of the learning process and making decisions about planning, monitoring, or evaluate their own learning.

2.10. The Importance of Vocabulary in Foreign Language Teaching

There is widespread recognition that the primary goal of learning a foreign language is the ability to use it adequately in different linguistic and social settings. However, it is extremely important for learners of English as a foreign language to know the importance of vocabulary for successful comprehension and communication in a foreing language. Furthermore, vocabulary knowledge is a matter of great importance to achieve favourable result in the language framework. Nation (2001) noticed that the relationship between vocabulary knowledge and language use is such supportive relationship, he also clarified that vocabulary knowledge drives to reach successful production; consequently, the more we exercise language, the more we transfer new vocabulary items. In Addition, a large number of EFL learners problems, in both receptive and productive language use, spring from the shortage of vocabulary knowledge. Wilkins (1972) declared that: 'There is not much value in being able to produce grammatical sentences if one has not got the vocabulary that is needed to convey what one wishes to say. While without grammar very little can be conveyed, without vocabulary nothing can be conveyed'(p. 97). Thus, one cannot deny how far learning vocabulary could assist students to attain their objectives, because without sufficient vocabulary, students cannot understand others, and cannot express their thoughts.

Conclusion

The present chapter has reviewed the existing literature on vocabulary learning/teaching with a specific focus on the shifts in the status and role of vocabulary learning in the different language teaching methods. Morover, it outlined some of the most important approaches and aspects of vocabulary with a focus on vocabulary learning strategies .

Chapter three:

A Checklist-based Evaluation of the Vocabulary Component of the Middle School Textbook "My Book of English One"

Introduction

3.1. Research Design

3.2. The Textbook Evaluation Checklist

3.3. Discussion of the Results

3.4. Limitations of the Study

3.5. Suggestions

3.6. Recommendations

    Conclusion

    General Conclusion

    Reffrences

    Appendices

Introduction

Our review of the literature on textbook evaluation and vocabulary learning in English as a foreign language context has informed our choide and design of the checklist which has been adapted and used to evaluate the textbook under study.The present present evaluation has attempted to gauge the degree of adequacy of the textbook under study in attaining the vocabulary-related objectives set by the competency-based approach, especially with regard to the aspects of form, meaning, and use.

Description f the checklist

It should be noted that the checklist which has been used to evalutate the textbook under study has been adapted from the checklist model of Gunnigsworth (1995). It tackles the following criteria: The resulting evaluation checklist addresses the following issues of vocabulary learning/teaching in the textbook:

-principles of selection and sequencing of vocabulary items and tasks in the textbook

-the structure and purpose of vobulary presentation

-Types of vocabulary awareness tasks

-Methods of teaching the form, meaning ,and use of vocabulary items.

-the effectiveness of the use of visual aids in vocabulary learning/teaching

-active versus passive vocabulary learning presentation.

3.1. Research design

We have designed this checklist for the purpose of evaluating the vocabulary items included in the textbook

Text book description

General description of the textbook

- Name of textbook: **"My Book Of English Middle School Year One"**

- Intended learners' level: 1st year middle school.

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

      - M. Smara Abdelhakim.

      - M. HAMMOUDI Abdelhak.

      - Mrs BOUKRI Abbila.

- Publisher: ENAG Editions.

- Year / place of publication: 2017- Algeria.

- Number of pages: 160 pages.

- "My Book of English "is the last official textbook planned to teach English in Algerian middle schools for learners aged 11 and15. It is contained of 160 pages and comprised of :

- Table of contents.

- My book map.

- My course book presentation.

- My charter of good conduct.

- Pre-sequence

- Five sequences

- My pronunciation recap.

- My grammar recap.

- My triangle glossary

      My book of English the official text book for first year pupils in middle school. The ministry of National Education designed the course book "My Book of English" in (2017)

which aimed at adopting a competency based approach to language teaching , this manual is intended to be adapted to different needs.

The text book consists of five sequences which are:

Sequence1: Me and my friends

Sequence 2: Me and my family

Sequence 3: Me and my daily activities

Sequence 4: Me and my school

Sequence 5: M e, my country and the world

Each single sequence deals with particular objectives either communicative or linguistic and each objective is made of several categories. In this book all sequences contain eleven lessons which are:

-I listen and do   -I pronounce

-My grammar tools   -I practice

-I read and do   - I learn to integrate

- I think and write   - I play

- Now i can   - I enjoy

- My Pictionary

These sections supply the pupil with variety of linguistic and communicative functions.

I listen and do I listen and do: is planned to assist learners create social relations, express needs, understand and address needs of others and to get things achieved. Learners in this section should be able to understand spoken language and to translate it suitably. While listening and interacting orally, learners are exposed to the English sounds. Repetition in meaningful contexts helps them to

get accustomed to these sounds, which through the repetition in meaningful contexts.

Pronounce: Pronunciation is a significant feature of oral interaction and an essential part of communication. So, this section focuses on helping learners to develop an exact pronunciation and efficient oral skills. Moreover, it is important to catch the learners' heed about the difference between how a word sounds and how it is spelled**.**

My Grammar Tools: The grammar rules in the textbook are taught explicitly obvious. The focus of this section is to teach learners thinking and logic.

I practice: This section aims at allowing the learners to the already become known in the past sections .Towards, real life communication. The learners work separately, in pairs or in groups.

I Read and do: In this section, learners are supposed to read in order to understand meaning, interpret situations, discover hints …etc On the other hand, the teacher should motivate, courage and provide learners with stimulation for reading, help them to behold on what, why, and how to read; dialogues, letters, e-mails, school regulations, touristic guides, leaflets …etc. Learners, at this stage, should be independent, given the opportunity to read silently, and exploit the text over the activities.

I Learn to integrate In this section; the teacher equips the learners with the capability to integrate the prior learned knowledge, skills, and attitudes. They should collect their resources and re-invest them in a problem resolving situation through group work. The section also

assists the teacher to acknowledge the learners' strengths and weaknesses and to support weak learners whenever required

I think and write: Learners should be first trained on how to think before writing. Acquiring writing is crucial to first acquire protocol of written English (Capitals, punctuation …etc). Then, the learner get acquainted with the stages that lead him to the production of a text (Brainstorming, outlining, drafting, re-drafting, editing, and publishing) In other terms, learners at this stage should learn how to write and communicate with friends about topics concerning to their benefit.

Now I can: Learners are interested in self-assessment through this section, with the assist and support of the teacher who distinguishes what their learners have already mastered and what they need to work on more.

I play: Play support creativity and help learners to acquire social skills. "I play" section symbolizes creative games that authorize learners to think critically and solve problems. While playing, learners are reinvesting the learned knowledge unconsciously.

I enjoy: This section is planned as a source of pleasure for the learners; it evolves their imagination through the joyful materials involved they will never feel obscure with the lessons in the sense that they are engaged in a motivating air.

My Pictionary: This section offers the learner with vocabulary that is obtained before in the lesson, this can be regarded as a revision for the vocabulary using meaningful activities as it can be used as a game by splitting the learners into pairs or groups.

My project: The last section in the textbook easiest the learners to work in groups in addition to it can be very helpful for the teacher to discover the learners' competencies and skills. In addition, each lesson corresponds to specific language skills (listening, speaking, writing, and reading) as well as sub-skills (grammar and vocabulary) For the sake of successfully achieving the objectives of the study , we focus on vocabulary as an essential part of this

manual ;It is presented through the lessons i listen and do , i practice and it is presented in contextualized situation. Moreover, in i learn to integrate, i think and write learners should use their acquired vocabulary.

These sections provide the pupil with a set of linguistic and communicative functions.

Rational:

Determining what is to be taught and learned in a foreign language classroom is up to the teaching materials in general and textbooks in particular. In fact, textbooks are used as reference for which content is taught and which approach is adopted. Therefore, a textbook should take into consideration the learners' levels and needs. "My Book of English "aims at,

"Catching up with the technological and scientific

development...Opening channels of communication

with other people using the world wild lingual franca...

Enhancing communicative skills through developing

listening and speaking skills...Elevate writing and

reading skills...Enrich integration skills in order to invest

in what students learn inside the classroom". (Tamrabet et

al. , 2017 , p. 5 [our translation]).

The Objectives of the Textbook

The objectives of the textbook are summarized to help learners to produce a written message of short length to describe himself, friends, family, school and country, then to use punctuation and capitalisation correctly, as to write cohesive and coherent paragraphs which hold together from the point of view of form and meaning. Learners are also supposed to use correct syntax (subject, verb, object, tenses...etc.) at the end, learner will be able to write an outline (plan) and organise his ideas clearly and logically.

Aim of teaching English to 1ˢᵗ year middle school

The target of teaching English to the first year middle school pupils is first, particularly prepare them to socialize in real life situation associated to school, also accustom them forthe usage of simple language to self-expression, and last but not least be provided with a possibility to simple documentation through functional teaching. Language is viewed as a set of interacting competencies The tasks of the course book are therefore always centered on the learners and the focus is on the development of their capacities in order for them to acquire, in the most effective way, competencies in English corresponding to their in-school and out of school needs.(as cited in the teacher's guide).

Specific Method

Teaching vocabulary can be quite tough, the difficulties related to vocabulary application in classes make it as a challenge for learners how to learn and comprehend? Also for teachers how is the appropriate way to teach? Algeria in 2016/2017 relied on a new educational system which named « The Educational reform » as it was applied in all sequences of the first year middle school Textbook « My Book of English » and this reform exposed to view by the utilization of competency based approach. Which is not an easy task to accomplish? CBA is not just emphasizes on capabilities or skills required to e able to carry out a specific task to a particular pattern. However, evolve education and make it memorized. The competency-based approach is based on linking learning performed at school to diverse and appropriate contexts-of-use for the sake of making the learning useful and stable.

The target for learners is to develop intellectual, linguistic and problem solving capacities in school that will enable them to tackle cognitively and pragmatically challenging situations both in and out of school. In accordance with the first year middle school designers, competence based approach efficiently request learners to act in real world context. Thus, a

variety of competencies such as: interpretation, interaction, and production of simple language, are asked to master by learners.

3.2. Analysis of the checklist

Status of vocabulary

Vocabulary in the textbook is presented both explicitly and implicitly. First, the section 'My Pictionary' provides learners with sufficient vocabulary that is related to the context in which it is used. Second, the textbook offers vocabulary explicit within lessons, for examples in the pre-sequence task 'listen and repeat' page 24. (See Appendix,Example 1).

Also in the section 'I play' sequence two page 65.

Examples of Tasks in « My Book of English » that teach vocabulary indirctely. (See Appendix,Example 2).

Table 01: *Tasks of indirect vocabulary*

Sequence	Number of task	Instruction
1	Task 1 page 41	Read the texts in the clouds above of Razane and Sussan.
2	Task 2 page 60	Read the email about Adaku, and tick the right box.
3	Task 1 page 81	Read the passage on the previous page and fill in the gaps to write a coherent sentence.
4	Task 1 page 116	Read the text about My ideal school and check the

<div style="text-align:right">right answer.</div>

| 5 | Task 2 page 139 140 | Read the text about Algeria " Discover my Wonders " and sort out adjectives to describe the beauty of Algeria. |

Additionally, course book offers a lot of tasks that teach vocabulary in a direct way i.e.

Intentional Vocabulary Teaching.

Examples of tasks in "My Book of English "That Teach Vocabulary Directly.

Table 02: *Tasks of direct vocabulary*

Sequence	Number of Task	Instruction
1	Task 2(a) page 37	I listen and croos the odd word out.
1	Task 1 page 45	I circle the hidden words.
2	Task 1 page 54	Listen and repeat.
4	Task 2 page 111	L listen and repeat.

How is form presented?

In the Algerian context, the school textbook has a significant role in the teaching of English as a foreign language and vocabulary instructions in particular should include instructions that addresses the three main components 'form, meaning, and use'. And from the vintage point of the competency based approach the role of textbook to present form according to pronunciation is that pronunciation is a major part of communication whereas listening and speaking to maintain interest, and according to the learner's age textbook should

take this into consideration to include a meaningful context to suit learner's level for example in the sequence two 'I pronounce' task number 1 page 54.

Also there was a picture associated with a pronunciation in which the learner have to look, listen and match in which this task fit his level, and also will foster his spelling of words, and dealing with this teaching point, will make the focus of learners' awareness on the relationship between sounds and spelling better.(See Appendix,Example 3).

Learners have to realize that the spelling of words is different from the pronunciation, because the miss spelling of words, sounds could be completely problematic for beginners. For example sequence number four task 3 page 112. (See Appendix ,Example 3).

Teaching pronunciation in the text book ' My Book of English' does not mean teaching the phonetic system of English only. Yet its goal is to assist the student to improve accurate pronunciation and efficient oral skills, which are essential for the interpretive and oral productive competencies. (as cited in the teacher's guide).

How is meaning presented?

 The new vocabulary must always be introduced in meaningful context for the student to be able to understand the meaning easily, especially that the textbook it designed for beginners. In My Book of English vocabulary is implemented through the whole sequences along with pictures and drawings to help learners in doing their activities. For example, Task 2p 104.(See Appendix,E xample 4).

Learner has to look at the picture first in order to understand then he listens to the teacher and repeat. In addition, at the end of each sequence, they have a sub- heading "My Pictionary" in which new vocabulary is supported with pictures to show its meaning. As ELT learners, translation also plays a crucial role in presenting the meaning of new items. In this

perspective, in the task 3p 130, the authors put stress on translation techniques where they use L1 (Arabic) to refer to the Algerian context. It is a source of reference for both learners and teachers where learners are encouraged to use it to enrich their vocabulary repertoire and use the three languages in different and real context. (See Appendix,Example 5). Learners of first year middle school during lessons are worked individually, in pairs or in groups to do some contextualized tasks and activities which is the most important thing in these activities concerning in the use of language for the sake of real life communication.Vocabulary in the textbook is presented in contextualized situation, that is to say in each sequence the vocabulary is introduced in relation to particular subject that frequently used in such a topic. For example the first sequence 'Me and my Friends' task number 4 p 36 .(See Appendix, Example 6). in which vocabulary is related to greeting, most of the submitted vocabulary words in the task are presented in contextual situation. In other example, is shown in sequence two 'Me and my Family' task number one page 49.(See Appendix,Example 7).

When the teacher asked students to introduce their families to their friends they suppose to use words which related to family like (home, sister, brother, grandmother). Also, the third sequence 'Me and my Daily Activities' words are taught and presented in contextual situation, task number 1 page 72 .in which vocabulary related to daily life actives (I get up, I wash my face, I brush my teeth …). (See Appendix, Example8).

How is vocabulary taught?

The outcomes achieved from the checklist display that this standard is relevant because the textbook 'my Book of English 'teaches vocabulary following both incidental and intentional approach. The majority of the activities in the textbook are in accordance

With reading comprehension for determining the meaning of words as it was referred in the literature review one way of the Teaching vocabulary incidental is reading for identifying meaning of unfamiliar words.

Is the load (number of new words in each lesson) reasonable of the student level?

The textbook deals with five different sequences ,each sequence tackles a different topic (Me and my friends, Me and my family, Me and my daily activities, Me and my school, Me and my country). Each Sequence deals with the related vocabulary. For instance, in the second sequence the theme is family, so the student learns the names of his family members (brother, sister, mother) and the different professions they may practice in orderto be able to introduce his family members. According to this, it is possible to say that the vocabulary load seems reasonable for learners of this level.

 Have visuals been used effectively to present the new vocabulary?

Learning vocabulary is a significant element of learner's development method and communication skills. However, vocabulary teaching may prove difficulties for teachers in particular to make it understandable when it concerns to beginners. The easiest option to teach vocabulary according to novices depends on variety of ways. Some teachers merely ask students to read or duplicate definitions of the vocabulary to be taught, or should students learn by heart to store the word and meaning. But not of all those aids are favorable to catch the attention of the students, and the most appropriate way represented in (pictures, drawing, gestures, word family, guessing, graphs, diagrams, labels, mapping, tables, games, acting out etc), and it has been proven that teaching vocabulary visually shown benefits for learners because these aids are quite comprehensible by a lots of people, especially learners of first year middle school. This is possibly the most effective way to introduce new vocabulary and make it unforgettable.

In the textbook "My Book of English" some vocabulary is provided in association

with visuals. It   contains some real pictures of parsons like in pages 15, 80, 85, 111.

Celebrities like in page 116. All the rest are cartoons and drawings. In addition to the

maps (table …). To illustrate the meaning and transmit messages. It is also help the learner

to guess rapidly the meaning and interpret it. For example Task 3 p 74. (See Appendix

Example9). The learners have to look at the pictures in order to complete the sentence and

draw the time. Also task 6 page p76 the learner have to listen and look to the example

(drawing) in order to do the same.(See Appendix, Example 10). Task 3p 130,131 there are

pictures about traditional dishes and coins. The learners have to look at them in order to do

their activities.(See Appendix, Example 11).The following table shows the total of the visuals

used in this book:

Tabel 3:

Types of visuals in My Book of English

Types of visuals	Real images/photographs	Cartoons and drawings	Diagrams and maps	Total
N°	115	12	318	445
%	25.84	2.70	71.46	100

To what extent does the presentation of vocabulary and structures move

gradually from the simple to the more complex?

The vocabulary introduced in this textbook move gradually from the simple to

the more complex, following the organization of each sequence. The learners start by

greeting people and introducing themselves in the first sequence (Me and my Friends). Then

they move to asking and giving information about one's family members and the names of

different jobs in the second sequence (Me and my Family). Afterwards, they learn the

activities they do during the day, their rights and duties in their schools and locating places

(Sequence 3 and 4). Finally, they move from locating places in their school to locating

countries in a map, giving information about their country, currency, national dishes and

celebration days.

The Distinction between passive and Active Vocabulary

According to the findings reached from the textbook 'My Book of English' is that

 Active vocabularies are words in which learners are able to remember and use them freely

Oncethe position demands it. In other words, students can actively retrieving them from

Memory. In addition, it implies to the words that students comprehend and use them in both

speaking and writing. Although, Passive vocabulary relates to words that pupils

comprehend and realize. However, are being obliged to recall them and still not able to use

it at will. The first year middle Scholl course book 'My Book of English ' comprises a variety

of tasks that provides for opportunity to learners by themselves to use their own vocabulary.

Examples of Tasks in "My Book of English " that Promote Active Vocabulary.

Table 04: *Tasks of active vocabulary*

Sequence	Number of Tasks	Instruction
1	Task 2 page 35	Look at the picture .It represents theScene of pupils in the schoolyardtalking to each other. Use the clues above to write down a similar dialogue 'I think and write' page 46 You want to join your school English

		language club. How would you fill in your ID card and introduce yourself to the club members?
3	Task 1 page 81	Now use the text below to complete fill in the gaps of the table. I learn to integrate page 88 write friend's leisure activities. using the examples of (knowledge-skills-attitudes).

Look at the example and write the same

dialogue about the school schedule. |
| 4 | Task 1 page 114 | Use the table below. I think and write page 120 write a short new school rights using the

The example and pictures below. |

5	Task 1 page 140	Now fill in the table using the Information of the previous text.
		I think and write Imagine you attract tourists from allover the world to visite your beautiful.
		country and its places and monumentsusing (national dish, nationalcurrency, famous people, national and
		religious celebration days, language).

Is Vocabulary presented in a structured, purposeful way?

The outcomes achieved from the checklist display that vocabulary is applicable due to the topics of the course book 'My Book of English' present Vocabulary from simple to complex, greetings and say names to pronounce, dialogues, poster, leaflet, which would prompt teachers and pupils to use the coursebook effectively and easy.

How is the vocabulary content ranked? (From familiar to non-familiar).

Moreover, pupils are re-using of what they had gained previously in the course; For example, Possessive adjectives, pronouns ... etc. Where they re-use them in writing different emails in the other sequences. Therefore, this assists the learners to be in advance in their learning because they re-use what they had acquired before. However, the vocabulary content in the textbook is ranked from familiar to non-familiar because in all sequences, for example, sequence 4 task number 1 page 120 (See Appendix, Example 12) I write my new school

rights, most of the submitted vocabulary words in the task are familiar to the learners and their daily life like (exams, break, homework, computer room, class council). In other example is shown in sequence one when the teacher asked their pupils to introduce themselves then in sequence two they suppose to introduce their families to their friends, next learners are asked to integrate with foreigner.

Are learners sensitized to the structure of the lexicon through vocabulary learning exercises based on semantic relationships?

Vocabulary in the textbook is presented through topics closely and learners need as well to acquire a lexical repertoire which corresponds to their level of proficiency. Moreover learners should sensitize to the structure of the lexicon over vocabulary learning exercises based on semantic relationships, in order to enable them do different tasks and activities which allocated them. The second sequence task number 2 page 50 (See Appendix,Example 13) there was some words in which belong to the same lexical field ' professions' for example (a doctor, a mechanic, a vet, an electrician …) and learners are asked to distinguish between them. In other example, the fourth sequence task number 6 page 108 (See Appendix,Example 14) learners suppose to observe read and analyze than figure that those words are a part of the same family words, for example (the canteen, the sport ground, physics lab, classrooms, biology lab). Also, the end of every sequence a Pictionary is submitted to clarify the understanding of the words' lexicon', in which motivate them to work better, for example sequence five 'My Pictionary' page 148.

3.3. Discussion of the Findings

This section is intended to report the result of our evaluation which based on the corpus of 'My Book of English'. This textbook is analyzed according to 'form, meaning and use'. The results of the adopted checklist show that vocabulary is presented 'explicitly and implicitly'.

In which the textbook provides learners with sufficient vocabulary that related to the context and also offers vocabulary implicitl , moreover 'My Book of English' teaches vocabulary in both direct and indirect way ,in addition the textbook teaches vocabulary following incidental in which reading comprehension for determining the meaning of the words besides follow the intentional approach in which reading for identifying the meaning of unfamiliar words. Therefore, the vocabulary load presented suit well the target learners' level.

Furthermore, vocabulary introduced in the textbook move gradually from simple to more complex. Vocabulary in the textbook is applicable due to the topics of the course book and ranked from familiar to non familiar. Active vocabulary in the textbook are words in which learners are able to remember and use them at will, however; passive vocabulary learners are obliged to recall them and not able to use them too. In the textbook, there are a lot of visuals (pictures, images, maps etc) that may help to teach and learn new items in real context. Also textbook take into consideration the level of the learner including meaningful context to fit the learners' age. Additionally, the tasks and activities in this book are contextualized. Moreover, in some tasks in textbook mother tongue is presented clearly in which enable learners to learn and work better.

3.4.Limitation of the Study

 Like any other study, the research work we have conducted has certain limitations. The first is the time and space restrictions since we have changed our first topic, the time were not sufficient to complete our work. Another problem is the lack of resources available concerning our topic. Text book evaluation, therefore, we relied on a limited number of book,

Journal article and web site. Also due to corona virus,all schools are closed so we could not have the opportunity to do the teachers' and learners'

questionnaire, we used only a checklist to collect data.

3.5.Suggestions for further future research

On the basis of the present study, further researcher are recommended to focus on other linguistic items such as grammar, pronunciation….etc since this research focuses only on vocabulary. Additionally, it is possible for future researchers to make a comparison between the new textbook and the old one, to figure out which one is the appropriate to the teachers and students level. Moreover, further researchers can use a questionnaire for teachers and student to make it more practical.

3.6.Pedagogical Recommendation

Based on the finding of our research and in order to make The Textbook "My Book of English" more appropriate and useful for both teachers and learners in regard of teaching vocabulary teaching vocabulary. The following recommendations are put forward:

-More activities and tasks should be devoted to vocabulary.

Conclusion

The present chapter presented an evaluation of the vocabulary learning component of the Algerian middle school English textbook 'My Book of English One'.In this regard, it presented the design of an evaluation checklist which has been adapted from different existing models especially that of Gunnigsworth (1995) model.The chapter,then, presented the analysis of the results generated by the checklist in question especially with reference to three main vobulary learning issues,namely form,meaning, and use. The analysis of the results that

the textbook under study was largely adequate in meeting the requirements of the competency-based aapproach in teaching the form,meaning,and use of vocabulary items.Moreover, the selection and sequencing of the vocabulary items has been found suitable to absolute beginners level as far as learning English is concerned.Furthermore, the textbook has been found to be effective in the use of visual aids and imagery to support the teaching of different vocabulary items.It should be also noted that the textbook favours the learning of active vocabulary which is in line with the principle of the competency-based approach ,an approach that highlights the communicative role of language.

General Conclusion

The text book is without doubt the most important source of teaching/learning materials as far as the teaching of English as a foreign language in the Algerian context is concerned. The present study has attempted to evaluate the effectiveness of vocabulary learning component of the Algerian middle school textbook "My Book of English One" in meeting the corresponding goals set by the principles of the competency-based approach following which it has been designed. More specifically, it this evaluation has focused on three important aspects of vocabulary learning/teaching, namely form, meaning, and use.

In order to design the research tool used in the practical part of our study, a review of the literature was necessary. As far as this review of the literature is concerned, the first chapter shed light on the structure and history of the Algerian educational system so as to set the necessary background for the appreciation of the importance that both textbook evaluation and the competency-based approach play in our contect. The second chapter provided an overview of the vocabulary learning and teaching as far as English as a foreign language is concerned. This presentation has strived to demonstrate the major shifts in the status and role vocabulary teaching in the different approaches with the aim of providing the necessary background for understanding the important role allotted to vocabulary learning/teaching in the competency-based approach. As for chapter three, it was devoted to the presentation and analysis of the results of the evaluation of the textbook under study using the checklist that has been adapted for this purpose.

All in all, the vocabulary-related component of the textbook under study has been found to be adequate in terms of the selction, sequencing,and presentation of the form, meaning, and use of vocabulary items to Algerian learners at the beginners'level. In this regard, the textbook in question uses contextualized tasks and activities and meaningfully

presented the lexical items to teach vocabulary both implicitly and explicitly.The analyses has also revealed that the textbook favors more the learning of active vocabulary compared to the passive type, which is compatible with the communicative orientation of the competency-based approach.

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Appendices

Appendix 1: Examples of Vocabulary Tasks Presented in the Textbook.

Example 1:

Example2:

Task 1. I order the letters to get the name of the job.

s	r	n	e	u		_ _ _ _ _
r	e	f	a	r	m	_ _ _ _ _ _
e	i	s	d	t	t	n	_ _ _ _ _ _ _
c	e	r	t	h	e	a	_ _ _ _ _ _ _
m	n	c	e	a	h	c	i	_ _ _ _ _ _ _ _

Example3:

I pronounce.

Task 1. I listen and repeat.

brother - three - mother - Thursday - this - thirteen

Keep neat at your school,

Read and speak and stay cool.

Get the pen and think of the test.

You are the best, you are the best.

Example4:

Task 3. I choose the right key to open the padlock.

Example 5:

Task 2. I look, listen and repeat.

1. It is not raining. Akram is watering the flowers.

2. Is Razane picking up the flowers?
No, she is not. She is helping Younes to clean the school garden.

Example 6:

My Trilingual Glossary

ENGLISH	ARABIC	FRENCH
A		
add	يضيف	ajouter
admire	يعجب	admirer
affection	عاطفة	affection
afternoon	بعد الظهر	après-midi
age	عمر، سن	âge
alarm clock	منبه	réveil
amazing	مدهش، رائع	impressionant
amphitheatre	مدرج	amphithéâtre
ancient	قديم	ancien
answer	يجيب	répondre
architecture	هندسة معمارية	architecture
arrange	يرتب	arranger
arrive	يصل	arriver
ask	يسأل	demander
assembly	تجمع	assemblée
attend	يحضر	etre présent
B		
ball	كرة	balle
ballet	رقص الباليه	ballet
beans	فاصوليا	haricots
beautiful	جميل/ جميلة	beau /belle
beef	لحم بقري	viande de bœuf
begin	يبدأ	commencer
best	الأفضل	meilleur
between	ما بين	entre
big	كبير	grand
biology lab	مخبر العلوم	laboratoire de sciences
blog	مدونة	blog
book	كتاب	livre
both	كلاهما	les deux
boss	رئيس، قائد	chef, patron
boy	ولد	garçon
break	استراحة	récréation
bridge	جسر	pont
brother	شقيق	frère

Example 7:

Task 4. I listen and repeat .

Hi, I am Razane. I am 11.

Glad to meet you. My name is Younes.

Hi, my name is Rafik. I am 12.

Hello, my name is Lina. Nice to meet you.
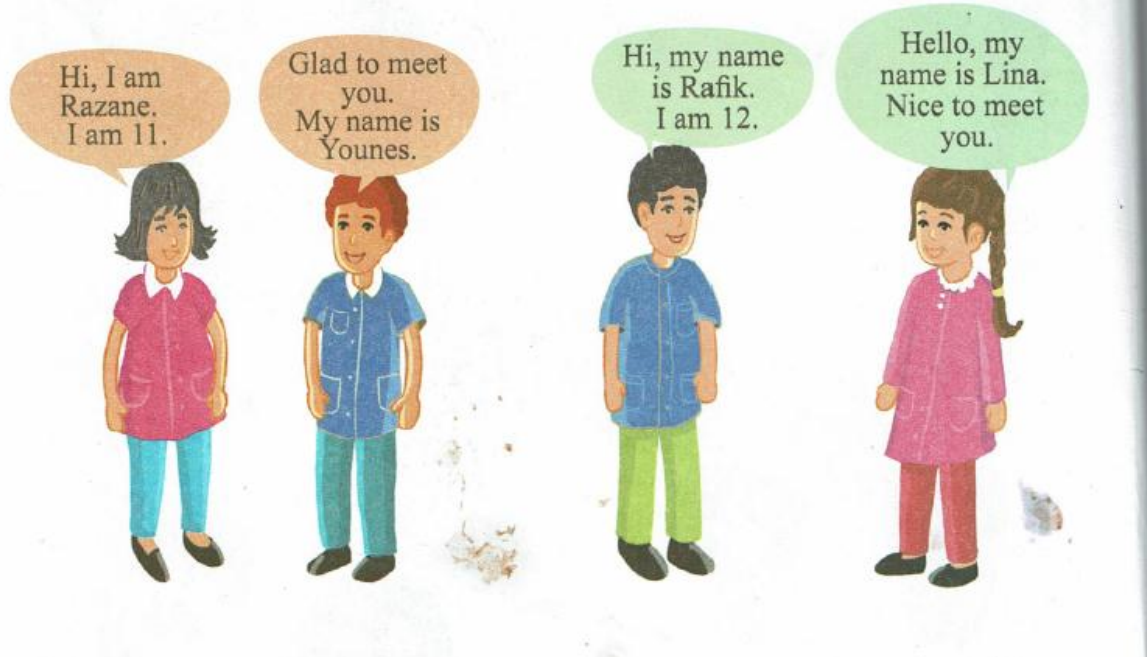
Example 8:

Task 1. I listen and repeat.

Omar: Welcome to my home, Peter.

Peter: Thank you, Omar.

Omar: Let me show you photos of my family.

Peter: Who is this?

Omar: She is my sister.

Peter: What is her job?

Omar: She is a nurse.

Peter: And this old lady?

Omar: She is my grandmother.

Peter: And this cat?

Omar: It's my pet, Loulou.

Example 9:

Task 1. I look, listen and repeat.

I get up at 6:30. I wash my face. I brush my teeth.

I get dressed. I have breakfast. I go to school.

I have lunch. I watch TV. I do my homework.

I have dinner. I go to bed.

Example 10:

Task 3. I look at the picture, complete the sentence and draw the time.

I am Rafik. Here are my daily activities :

	I get up at 6:30 am	
	I................at........	
	I................at........	
	I................at........	
	I................at........	
	I................at........	
	I................at........	

I wake up at 6:30 a.m   I go to bed at 9 p.m

Example11:

Task 6. I listen, look at the example and do the same.

Hello !
It's time
to tell the time !

It is
one twenty

01:20

It is one twenty

Example12:

Task 3. I look, listen and repeat.

Hi, I am Amine from Algeria. My national currency is the Algerian Dinar. My national dish is Couscous. One of my national celebration days is the 5th of July 1962. Eid El Fitr is one of my religious celebration days.

Example 13

Task 1. I write my new school rights.

Example :I want to have the right to check my test answers before the next exam.
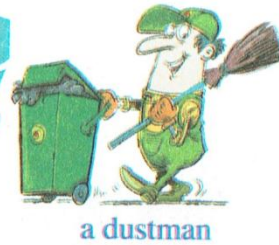
1- Exam

2- Break

The break is short

3-Homework

I have the right ...

5-Class council

4- Computer room

120

Example14:

Task 2. I listen and repeat.

Painter Surgeon Nurse Mechanic

a doctor   a mechanic   a vet

an electrician   a lawyer   a carpenter   a dustman

Example 15:

Task 6. I listen and repeat.
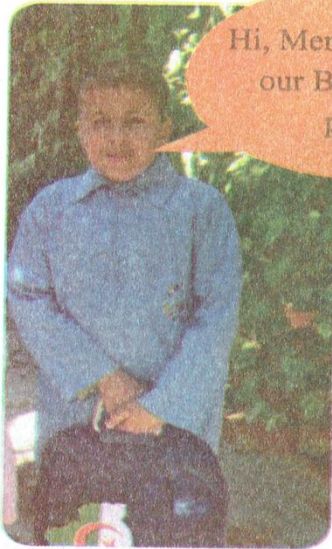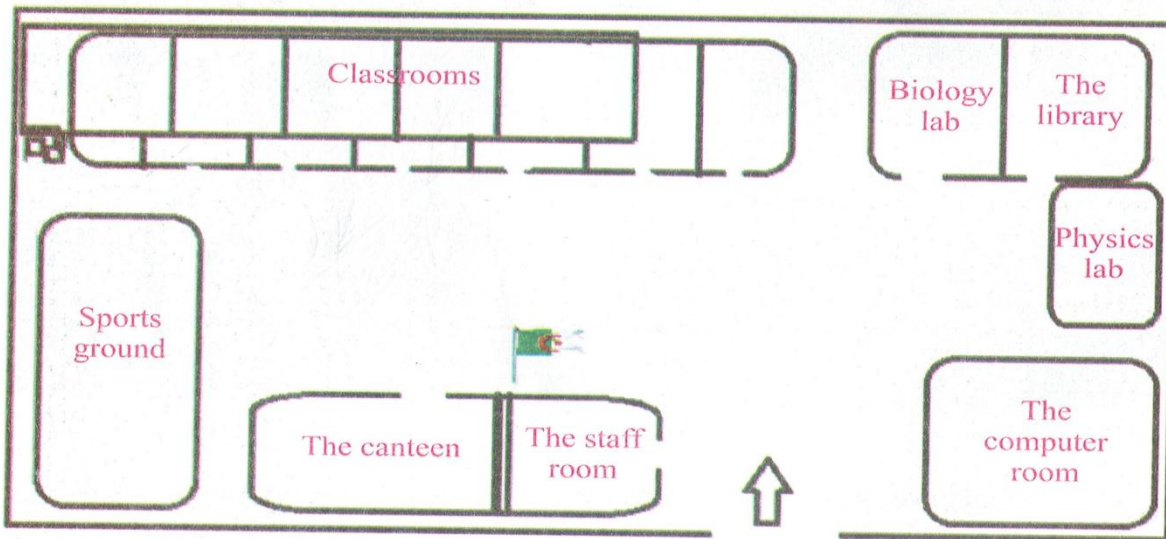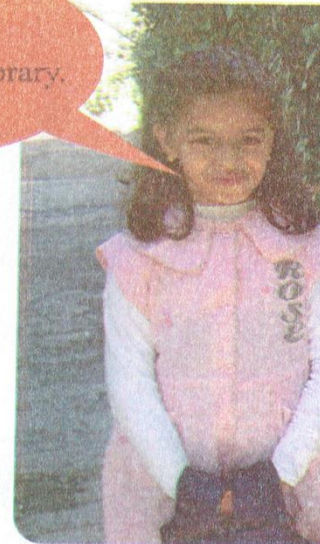
- The canteen is <u>next to</u> the staff room.
- The library is <u>at</u> the corner of the school, <u>on</u> the right side.
- The Physics lab is <u>between</u> the computer room and the library.

Appendix

Cheklist

Status of vocabulary.

How is vocabulary taught?

How is form presented in the textbook?

How is meanining presented in the textbook?

 Is the load (number of new words in each lesson) reasonable of the student level?

 Have Visuals been used effectively to present the new vocabulary.

To what extent does the presentation of vocabulary and structures movegradually from the simple to the more complex?

 What is the Distinction between passive and Active Vocabulary?

Is vocabulary introduced in a structured, purposeful way?

How the vocabulary content is ranked? (From familiar to non-familiar).

Are learners sensitized to the structure of the lexicon through vocabulary learning exercises based on semantic relationships?

Résume

La présente recherche a tenté d'évaluer le contenu lié au vocabulaire dans le manuel d'anglais de première année du collège algérien «My Book of English», qui a été introduit en 2016 par le ministère de l'Éducation selon les principes del'approche par compétences. Afin de mener cette recherche, une liste de contrôle basée sur Le modèle de Cunningsworth (2005) a été adaptée et utilisé. Les résultats ont révélé que la composante d'enseignement du vocabulaire du manuel était adéquate en ce qui concerne les trois aspects en question. De plus, la composante d'enseignement du vocabulaire du manuel s'est avérée appropriée niveau débutant. En outre, l'analyse a également révélé que les éléments de vocabulaire ont été bien présenté, correctement contextualisé, graduellement séquencé du simple au complexe, et également réparti dans toutes les séquences. En outre, l'analyse basée sur une liste de contrôle a révélé que tout au long des séquences du manuel à l'étude, des aides visuelles telles que des images, des images, des cartes ont été utilisées de manière significative pour illustrer la signification.

Mots clés: enseignement du vocabulaire, évaluation de manuels, approche par compétences

الملخص

يهدف البحث الحالي الى تقييم المحتوى المتعلق بالمفردات في الكتاب المدرسي للغة الانجليزية السنة الاولى من الطور المتوسط "كتابي للغة الانجليزية"، والذي تم اعتماده في عام 2016 من قبل وزارة التربية والتعليم وفقًا لمبادئ النهج القائم على الكفاءة. من أجل إستكمال هذا البحث قمنا باعداد قائمة مرجعية من قائمة (2005) Cunningsworth. أوضحت النتائج أن عنصر تدريس المفردات في الكتاب المدرسي كان مناسبًا فيما يتعلق بالجوانب الثلاثة المعنية، كما كشفت ان المفردات القدمة في الكتاب المدرسي يتناسب جيدا مع مستوى الطلاب. كما انه يتم عرض هذه العناصر اللغوية في سياقات ذات معنى و كذا نجد انتقال تدريجي من البسيط الى الاكثر تعقيدا و يتم توزيعها بالتساوي في جميع التسلسلات بالإضافة إلى ذلك ، كشف التحليل انه يتم استخدام العناصر المرئية مثل الصور والخرائط بطريقة مهمة لتوضيح المعنى.

الكلمات المفتاحية: تدريس المفردات، تقويم الكتب المدرسية، النهج القائم على الكفاءة،