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Dedaction

Radia,

I dedicate this work to my beloved family;

My parents Ali and Louiza

My brothers,

To all my friends.

Nassima,

To my parents Ramdhane and Faroudja

To my husband hicham and his parents

To my brothers and sisters

To all my friends.

List of Diagrams:

List of Tables:

List of Abbreviations:

UMMTO: University of Mouloud Mameri, Tizi Ouzou

SS: Secondary School

NP: New Prospects

ESL: English as a Second Language

EFL: English as a Foreign Language

L_1: First Language

L_2: Second language

Q: Question

HP: Hypothesis

P: page

N: Number

List of Symbols:

% : Percentage

Abstract

The study attempts to examine teaching vocabulary in <u>New Prospects</u> textbook, third year in Algerian secondary school. Our dissertation aims at finding out whether the vocabulary tasks that are proposed in the textbook adopts Allen Hunt and David Beglar's theory of teaching and learning vocabulary (2002). In fact, this theory is built upon three essential approaches: first, The Incidental approach, second, The Intentional and third, the Independent Strategy Development approach. and each approach includes at least one principle, In addition, the study aims at examining the amount of vocabulary tasks included in each unit and the principle adopted in each task. For the sake of achieving this aims, we have conducted an analysis of vocabulary tasks that are proposed in the textbook .To show the data obtained from the evaluation of vocabulary tasks of the textbook more clearly we have presented it through diagrams, pie charts and tables. It is clear that there is a variation in the questions of vocabulary tasks and learners will answer according to the question: by adding prefixes and suffixes, suggesting verbs, nouns, adjectives and adverbs, checking meanings of words in dictionaries …etc. However, the three approaches are not implemented in a balanced way since the majority of NP vocabulary tasks adopt the intentional approach while few of them adopt the independent strategy development approach and no task adopts the incidental one.

General Introduction

Statement of the Problem

As in any educational system around the world, the success of any program is related to the efficiency of its teaching materials. Textbook is one tool among many tools used to teach and learn a language. It helps both teachers and learners to achieve their objectives. As for the learners, it helps them to develop their cognitive abilities and for teachers it facilitates the task of teaching. Consequently Hutchinson and Torres argued that textbook is the guide that teachers follow in the process of teaching. Therefore, the design of any textbook syllabus should include the aspects of linguistic knowledge.

Nowadays, teaching and learning foreign languages have become a challenge. Learners are required to develop their linguistic skills before engaging in any intercultural interaction because the global world is characterized by an increasing need for communication between people from different cultural backgrounds. In fact, learners' communicative competence is based on the linguistic competence which includes: pronunciation, grammar and vocabulary in addition to the sociolinguistic, strategic and discourse competencies.

Vocabulary is at the heart of language teaching and learning, it is considered as the knowledge of words and words meaning, within vocabulary people convey different meanings through the use of words and expressions. It is the means of expression. So, if we want to use an S/F language effectively, we must have a good stock of vocabulary. Therefore, the study of vocabulary occupies the central role in different environmental learning of language.

Vocabulary plays a fundamental role in building learners' communicative competence in S/F language. Thus, learners of English as S/F language face difficulties when they are trying to get some meanings or when they are engaged in an intercultural communication because they lack the appropriate words.

Aim and Significance of the Study:

This research work aims to investigate teaching vocabulary in the Algerian secondary school, English textbook <u>New Prospects</u>, relying on Hunt and Beglar framework in vocabulary teaching and learning (2002). Vocabulary is taught in <u>New Prospects</u> though in a very limited way and only for academic purposes. So, the research work will investigate how vocabulary in taught in the textbook and to what extent the latter gives importance to vocabulary teaching in terms of quality, quantity and variation.

Yet, in the communicative process, vocabulary plays the central role in maintaining an effective communication. So, communication is not possible without vocabulary, and when people lack the appropriate words, communication breaks down.

In fact, our research work attempts to explain how is vocabulary taught in <u>New</u> <u>Prospects</u> relying on the fact that behind the choice of the third year in the Secondary School, there is the need to know to what extent vocabulary is taught in <u>New prospects.</u>

Many researchers focused on the importance of vocabulary in learning S/F languages. They built many theories, among them: Hunt and Beglar (2002), Virginia Frensh Allen (1983), Jeanne Mc Carter (2007) and the theory of Allen Hunt and David Beglar who suggested three approaches: the incidental, the intentional, and the independent approach to vocabulary teaching.

Our research is conducted to evaluate the implementation of the framework for research and practice in teaching vocabulary proposed by Hunt and Beglar (2002). According to them, learners, who seek for more vocabulary acquisition, have to follow three approaches: the incidental, the intentional (direct) approach to vocabulary learning, and the independent approach strategy development.

In Algeria, many researchers have discussed the topic of vocabulary teaching. Recently researchers in the UMMTO investigated teaching vocabulary in the textbook on the move. Our investigation focused on New prospects, and it will be based on Hunt and Beglar theory of teaching and learning vocabulary which includes the three fore mentioned approaches.

Research Questions and Hypothesis:

The present research work aims at finding answers to the following questions:

Q1-Does the New Prospects adopt Hunt and Beglar's theory of teaching and learning vocabulary?

Q2-To what extent does the textbook give importance to vocabulary teaching in terms of quality, quantity, and variation?

And in order to answer these questions, we propose four advanced hypothesis:

H1-New Prospects follows Hunt and Beglar's theory of teaching and learning vocabulary.

H2-New Prospects does not follow Hunt and Beglar's theory of teaching and learning vocabulary.

H3-Since the textbook includes many rubrics devoted to vocabulary using different methods. One may suppose that it gives much importance to vocabulary development.

H4-New Prospects does not give importance to vocabulary teaching since it doesn't include sufficient vocabulary tasks.

Research Techniques and Methodology:

The present investigation is related to the theory of Hunt and Beglar of teaching and learning vocabulary. This theoretical framework will be used to evaluate the corpus of our

research work, in other words, it will be used to investigate the methods of teaching vocabulary in New Prospects. We will analyze the vocabulary tasks included in the textbook using the mixed method which combines the quantitative and the qualitative method. So we are going to gather quantitative data through a statistical method. In the sense that we will present the results of the analysis in numerical data. The interpretation and the discussion of the findings is conducted using a qualitative content method relying on a theoretical framework which consists of principles of the theory of teaching and learning vocabulary.

The Structure of the Dissertation:

The whole work follows traditional complex method. It involves a general introduction, four main chapters and a general conclusion. The general introduction where we tried to define our research topic. After the introduction, we moved to the first chapter entitled review of literature which provides an overview of the theoretical work of the vocabulary teaching techniques. Then we move to describe the methodology adopted and the research procedure used to collect the data in the second chapter named research design. Concerning the third chapter it is the results which accounts for the statistical findings of the study. As for the fourth chapter it is discussion. It provides us with the interpretation of the results mentioned in the previous chapter. Finally, we ended by a general conclusion which presents a summary of the main research findings.

Chapter one: Review of Literature

Introduction

Before investigating the concept of vocabulary, it is useful to begin with reviewing the history of teaching vocabulary which includes the reasons for neglecting vocabulary before 1970 and the reasons for the emphasizing on it after 1970. Then we move to define vocabulary from different perspectives. We will also investigate the issues of vocabulary which are vocabulary knowledge, vocabulary size and coverage and the purposes of teaching vocabulary. Finally, we introduced the theory of Hunt, A and Beglar, D of teaching and learning vocabulary (2002).

1. E F L Textbook:

A textbook is an essential medium in the teaching/learning process. Laurika defines it as "*a written media in the classroom, especially in the learning teaching process. It is an organized, physical manual for instruction covering a variety of topics in a specific subject area, in this case, English*". Laurika et al (2002:2). EFL textbook helps both teachers and learners to achieve their goals. For learners a textbook may provide the major source of contact they have with the language apart from input provided by the teacher. Teachers, especially those who are inexperienced, may use a textbook as a form of teacher training, it provides them with ideas on how to plan and teach lessons as well as formats that they can use.

2. The history of vocabulary teaching:

According to Allen Teachers and students agree on the need for vocabulary learning. However programs that prepared language teachers did not give much attention to techniques for helping students to learn vocabulary. Grammar and sound system were given priority and teachers were sometimes told that they ought not to teach many words before their students mastered them. Allen says: "*pronunciation and grammar were emphasized, but there was little or no emphasis on vocabulary. In short, vocabulary has been neglected in programs for teachers during much of the twentieth century.*"Allen, V, F (1983:1) .

2.1. Reasons for Neglecting Teaching Vocabulary before 1970:

Vocabulary has been emphasized too much in language classrooms. Indeed, some people consider it as the only key to language learning. Learners emphasized on knowing English words with the meanings of those words in their own languages in order to master English language. But they neglected the importance of grammar in combining those words to form correct sentences. Therefore, during 1940-1970. vocabulary teaching was neglected and the emphasis was upon grammar in teacher preparation program. Allen states: *"Many who prepared teachers felt that grammar should be emphasized more than vocabulary, because vocabulary was already being given too much time in language classrooms."* Allen, V, F. (1983:1-2).

The second reason was that specialists in language teaching considered that the meaning could not be adequately taught because it is a complex matter. So, it was not needed to try to teach them. *"Specialists in methodology feared students would make mistakes in sentence construction if too many words were learned before the basic grammar had been mastered. Consequently, teachers were led to believe it was best not to teach much vocabulary."* Allen, V, F (1983: 1-2).

Another reason for neglecting vocabulary was that in classrooms teaching, learners cannot get the full and accurate understanding of word meaning because vocabulary learning is a complex matter. Therefore, it is better to devote class time to teach the grammatical structure with only few words and not teach vocabulary at all as it is advised by some writers in their books. Allen says: *"Some who gave advice to teachers seemed to be saying that word meanings can be learned only through experience, that they cannot be adequately taught in a classroom. As a result, little attention was directed to techniques for vocabulary teaching."* Allen, V, F (1983: 1-2).

2.2. Reasons for the Emphasis on Vocabulary after 1970:

The first reason is that in many ESL classes, learners do not learn the most needed words even if teachers devote much time to vocabulary teaching. As for the second reason, it is the fact that scholars are taking a new interest in the study of word meanings. The most important interest is "lexical problems" as it is defined by Allen: *"communication breaks down when the choice of words is not successful, so that, it is necessary to teach vocabulary."* Allen, V, F (1983:5).

3. Definition of Vocabulary:

Vocabulary is the expression that the learner uses to express meanings, it can be a single word, compound word or idiom as it is quoted in Longman Dictionary: *"A set of lexemes, including single words, compound words and idioms."* Longman dictionary (2002: 580)

According to Longman Handbook, vocabulary falls into two categories: words with a specific meaning. Second, words with a value or grammatical function (Jane Willis. cited in Longman Handbooks, Teaching English through English p:115) Clearly, there are words which mean things in general and words which are used to connect and establish coherence in the discourse.

Schmitt stated that vocabulary is:

> A list of words usually in alphabetical order and with explanations of their meanings. A word is most linguistic analysis is described as a set of properties. Or features. Each word is the combination of its meaning, register , association, collocation, grammatical behavior, written form (spelling) spoken form (pronunciation) and frequency to master a word is not only to learn its meaning, but also to master seven other aspects, all those properties are called word knowledge. Schmitt, 2000: 05. Cited in Linglin Wu (2009: 5-6).

Scrivener claimed that there is a distinction between vocabulary and lexis i.e. the term vocabulary refers mainly to single words and sometimes to linked two or three word combinations whereas the term lexis is bigger; it refers to the traditional single word vocabulary items, common going-together patterns of words and longer combinations of words that are typically used together if they were a single term. (Scrivener, 2005. Cited in Zerman Nadjoua 2009: 14)

4. Vocabulary Issues:

4.1. Vocabulary Description:

Lexicography and lexicology are the main linguistic branches that study vocabulary and its different forms:

A. **Lexicography:**

It is defined by oxford students Dictionary as "*the theory and practice of writing dictionaries.*" Oxford student dictionary (2007: 412) that is to say in each dictionary there are lexical items classified with their meanings, functions and examples of their uses.

B. **Lexicology:**

"Lexicology is the study of lexis; it does not deal only with simple words but with complex and compound word also." Jackson and ZeAmvela (2002) Lexicology relies between morphology and semantics. (Cited in Zerman Nadjoua, 2009: 12)

4.2. Vocabulary Knowledge:

According to Lehret et al. the term vocabulary refers to the knowledge of words and their meanings. But this definition is too specific because there are two kinds of vocabulary: oral and print. Oral vocabulary deals with the words we recognize and use in listening and speaking. Print vocabulary refers to the words that we use and recognize in reading and writing. Also word knowledge comes into two forms: receptive and productive. Productive vocabulary includes the words that we use when we speak or write whereas receptive vocabulary refers to the words that we recognize when we hear or see them. (Cited in Sebti Rahmani 2007: 34)

4.3. Vocabulary Size and Coverage:

According to Dupuy and al, we need to know about the number of words the native speakers know in order to talk about vocabulary size and coverage. So, they found that there are 54.000 word families. This excludes archaic words, abbreviations, proper names, alternative spelling and dialect forms. But vocabulary size is not needed or used. Its usefulness is measured by word frequency, that is to say, how often the word occurs in normal use of language. (Dupuy, 1974. Golden, Nation and Read, 1990. Cited in Nation and Waring)

5. The Importance of Vocabulary Learning in S/F Languages:

Vocabulary is a very important means to communicate with others. It is even more important than grammar because communication do not break down if the speaker lacks grammatical instructions but if he does not know words and expressions, he cannot say anything. In this sense, Dellar and Hocking argued that: "*If you spend most of your time studying grammar, your English will not improve very much, you will see most improvement if you learn more words and expressions, you can say very little with grammar, but you can say almost anything without words.*" Dellar, H and Hoccking, D. Cited in Thornbury Scott, (2002:13) In addition, Wilkins says: "*Without grammar very little can be conveyed without vocabulary nothing can be conveyed*" Wilkins David (2000: 111) Also, McCarthy argues "*No matter how well the student learns grammar. No matter how successfully L_2 are mastered without words to express a wide range of meanings communication in an L_2 just cannot happen in any meaningful way.*" McCarthy (1990)

Additionally, neither literature nor language exists without vocabulary. Laufer, B. says that words are the bricks with which the poetry and the literature of the world have been built. It is mainly through using words that we compose and express our thoughts to others. So, words are the most powerful tools in building any piece of discourse. (Laufer, B. 1993). Swan and Walter say: "*Vocabulary acquisition is the largest and the most important task facing the language*

learner." Swan and Walter. (1984). People who are familiar with the vocabulary of S/F language can speak it or write it in a systematic way. In fact, without vocabulary, communication is not possible in any way.

Vocabulary is needed in using both the receptive (listening and reading) and the productive (speaking and writing) skills. It has a crucial role in communication; therefore, it should be considered as an internal part of learning S/F languages. Nation and Waring stated: "*Such as writing and reading. Vocabulary knowledge is one of the components of language skills*" Nation and Waring (1997) Also, Harmer emphasized on the importance of vocabulary in this quotation: "*If language structures made up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh*" Language is made up of words. So in order to use language effectively someone must have a good stock of words as it is stated by Throat et al "*Words are the building block of language.*" Throat et al (2001). Furthermore, building a successful reader is preceded by a good teaching of vocabulary. So, the learner can understand what he reads only if he knows what the meaning of the words within the text is. Nagy argues that Vocabulary knowledge is fundamental to reading comprehension: "*One cannot understand text without knowing what most of the words mean*" Nagy (2003)

6. Strategies of teaching S/F language:

- **Drawing pictures:**

It is a technique of introducing vocabulary to the learners; a teacher draws sketches to make the idea clear. The learners also do their own drawing which reinforces their understanding of the vocabulary. Drawings can be used to explain the meanings of things, actions, qualities and relations. (Nation, P. Second language vocabulary acquisition, 1997)

- **Associated Vocabulary:**

Teach the words which belong to the same topic together.(Hunt,A and Beglar,D Methodology in language teaching, 2002)

- **The use of morphological analysis of words:**

Morphology is the study of words, the combination of small units to construct words or the division of words into small units. It becomes easy to find the meanings of words when they are broken into morphemes. (Anderson, R, C. reading research quarterly 1984)

- **Dictionary:**

Allen says: "*Dictionaries are passport to independence and see them as one the student centered learning activities*" Allen (1993: 82) It is an important tool in the process of teaching/learning vocabulary. A dictionary is necessary for the learners because it helps them to understand the meanings of words.

- **Collocation**

The term "collocation" generally refers to the way in which two or more words are typically used together. They are very important part of knowledge and they are helpful to master a foreign language. Neittnger stated "*It teaches students expectations about which sorts of words go with which ones, students will not go about reconstructing the language each time they want to say something*" Neittnger (1980) in Carter and Mac McCarthy (1988),

- **Synonyms**

Synonyms help learners to understand the meanings of the words if the synonyms are better known than the word being taught. (Hunt, A and Beglar, D Teaching vocabulary, 2002)

- **Antonyms**

Ask students to make lists of opposite words, this method helps them to learn new words. (Hunt, A and Beglar, D Teaching vocabulary, 2002)

- **Words often confused:**

There are words which resemble and learners confuse between them; therefore, teachers provide the meanings of such words. (Schmitt, N. 2000)

- **Homonyms:**

Words that belong to the same language, they are written differently, but pronounced in the same way. Homophone may also be spilt in the same way. (Blackowircz and Fisher, Handbook of reading research, 2000)

- **Word map:**

Learners design a map then learn connection among words by brainstorming and organizing words according to the map they designed. (Ellis, 1999)

- **Idioms:**

An idiom is a phrase or expression in which the entire meaning is different from the usual meaning of the individual words within it. They are part of everyday vocabulary. In fact, teaching them by topic helps learners to remember. (Laufer, B. 2004)

- **Phrasal verbs:**

Phrasal verbs consist of a verb and a particle (preposition or adverb) Teachers include them in teaching because they are part of vocabulary and the learner should learn them as they are because their meaning is different from that of the words if they are considered separately. (Laufer, B. Studies in second language acquisition, 1993)

- **Vocabulary puzzle:**

Write a definition or a sentence across the whole puzzle then cut it up. Mix the pieces up. Students have to reassemble the puzzle and then match it to the correct vocabulary word. (Thorndike, R, L. the journal of abnormal and social psychology, 1938)

- **Word Formation:**

Studying the morphology is one way of enriching vocabulary. When omitting prefixes and suffixes from words, they became simple and easy to understand. And when we add them, we form new words and new meanings. (Palmer, F, R. 1976:88)

- **Guess the word:**

Place students back to back on chairs. Give each one a list of words. Student A gives a definition or sentence but does not say the target word. Student B has to guess what the word is. Once they get it right, student B makes a new sentence with a different word. (Nation, P. Coady, J . Vocabulary and Language Teaching, 1988)

- **Series, Scales, System:**

Introducing words that form well-known series and this series can be the month of the year or parts of the day or adverbs. (Carter, R . McCarthy, 2004)

- **Role play:**

The creation of the presence of a real life situation in the classroom; it gives students an opportunity to practice communicatively in different social contexts and in different social roles the language used is varied according to the students' status, attitudes, mood and different situation. Blachowics says: *"Teachers can introduce some of the words which provide both definitional and contextual information about the words to be learned by making up a dialogue for students, so that students can understand a further meaning and usage of the words" Blachowics et al (2006)*

- **Use Video to Produce of Target Vocabulary:**

Select a video to the learners that contains a series of actions or visual details. After the learners have seen it, provide them with a list of target vocabulary words and ask them to construct a paragraph that incorporates as many of the words as possible (Karakas, A and Sarisoban, A. Teaching English with Technology, 2012)

- **Analysis of the data:**

The researcher is going to test the learners in order to check the mistakes that they make. And help them to understand in order to avoid such mistakes in the future. (McCarthy, 1991)

7. Approaches to Vocabulary Teaching:

Hunt and Beglar (2002) proposed three approaches to vocabulary teaching and learning:

7.1. The Incidental Approach to Vocabulary Teaching:

According to Nation (2001) the incidental vocabulary approach is considered as one of the most important strategies in vocabulary learning. Within this indirect approach the learner acquires new vocabulary through joining conversations, listening to radio, stories, music, watching movies, television. Generally, the learner learns new words from context. Krachen suggested that incidental vocabulary learning takes place in both native and non-native languages as well (Krachan, 1989). This approach includes one principle which is: Provide opportunities for the incidental learning of vocabulary. (Cited in Hunt, A and Beglar, D. 2002)

7.2. The Intentional Approach to Vocabulary Teaching:

It is known as the traditional and direct method. Learners pay a direct attention to learn vocabulary from tasks. That is to say, this method helps learners to improve their vocabulary knowledge within a short period of time using different tools to lead them focusing on direct contact with the form and meaning of words. In order to enrich their vocabulary, learners may use dictionaries, vocabulary lists and their translations, direct vocabulary explanations, learning affixes and roots, semantic mapping and matching words with different definitions. (Nation, 1990) within the same approach, Hunt and Beglar add that the learner learn the meaning of the words directly from their definitions. (Hunt and Beglar, 2002) According to Schmitt this method uses tools to bring the learner's attention into direct contact with form and meaning Schmitt (2002) activities should include:

- Storing list of words and deciding their categories.

- Generating derivatives and inflections.

- Synonyms and antonyms.

- Making trees that show the relationship between super ordinates, coordinates and specific examples.

- Identifying or generating associated words.

- Combining phrases from several columns, matching parts of collocations using two columns.

- Playing collocation, cross word puzzles or bingo.

- Vocabulary list: dividing numbers of words into smaller groups.

- See the form of the word, hear the pronunciation and practice saying a word loudly.

And this approach includes four principles: first, Diagnose which of the 3.000 most common words learners need to study. Second, Provide opportunities for the intentional learning of vocabulary. Third, Provide opportunities for elaborating word knowledge. Fourth, provide opportunities for developing fluency with known words. (Cited in Hunt, A and Beglar, B. 1998)

7.3. Independent Strategy Development Approach:

Nunan claims that this approach requires teaching vocabulary by using dictionaries and by guessing from context. Learners are supposed to learn the meaning of new lexical items from the context where their teachers put them. Also they are encouraged to learn a variety of clues (affixes and roots, pictures, diagrams…) to determine the meaning. (Nunan, 1999) Sokmen argued that instead of making the learners memorize a long lists of words or get them to look up new vocabulary in dictionaries, it is preferred that the teacher employs strategies for inferring the meaning of new vocabulary from the context. (Sokmen, 1997) Two principles are included in this approach: first, Experiment with guessing from context. Second Examine different types of dictionaries and teach students how to use them. (Cited in Hunt, A and Beglar, D. 1998).

Conclusion

To sum up, this chapter has put a focus on the important notions related to our research work, we have mentioned the history of vocabulary teaching, approaches and strategies used to teach it. Also we have tried to explain the notion of vocabulary from different perspectives. Finally we have introduced a theoretical framework against which our study will be conducted. Whereas the next chapter is devoted to the presentation of the methods and materials that we will use to investigate our research work.

Chapter two: Research Design

Introduction

The methodological part is concerned with the design of our research work. It is divided into three sections, the first section deals with the description of the textbook New Prospects. The second section presents the data collection procedure which is the analysis of the textbook New Prospects and content analysis as a data analysis means. As for the third section, it deals with the description of the theoretical framework relying on Hunt and Beglar's theory of teaching and learning vocabulary (2002).

1. Corpus of the study:

1.1 Description of the text book New Prospects:

New Prospects is a textbook designed by the national curriculum committee of the ministry of national education for 3rd year, secondary school pupils. This pedagogical document is the result of the recent reform in the Algerian educational system. The new syllabus which aims to implement a competency based approach.

a. Structure:

The format of the front cover of the textbook New Prospects comprises two components, linguistic and visual. The linguistic one includes the title which is written in bold form and other related information about the textbook while the visual one includes the picture of researchers working in the scientific field. The use of colors is also revealed in the front page.

New Prospects comprises 270 pages. The first page represents the title of the textbook and the names of the designers. The content of the textbook is presented in the second and third pages, it includes the forward and book map which mention teaching units. As for as the pages four, five, six, and seven, they account for the description of the content of the textbook and its objectives; they also contain methods and strategies to guide the users of the textbook.

There are six units in the textbook <u>New Prospects</u> namely: *Exploring the Past, Gotten Gains Never Prosper*, *Schools: Different and Alike*, *Safety First*, *Its Giant Leap for Mankind*, and *We Are Family*. Each of these units deals with a specific theme. Within every unit, there are two parts: language outcomes and skills and strategies outcomes in addition to the semantic aspects of the distinct topics as well as a study of the grammatical structure, vocabulary pronunciation and spelling. Most of the topics are related to the real context, business, corruption, civilization, and education. In addition to this, the textbook includes attractive captions and drawings related to ancient civilization, images of famous actors, scientists, and football players.

b. Content:

Each unit comprises two main parts. The first is Language Outcomes, and it is divided into two sequences: Listen and Consider, and Read and Consider. The purpose of these two sequences is to work on language dimension of the texts by the study of the grammatical structures, vocabulary, pronunciation and spelling. The aim of these sequences is to give the students the thematic and linguistic tools they will make use of. Both sequences end with a rubric entitled: Think, Pair, Share; its aim is to make use of what they have learned in speaking and writing and perform certain functions such as: informing, advising, comparing and contrasting. As for the second part, it is entitled: Skills and Strategies Outcomes. This part comprises two sequences: Listening and speaking and Reading and Writing. Focusing on the awareness and practice of primary skills (Listening, Speaking, Reading, Writing), it helps learners to perform the social skills through collaborative work, peer assessment, responding to problem-solving situations inside or outside the classroom.

Each of the learner's outcomes and intercultural outcomes addresses a particular topic which is associated with a varied set of exercises. Their aim is to raise the learner's awareness and understanding of cultural diversity.

Research and report and project outcomes involve websites visiting, fieldwork, synthesis and class presentation. The research and report section is a training ground for the students' designing of the project proper while project outcomes aims at indicating these reminders: brainstorming, fact finding, organizing, writing up and assessing.

In order to collect a data from the EFL textbook, we have used a checklist which is adopted from a theoretical framework as discussed in the previous chapter. A checklist is defined by Tavakori, Hassein as *"a set of question that present number of possible answers and the respondents are asked to check those that apply."* Tavakori, Hassein (2012:5) Indeed, the checklist we have used in the analysis of the foreign tasks is composed of seven main principles which are required to be found in vocabulary tasks.

1.2 Description of the checklist:

Evaluation checklist is defined Daniel Stufflebeam as: "designed to assess and evaluate a program or material to sort out its strengths and weaknesses" Stufflebon,D. (1971) Cited in Nunan (1992:193). In order to analyze vocabulary tasks in New Prospects, we have drawn a checklist relying on the theoretical framework that we have discussed in the previous chapter. The checklist consists of seven principles which target the teaching of vocabulary.(see appendix 1)

1.3 Research method:

Our study aims at evaluating the extent to which vocabulary tasks in New Prospects meet the principles of the theory of teaching and learning vocabulary. To reach this aim we have followed a mixed method approach which is defined by Greene Jennifer as:

> one methodological tradition and thus more than one way of knowing, along with more than one kind of technique for gathering, analyzing and repr Mixed method inquiry is an approach to investigating the social world that ideally involves more than esenting human phenomena. All for the purpose of better understanding. Greene Jennifer. Cited in Jhonson et al (2007:19)

In other words, the mixed method research is a method for conducting research that involves collecting, analyzing and integrating quantitative and qualitative research in a single study.

The mixed method allows us to gather objective data through a quantitative method in evaluating the textbook tasks. Furthermore it enables us to deeply analyze the findings and interpret them using a quantitative method and a qualitative one to discuss them later. Hence, it provides us with a better understanding of the issue.

1.4. Content Analysis:

In this section, we will select some definitions related to content analysis. Webber states that: "*content analysis has been defined as a systematic replicable technique for compressing many words of text into fewer content categories based on explicit rules of coding*" Webber (1990). He claims that content analysis is an objective technique used to describe the units of any content under the rules of coding. Additionally content analysis in its deeper meaning can be used as a method to describe and discover the focus of individual, group, institutional or social attentions. Therefore, content analysis is a method for summarizing any form of content by counting various aspects of the content. This enables a more objective evaluation that comparing content based on the impressions of the listener. The purposes of content analysis are to remove much of objectivity from summaries and to simplify the detection of trends. Holsti claims that content analysis defined as *"any technique for making inferences by objectively and systematically identifying specified characteristics of messages."* Holsti (1969). Under this definition, content analysis is not only related to the domain of textual analysis, but it may be applied to other area of research such as coding student drawings. (Wheelock, Haney, Bebell, 2000) or coding of actions observed in videotaped studies (Stigler, Gonzales, Kawanaka, &Serrano, 1999).Content analysis is used in our study in order to analyze vocabulary tasks of the textbook. In our content analysis we

have analyzed the data by making reference to the theoretical framework that we have mentioned in the previous chapter.

1.4.1. Quantitative and Qualitative Methods:

For the sake of collecting data to our research work, we will focus on the vocabulary elements that are presented in the textbook New Prospects relying on two research methods: the quantitative and the qualitative. First we begin with analyzing the data using the qualitative method. Second, the interpretation of the results of the evaluation of the textbook then with the statistical method we will present the outcomes of the analysis of vocabulary tasks. In this concern, Holsti suggests that content analysis can be quantitative, qualitative, or mixed (Holsti, 1969:11). He also states that, "*qualitative method of content analysis is insightful whereas quantitative method of content analysis is mechanical. The relationship is a circular one; each provides new insights to which the other can feed.*" (Ibid)

1.4.2. Categorization and Classification of vocabulary tasks:

They involve the transformation of texts into statistical data relying on different categories. In this investigation, vocabulary tasks of the textbook will be classified and categorized according to the theoretical framework of Hunt and Beglar (2002). Category is defined as "*a group of words with similar meanings or connotation.*" Hunt and Beglar (2002) i.e. each specific data should belong to a particular category in order to help researchers to provide clear judgments. (Holsti, 1969: 99)

1.4.3. A Priori and Emergent Classification:

In prior classification, categories are designed before the content analysis. Our study takes into account the principles which are introduced by Hunt and Beglar's theory of teaching and learning vocabulary (2002).

1.4.4. Units of Analysis:

Three kinds of units are employed in content analysis: sampling units, context units, and recording units. The sampling units depend on how the researcher constructs meaning; it may be words, sentences or paragraphs. As for the context units it contains many recording units. Context units set physical limits on what kind of data you are trying to record; these are rarely defined in terms of physical boundaries; it may be the idea(s) regarding the purpose of school found in the mission statements. (Cited in Stemler, S. 2001).

Conclusion:

This chapter is methodological; it focuses on the moves of our research work. The first part describes the textbook New Prospects in terms of format and content. As for as the second part, it represents the data collection tool namely the textbook evaluation and the data analysis means, which is content analysis. The next part is devoted to present and discuss the results of our study.

Chapter three: Results

Introduction:

This chapter is practical; it deals with the findings of our investigation about vocabulary teaching in the textbook New Prospects. It represents the results obtained through the analysis of thirty nine tasks concerned with vocabulary teaching. The study adopts the application of the principles of Hunt and Beglar on those tasks and the analysis of the data obtained using content analysis. This part highlights the analysis of tasks included from New Prospects which is designed for the third year pupils at Algerian secondary school.

The results obtained are divided into three main parts, the first deals with the distribution of vocabulary tasks per units; the second one demonstrates the classification of these tasks according to the principle that is applied in each one including: 1. provide opportunities for the incidental learning of vocabulary. 2. Diagnose which 3.000 most common words learners need to study. That is to say: If it is found that teaching is based on the 3.000 academic words this principle is implemented. 3. Provide opportunities for the intentional learning of vocabulary.4. Provide opportunities for elaborating word knowledge. 5. Provide opportunities for developing fluency with known vocabulary. 6. Experiment with guessing from context. It means. If learners are asked to find the meaning of words in the context where they are said. 7. Examine different types of dictionaries and teach students how to use them. The third part considers the division of these principles on three approaches called: first, incidental learning. Second, explicit instruction. Third, independent strategy development.

1. Presentation of the Results:

In our investigation, the six units in the textbook New Prospects are taken into account. All these units contain a set of tasks either 5 or 7 or 8 tasks. The core of our study is to analyze the vocabulary tasks and find which principle is applied in each one. So, the emphasis will be on the

seven principles to present the findings. The study makes use of tables, histograms, charts; all of these are highlighted through percentages.

1.1. The Amount of Tasks in <u>New Prospects</u>:

Units	N° of tasks
1-Exploring the past	8
2-Gotten gains never prosper	7
3-Schools: different and alike	7
4-Safety first	5
5-It's giant leap for mankind	5
6-We are family	7
Total	39

Table 1: Distribution of the Amount of Tasks per units

Unit 1:
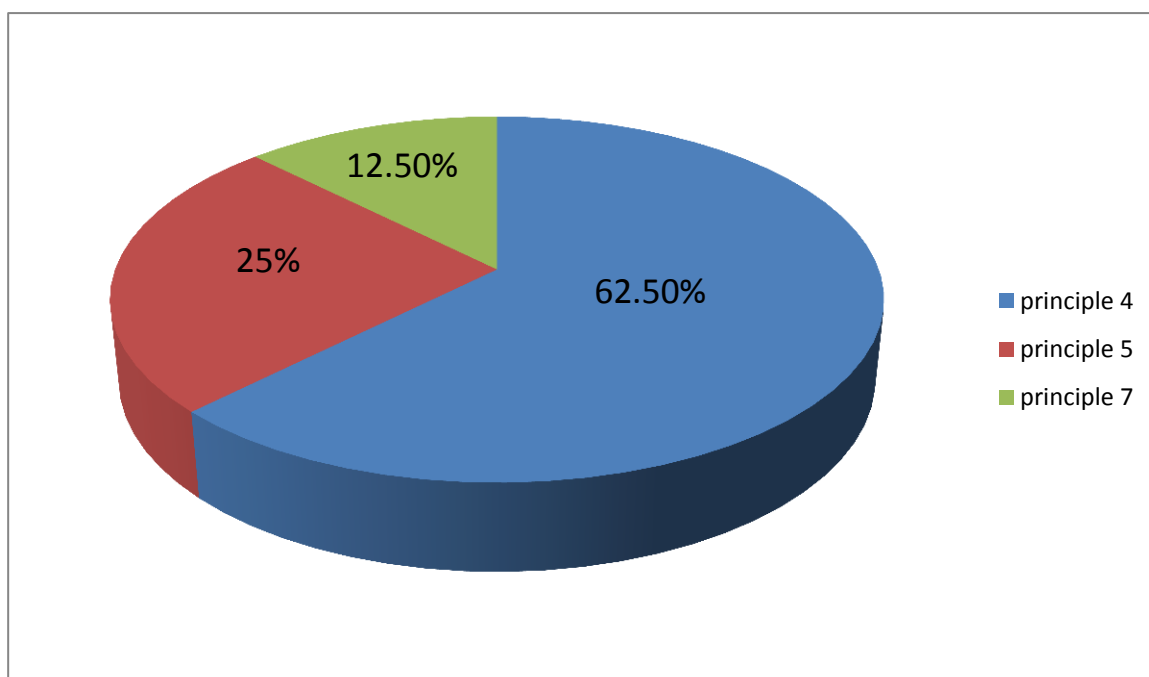
Diagram 1: Implementation of the principles on tasks.

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Diagram 1 shows that five tasks in unit one implement the fourth principle. So the latter implement the majority of tasks which are included in the first unit of <u>New Prospects</u> which correspond to 62.5%. Two tasks implement the fifth principle which presents 25%. And only one implements the seventh principle and it corresponds to 12.5%.

Unit 2:
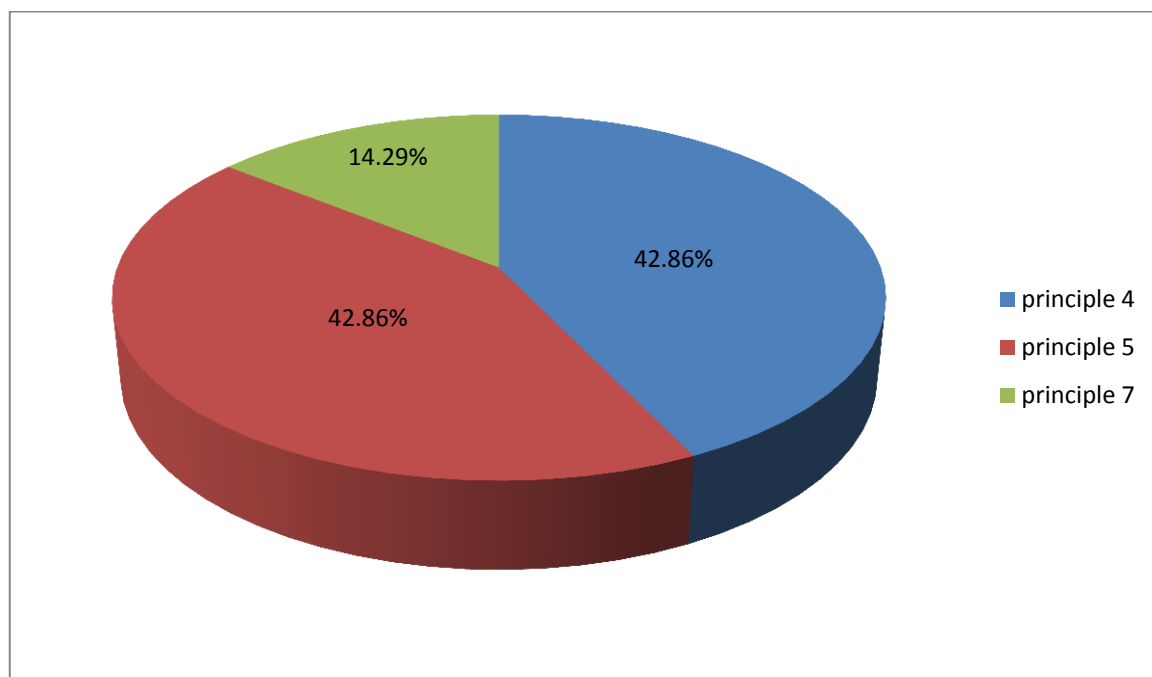
Diagram2: Implementation of the principles on tasks.

Diagram 2 shows the same amount of tasks that adopts the fourth and fifth principles, this amount presents three tasks and it corresponds to 42.86% for each one of them. The seventh principle is implemented in the last task of this unit and it represents 14.29%.

Unit 3:
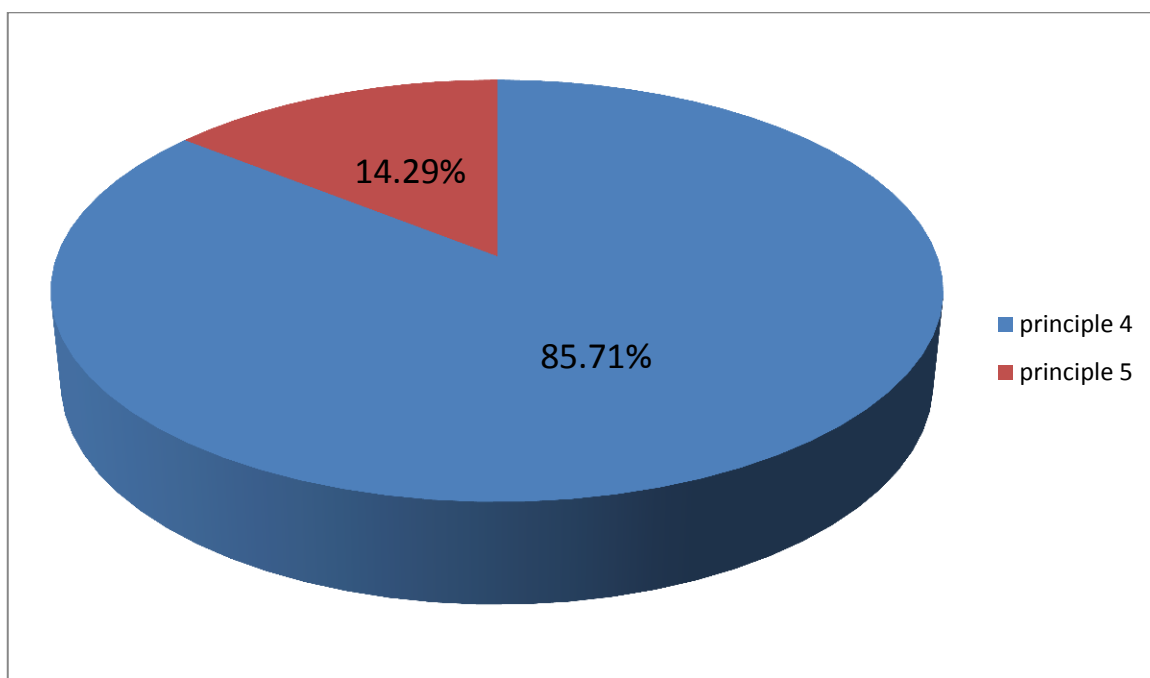
Diagram 3: Implementation of the Principles on Tasks:

In this unit the majority of tasks adopt the fourth principle. Clearly, the fourth principle is implemented in six tasks which represent 85.71% and only one task adopts another principle which is the fifth and it corresponds to 14.29%.

Unit 4:
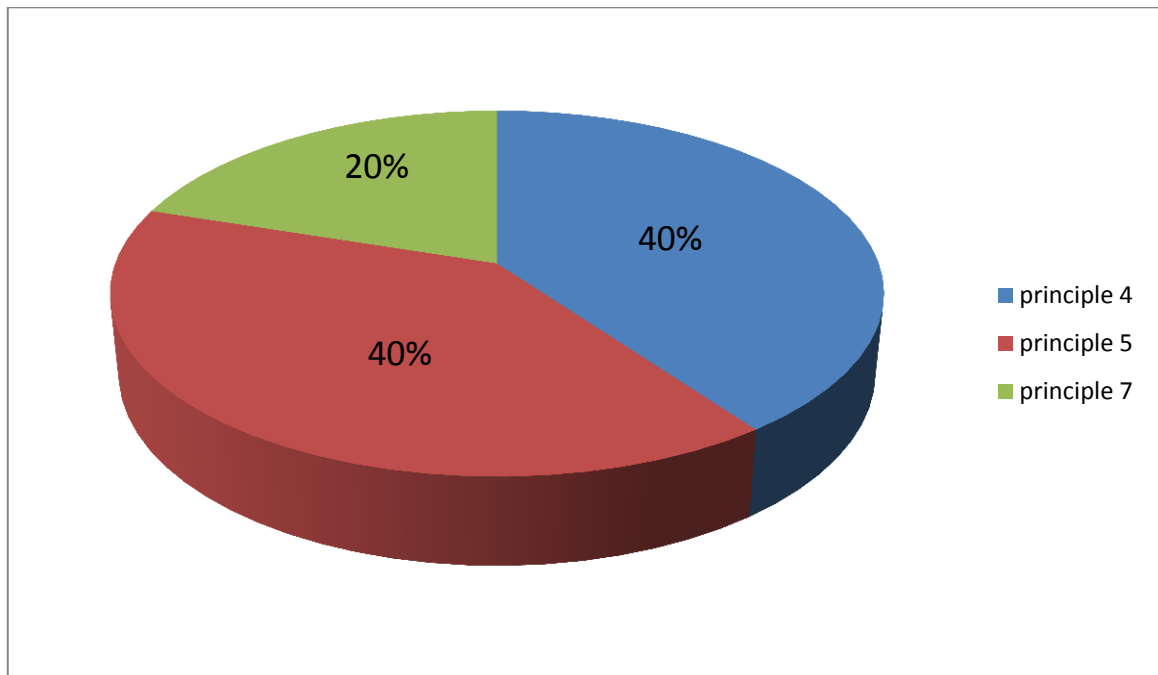
Diagram 4: Implementation of the principles on tasks.

As it is highlighted in this diagram, two tasks adopt the fourth principle and two others adopt the fifth one. This corresponds to 40% for each category, and only one task adopts the seventh principle.

Unit 5:
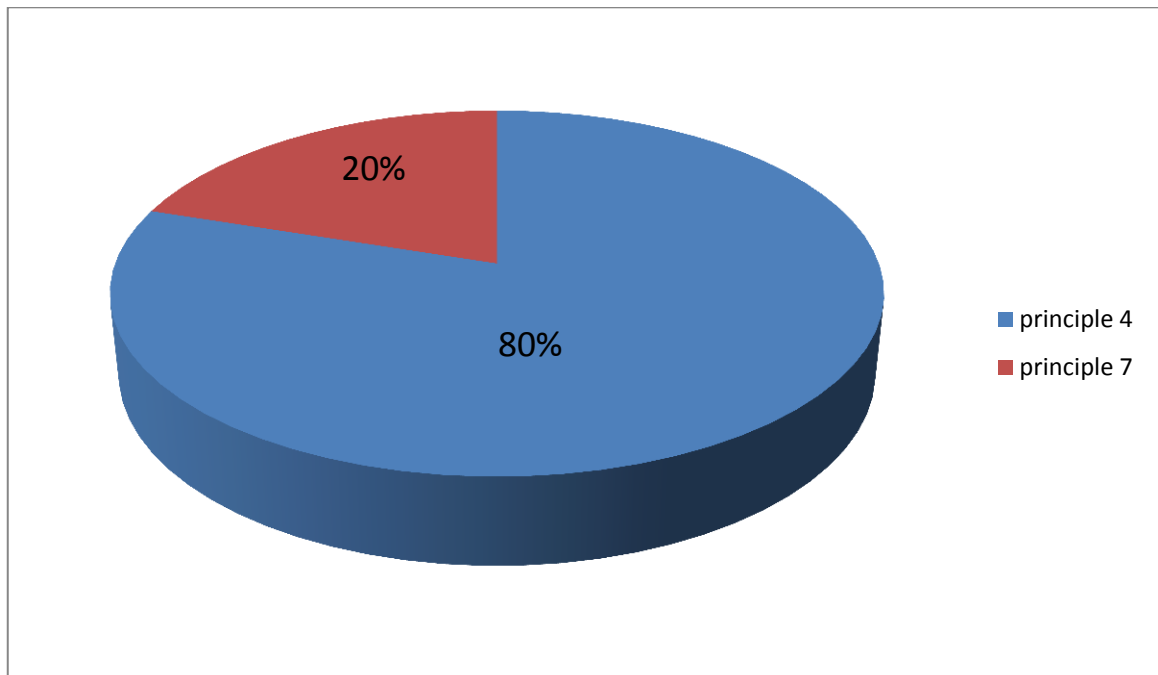
Diagram 5: Implementation of the Principles on Tasks.

This diagram demonstrates that 80% of tasks adopt the fourth principle and 20% the seventh one. The former correspond to four tasks and the latter to one.

Unit 6:

14.29%

14.29%

71.42%

- principle 4
- principle 5
- principle 7
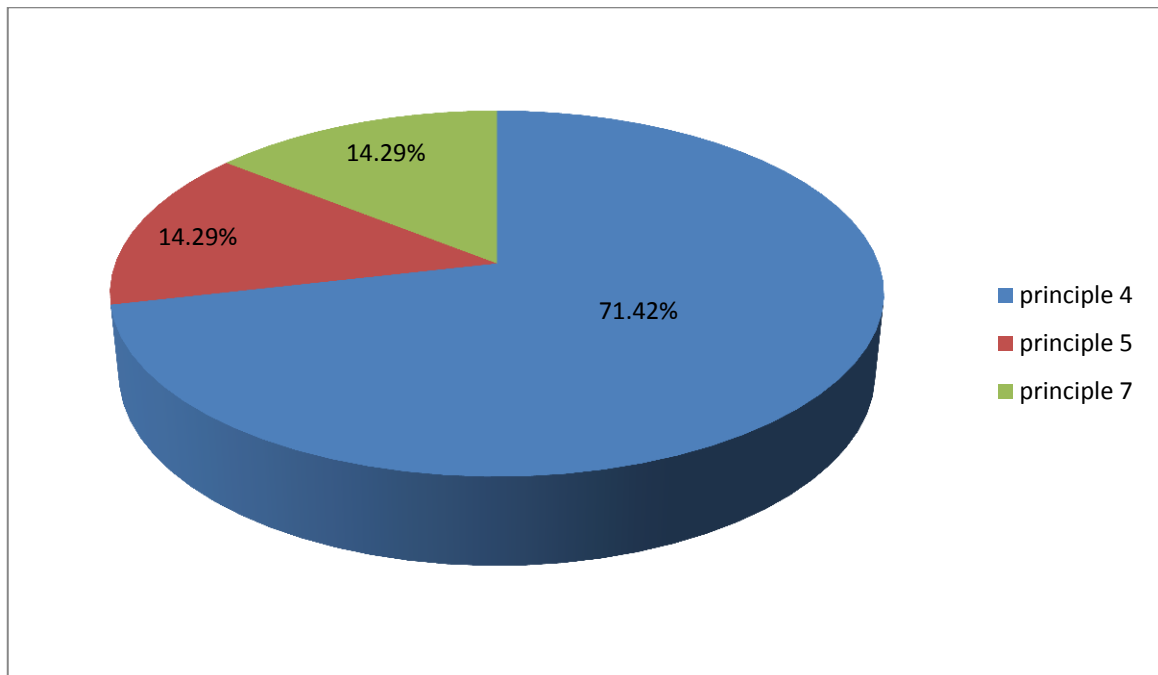
Diagram 6: Implementation of the Principles on Tasks.

In this unit, the fourth principle is implemented on five tasks and there is one task that adopts the fifth principle and another task which adopts the sixth. So, the first category that includes the five tasks corresponds to 71.42% and the two others correspond to 14.29% since they include one task for each one of them.

1.3. Distribution of Tasks per Principles:
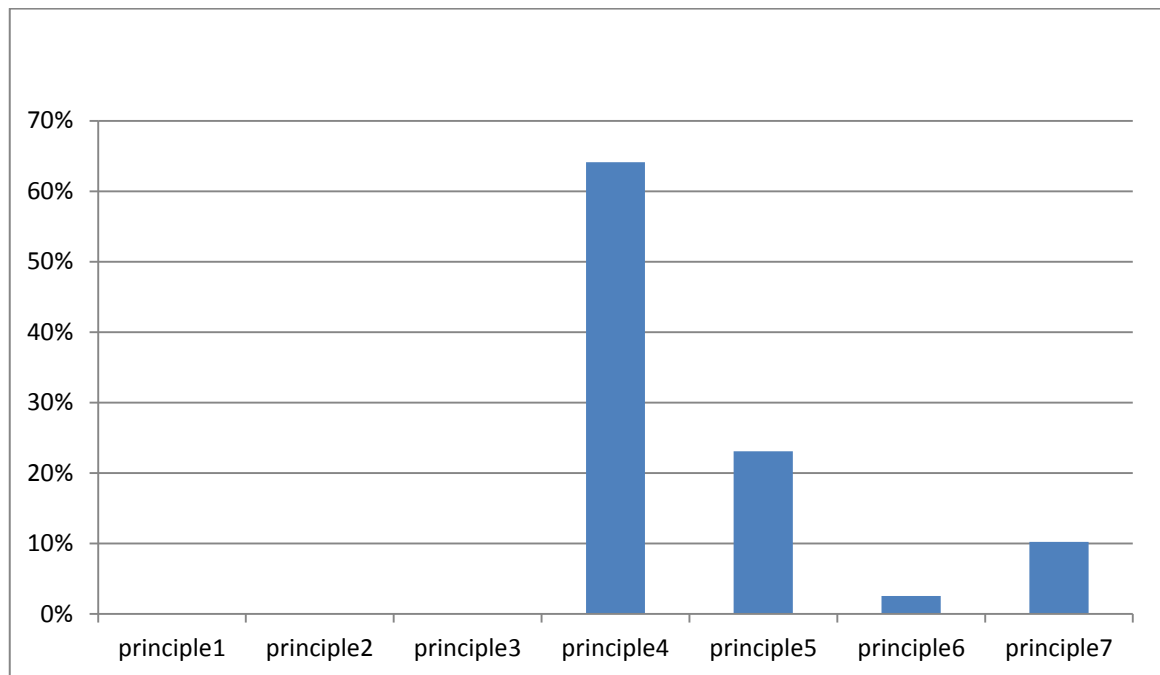
Diagram 7: Distribution of Tasks per Principles.

Diagram 7 shows that 64.10% of the tasks included in New Prospects adopt the fourth principle, this correspond to twenty five tasks. The next principle which is adopted more is the fifth with nine tasks which correspond to 23.09%. And the third principle is the seventh, it presents 10.25% which is related to four tasks, and 2.56% to principle six with only one task whereas the three other principles do not appear in the findings.

1.4. Distribution of Tasks per Approaches:

Bar chart showing distribution of tasks per approaches. The y-axis ranges from 0.00% to 100.00% in 10% increments. The x-axis shows three categories: Incidental (no bar), Intentional (approximately 87%), Independent (approximately 13%).
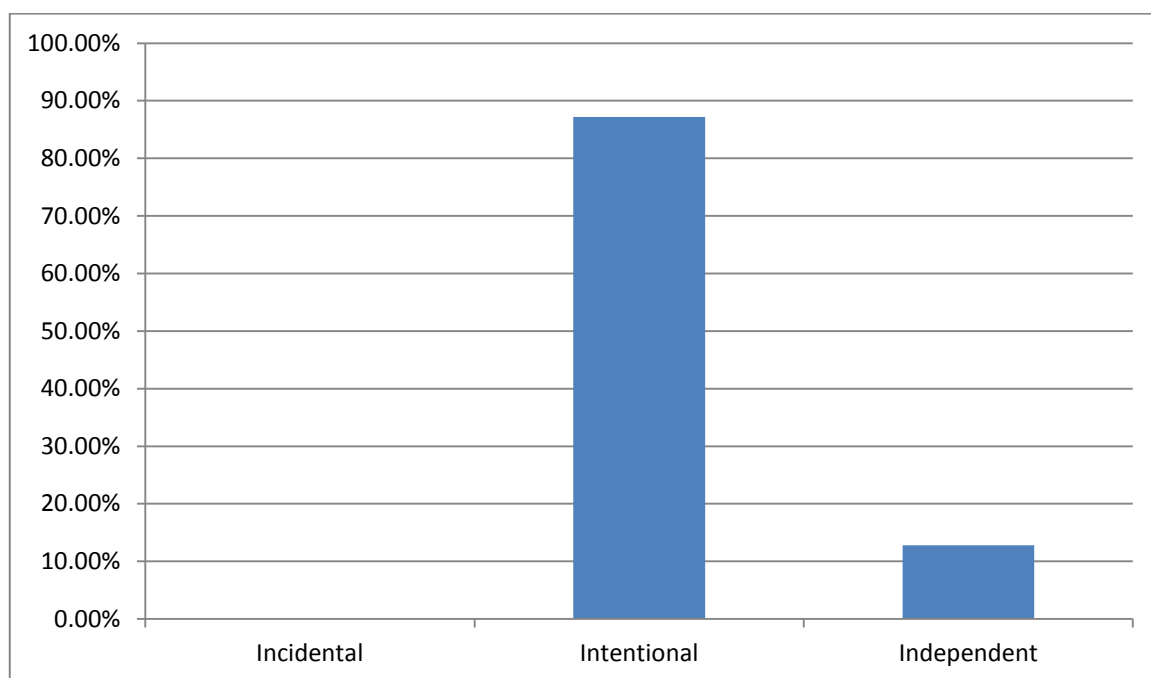
Diagram 8: Distribution of Tasks per Approaches.

In the distribution of tasks per approaches we found that 87.18% of tasks adopt the intentional approach. This corresponds to thirty four tasks. Whereas the independent approach is implemented in five tasks related to 12.82%. And none task adopts the incidental approach.

Conclusion:

This chapter presents the findings of our study which is the implementation of the seven principles of vocabulary teaching in New Prospects. All the units include a part called "vocabulary explorer" where we find vocabulary tasks. So, the current analysis covers the six units and takes into account the principle implemented to teach vocabulary in each task through different ways. In this respect, the results reveal that the principle which is adopted more is the fourth, then the fifth, then the seventh, then the sixth. In discussion chapter, the focus will be on the interpretation and the explanation of the findings obtained above.

Chapter four: Discussion

Introduction:

The following chapter is devoted to discuss the results obtained from the analysis of vocabulary tasks in New Prospects. The discussion follows Allen Hunt and David Beglar's theory of teaching and learning vocabulary (2002) and the results reached from the implementation of its principles on the vocabulary tasks included in the textbook. Here, answers will be provided to the research questions and the proposed hypothesis are going to be confirmed or not.

This chapter is divided into two main parts: first, tasks in the New Prospects. This part deals with the vocabulary tasks that are included in the textbook. Second, the discussion of the tasks per approaches. In this part we are going to explain the seven principles of Hunt and Beglar's theory in teaching and learning vocabulary and their implementation in vocabulary tasks of the textbook. Also we will deal in this part with the methods used to implement these principles especially, the principles of the intentional approach.

1. Tasks in New Prospects:

A task permits the learners to communicate meaning in the target language, moreover it can guide the learners in their learning and it tends to develop in them their own experiences for language use outside the classroom.

Planners of New Prospects take into consideration the role of tasks in learning the language. So, these tasks permit the learner to learn specific knowledge and how to use it in practice. Yet, the planners take into account the role of these tasks in learning's improvement. New Prospects is one of the Algerian secondary schools textbooks that are concerned with designing the appropriate tasks. So, practice has an essential place in language learning. Richards and his colleagues say: "*An activity or action which is carried out as a result of processing or understanding language,*

for example drawing a map while listening to a tape. Listening to an instruction and reforming a command may be referred to as a task." Richards et al (1986: 289)

A task permits the learners to communicate meaning in the target language, moreover it can guide the learners in their learning and it tends to develop in them their own experiences for language use outside the classroom.

The evaluation of the textbook reveals that a number of tasks which deal with teaching vocabulary are arranged in <u>New Prospects</u>. The number corresponds to thirty nine tasks which are distributed in the six units related to this textbook. All these six units involve approximately the same amount of tasks which is between five and eight. However the difference among each two units is one, two, maximum three tasks. This explains that the learner can learn the different words related to the six themes as much as possible using the same number of tasks in all over the units.

<u>New Prospects</u> is a task based structure. It includes thirty nine vocabulary tasks distributed among the six units. They are structured to fit specific language learning outcomes. In fact, a task is a piece of work that puts the learner into action. The learners have to understand and produce speech using the target language. So the learner has to focus on what they need to learn in order to reach the objectives of each task since each task has at least one instructional objective.

2. Distribution of Tasks per Approaches:

2.1. The Incidental Approach:

The results shows that no vocabulary task in <u>New Prospects</u> adopts this method of vocabulary teaching, this demonstrates that extensive reading, listening to stories and radio, watching English movies are not encouraged in vocabulary tasks of NP. This approach includes one principle which is the first principle in Hunt and Beglar's theory of teaching and learning vocabulary namely:

1. **Provide opportunities for the incidental learning of vocabulary:**

It is an indirect method which includes learning vocabulary from extensive reading, listening to stories and radio, watching English movies. (Cited in Hunt, A and Beglar, D, 1998). this principle is not adopted in the textbook because vocabulary tasks in <u>New Prospects</u> do not teach learners specially the 3.000 academic words.

2.2. Intentional Approach:

Our results reveals that most of the vocabulary tasks suggested in the textbook are based on the direct method, it corresponds to 87.18% which is related to thirty four tasks. So that, teaching vocabulary is intended by the designers of <u>New Prospects</u> because they want the learners to pay attention directly to the information to be learned. This approach includes four principles, from the second one to the fifth one of the principles of the theory as a whole. They are:

2. Diagnose which 3000 most common words learners need to study:

This method is not found in any task within the vocabulary tasks of the textbook because it does not suit the needs of learners in this level. It may be suitable for the learners who have a limited vocabulary or those who still need to acquire the 3.000 academic words (Cited in Hunt, A and Beglar, D. 1998). In other words this method is more useful and helpful to beginners, perhaps the learners in the middle school. And our work is focused on third year learners in secondary school.

3**. Provide opportunities for the intentional learning of vocabulary:**

Also this method is not implemented in <u>New Prospects</u> because as the second principle it is particularly essential for beginning learners whose lack vocabulary knowledge. This strategy involves the use of translation which begins with word-pairs in which L_2 word is matched with L_1 translation (Nation, 1999. Cited in Hunt,A and Beglar,D. 1998).

4. Provide opportunities for elaborating word knowledge:

This principle is found in the majority of vocabulary tasks in <u>New Prospects</u>, exactly in twenty five tasks which corresponds to 64.10%. It is the most implemented method and its tasks are found almost in every unit of the six units in <u>the textbook</u>. In fact, this method involves expanding the connection between what the previous knowledge that the learners had already and the new information. Teachers give learners the opportunity to present the new information through learning new collocation, sorting lists of words and deciding upon their categories, generating derivatives, inflections, synonyms and antonyms of a word, playing collocation and cross word puzzles. (Cited in Hunt, A and Beglar, D. 1998). In order to be more explicit we mention some tasks:

Task 1 p 118:

There are 6 nouns in texts A and B below which need to be turned into adjectives ending in –y. identify them and rewrite the paragraphs using the adjectives in their stead. An example is given.

Salty, spice, and pepper foods are both savor and taste. Be careful, eating too much of these foods may cause you stick health problems in the long term. So don't be greed.

People are well aware that it is not ease to have a speedy recovery from food poisoning. And yet, they continue to eat in dirt, dust and stuff fast food restaurants with slim floors and counters.

Task 1 p 148:

Add suffixes –ist or –er to the words in brackets to get a meaningful text.

An (astrology) is completely different from an (astronomy) and an (astrophysics). All three are constant (observe) of the skies. But only the latter two really deserve the title of (science). The difference between them is similar to the one between a fortuneteller and a (psychology).

5. Provide opportunities for developing fluency with known vocabulary:

This method involves giving opportunities for learners to practice fluency exercises that include timed and paced readings. Nation pointed out *"developing fluency overlaps most of all with developing the skills of listening, speaking, reading and writing"* Nation (1994) Cited in Hunt, A and Beglar, D. (1998). 23.09% of tasks implement this principle, it is the most implemented after the fourth and the percentage is related to nine tasks. Among them:

Task 3 p 88:

Fill in the blanks in the text below with the appropriate items from the mind map you have completed in task 2 above.

Karim…… (1) His baccalaureate exam last June. If he……..(2) it with distinction, he will……….(3)but if he ……..(4),he will………(5)in a vocational training school to become either a Plumber or an Electrician.

3. Independent Approach Strategy Development:

This approach is also implemented in vocabulary tasks but only on five of them which correspond to 12.82%. So that, the designers aim at making learners active by using their minds to guess from context and at training them to use dictionaries and at learning vocabulary from them. This approach includes the sixth and the seventh principles of the theory namely:

6. Experiment with guessing from context:

It is a very helpful method in enriching vocabulary knowledge because it pushes learners to guess meaning of words from context and this technique makes them active (Cited in Hunt, A and Beglar, D. 1998). So they try to understand the meaning of specific words from the meaning of the whole and this method is very beneficial in the process of learning vocabulary but unfortunately it is not widely implemented in the textbook we found it in 2.56% which is related to only one task that is:

Task 1 p 178:

Guess the meaning of phrases A-E below from the context of the text you have read. Write a definition for each of them. Then use them in illustrative sentences of your own.

A. Let all of it out

B. Bottle it out

C. Keep a stiff upper lip

D. Vent even a little anger

E. Avoid getting involved

7. Examine different types of dictionaries and teach learners how to use them:

Although this principle is the most difficult one it is very useful and helpful and learners need it in the process of learning ESL/EFL languages. It aims at making learners aware about the different types of dictionaries (monolingual dictionaries which give the definitions of words using the same language, bilingual dictionaries which gives the equivalent of words in another language Electronic dictionaries with multimedia annotations, text with pictures, text and video) and training to use them because they help learners to have a clear image about the new word that are learned. In other words, this type of tasks lets learners learn and remember words quickly. In

addition, since dictionaries give specific meaning of words they help learners to learn new words. Furthermore, exploring dictionaries entities can be one important and effective component of understanding a word deeply and can help learners determine the accurate meaning of a word. (Cited in Hunt, A and beglar, D. 2002). This principle is implemented in four tasks which corresponds to 10.25%. Among them:

Task 1 p 50:

There is a logical connection among three of the four items in each of the groups of items below. Which is the odd one out? Why? Get help from your dictionary.

A. Fraud – corruption – business – **money laundering**

B. False accounting – creative accounting – **auditing** – tax evasion

C. To smuggle – to bribe – **to trade** - to counterfeit

D. Auditor – accountant – economist – **customs officer**

E. Probity – honesty – loyalty – **abuse**

3. Types of Tasks:

3.1. The Intentional Approach:

As it is revealed from our analysis, the direct method is implemented in the majority of vocabulary tasks in New Prospects. To present these tasks the designers of the textbook used:

A. affixation:

It is the process of adding a letter or a group of letters at the beginning of words and it is called prefixation, or to the end of words and it is called suffixation.

Task 2 p 57:

Form nouns from the following adjectives by adding appropriate suffixes to the words below:

Example: hospitable→hospitality

Hospitable, honest, stupid, responsible, cruel, moral, legal.

The designers have included this type of tasks in order to teach learners how to form nouns from adjectives by adding suffixes and this let learners understand directly the form and meaning of words. Anderson and Free body claim: "*If learners understand how this combinatorial process works, they possess one of the most powerful understandings necessary for vocabulary growth.*" Anderson and Freebdy (1981) Cited in Jhon,j. Pikulski and Shane Templeton (2004:06) so that, if learners understand the combination of morphemic elements, that is: prefixes and suffixes with base words and words roots, their vocabulary knowledge will dramatically improve since most of the English words has been created through the combination of morphemic elements.

Knowing the meaning of common affixes may help learners understand the meaning of new words they encounter because the understanding of how meaningful elements or morphological knowledge are combined is based on an understanding of the smallest unit in language which is a morpheme.

Task 3 p 57:

Form opposites by adding appropriate prefixes to these words:

Honest (adj) – approve (v) – agree (v) – approval (n) – legal (adj) – moral (adj) – fair (adj) – responsible (adj) – appear (v).

From this kind of tasks, learners understand the meanings of new words with common suffixes that they encounter. Such as which are part of most students speaking vocabulary.

In the following task learners are asked also to form opposites by adding prefixes.

Task 3 p 27:

Add negative prefixes "de" or "dis" to the words in bold type in texts A and B below so that they make sense.

A. Aztec civilization **integrated** as a result of the Spanish conquest. The Spanish conquistador Hernan Ferdinand Cortés (1485-1547) **possessed** the Aztecs of their wealth and **populated** the major Aztec cities.

B. Historians **agree** on the real causes of the fall of Maya civilization. Some of them say that its **integration** was due to the spread of epidemics. But others **approve** by arguing that it came as a result of the **regulation** of the climate, and domestic **satisfaction** and **content**.

Task 4 p 80:

Replace the nouns and verbs in brackets with their adjectives so that the written speech below by a school inspector makes sense. Use suffixes -ive or -al.

Ladies and gentlemen:

In order to improve our (education) system, we should take (effect) measures. To begin with, we should make our examination system more (selection) so that both our students and teachers will work harder second; we should give more importance to (function) literacy. By this I mean that we ought to make our courses more (practice) so as to enable the students to fulfill their

roles outside school. Third, we ought to make our teaching more (attraction) so that students will be more (response) to what we teach them. In short, we must be both (innovation) and (construction) in the training we give to our students.

From and this task the learners will recognize common suffixes such as "ive" and "al" and will help them know word's function. For example: remembering that "ive" and "al" usually form the adjectives of nouns and verbs can make it easier for learners to figure out words using suffixes.

There are other tasks where learners are asked to form nouns by adding other suffixes. This variation in tasks aims at making learners know about the different types of suffixes and of course this knowledge will serve them to understand forms and meanings of words that contain these suffixes when they encounter them. An example of these tasks:

Task 1 p 110:

Add appropriate suffixes –er, -tion, -ing, -ment to the following verbs to form as many nouns as you can. Some verbs can take more than one suffix.

Consume – advertise – produce – promote – compete – react – oppose – introduce – reject – treat – manage – farm – pay – commercialize.

Another task which involves the use of affixes as in the task 1 p 26. Fortunately, from this one the learner can get more knowledge about words because they are asked to add the appropriate suffixes to find three categories of words since only one category is given to each word.

Task 1 p 26:

Copy the table below on your exercise book and fill in the missing member of each "family" whenever possible. (the table is in appendices)

Teaching prefixes has great advantages in teaching learners vocabulary as Graves and Hammond argue, there are three reasons for teaching prefixes. First, that there are relatively few prefixes, and many are used in a large number of words. Second, most prefixes have relatively constant meanings that are easily definable; and third that prefixes tend to have consistent spellings (Graves and Hammond, 1980. Cited in Camille L. Z. Blachowicz, Peter J. fishe, 2005:16) so, learners can improve their vocabulary knowledge through practicing these tasks where they are asked to add prefixes to words to form their opposites and to add suffixes to form nouns, adjectives and adverbs because learners can understand, learn and remember better meanings of words when they divide them into parts that is, prefixes, suffixes and roots, furthermore, practice with adding and removing prefixes and suffixes such as di – im – ly – able will help learners breaking words down into parts.

To conclude, the types of tasks which are used in teaching vocabulary are varied, however affixation remains one of the most important methods of vocabulary instruction because learning the concepts of prefixes, suffixes and roots can dramatically enlarge the learners' vocabulary knowledge.

B. Synonyms and Antonyms:

A. Synonyms:

There is another type of tasks which is included in the New Prospects to learn English vocabulary and this type consists of asking learners to give synonyms of words or expressions. In fact, synonymy is to give equivalents of words in meanings. It is defined by Palmer as: "*the sameness of meaning*" Palmer, F.R, (1976:88). Cited in Zermane Nadjoua, (2010:15)

Task1 p79:

Rewrite the items in bold type in sentences A-D below using the equivalents 1-4 from the list that follows.

A. He has **set his heart** on becoming an artist.

B. He ought to **take up** something more secure.

C. I wouldn't have been a teacher myself if I'**d my way had.**

D. I don't think you should **stand in his way**.

1. Had been free to choose.

2. Is determined to.

3. Prevent him from doing what he wants.

4. Engage in.

Learning different synonyms and equivalents of a word is another strategy that aims at improving the vocabulary knowledge of learners since connecting new knowledge to the knowledge they already have help them to remember and understand better, in addition synonyms are useful in helping to define adjectives and adverbs and since it gives learners a chance to own the word for themselves and helps them learn new vocabulary by actively participating in their own learning. Therefore synonymy is an active process in teaching and learning English vocabulary as teachers consider it.

B. Antonyms:

Antonymy is another relation, in addition to synonymy, which is concerned with the meanings that exist between words. It is the act of giving the opposite of a word. Palmer defined it as: "*oppositeness of meaning*" Palmer, F.R, (1976: 94). Cited in Zermane Nadjoua, (2010:15)

Tasks where words are explained by their opposites are included in <u>New Prospects</u>. They help learners to acquire new words from making their opposites and to improve their vocabulary knowledge.

Task 3 p 57:

Form opposites by adding appropriate prefixes to these words:

Honest (adj) – approve (v) – agree (v) – approval (n) – legal (adj) – moral (adj) – fair (adj) – responsible (adj) – appear (v).

In general, this kind of tasks contributes to the vocabulary development as Powell argues "*the use of antonyms can be one of the powerful tools in vocabulary construction*" Powell (1986) Cited in Camille L.Z. Blachowicz, Peter,J. Fisher (2005:12) from this kind of tasks, learners can add to their knowledge a large number of words since the opposite form of words can be made by adding a prefix as in the words in the task above.

In short, the use of synonyms and antonyms to teach vocabulary is another important way to improve vocabulary knowledge as the Modal Stare claims: "*it is beneficial to provide direct instruction of words that are semantically related such as (synonymy, antonymy) by focusing on the semantic relatedness of words. Teachers help students to build new concept.*" Blachowicz (2005) Cited in Camille L,Z. Blachowicz, Peter,J. Fisher (2005:07)

C. Definition:

This kind of tasks aims at teaching learners the specific meanings of words when they write their complete definitions. It is an important activity because learners will learn the form and the meaning of words at the same time. This type of tasks let learners learn and remember words quickly.

Task 1 p 147:

Find in the text (pages 143-144) the words and phrases that match the definitions below. Then use the words and phrases in sentences of your own.

   A. Very small.

   B. Identify again (sb or sth) that one has seen before.

   C. Moving continuously and smoothly in one direction.

   D. Have a quick, imperfect view of (sb or sth)

   E. Giving out light when heated.

   F. Shining with a light that gleams unsteadily.

   G. Send, emit

   H. Very big

   I. Moving very quickly.

Through the task above learners are going to know the definitions of some words and phrases because this strategy aims at teaching learners how to get the meaning of words by giving their definitions, also this method facilitates memorization because students remember words better when they connect new meaning to knowledge they already have.

D. Matching Parts of Collocation:

There are other types of tasks which are implemented in the textbook, among them there is collocation. In fact, the term refers mainly to the way in which two or more words are typically used in language. It may be spelt as two separate words two words joined by a hyphen or as a single word

Task 2 p79:

Look at the groups of words A-G. Keep the words and expressions that collocate with school and education and cross out the ones that don't.

  A. Bed-and-breakfast/boarding/co-educational/**school**

  B. **School**/map/report/leaving age

  C. Assist/attend/drop out of/**school**

  D. Comprehensive/distant/grammar **school**

  E. Public/expensive/state/**school**

  F. Compulsory/obligatory/necessary/**education**

  G. Further/supplementary/higher **education**

In this task learners are asked to select the words and expressions that collocate with school and education.

These kinds of tasks are improving teaching vocabulary through collocation. Also it is important to teach learners how to use lexical collocation which means noun and verb or idioms correctly because it helps them to make both their oral and written communication efficient because lacking collocation competence will decrease the efficiency of their communication and in this case they use either a limited number of collocations or they refer to their first language. So, they create unnatural collocations.

Collocation must be taught within the explicit approach as Coady claimed: *"several studies have found that multi word phrases (e.g., collocation and institutionalized expression e.g. To whom it may concern- It has come to our attention.etc) are not learned well through ordinary language experience and suggest that there is a need for them to learn explicitly."* Coady (1997:282) Cited in Peter Duppenthaler.

Task 3 p 80:

Fill in the blanks in sentences A-G below with suitable collocation with school and education.

A………are open for children over eleven of all abilities.

B. I have lost touch with most of my former……, except for said.

C. The name……. is very illogical since it means a private school for the rich and privileged in Britain.

D. The Algerian …….provides free and compulsory education until the age of sixteen.

E The……….age in Britain and Australia is the same: sixteen.

F. As every………..says Maths is difficult.

G…………. in Britain generally lasts from age five to age sixteen.

These two tasks have the same objective which is to learn new words and their meanings. It helps learners so much to enrich their vocabulary because if learners understand the meaning of idioms they are given to them means they have learned new words. Stockdale, j. g. III said:

"Collocation is of much higher importance. However in term of use, acquisition and success in language learning. In a vocabulary presentation, one –tenth of our time should be spent on establishing a definition, and the rest of the time spent on collocation and use." Stockdale, j, g. III. (May 2004) Cited in Peter Duppenthaler.

To sum up, it is important to make learners aware of the importance and usefulness of collocation in building up their knowledge of a word. Sokmen (1997) claimed that it is important to include in vocabulary lessons not just single words, but also larger "chunks" such as collocations, phrases, or expressions, or even whole sentences. By building up a stock of

expressions as well individual words, students can assemble the language they need to communicate more fluently (Sokmen, 1997. Cited in Jeanne McCarten, 2007:19).

E. Sorting lists of words and deciding their categories:

Sorting lists of words and deciding their categories is another technique to teach vocabulary. It is included in <u>New Prospects</u> as some of its tasks implement this method. examples of these tasks is task 1 p 57 where learners are asked to Go back to the text and find words related to "fraud".

The type of Tasks where learners are asked to classify associated words is another useful strategy that aims at teaching vocabulary as Cohen and Aphek claim, "identify different types of associations used to memorize Hebrew words including associating a word or a part of it." (Cohen and Aphek, Cited in ZermaneNadjoua, 2010:19). This means that words which are learned through association are more successfully retained one month later than words for which associations where not used.

Task 2 p 139:

Match the words on the left with their associated words on the right:

1. Temperature   A. miles, kilometers, knots(nautical miles)

2. Distance   B. hot, heat, high, low, cold, warm, Celsius scale, Fahrenheit scale

3. Area   C. square foot, square meter, square kilometer, acre

4. Volume   D. feet, inches, meters, centimeters, tall, short

5. Measurements/   E. liters, centiliters, milliliters, cubic liters, cubic meters.

   Size (humans)

Other tasks which involve sorting lists of words and deciding their catego

Task 1 p 139:

Go back to grammar explorer 2 (tasks 1 and 2). Pick out words related to measurements and write them in the table below.

verbs	Nouns	Adjectives

In this task learners are asked to categorize the words whether they belong to nouns, adjectives or verbs and phrases

The aim of these tasks is to teach learners how to classify words in their categories and help learners to learn and store new items in their minds.

Conclusion

Many strategies and techniques are developed to help learners to acquire a large vocabulary because it is the crucial step for learning ESL/EFL. So, vocabulary is given a great importance. Hunt and Beglar's theory, especially the intentional approach is one of these strategies. It is useful and helpful in learning new vocabulary items and it suits the needs of both beginning and advanced learners. Therefore it is adopted in New Prospects which is designed for the third year learners in the secondary school. The strategy development approach is another strategy which is implemented in the textbook, however it is found only in few tasks comparing to the intentional approach, hence it is useful and the role of guessing from context and using dictionaries for learning vocabulary cannot be concealed. In fact, the strategy development approach teaches learners to guess from context and this strategy is very helpful since it pushes learners to be active and try to understand things and get meaning from context. Also the use of

dictionaries helps learners to learn new words. Furthermore, exploring dictionaries' entities can be one important and effective component of understanding a word deeply and can help learners determine the precise meaning of a word, however scholars think that it is necessary to include the incidental learning as Coady and Nation affirm. (Coady, 1997: 273-290. Nation, 2001: 121. Cited in Linglin Wu, 2009: 25).

General conclusion

General Conclusion:

Many strategies and techniques are developed to help learners to acquire a large vocabulary because it is the crucial step for learning ESL/EFL. So, vocabulary is given a great importance. Hunt and Beglar's theory, especially the intentional approach is one of these strategies. It is useful and helpful in learning new vocabulary items and it suits the needs of both beginning and advanced learners, therefore it is adopted in <u>New Prospects</u> which is designed for the third year learners in the secondary school. The strategy development approach is another strategy which is implemented in the textbook however it is found only in few tasks comparing to the intentional approach, hence it is very beneficial and the role of guessing from context and using dictionaries for learning vocabulary cannot be concealed. in fact, the strategy development approach teach learners to guess from context and this strategy is very helpful since it push learners to be active and try to understand things and get meaning from context. Also the use of dictionaries helps learners to learn new words. Furthermore exploring dictionaries entities can be one important and effective component of understanding a word deeply and can help learners determine the precise meaning of a word. However many scholars think that it is necessary to include the incidental learning as Coady and Nation affirm (Coady, 1997:273-290 and Nation, 2001:121. Cited in Linglin Wu, 2009:25)

The present research has been undertaken to analyze Vocabulary tasks included in the third year Algerian secondary schools textbook <u>New Prospects</u>. The objectives of our dissertation is to suggest answers to the two fundamental questions. The first refers to whether the textbook <u>New Prospects</u> under study apply Hunt and Beglar's theory of teaching and learning vocabulary which includes three main approaches with a set of principles: the Incidental Approach, The intentional and the Independent strategy development approach.

The second tries to find whether the vocabulary tasks are given really importance in NP in terms of amount and variation.

We adopted the mixed method which combines between the qualitative and quantitative methods in the collection of data of our research work. First we analyzed vocabulary tasks included in New Prospects, then we categorized them according to the principle that each one belongs to using the statistical method. The principles are cited in the three approaches of teaching and learning vocabulary which are introduced in Hunt and Beglar's theory. The principles are the following: Provide opportunities for the incidental learning of vocabulary, Diagnose which of 3.000 most a common words learners needs to study, Provide opportunities for the intentional learning of vocabulary, provide opportunities for elaborating word knowledge, Provide opportunities for developing fluency with known vocabulary, Experiment with guessing from context, Examine different types of dictionaries and teach the students how to use them.

As a summary to the final outcomes of the whole work the following points could be mentioned:

In New Prospects, the vocabulary tasks are based on the theory of Hunt and Beglar in teaching and learning vocabulary, especially the use of the intentional and the independent strategy approaches whereas the incidental approach is absent, this is noticed in the different vocabulary tasks introduced in the textbook.

In fact, the intentional approach gives much importance to learn vocabulary items directly and in a short period of time. Among the principles of this approach it is noticed that vocabulary tasks are based only on two of them: Provide opportunities for elaborating word knowledge through using suffixes, roots and derivations, synonyms and antonyms, word lists…etc. and provide opportunities for developing fluency with known vocabulary through

filling in the blanks with known vocabulary words as it is introduced in different tasks of the text book .such approach increased the ability to learn new vocabulary items directly through tasks.

As for the Independent strategy Development approach which is presented in the textbook through a variety of tasks within the different units' .this approach includes the use of different types of dictionaries and the guess from context. From the analysis of the new prospects this approach is presented in a few amounts of vocabulary tasks that it is noticed in the different units, only in tasks in which learners are asked to read passages and guess the meaning of words, or where they are asked to use dictionaries to find forms, functions of words and their meanings.

However, the analysis of the textbook shows that the third approach which is the Incidental approach is not introduced in any task of the different units and this is may be because it encouraged learning vocabulary indirectly using authentic materials especially the media and this is not available for all learners. so, researchers prefer to use the intentional and the independent strategy approach to teach vocabulary because they suit more the needs of learners.

In our point of view , despite the fact that the vocabulary tasks of <u>New Prospects</u> follows the theory of Hunt and Beglar in teaching and learning vocabulary to some extent, the amount of vocabulary tasks included in the text book are not really sufficient. This may be explained in terms that the textbook includes other aspects as grammar, pronunciation…etc.

Any research work certainty faces difficulties and problems that can prevent the achievement of the goals. In our case, there are many problems: choosing the appropriate topic of the research work, limited time of research, problem of correction. Also it is not

possible to include all the vocabulary tasks of the textbook in the appendices. Therefore we have selected only some of them mainly those which we mentioned in the discussion chapter.

Our recommendations for further research is to work on the different strategies of teaching and learning vocabulary in the Algerian schools using different techniques such as questionnaires, classroom observation, interviews…etc. And to suggest other methods and strategies that help students to develop their vocabulary knowledge.

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Appendices

Appendix 1: Checklist

Relying on the theoretical framework that we have discussed in the first chapter, we are going to form a kind of checklist which is adopted from Hunt and Beglar (2002). This latter will be used to analyze if the vocabulary tasks in the Algerian textbook New Prospects meet the principles of this theory.

approaches	principles
The incidental	1.provide opportunities for the incidental learning of vocabulary
The intentional	2.diagnose which of 3.000 most common words learners need to study 3.provide opportunities for the intentional learning of vocabulary 4.provide opportunities for elaborating word knowledge 5.provide opportunities for developing fluency with known vocabulary
The independent	6.experiment with guessing from context 7.examine different types of dictionaries and teach learners how to use them

principles tasks	Principle1	Principle2	Principle3	Principle4	Principle5	Principle6	Principle7
Task 1							
Task 2							
Task 3							
Task 4							
Task 5							
Task 6							