

DEDICATION

To my dear parents who encourage and support me.

To my sisters, brothers and all my family.

To my friends and all those who are involved in this work.

OUALMI SARA

To my beloved parents,

To my brothers and sisters,

To my dear Rabah and his family

To all those who supported me.

NABI SOUHILA

Acknowledgement

First of all, we would like to express our great and sincere gratitude to our supervisors Mr Hamid Hami and Dr Saïd Gada for their encouragements, support and availability as well as their patience and guidance to accomplish this work. We also express our deepest appreciation to all those who helped us and contributed to complete this work by giving us useful feedback.

We are also grateful to the members of the jury who have kindly accepted to read and examine our work.

Abstract

The present research work is an attempt to evaluate an English textbook used in the Algerian middle school entitled *My Book of English*, the focus being on vocabulary development. Throughout the research work, we have tried to find out whether the rubrics devoted to vocabulary development in the textbook comply with the techniques and strategies put forward by applied linguistics and EFL teaching. To reach our purpose and carry out our research, we have relied on Paul Nation's (2001) approach to vocabulary learning. This theory is based on three major strategies for learning vocabulary: planning, source and process. Our analytic categories are borrowed from Alan Cunningsworth's checklist for evaluating a textbook, since a checklist is one of the most common instruments used in textbook evaluation. Our study corpus consists of the sections and rubrics that concern vocabulary development in the textbook under scrutiny. For the sake of analyzing the data, we have made use of a mixed-method research, a combination of qualitative and quantitative methods, as well as a descriptive analytical method which is content analysis for the interpretation of the results.

Key words: vocabulary development, textbook evaluation, strategies, techniques.

List of Abbreviations and Acronyms

- ❖ **CBA:** Competency Based Approach
- ❖ **EFL:** English as Foreign Language
- ❖ **ELT:** English Language Teaching
- ❖ **L1:** First Language
- ❖ **MS3:** Middle School - Year 3
- ❖ **TB:** Textbook.
- ❖ **VLS:** Vocabulary Learning Strategy

List of Diagrams

Diagram: The total number of vocabulary activities.....	31
--	----

List of tables

Table 1: taxonomy of kinds of vocabulary learning strategies.....	22
Table 2: General information of the English textbook <u>My Book of English</u>	26
Table 3: planning strategy.....	27
Table 4: sources strategy.....	28
Table 5: processes strategy	30
Table 6: the distribution of vocabulary in <u>My Book of English</u>	31
Table 7: qualitative analysis of textbook using checklist	34

Table of contents

Dedications.....	i
Acknowledgement.....	ii
Abstract.....	iii
List of Abbreviation.....	iv
List of Diagrams.....	v
List of Tables	vi
General Introduction	
Statement of the problem.....	1
Aims and Significance of the Study.....	3
Research Questions and Hypotheses.....	4
Research Techniques and Methodology.....	5
Structure of the Study.....	5
Chapter 1: Review of the Literature	
Introduction.....	6
I. The Concept of Textbook	6
1. Definitions.....	7
2. Objectives of the Textbook.....	8
3. Evaluation of the Textbook.....	8
4.Criteria for Textbook Evaluation.....	9
5. The Role of the Textbook in the Classroom.....	10
II Vocabulary.....	11
1. Definitions.....	11
2. Techniques for Teaching and Learning Vocabulary.....	13
2.1. Learning Vocabulary.....	13
2.2 Teaching Vocabulary.....	15
3. Theoretical Framework for Vocabulary Learning Strategies.....	17
4. The Presentation of Vocabulary in <u>My Book of English</u>	18
Conclusion.....	19

Chapter 2: Research Design

Introduction.....	20
I.Data collection.....	20
I.1. Textbook Evaluation.....	20
I.2Textbook Description	21
I.3 Instrument.....	22
II. Data Analysis.....	23
II.1 Descriptive Analytical Method.....	24
II.2 Mixed Method Research.....	24
III.Content analysis.....	25
Conclusion.....	25

Chapter 3: Presentation of the Findings

Introduction.....	26
1.General Information about the Textbook.....	26
2. Results Concerned with Paul Nation’s Strategies.....	26
2.1. Results Concerning “Planning”.....	27
2.2. Results Concerning “Sources”.....	28
2.3. Results Concerning “Processes”.....	30
3. The Distribution of vocabulary in <u>My Book of English</u>	31
3.1 The Total Number of Vocabulary Activities	31
4. Cunningsworth’s Checklist to Evaluate Vocabulary Development in <u>My Book of English</u>	32
4.1. Qualitative Analysis of Textbook Using Checklist	34
Conclusion	35

Chapter 4: Discussion of the Findings

Introduction	36
1-Strategies Used in Learning Vocabulary.....	36
1.1 Planning Strategy.....	36
1.2 Source Strategy.....	38
1.3 Process Strategy.....	40
2 .Evaluating TheTextbook Through Cunningsworth’s Checklist.....	42
3. Evaluating the Implementation of Nation’s Theory in Relation to Cunningsworth Checklist	44
Conclusion.....	46
General Conclusion.....	47
Bibliography.....	51
Appendices	

General Introduction

Statement of the Problem

Vocabulary is the first and foremost important step in language learning. In a classroom where students are not finding themselves comfortable with the foreign language, learning can be made interactive and interesting with the introduction of appropriate vocabulary exercises. Despite the impact of new technologies on EFL learning, the textbook remains the most useful and the only available resource for both teachers and students, mainly in terms of vocabulary development. It gives continuity and cohesion to the teaching process, and it helps teachers to keep their classes planned and organized as it provides students with content and opportunities for learning. According to Theodore Richard (2012:1) “[Textbooks] serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom”. In other words, textbooks are key components in most language programs that afford the basis for both teachers and learners. In the case of inexperienced teachers, for example, textbooks supply them with ideas on how to plan and teach lessons and formats that teachers can use. Nowadays, most of language teaching which occurs throughout the world, cannot take place without the use of textbooks. For Alan Cunningsworth (1995), they foster effective and quick learning of the target language.

Since English is an international language, it plays a crucial role in world wide relationships. For many countries the mastering of this language becomes a major attention of their educational system. According to Ha-Joon Chang (2006) English has been the prevailing foreign language in the curricula of educational institutions and in foreign language learning. As a result, learning English language becomes a major issue for all countries over the world that want to achieve those new technologies. In the

Algerian EFL language classroom, textbooks remain an important teaching and learning element. Therefore, the Algerian educational system looks for an effective and beneficial way to improve items where all the participants and the professionals should be involved.

Nowadays, the value of vocabulary for EFL learning is estimated so highly that some linguists place it above grammar Nation (2001:55). We can say that vocabulary is the heart of any language because people can convey their messages just with words even if they don't know the correct pronunciation and the grammatical rules. In this vein, for Michael Swan and Catherine Walter (1984), vocabulary learning is the largest and most important task facing the language learner. As a result, vocabulary is given a significant importance in the different teaching and learning techniques and strategies including texts, which are used in all coursebooks.

Language in general is viewed as a set of interacting competencies, the aim being to have the ability to use it as speaker, listener, reader and writer. Therefore to achieve all those skills there is a need of a good curriculum and program set on the competency-based approach (CBA). This approach was adopted in Algeria during the school year 2003/2004 to reinforce methods of language teaching and the designing of the textbook. After thirteen years of implementing this approach in textbooks for teaching English language, today a new textbook was selected to change, boost and evaluate the content that was used. **My Book of English** came as response to renewal and reinforce the field of language teaching.

Our school system is basically centered on textbooks that are the only source of teaching materials available for both teachers and learners. It is essential to look for good textbooks that fit learners' needs either in grammar or in pronunciation. Yet, greater attention should be given to vocabulary, which is the key element for mastering

any foreign language. Therefore, if vocabulary is not learned in a way to be used in productive situations, then the teacher's efforts are vain. Robert Lado (1955) talks about patterns of difficulty in vocabulary teaching and learning. He highlights key issues related to words, the native language factor and about patterns. He states that while dealing with vocabulary one should take into account three important aspects of words - their form, their meaning and their distribution - and one should consider various kinds of classes of words in the function of the language. He says that the forms, meaning distribution and classification of words are different in different languages. He reveals that these differences might lead to vocabulary problems.

In the present study, the focus is on the third year middle school textbook **My Book of English** for teaching English in Algerian schools that helps pupils to learn new words and know their real meaning by using them in context. We aim to highlight the importance of vocabulary learning as an essential part in foreign language learning, it is an attempt to review the trends of teaching vocabulary through various techniques that teacher use when teaching, where they can further provide their student with vocabulary learning strategies with opportunities to encounter words repeatedly and in more than one context. We also examine the relevance of the textbook and explore the usefulness and effectiveness of the techniques for both teachers and learners in the process of vocabulary development.

Aims and Significance of the Study

In this study, we aim to evaluate the effectiveness of the use of textbook in teaching, organizing and planning courses, and estimate the relevance of **My Book of English** to students to require a sufficient knowledge of vocabulary. Our research also seeks to evaluate the strengths and weaknesses of this new textbook since it would have a high impact on third year pupil's learning. The current study has three main objectives.

First this research brings to light the common strategies that learners use in vocabulary learning, second it seeks to investigate how far the textbook **My Book of English** can enrich pupil's proficiency and accuracy in learning vocabulary. Finally, it aims at evaluating whether this textbook provides teachers with adequate activities to improve pupil's vocabulary knowledge.

Research Questions and Hypotheses

As in many educational systems, a textbook plays a vital role in teaching and learning processes; it is an interesting source for both teachers and students. Thus this research seeks to bring insight into the importance of using textbooks in teaching and learning vocabulary by providing answers to the following research questions:

- ✓ What are the different techniques and strategies used to learn English vocabulary?
- ✓ Is *My book of English* sufficient to enhance third year pupil's proficiency and accuracy in learning new vocabulary?
- ✓ Does *My book of English* provide the teacher with reliable activities in their attempt to improve and enrich third year pupils' vocabulary knowledge?

The following hypotheses are advanced trying to predict the possible answers:

- ✓ Videos, pictures and textbooks are techniques used for learning vocabulary.
- ✓ Yes, *My book of English* is sufficient to enhance third year pupil's proficiency in vocabulary.
- ✓ No, *My book of English* is not sufficient to enhance third year pupil's proficiency in vocabulary.
- ✓ Yes, *My book of English* provides the teacher with adequate activities to improve and enrich third year pupils' vocabulary knowledge.
- ✓ No, *My book of English* does not provide the teacher with adequate activities to improve and enrich third year pupils' vocabulary knowledge.

Research Techniques and Methodology

To answer the previous research questions, this present study opted for a mixed methods research to collect and analyze data based on Nation's theories and Cunningsworth's check-list so as to evaluate the effectiveness of the textbook **My Book of English** in learning vocabulary. We also adopted for a descriptive analytical method for evaluating this textbook.

Structure of the Study

The work is designed and organized conforming to the traditional simple type of dissertation format. It consists of a General Introduction, four chapters that are Review of Literature, Research Design and Methodology, Presentation of the Findings and Discussion of the Findings, and a General Conclusion.

First of all, **“the introduction section”** states the topic of the work in general, its aims and significance and concludes with research questions and hypothesis. The first chapter is **“Review of Literature”** which digs deeper into the topic by providing key concepts of the research topic as presented by different scholars and researchers. The second is **“Research Design and Methodology”** which develops the research techniques and tools throughout the study. The third chapter is named **“the Presentation of the Findings”** in which the results obtained are presented in different tables and diagrams. The last chapter is called **“Discussion of the Findings”** where the findings are presented, analyzed and discussed for find suitable answers to the previous research questions. At the end, **“a General conclusion”** is provided with a brief review of the most important points discussed throughout the study.

Review of the Literature

Introduction

This chapter is devoted to the review of the literature, being designed to consult the main research in relation to the textbook and vocabulary. It is composed of three main sections the first one aims at reviewing the concept of the textbook, the objectives and criteria. The second section deals with vocabulary learning strategies and techniques whereas the third section presents the theoretical framework. We also discuss the use of the book **My Book of English** in teaching and learning English vocabulary. There are also some points to deal with in relation to English vocabulary and aspects of English vocabulary learning.

I. The Concept of Textbook

1. Definitions

A Textbook is a pedagogical tool used in the teaching and learning process, and it is beneficial to both teachers and students (Harmer, 2007). Besides, a textbook provides input into classroom lessons in the form of texts, activities, explanation that in turn provide teachers with guidance in course and activity design. It ensures a logical progression in a class as it meets a learner's needs. Textbooks tend to be the crucial elements in English language teaching. It is widely accepted that textbook lies at the heart of any English language teaching situation (Sheldon, 1988; Hutchinson and Torres, 1994). According to Cunningsworth (1995), textbooks provide educational texts which can be used as source of material for teaching and learning that is to say textbooks are a major source of providing instructions to the teachers and students. Furthermore, textbooks are an effective "resource for-self directed learning, an effective resource for presenting material, a source of ideas and activities, a reference source for student, a

syllabus where they reflect predetermined learning objectives and support for less experienced teachers who have yet to get gain in confidence”. Cunningsworth (1995:7). Textbooks are considered as the essential constituents to many ESL/EFL classroom and programs. As Hutchinson and Torres (1994) suggest: “the textbook is an almost universal element of English language teaching. Millions of copies are sold every year, and numerous aid projects have been set up to produce them in various countriesno teaching/ learning situation, it seems, is complete until it has its relevant text”. (Hutchinson and Toress, 1994:315) means the textbook is essential for teaching and learning any foreign language and it is the most used tool in the classroom.

2. Objectives of the Textbook

Researchers have suggested a huge number of advantages for using textbooks although teaching a foreign language does not always require using them but it has an important role in language classes. Sheldon (1988) suggests that textbooks do not only represent the visible heart of any ELT programs but also offer considerable advantages for both students and teachers when they are being used in EFL classroom. For a long time, there has been a motion to make learners the center of language instruction and it is likely best to view textbooks as sources in performing aims and objectives that have already been set in terms of learners needs. We should make sure that materials selected closely reflect the needs of the learners and the aims, methods and values of the teaching program a book may be ideal in one situation because it matches the needs in that situation perfectly. It has just the right amount of materials for the program; it has an equal coverage of grammar and the four skills (Brown, 1995, Cunningsworth, 1995, Richard, 2007). That is to say textbooks should contain clear objectives that help to evaluate their quality and appropriate to student’s level and also to the teachers in planning their classes. Hayland (2007:76) states that objectives are important, for that appropriate learning is achieved. This means the objectives of lesson and unit should

clearly appear on the learners' attitude, where they make the activities and tasks for students more purposeful and significant. Moreover Cunningsworth (1995:15) states "the aims and objectives of a learning/teaching program should determine which course materials are used and not vice versa, reflecting the principle that course books are better servants than masters." In other words the focus should be on the objectives and the learners' needs as well as the suitable course materials.

An effective textbook should include a variety of objectives and goals that offer to the learners a chance to practice and use their skills in language teaching.

3. Evaluation of the Textbook

The evaluation of the textbook serves as an indicator to select strengths and weaknesses of any textbook. It helps to choose the most appropriate materials available for a specific lesson. According to Carter and Nunan (2001:221) evaluation refers to:

A purposeful, Cyclical process of collecting, Analyzing an interpreting relevant information in order to make educational decisions. Evaluation may focus on the quality, appropriateness, or relevance of teachers, students, classroom instruction, in addition to the instructional materials and activities: or, the whole syllabuses or programs of instruction. In other words, evaluation in the educational field involves the teacher and his methods of teaching, the learner and his strategies, style of learning .

This quotation provides us with the process of evaluation that should be used in the field of ELT. The evaluation should examine the course materials whether they develop student skills and involve them in problem solving. In addition, for Tomlinson et al. (2001) textbook evaluation is an activity in the field of applied linguistics that enables teachers, supervisors, administrators and material developers to make judgments about the effect the materials have on the people who use them. Thanks to textbook evaluation teachers have insight into the content and materials present in it.

Sheldon (1988) suggests two important reasons to evaluate textbooks. First of all, the evaluation helps teachers in their decision for selecting the most useful textbook.

Second, the evaluations which make teachers identify weaknesses and strength of the textbook. Then, they make a suitable modification in their future instruction. Therefore, it is of great importance to take into account learners' needs and interests and also teaching materials used in any textbook while evaluating and examining the content of a given textbook.

4. Criteria for Textbook Evaluation

Before adapting any EFL textbook several criteria need to be integrated to fit the situation of teaching and learning process. According to Cunningsworth (1995:7), it is necessary to know that "careful selection is made, and that the materials selected closely reflect (the needs of the learners and) the aims, methods, and values of the teaching program"

Therefore, he proposed four criteria for evaluating textbooks, mainly course books: They should correspond to learner's needs; they should match the aims and objectives of the language learning program. They should reflect the uses (present or future) that learners will make of the language. Text should be chosen that will help equip students to use language effectively for their purposes. They should take account of students need as learners and should facilitate their learning processes, without dogmatically imposing a rigid method. They should have a clear role as a support for learning. Like teachers, they mediate between the target language and the learner.

We can say that these previous criteria are valuable for learners, teachers and institutions needs. We also note that textbooks mediate between teachers and learners. However, in some cases, these criteria may not meet learners' or teachers' needs since situations differ from one context to another. Moreover, Cunningsworth (1995) also suggests general criteria for textbook evaluation including forty five (45) criteria in eight (8) categories: aims/approaches, design/organization, language content and study

skills, topic, methodology, teacher's book and practical considerations. However, without a checklist we cannot evaluate a textbook.

For that reason, several checklists have been achieved to evaluate whole textbooks that are commonly proposed by different researchers in the field of teaching and the most generally used is that of Cunningsworth (1995), Sheldon (1988), Hutchinson (1987), McDonough and Shaw (1993), Littlejohn (1998) and Tomlinson (1998). Developing a checklist should be based on the learning-teaching context and the specific needs of learner and teacher. The most known checklists such as Cunningsworth and Kuzel (1991) or Skierso (1991) examine similar features like aims, layout, and methodology. They also include how language skills (speaking, listening....) sub-skills (grammar and vocabulary) and functions are presented in the textbook depending on the present socio-cultural setting (Zabawa, 2001. Ur, 1996. Cunningsworth, 1995. Harmer, 1991). In the book titled *Choosing your Course Book*, Cunningsworth (1995, p38-41) proposes an interesting and detailed checklist for vocabulary development in ELT text book.

5. The Role of the Textbook in the Classroom

One of the most common resources in the classroom is a textbook which is a means that helps students study and teachers teach course. It contains a number of essential elements that make it a unique tool for students and educators. It is also more important than ever for students to be able to handle on their education. According to both Ravitch (2003) and Valverd et al,(2002) textbooks are vitally important. They play a significant role in shaping teachers, students, and families' views of school subjects. That is to say, textbooks can be considered as books which are written for the sake of teaching and learning. The textbook is a book used as a standard source for information for formal study of a subject and an instrument for teaching and learning (Graves

2000:175). It may create an effective lesson and offer a framework of orientation. In addition, Rivers (1968:475) argues that “the importance of the textbook cannot be overestimated. It will inevitably determine the major part of the classroom teaching and the student’s out-of class learning”. Therefore, classroom teachers spend much time using textbooks in class. So choosing an appropriate one is important. In Cunningsworth’s view (1995:7) the role of textbooks is identified as: an effective resource for self-directed and self –study, a valuable resource for presentation material (written and spoken), sources of ideas and activities for learner practice and communicative interaction, a syllabus, a support to less teacher experienced teachers to gain confidence and demonstrate new methodologies. More than that many scholars believe that in teaching and learning processes teachers must have the ability to know how to choose the best material for instruction; to make supplementary materials for the class and to adapt or change the materials of textbooks as Cunningsworth confirms “no textbook is suited with a specific teaching situation. However, it should be partnership between teacher and material which shares same goals where each part brings its particular contribution (1984:6)”. In other words, it is true that the role of a textbook is the same in all classes, but these textbooks should contain particular teaching and learning contexts and should be as an intermediate between teachers and the material used.

II. Vocabulary

1. Definition

To understand perfectly any language, it is necessary to know and use its vocabulary correctly. Vocabulary plays an important role in communication and exchanging ideas. Wallace states that “there is a sense in which learning a foreign language is basically a matter of learning vocabulary in target language”, (1982:9). This

means that vocabulary is central to teaching and learning process, it is an essential unit to learn a foreign or a second language.

Vocabulary is the core of English language teaching since without adequate vocabulary, students cannot grasp and understand or express their own ideas and thoughts as Thorn Bury argues that “without grammar very little can be conveyed, without vocabulary nothing can be conveyed (2002:13)”. This shows that without establishing a strong base of vocabulary, knowledge learners cannot communicate successfully and they cannot understand others or express their ideas but, without knowledge of grammar students can communicate. In addition, Ur gives a clear and simple explanation of vocabulary:

Vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than a single word: for example, post office and mother-in law, which are made up of two or three words but express a single idea. There are also multi-word idioms such as call it a day, where the meaning of the phrase cannot be deduced from an analysis of the component words. A useful convention is to cover all such cases by talking ‘items’ rather than ‘words’”. Ur (1996: 60)

For Ur, vocabulary covers a powerful part of language; it is a medium to communicate ideas and knowledge. For him, we should not call word a ‘word’ but an ‘item’ since many compound words have just one meaning like, school bag, fast food, etc. Grower also emphasizes the importance of vocabulary in learning and teaching process. He quotes: “Vocabulary is important to students, it is more important than grammar for communication purposes, particularly in the early stages when students are motivated to learn the basic words they need to get by in the language” Grower (2005:142). The younger learner knowing vocabulary is more valued than learning grammar since it is the supreme aspect in acquiring a new language. A rich vocabulary should be presented in four skills: listening, speaking, reading and writing. Thus, vocabulary is a combination of all these skills which are valued and highlighted as nation (2001) claims that the four skills are important in learning any foreign language and if learners have a

good knowledge and rich vocabulary background it will be easier for them to use these skills.

2. Techniques for Teaching and Learning Vocabulary

Students who work to acquire new vocabulary may have generalized linguistics deficiencies, memory deficits, poor word learning strategies, or any combination of the three (Barker, Simmons, and Kameenui, 1995). This means that students need to choose good strategies and techniques to face those obstacles when they learn. Moreover, Skierso (1991:436) considers that it is essential to question on which criteria the vocabulary items are selected. In order to exemplify, it is necessary to investigate whether they are structured on frequency counts, thematic units, or communicative, socio-cultural functions”. This means selecting new items in an EFL textbook needs to pay attention to some criteria. So, having a good knowledge about the nature of vocabulary has a crucial importance to the process of choosing appropriate instructional strategies that allow students to master and grasp the vocabulary they need to learn to read and vice versa.

2.1. Learning Vocabulary

Learning vocabulary requires focusing on it in the classroom, rather than learning it solely by encountering it in context. However, some scholars imply that learners will acquire vocabulary by wide reading about different topics because “they will encounter a wealth of new words and their vocabularies will grow naturally, without direct teaching” (Comber, Peet, and Carl, 1998:12). In addition, Hunt and Beglar (2005:27) claim that “successfully inferring vocabulary from context is problematic for a variety of reasons”. So, from this definition we understand that context alone, as a form of learning vocabulary implicitly is not enough to assure learners acquisition of vocabulary.. Furthermore, one of the important techniques that have been found to be interesting is

the translation techniques where Nation argues that “learning of vocabulary is faster for many learners if the meaning of the word is given through an L1 translation first” (cited in Folse, 2004:66) also Luppescu and Day (1993) reported that “the Japanese learners who used bilingual dictionary scored higher on a vocabulary posttest than the student who did not” (cited in Fan, 2003:224). In other words, using several languages to refer to a word helps students memorize and recall this word. Knight (1994) also reported that “students with access to a computerized dictionary demonstrated more vocabulary knowledge after reading than those without” (cited in Fan, 2003:224). We understand the important role of the translation technique for learning vocabulary. More than that, the keyword technique that has been discussed in literature has a crucial role in learning vocabulary. The keyword technique is “a mnemonic strategy for elaborating upon an unfamiliar word or concept by making it more meaningful and concrete” (Foil and Albert, 2002:135). Using keyword techniques is effective in recalling and learning new items, as Nation (1990:166) argues “the keyword technique is an effective way of doing this [remembering a new word]”. In addition to that, Fan (2005:224) adds “this strategy [the keyword method], which associates the meaning, sound and images of L1 and L2, has been found to improve retention”. For Nation, the keyword method that includes pictures and sound aid learners to recall new items. Another tool which is based on the characteristics of vocabulary instruction is word links that play a significant role in rising word knowledge. Yopp, Brigman et al (2007:1) claim that:

“word links offer students myriad opportunities to think and talk about the contexts in which words are used, to revisit words that they have been learning, to think about relationships among words as they connect with classmates, and to actively engage with words as they decide whether or not to link peers who have different words” .

Thus, students while interacting with their mates, use new words to refer to the previous one and try to find the links between them. Word links method can be explained in this way; starting from introducing a set of vocabulary items from a unit by giving simple

and clear definition, the teacher passes out one card for each student. The student asked to turn around the classroom and find a partner who has a word which nearly related to theirs. After that, the partners have to illustrate how their words are related. Moreover this kind of strategy provides students with the necessity to think discuss and guess the relations between the words with their partners. So, “reviewing the words in this way usually results in rich conversations about the meanings of the words and is a motivating and interesting experience for students.” Yopp,Brigman et al (2007).

Semantic mapping is an additional technique that helps learners to acquire new words. It presents words in a diagram that shows relations with other words. One form of semantic mapping is to ask learners to write a newly introduced word in the middle of a paper and then lead them through answering three questions that could give details about the word. In another form, the teacher writes a category on the board and asks learners to tell out the word that fits in the category (Foil and Albert, 2002). This tends to join between prior knowledge and new knowledge which reinforces learners’ acquisition of interesting and significant words. Using a mind map help learners to gather new words and facilitate the recall of these new items.

2.2 Teaching Vocabulary

Since vocabulary plays an essential part in learning a foreign language, many researchers suggest several techniques and methods for teaching it. For Allen (1983) teachers use three ways to explain the meaning of words: pictures, explanations in the student’s own language and definitions in simple English that is already known by students. We can classify these ways into visual and verbal techniques and the use of dictionary. Starting by visual techniques where in this technique teachers can use pictures, images or any real object that helps students to learn and memorize new vocabulary and even with physical and facial expression, learners can acquire new items

as Kilppel (1994:118) claims “*mime or gesture is useful if it emphasizes the importance of gesture and facial expression on communication*” . This means that even gesture and mime help in memorizing new vocabulary. According to Ellery (2009:148) “Visual imaging is a technique for vocabulary development that can be used effectively with children who are stronger in spatial rather than verbal intelligence. Using both visual and verbal can help students more to store and memorize words”. He also states that “when students use visual imaging .they think of a word. That looks like, or even sounds like the word they are learning. The more vivid the imagery, the more likely students will be able to connect and mentally recall word to its meaning”. Ellery emphasizes the importance of using both verbal and visual techniques and gives more importance for visual since it is very useful, especially for children. So using pictures will help to attract students’ attention and make more motivated in the language learning process. Second, verbal techniques which include definition and illustration by using simple and easy language that is used by students, teachers can also imply synonyms and antonyms in building their students’ vocabulary. In addition, Scale which is the presentation of words in both verbal and visual techniques (Celsius) to end up with the last stage which is explanation, teacher uses foreign language to explain the word. Third, the use of dictionary is another technique used by students to check difficult and unfamiliar expressions. According to Allen (1993:83), dictionaries are “passport to independence and using them is one of the students centered learning activities”. Meanwhile, Readence (1995:35) states that “the dictionary definition is shown with a discussion when the words are presented both in isolated form and context” simply we can say dictionary helps students to find out the meaning of words. These three techniques facilitate to students the way for learning new vocabulary as well as learning foreign language.

3. Theoretical Framework for Vocabulary Learning Strategies

Teaching and learning vocabulary is one of the complicated challenges either for teachers or students since to attain a good level of vocabulary knowledge, learners do not only need to learn as many word as possible but they need to memorize and remember them so, the great challenge for language learners and teachers is to keep the taught material memorized. For this reason, a great emphasis on vocabulary is required in the process of language learning especially for English language learning. Paul Nation (2001:217) is one of the most known scholars who worked in the field of vocabulary knowledge and proposed comprehensive framework about vocabulary learning strategies. In this outline, he sets out taxonomies for general classification of VLS. Even for him, it is not easy to come to the conclusion of what a strategy is, but a strategy needs to: “Involve choice (there are several strategies to choose from), be complex (there are several steps to learn), require knowledge and benefit from training, and increase the efficiency of vocabulary learning and vocabulary use”. He considered VLS as “a part of language learning strategies which in turn are a part of general learning strategies” (ibid).

To start with the first strategy which is planning vocabulary learning means choosing word to focus on and when to focus on it. Learners should have an idea about their vocabulary aims and techniques. Furthermore, they have to select some aspects of words and provide several strategies form an effective learning process. Then, the second VLS is sources. To learn unfamiliar vocabulary, learners have to get information about the word either by analyzing the word parts, guessing from context, consulting references source or using parallel. These techniques can be useful in vocabulary acquisition. Finally, he defines processes as the third vocabulary strategy which contains ways of remembering and recalling vocabulary including; Noticing which is a widely

used way in recording vocabulary for deeper processing of items, retrieving strengthens the relation between the cue and retrieved knowledge where generating deals with the production of the word that allows for learners to use unfamiliar word in their discourse. (Nation2001:218-222)

4. The Presentation of Vocabulary in My Book of English

Evaluating any textbook requires several issues like the layout, the format, tables and figures and other characteristics since textbooks are resources in achieving learners' objectives and needs. So, it is of great importance to assure "that careful selection is made and that the materials selected closely reflect the needs of the learners and the aims, methods, and values of the teaching program" (Cunningsworth, 1995:7).

There is a deeper emphasis on speaking and listening skills and topics such as life style, the scientific world and the environment. It becomes important to develop textbook with a focus on the vocabulary and to evaluate if the textbook provides possible technique to perform an interesting activities for increasing students' language skills. Concerning the presentation of vocabulary in this book, the interest should be at the learner's level. This book meant to help to construct a learner who is interactive with his environment and proud of his tradition, culture and social values. It also encourages learners to develop his abilities, interest and personality.

Moreover, Ur (1996) suggested a list of items for lexical units. For her, several definitions of words can be presented in the dictionary in the same explanations. Teachers can use pictures and visuals to present unfamiliar words. Besides, students can guess the meaning of a word using context. In addition, teaching vocabulary requires the use of synonyms, antonyms, and collocation. As ELT learners, translation also plays a crucial role in presenting the meaning of new items. In this perspective, in My Book of

English we noticed that most of the activities concerning vocabulary are in the form of synonyms and antonyms. In addition, the authors put stress on translation techniques where they used L1 to refer to the Algerian context, for instance: Algerian pancakes = ghrayef, baghrir, korsa, couscous, taam, naama, kouskous, barboucha.

Conclusion

In this chapter, we have presented an overview of concepts related to the present study. Thus, previous research studies on the issue of textbook and vocabulary have been highlighted. In the first part, a review of textbook evaluation has been covered. Then, definition of vocabulary and its features that affect language learning have been discussed. Next, an overview of the theoretical framework of the research have been presented relying on Nation's theory. Since our concern in the current study is to evaluate vocabulary development in **My Book of English**.

Research Design

Introduction

This chapter sheds lights on the research design of the study. It consists of two main sections. The first one is concerned with a description of the data collection procedure which based on the presentation of the corpus of the study that is the EFL textbook **My Book of English**. A checklist was adopted from Cunningsworth (1995) to evaluate vocabulary activities in the textbook. The second section deals with the data an analysis that presents the mixed method approach which includes both qualitative and quantitative method for interpreting and analyzing data.

I- Data Collection

I.1 Textbook Evaluation

Textbook evaluation refers to the process of judging and measuring the importance and the value of any course book. Evaluation helps both teacher and learner in their teaching and learning process as Hutchinson and Waters (1987:96) claim: “Evaluating is a matter of judging the fitness of something for a particular purpose.” The objective of textbook evaluation is to make the teaching and the learning process suitable and beneficial for achieving learners’ needs. In this study, we have chosen textbook evaluation as research techniques since it can be help in developing teachers’ proficiency and facilitate the teaching task especially for language teacher as Cunningsworth (1995) and Ellis (1997) state: “Textbook evaluation helps language teachers to step beyond any primary down to earth impressionistic assessment.

I.2 Textbook Description

My Book of English the official textbook for third year pupils in middle school. It is a new book issued in the official syllabus set down by the Ministry of National Education (2017) which aimed at adopting a competency based approach to language teaching, this textbook meant to fit the different needs.

The textbook is composed of four sequences which are:

- Sequence 1: Me, My abilities, My interests and My personality.
- Sequence 2: Me and lifestyles.
- Sequence 3: Me and Scientific world.
- Sequence 4: Me and My environment.

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 ten 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 | -Now, I can | - I play and enjoy |
| -I read for pleasure. | | |

Moreover, each lesson works out for specific language skills (listening, speaking, writing and reading) as well as sub-skills (grammar and vocabulary). For the sake of carrying out successfully the objectives of the study, we focus on vocabulary as an essential element in this textbook; it is presented through the lessons: I listen and do, I

practice and it is presented in contextualized situations. In addition, in I learn to integrate/ I think and write learners should use their acquired vocabulary.

I.3 Instrument

This section includes the main procedures of data collection which are presented in a descriptive way the data based on a corpus of an EFL textbook *My Book of English* where the basis of the evaluation is Nation's taxonomies which are central to this research.

General class of strategies	Types of strategies
Planning: Choosing what to focus on and when to focus on it	Choosing words Choosing the aspects of the word knowledge Choosing strategies Planning repetition
Sources: Finding information about words	Analyzing the word Using context Consulting a reference source in L1&L2 Using parallels in L1&L2
Processes: Establishing knowledge	Noticing Retrieving Generating

Table2: Taxonomy of kinds of vocabulary learning strategies by Nation (2001:218)

We opted also for evaluation checklists that refer to a mnemonic device used in evaluation to help evaluators address all the important factors related to the object of the evaluation. (Screven: 2007b). Many scholars suggest different checklists in English. We can mention Cunningsworth's (1995), Sheldon's (1988), Skierso's (1991). However, the most appropriate checklist concerning this research is the one which is constructed by Cunningsworth. This checklist contains many sections among which 'vocabulary and

structure” that are the aim of our research. The following is the section which includes some criteria:

Vocabulary and Structure:

- Is material for vocabulary teaching adequate in terms of quantity and range of vocabulary, emphasis placed on vocabulary development, strategies for individual learning?
- How is new vocabulary presented (in wordlists, in a text, with visuals)?
- How is the meaning of new vocabulary taught?
- How much new vocabulary is presented in each unit, text, etc?
- Is new vocabulary recycled adequately?
- Is there any principle basis for selection of vocabulary?
- Is there any distinction between active and passive vocabulary?
- Is vocabulary presented in a structured, purposeful way?
- Are learners sensitized to the structure of the lexicon through vocabulary-learning exercises based on semantic relationships, formal relationships, collocations or situation-based word groups?
- Does the material enable students to expand their own vocabulary independently by helping them to develop their own learning strategies?

II-Data Analysis

This part represents the techniques used in analyzing data as well as the research method.

II.1. Descriptive Analytical Method

This study is descriptive, for that we used a descriptive analytical method since it is relevant to the purpose and the objective of the study since we opted for a textbook evaluation where most of the results are qualitative. Therefore, the findings from the textbook **My Book of English** are analyzed descriptively following Nation's taxonomies as well as the textbook evaluation checklist from Cunningsworth (1995) which covers vocabulary and structure.

II.2. Mixed Methods Research

Mixed method research is described as a research in which the researcher gathers and analyzes data, restores the findings, and designs conclusion using qualitative (observation, interview) and quantitative approaches (experiments, survey). This approach is very interesting and has advantages where it allows using multiple ways to conduct a research problem. It is also useful for well understanding of research issues and arriving to an efficient solution. Beside, the mixed method is based on the association of both qualitative and quantitative method for the sake of gathering information.

The quantitative method represents reality, so, it is of primary interest to evaluate vocabulary of **My Book of English** textbook because the aim is to see whether the course book is sufficient to enhance third year pupils proficiency and accuracy in learning new vocabulary whereas, qualitative method puts stress on understanding experiences, perspective where the data collected from a checklist will be interpreted using this method.

III. Content Analysis

This method refers to a technique applied in order to test any given written document, books, newspapers...etc. In content analysis, researchers can consider seven units related to written messages: words (terms), themes, concepts, and semantics (Berelson, 1952; Merton, 1968; Selltiz et al., 1959). In more precise terms content analysis works with scientific tools that help researchers to recognize a given phenomena. In this research, the textbook **My Book of English** contains several vocabulary strategies that are necessary in learning and teaching English language. In our investigation the different vocabulary strategies will be classified and organized following Nation's taxonomies (2001).

Conclusion:

To sum up this chapter is devoted to present and describe the methodologies and techniques used during this investigation; the instruments and the data analysis. It deals with qualitative and quantitative research, and it shows the data collection tools which are the textbook as a corpus of our research and a checklist was used for analyzing and evaluation. While the next chapter expose the results and the findings.

Presentation of the Findings

Introduction

In this chapter, the focus is on the presentation of the findings that are sorted out from the analysis of vocabulary activities in the EFL textbook **My Book of English**. It provides the findings of the textbook analysis which are divided into two parts: the general information of the textbook and the analysis of the textbook using Nation's taxonomies and Cunningsworth's checklist.

1. General Information about the Textbook

The general information of the textbooks provides concise information about the textbook's cover. The purpose is to present this new textbook for learners.

Table 1: General information of the English textbook *My Book of English*

Criteria	Textbook details
Title	<i>My Book of English</i>
Authors	Tamrabet Lounis, Chenni Abdelfetah, Samara Abdelhakim, Boukri Nabila
Publisher	ONPS (Office National des Publication scolaire 2017)
ISBN	978-9947-62-161-5.
Level of proficiency	Middle School year three
Price	245.74 DA

2. Results concerned with Paul Nation's strategies

The results of learning vocabulary strategies in relation to Paul Nation's theory are demonstrated in the following tables:

2.1. Results concerning “Planning”

Sequence	Description	Comments
1	<p>In this course learners are asked to listen to texts and complete gaps, answer questions or fill in an ID card, ex: task1p11, task 6p12</p> <p>Task1p 11: learners are asked to listen to definitions than circle the right word (Manga ,karaoke, Sudoku).</p> <p>Task3p25,task11p28,task3p30</p>	<p>The missing words or information here are the key words or what we call new vocabulary that learners will use to enrich their knowledge and build their personality</p>
2	<p>The listening tasks proposed in this section focus on life styles.</p> <p>Learners are asked to listen to interviews and complete dialogues or match items with appropriate pictures, ex: task 1p48, task 11 p50, task 14 p51.</p>	<p>The aim of these tasks is to present specific vocabulary concerning the native speaker life style than compare it with their own life style.</p> <p>The objective here is to be familiar with new expressions (grandma/ grandmother).</p>
3	<p>In this sequence teachers introduce the new vocabulary related to scientific world by using audio recordings (included in CD/DVD), learners are asked to complete ID card, ex: task1p84, dialogues in task4p85 and task 8p86.</p>	<p>The goal of this task is to present all items related to scientific world, studies (Master bachelor, PHD) and field of study mathematics, physics, engineering, and electronics. Teachers introduce words like miniaturization, micro-electronics.</p>
4	<p>Learners in this sequence discover words related their environment, tasks here dealt with biodiversity in Algeria ex: task1p113. Learners are asked to check the correct answer in task 5p 114 by listening to BBC radio and complete the information.</p>	<p>This helps learners to have a sufficient vocabulary about their environment and know more about biodiversity in their country.</p> <p>Besides, teachers present for them problems that face the environments like danger facing</p>

	In task 2p 145 which is a song and task 3p145 in form of game learners will enjoy in leaning and discovering new items	animals and planets later on the teacher asks them to guess some solutions such as the three Rs (Reduce, Reuse, Recycle).
--	--	--

Table2: Planning strategy

2.2. Results concerning “Sources”

Sequence	Description	Comments
1	In this course teachers use images and pictures which are included in the textbook to help learners in doing their activities ex: task 1p24, task 6p26and task 18p 36.learners are asked to place musical instruments in the right geographical location, in this task we also noticed the use of L1 (Arabic) to refer to the name of this instruments in Algerian context.	The goal of those activities is to present new vocabulary in real situation and real life, this will help learners to recognize and memorize what they have already learned. The use of L1 is effective for learners to distinguish the relationship between the native and foreign language as well as culture.
2	This section dealt with life style where teachers use visuals to explain and to compare between past and present (task3p67). In addition, in task7 p69,task 11p70 and task 13 p71, there are pictures about traditional Algerian dishes and above the names of the dishes in both languages (native Arabic and foreign language)	The purpose of this is to make learners to be familiar with the foreign language. Since the vocabulary used here is derived from their culture, so the objective is to help learners using this vocabulary in foreign culture.

3	<p>In this section learners are provided with tasks about scientific world either by using pictures or giving them definition ex: task1p95, learners are asked to match each word with his definition which adopted from Oxford dictionary. In task 5p100, task8p101and task 9p101 the use of pictures and mother language to present new words.</p>	<p>the purpose of these activities is to draw learners attention to the importance of using dictionaries in their learning thus can help them more to enrich their vocabulary knowledge .</p>
4	<p>This last sequence provides learners with activities concerning their environment for instance in task 1p133, they are asked to match each sign with its corresponding meaning, the same as task 6P 134 ,task19p137 task20p138 almost tasks are the same.</p> <p>In task 23p 138 learners are asked to use learned vocabulary to complete the name of each item.</p>	<p>The objective is to orient learners using their previous vocabulary and employ it in their real conversation and their written text.</p> <p>At the end of this textbook there is a trilingual glossary (English, Arabic, and French) which is considered as a support for learners.</p>

Table 3: Sources Strategy

2.3. Results concerning “Processes”

Sequence	Description	Comment
	<p>In this section learners are asked to complete tables with missing words or write paragraph by using previous knowledge, and solving problem with their classmates ex: task 1p37 task2, 3p140 where learners are asked to fill in the missing information in the table using their previous knowledge.</p> <p>Task 4p38, task3p39, Task 6p105 task 2p107, task3p142 learners are asked to work in pair and exchange their ideas to improve their written text.</p>	<p>This section is devoted to the reinvestment of learners have already acquired.</p> <p>Teachers train their learners how to integrate their previous knowledge and how to use the four skills (listening, speaking, reading and writing).</p> <p>This stage will enable teachers to identify and recognize learners' strengths and weaknesses concerning their acquisition of new vocabulary. The aim also is to involve learners in using special skills and to develop specific values.</p>
1, 2,3,4	<p>Teacher in these sequences provides his learners with pictures or interesting problem to inspire and push them to think then to write their own paragraphs ex: task 1p77, task2, 4p79 learners should use different pictures to writ short texts accompanied with postcard that they have organized.</p> <p>In task 2p143 learners have to use all what they have learn in their listening tasks, “My grammar tools”, I practice</p>	<p>The aim of this section is to help learners to consolidate the four skills in order to memorize the previous bachground.</p> <p>Provide learners with interesting activities to make them think in a foreign language and build their own feedback.</p> <p>The objective of these tasks is to make learners a real thinker, i.e. they start to think in real life and write real situations.</p>

	tasks and reading texts to write a coherent and cohesive text. Also in task2,4p107task2,3p143	
--	---	--

Table 4: Processes Strategy

3. The distribution of vocabulary activities in My Book of English

	Sequence 1	Sequence 2	Sequence 3	Sequence 4	Total	percentage
Planning	10 tasks	14 tasks	13 tasks	20 tasks	57 tasks	38.78%
Sources	13 tasks	12 tasks	10 tasks	18 tasks	53 tasks	36.05%
Processes	8 tasks	8 tasks	9 tasks	12 tasks	37 tasks	25.17%

3.1 The total number of vocabulary activities

This diagram shows that the great number of vocabulary activities is dealing with planning strategies is (38.78%), which means that the importance is in knowing a word and only (25.17%) of activities for process strategy.

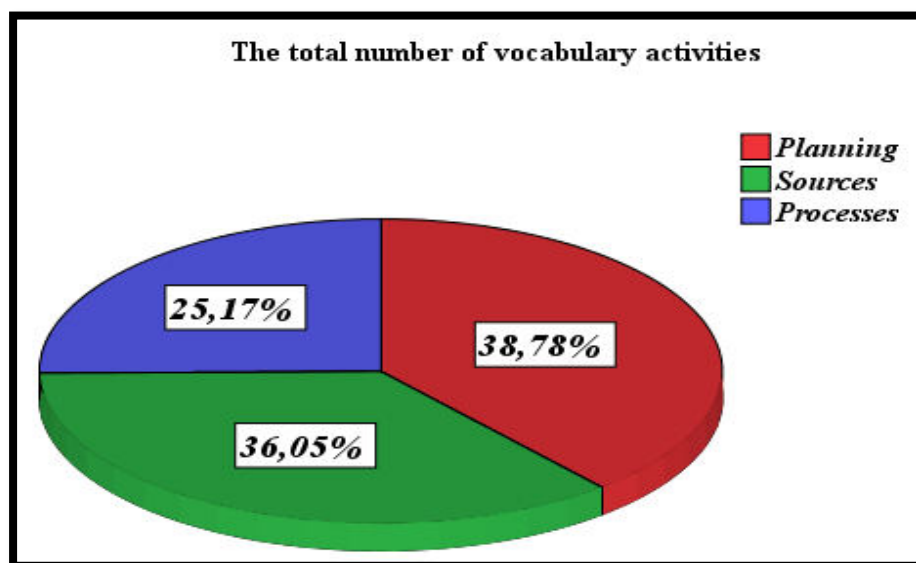


Diagram (1)

4. Using Cunningsworth's checklist to evaluate vocabulary development in *My Book of English*.

- Is material for vocabulary teaching adequate in terms of quantity and range of vocabulary, emphasis placed on vocabulary development, strategies for individual learning?

-Topical vocabulary is introduced to learners depending on the topic. Vocabulary development and strategies for learners occur within receptive skills. For example task 10 page 86)

- How is new vocabulary presented (in wordlists, in a text, with visuals)?

-There is word list at the end of the textbook, but teachers' present lexical items, words in different ways (journal article, magazines, e- mail.....)

- How is the meaning of new vocabulary taught?

-Teachers use visuals, drawings, images for concrete words or phrases but they use context situations or elicit abstract words. As in (task 11 p 87).

- How much new vocabulary is presented in each unit, text, etc?

-That depends on the unit or text, teachers don't present the whole vocabulary word, they focus on the key words which help in interpreting the text or the listening information.

- Is new vocabulary recycled adequately?

-Yes, learners develop their learning of the language when they reuse their lexis in any language communicative situation. For instance task 1, 2 p143

- Is there any principale basis for selection of vocabulary?

-We select key words or blocking vocabulary in a text or in listening comprehension task to enhance comprehension and learners interaction to the message (heard or read). Example text (1) page 99.

- Is there any distinction between active and passive vocabulary?

-Yes there is distinction between active and passive vocabulary, which means sometimes students guess the new word without the help of their teacher .and in some cases the teacher provides his students with meaning of new words and learners are aware that they recall active vocabulary and sometime use passive one.

- Is vocabulary presented in a structured, purposeful way?

-Yes, it is presented in structured and purposeful way, where learners have the opportunity to re –use the vocabulary seen before (sequence1→ sequence2→ sequence3....) and it is presented in context and defined as verb adjective or nouns....to attain the word knowledge.(task 5p 114).

- Are learners sensitized to the structure of the lexicon through vocabulary-learning exercises based on semantic relationships, formal relationships, collocations or situation-based word groups?

-Yes, learners are taught to foster the new vocabulary items and try to find antonyms, synonyms, definitions through exercises. For semantic relationship, they learn word family, word register, word context for instance (task 15 P 25 and task 11, 12 p 28).

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

-Absolutely, as learners grasp topical vocabulary they will be able to cope with exchanging discussion orally in written and develop their own learning strategies in the future. Task 4 page 79 shows the case.

4.1. Qualitative Analysis of Textbook Using Checklist

With the help of a checklist which dealt with vocabulary and structure that we reached a qualitative analysis.

		Good	Need improvements	Average
1	Is material for vocabulary teaching adequate in terms of quantity and range of vocabulary, emphasis placed on vocabulary development, strategies for individual learning?	×		
2	How is new vocabulary presented (in wordlists, in a text, with visuals)?		×	
3	How is the meaning of new vocabulary taught?	×		
4	How much new vocabulary is presented in each unit, text, etc?			×
5	Is new vocabulary recycled adequately?		×	
6	Is there any principle basis for selection of vocabulary?			×
7	Is there any distinction between active and passive vocabulary?		×	

8	Is vocabulary presented in a structured, purposeful way?		×	
9	Are learners sensitized to the structure of the lexicon through vocabulary-learning exercises based on semantic relationships, formal relationships, collocations or situation-based word groups?			×
10	Does the material enable students to expand their own vocabulary independently by helping them to develop their own learning strategies?		×	
	PERCENTAGE	20%	50%	30%

In this analysis we noticed that the majority of the features are found in “Need improvements” category. From this we deduce that the Textbook does not fit learners needs to some extent.

Conclusion

This chapter highlights the major findings of the study. The findings of this study were organized in two parts: 1) results concerning Nation taxonomies for learning vocabulary in a form of table which reveals that learners use different strategies to acquire new items, and 2) results concerning Cunningsworth’s checklist for evaluating vocabulary in EFL textbooks and it is demonstrated that the majority of principles needs improvement in order to fit the learners needs.

Discussion of the Findings

Introduction

This chapter reports the results of our study where we have presented the findings of the analysis of vocabulary development and activities in the textbook *My Book of English* and we have presenting them in form of tables according to the way they are learned, then classify them in appropriate strategies which are planning, sources, processes. We also dealt with Cunningsworth's checklist to evaluate Nation's taxonomies for learning vocabulary. Our primary goal is to give an insight into vocabulary learning strategies.

1. Strategies Used in Learning Vocabulary

Relying on our findings, we have pointed out that the first research question which dealt with strategies used in learning vocabulary in **My Book of English** activities may be answered from the results displayed in the previous chapter and may be discussed as follows:

1.1 Planning Strategy

The results of the previous chapter show that **My Book of English** textbook contains activities and tasks for learning vocabulary where the focus is on language learners' needs, and it is deduced that planning techniques are integrated in some lessons especially in "I listen and do", this category involves deciding on what to focus and when to focus on it and know what are learners' objectives and goals for learning specific vocabulary. For that teachers and materials writers should choose vocabulary that is mostly appropriate for learner objectives' (e.g. academic work, daily conversation and need for job, etc.). Like the case in tasks 1p48, 11p50, 14p51 (see table2 page28)

learners are asked to listen to interviews and complete dialogues or match items with appropriate pictures thus the aim is to present particular vocabulary concerning the native speaker's life style and compare it with their own traditions. Moreover, we notice that this textbook is full of images since using visual aids is the most frequent method for learning vocabulary and it is available in many forms like flash card, this method is very simple and understandable for remembering words and helping learners getting the real meaning. However, not all words could be transformed to pictures for example freedom, war... for that the teacher should use other techniques to make the abstract word clear. More than that, the data collected indicate that learner's needs not only restricted to knowing the meaning of the word but also the knowing how to use it in speaking or writing. For that reason, it is crucial for them to pay attention to the form of the word by showing how to spell words is, give its pronunciation, repeat the pronunciation of the word then ask them to use it in their writing or speaking; for example: task 6p85 here the aim is to introduce scientific words like "miniaturization / micro- electronics" as Nation (2001:128) declared "above all, learners should know what their vocabulary goals are and should choose what words should be learnt in terms of these goals". In other words learners learn and memorize items that they want depending on their needs by using specific techniques.

Language emerges first as words where it is seen as the core unit for learning vocabulary. Read (2000:1) claims that "words are the basic building blocks of language, the units of the meaning from which the larger structures such as sentences paragraphs and whole text are formed", that means learners start first with learning words in isolation than combine them to form a clear and meaningful sentence since a word is the core unit of language.

1.2 Sources strategy

The data imply that My Book of English textbook includes activities for learning vocabulary. The sequences presented within it contain sources learning strategy mainly in lesson “I practice” which meant for the practice of the language exposed in the previous teaching points where the objective is to reproduce and reuse the learned knowledge in the appropriate context and find information about the words. In this textbook we noticed that tasks and activities are contextualized. This means that learning vocabulary from context is useful strategy. Nation (2001:236) claims that: “It is important to see learning as involving even small increases in knowledge of a word. Learning from context is a cumulative process where meaning and knowledge of form are gradually enriched and strengthened. in other words when we learn from context, this helps us to incorporate useful data about words meaning and knowledge of form. Successively, we can enrich and strengthen our vocabulary as the case in task 6p 26 and task 13page 71 (see table3page29). Besides, using context as a way of guessing unfamiliar vocabulary is an easy technique to understand the meaning as Nation (2001:232) affirms, “learning from guessing word meaning from context is the most important strategy of all in learning vocabulary ”. So, vocabulary has been introduced within context, it has been interacted within contextual interchange technique for example task 1page 24 (see table3 page29). Other techniques which are presented in this textbook are using dictionaries, parallels and consulting referencing. The use of dictionaries is seen as an essential tool in learning a language, it helps learners to remember new words and to enrich their knowledge of the word especially when the dictionary provides a clear and comprehensible information as Luppescu and Day (1993) reported “the Japanese learners who used bilingual dictionary scored higher on a vocabulary posttest than the student who did not” cited in Fan (2003:224). Such as task

1 page 95. Learners are asked to match each word with its definition extracted from Oxford dictionary. The purpose of the activity is to make learners motivated, as well as, the learner will become intelligible and to be more interested to do such activities. Therefore, dictionary use is a deliberate learning strategy, and learners need training to use it well. Moreover, consulting referencing or using parallel can be successful techniques in vocabulary learning and teaching since the use of L1 help learners to recognize difficult items where Nation, 2001 (cited in Folse 2004:66) argues that “learning of vocabulary is faster for many learners if the meaning of the word is given through an L1 translation first” the case in activity 13 page 71 (see table 3 page 29) where its aim is to give the opportunity to the learner to be familiar and compare the vocabulary used in both cultures. More than that, there is also a trilingual glossary at the end of the textbook which contains key words and concepts. 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.

1.3 Process Strategy

My Book of English contains a process strategy which helps learners to learn English vocabulary. It involves ways of remembering vocabulary and makes it available for use. This category may be considered as the main convenient way of knowing; it needs much time to make the learning of words stronger and to achieve high knowledge of each single word and it is composed of three major techniques that are: Noticing, Retrieving, and generating that “lead to a word being remembered” (Nation 2001:63). This technique can occur in lessons like ‘I learn to integrate’ and ‘I think and write’. To start with the first process that is noticing which means that learners need to notice the word and be careful and consider it as a useful item to be recalled. This process can happen when learners seek a word in a dictionary, guessing from context and study

word. The same holds true when an explanation is provided to them in relation to that word (Nation 2001:63) for example in task 1 page 37 (see table 4page31) where the goal is to reinvest what learners have already acquired .Then, retrieving which is the second process for remembering a word, “if that word is subsequently retrieved during the task” (Nation 2001:67).i.e. if the word is repeated adequately, the memory of the word will be strengthened and memorized easily. For instance, in task 2 page 143 (see table4 page 31), learners have to use all what they have learned in their listening task “My grammar tools ”, I practice tasks and reading text to write a short and coherent paragraph for one objective which is make the learner real thinker in real life situation. Nation (2001:221) here puts stress on the difference between receptive and productive knowledge “Receptively, the cue may be the written or spoken form of the word and the retrieved information may be its meaning or use. “Productively, the cue is the meaning or use and the retrieved information is the word form”. Finally, generation refers to the third process in word remembering and it is concerned with different meanings that an item may have, it includes a combination of knowledge to what is known through for example word analyses, semantic mapping, collocation and sentences with the word, and later using the word in new contexts across the four skills. Nation (2001:68) points out that: “generative processing occurs when previously met words are subsequently met or used in ways that differ from the previous meeting with the word”. said differently, students in general find that repeating the word in something real like in conversation or in their writing helps them to memorize better than just learn it in abstract way for instance if they learn to describe someone’s personality feature, it is better to teach learners some adjectives about personality traits example: the word “patient” we can find it as noun as we can find it as an adjective. So teachers should make their student aware about the function of a given word in different contexts.

In addition, using a picture can be a support for learners to enlarge their feedback. Task 4p 38, task3p 39 and Activity 1 page 77(see table 4page31) show the case. The objective is to help learners to consolidate the four skills (listening, speaking, reading, and writing) in order to remember and memorize the previous background. because the knowledge of word meanings and the ability to access that knowledge effectively are considered as an interesting element in reading and listening comprehension as well as writing and speaking fluently.

It is worth mentioning that from all the previous strategies, what is important is to form a learner who can manage in different situations or what we call autonomous learners, where teachers should encourage their learners' abilities to find the answer to question that they met in their own daily life as Nation (2006:498) argues, "Encouraging learner autonomy since like most learning, also vocabulary learning will be most effective if learners take control of their learning and are responsible for it". Learners' need to incorporate themselves in social cooperative works that require problem solving, the use of logic and reason as well as critical thinking for one chief reason which is to achieve the competency based approach in its long learning favorable conditions. Relying on the previous analysis of the coursebook, we deduce that the second generation textbook is based on CBA principle where one of its most convenient principles aims at developing and increasing learners' autonomy and skills. Since pupils at the present need to be independent learners and should not only wait for their teacher to provide them with all information. Teachers now are just a guide for them.

Concerning diagram (1) in the analysis of the number of vocabulary activities in the previous chapter shows that about 38.78%of activities in My Book of English are concerning more with planning strategy. Thus, the importance is given more to knowing the word how and when to use it and as foreign learners there are things that we need to

find out before saying that we master a new items such as knowing the spelling, pronunciation, grammar and how to use it in appropriate context. The point to be made here is that understanding a word is of primary importance than just learning it. While only 25.17% are for process strategy and may be because they are beginners learners the aim first is knowing the word linguistically and grammatically than the next step is to memorize. This textbook shows clearly this case in almost sequences; where each sequence starts by providing tasks including new word then there are different context to use the given word at the end of sequence some activities are presented in order to memorize and reuse the word .

2 –Evaluating the Textbook Through Cunningsworth’s Checklist

This work attempts to explore the importance and valuable features of textbook evaluation checklist which is proposed by Cunningsworth; where he presents a set of questions for evaluating writing materials, his checklist focused on several detailed points and it is well organized including simple and familiar concepts and make use of clear terms that what makes it easy to follow. As researchers, we have referred to that checklist for evaluating the textbook, and according to the results we noticed that teachers used different strategies and techniques for teaching new vocabulary. Teachers create even new contexts to teach abstract words (freedom, war). Moreover, students have the opportunity to discover their culture as well as the foreign culture in their book. There are also a lot of illustrations (pictures and images) that help to teach and learn new items in real context. Cunningsworth (1995) affirms that we can use images to present vocabulary items inductively so that learners deduce the clear relationship between the items and the context. In addition, the Algerian context is clearly presented by using Arabic language (in some tasks, there is the use of mother tongue language L1) this can help students to learn new vocabulary since learning is not only a matter of

knowledge but it is more related to understanding and it aids the process of acquisition of L2. However, many scholars argue that L2 should be taught without reference to the learners' L1, since translation normally should be into not out of learner's mother tongue and learners should think in foreign language.

Moreover, Using context can help students develop not only reading skills but also writing, grammar, vocabulary and speaking skills. We also noticed that the new vocabulary is repeated at the end of each sequence, and learners were asked to use their previous knowledge and background to write short paragraphs or interviews.

This course book according to the checklist is organized in a linear form where the vocabulary is presented in structured and purposeful way means that new items are introduced in each unit and they are repeated and recycled at the end until learners reach the level of the mastery of language which is the objective of competency based approach (CBA) where the aim is that pupils at the end of the year can develop intercultural, linguistic and problem solving capacities and to reach certain level to act by using the four skills to face different situations either in their learning context or in their real life. said differently, student will be able to use English language successfully and easily in real life.

However, this checklist showed some short coming in the sense that the focus of this book is on listening and speaking skills, in other words, learning is receptive. While reading and writing are not really emphasized and as they are beginner learners they cannot understand enough what they listen, they have limited information according to Read (2000:190) "lack of vocabulary is the main obstacle to successful listening comprehension for advanced language learners". In addition, the quantity of the vocabulary presented in each sequence is so huge and teachers can not deal with all of

them since three hours (3 h) per week is not sufficient that what we call by time constraint.

Relying on table7(page35), we deduce that most of the features of this textbook need improvements because it does not really convey the learners need in the sense that writing and reading skills are not used equally as for listening and speaking ones. Moreover, vocabulary is not presented clearly in each unit; it is associated with different tasks, where teachers should give some key points at the beginning of the lecture to introduce the new lexical items.

3. Evaluating the Implementation of Nation's Theory in Relation to Cunningsworth Checklist

Vocabulary is central to any language, it is almost essential for learners who acquire a foreign language and it is the key aspect to ensure that oral and written production is understandable and meaningful. Once a student has reached the sound level of vocabulary, developing further language skill becomes easier” (Moir and Nation, 2008).i.e. vocabulary mastery is needed to express our thoughts. Learners can attain this level of mastery only if they follow some strategies and techniques. For that several studies were emphasized on the importance of strategies in learning vocabulary among them Nation framework where he puts stress on the different sides of vocabulary learning, and he arranged his classification relying on the approach a learner should follow when facing unfamiliar words. He carries out the process of language learning. Then, gradually he presented taxonomy of a kind of vocabulary learning that are (planning, sources, and processes). This theory is very useful and applicable for the textbook **My Book of English**, and to evaluate its implementation we referred to Cunningsworth who offers a list of criteria for the assessment of vocabulary teaching

materials and a checklist to assess the appropriateness and effectiveness of the vocabulary items to learners need. Both of them argued that vocabulary is an essential element in learning any given language and it is a very complicated task for teachers. For them, learning vocabulary can be either receptive or productive, Nation (2001) defines receptive vocabulary which refers to the words that native speakers or learners recognize and understand but it is used passively either in listening or reading, while productive vocabulary means to utilize actively in speaking or writing. In other words, the focus is on the four skills (listening, speaking, reading and writing). In this textbook, the attention is given more to listening and speaking since learners want to communicate and exchange ideas spontaneously with native speakers as well as to find job with this universal language. In addition, we noticed also that learning occurs generally in context for that Cunningsworth and Nation deal with guessing from context, as an important technique by using images or drawings. The new vocabulary words are represented in appropriate rate and they are enough to teach a particular lesson.

The new lexical items are teaching in semantic way i.e. all words that learners taught are related to the topic of the sequence for example sequence four (4) ‘Me and My Environment’. Students have good exposure to English language because the textbook contains huge numbers of tasks and activities which enhance the leaning vocabulary. This way of teaching will help more pupils to understand and use the items easily.

Moreover, the new linguistic items are repeated adequately and we find at the end of each sequence activities and tasks that encourage reusing and recalling what learners have already learned and taught to reinforce their meaning and use .

So, both Nation and Cunningsworth characterize the process of vocabulary learning very accurately, they offer an effective and useful guidance for teachers and students to use several strategies in language learning especially second foreign language. Their principles are interrelated and prepared students to the coming level.

To sum up, most of the vocabulary of **My Book of English** for third year middle school level is recycled in each sequence and suitable for the students in this level. Learners have the opportunity to use acquired knowledge and develop their own learning techniques.

Conclusion:

This chapter has dealt with the analysis of data, interpretation and discussion of main results. We have presented the findings of analysis of the tasks of the Algerian textbook **My Book of English** in relation to Nation's theory and Cunningsworth checklist and we have found that the tasks and activities met Nation 'taxonomies as well as the checklist. We have also noticed that both taxonomies and the checklist are valid in analyzing vocabulary development and strategies. As well as we came to conclusion that the textbook can enrich and enhance vocabulary knowledge of 3year pupils.

To sum up, **My Book of English** aims at increasing learners' competencies for interacting, interpreting and producing oral and written messages. Learners should be active and should manage in real life situation, they should know how to face and think critically in different context.

General Conclusion

In our research, we have attempted to evaluate an EFL textbook, more specifically to evaluate the development of vocabulary and the different strategies that are employed in learning vocabulary. This study has focused on the evaluation of the textbook **My Book of English**, used in the Algerian Middle-School Education system for third-year students. For an effective achievement of the evaluation, we have opted for a checklist suggested by Cunningsworth (1995) relying on Nation's theory (2001) for vocabulary learning strategy. The aim of this study was to highlight the relevance of this textbook for third year learners in terms of using VLS. The textbook follows the Competency-Based Approach for the organization of its units and sections.

In the present study, vocabulary has been discussed and investigated as the major component to determine the effectiveness of the analyzed TB in learning English vocabulary. Thus, this chapter has evidenced the result of vocabulary activities in relation to the literature review and the checklist, for the objective of answering the three research questions of our investigation. On the basis of the results, some of the hypotheses are confirmed whereas the others are refuted. So, from the obtained data we realized that the vocabulary activities and tasks which are presented in Algerian English language textbook **My Book of English** met the principles of VLS, these strategies have a great impact on learners concerning memorizing, and the use of vocabulary as it affects their attitude and motivation towards the language. In addition, the findings demonstrate that the activities are varied allowing learners to manipulate language through the four skills in real life and to be good communicators. Moreover, learners are encouraged to use the most common strategies for learning vocabulary which are

learning from context, using dictionaries and using word cards. These techniques make their learning process much easier and useful for memorizing and recalling new items in real situations. Hence, themes and topics are selected according to learners' need that would encounter either in social or educational domains. However, our analysis came to the results that students became discouraged and unmotivated because of the huge quantity of the vocabulary in each sequence as there is too much vocabulary presented in one lesson. As beginners, they face obstacles to understand native speakers since they learn by using CDs. Besides, the four skills that help learners to develop their language skills are not emphasized equally where the attention is given more to listening skills.

In the process of language learning, vocabulary is of a crucial importance for acquiring knowledge, dealing with checklist we noticed that vocabulary is presented in structured way; the materials are adequate in terms of quantity and range of vocabulary. In addition, foreign language learners have the opportunity to use different strategies that fit their learning needs, we also observed that the meaning is repeated adequately which allow learners to memorize and use it in context. However, this checklist offers insight for some shortcomings. Learners are not using the four skills in the same level, and they do not have access to references as well as indexes for language items.

All in all, the results obtained from the study of **My Book of English** have demonstrated that Nation's taxonomy for VLS and Cunningsworth's checklist are complementary in the sense that both of them are emphasizing on the importance of learning strategies in increasing learners' knowledge about foreign language vocabulary, as well as the recommendation to use real situations and to explore the four language skills in an integrated way.

We have summarized briefly the vocabulary content of the textbook as well as its strengths and weaknesses, and we hope that we have added something new and useful to the field of evaluating EFL textbooks. We also wish that our study can serve as a helpful material for English teachers working in Middle School Education.

An efficient language teacher can use selected vocabulary activities, or they can use integrated activities. All this depends on the ability and level of understanding and interest of the learners. In fact, there is no sure method to enhance vocabulary in a day or two. A student's vocabulary stock can be enriched on a gradual basis, and one should always show keen interest and enthusiasm in finding, learning and understanding new words. Therefore, when dealing with research on vocabulary development, it would be of great importance to take some suggestions into consideration where It is necessary to sensitize students that learning a foreign language does not only consist in getting knowledge of numerous vocabulary items, but rather trying to develop skills to make use of that knowledge. Besides, the textbook should contain more strategies for learning vocabulary and should reflect more on native culture, in addition, More primary materials (interviews, questionnaires, and classroom observation.) should be used for getting in-depth information, also the English language textbook should be revised each year and be more informative for teachers.

Our closing word is that the major obstacle that was encountered in this research study was the difficulty to carry out an experimental operation by inviting students to actually participate in the study activities. The reason for that lies in the fact that we conducted the research work in June, when most students in Algeria were on holidays. We should have set a group of average-level students to take a test in which they are required to re-use the vocabulary items supposedly learned in a given unit of the textbook. The results of the test would have provided us with some reliable information

about the efficiency of the teaching procedure provided in the textbook, and our evaluation would have gained more in terms of validity.

Bibliography

Primary Sources :

- Tamrabet, L et al. (2017). *My Book of English*. Algiers: O.N.P.S.

Secondary Sources:

- Allen, V .F. (1983). *Techniques in Teaching Vocabulary*. New York: oxford university press.
- Brown, S.D. (1995). *The element of Language Curriculum* .Boston: Heinle and Heinle publisher.
- Carter, R. and Nunan, D. (2001).*The Cambridge Guide to Teaching English to Speakers of other Language*. Cambridge: Cambridge university press.
- Chang, J.(2006). *Globalization and English in Chinese Higher Education*. World Englishes, 25(2006),pp513-525.
- Comber, J., peet, H., and Smith, C. (1998).*Teaching Vocabulary: A method Course .Teacher and Teaching .Theory and Practice*. 6(2).p 12-14 Retrieved from the ERIC database on September 4th 2006.
- Cunningsworth, A. (1984). *Evaluating and Selecting EFL Teaching Materials*. Oxford: Heineman publisher .LTd
- Cunningsworth, A. Kusel. P. (1991).”Evaluating Teachers’ Guides” . *ELT Journal*, 45(2),pp128-139.
- Cunningsworth, A. (1995).*Choosing your Course book*_.Oxford: Heineman .
- Ellery, V.(2009). *Greating Strategies Readers: Techniques for Developing Competency in Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension*. 2nd ed . New York: International Reading Association.

- Ellis, R. (2009). *Learning a Second Language through Interaction with Written Texts*. Amsterdam: John Benjamin B-V.
- Foil, C.R., and Albert, S. R.(2002). *Fun and Effective Ways to Built your Student's Vocabulary. Intervention in School and Clinic*, pp131-138.
- Graves, K. (2002).*Designing Language Course: A Guide for Teachers*. Boston: Heinle.
- Grower, R., Phillips, D.S., and Walters, S.(2005). *Teaching practice: A Handbook for Teachers in Training, Macmillan Books for Teachers*. Oxford: Macmillan publisher Limited.
- Harmer, J. (2001). *The Practice of English Language Teaching*. 3rd ed. New York: Longman publishing.
- Harmer, J. (2007). *The Practice of English Language Teaching*_.Edinburgh: Pearson Education LTd.
- Hedge, T. (2002).*Teaching and Learning in the Language Classroom*_.Oxford: Oxford University press.
- Herbert, W. S. and Shohamy. S. (2001). *Second Language Research Methods*. Oxford: Oxford University Press.
- Hutchinson, T. and Toress, E. (1994). "The Textbook as Agent of Change". *ELT Journal* vol 48/4.
- Hyland, K. (2007). *Second Language Writing*. 3rd(ed).Cambridge: Cambridge University.
- Klippel, F. (1994).*Language Program Evaluation*_.Cambridge: Cambridge University.
- Moir, J. and Nation, P. (2008). "Vocabulary and Good language learners", lessons from good language learners, pp-159-173.

- Nation, P. (2001). *Learning Vocabulary in another Language*. Cambridge: Cambridge University.
- Read, J. (2000). *Assessing Vocabulary*. Cambridge: Cambridge University Press.
- Readance, (1995). *Content: Area reading*, 2nd ed.
- Richards, J.(2012). *The Role of Textbook in a Language Program*. Retrieved from://www.professor Jack Richards. com/wp-content/upload/role-of-textbook.pdf.
- Rivers, W. M.(1981). *Teaching Foreign Language Skills*. Chicago: the University of Chicago.
- Scrivener, J. (2005). *Learning Teaching: A Guide Book for English Language Teachers*. Oxford: Macmillan publisher Limited.
- Sheldon, L. E. (1988). "Evaluating ELT Textbook and Materials". *ELT Journals* , 42(4),pp237-246.
- Swan, M. and Walter, C. (1984). *The Cambridge English Course 1*. Cambridge: Cambridge University.
- Skierso, A.(1991). *Textbook Selection and Evaluation. Teaching English as a Second Foreign Language*. Boston: Heinle and Heinle publisher.
- Thornbury, S. (2002). *How to Teach Vocabulary*. Essex. England: Pearson Education LTd.
- Ur, P. (1995). *A Course in Language Teaching: Practice and Ttheory*. Cambridge: Cambridge University.
- Wallace, M. (1982). *Teaching Vocabulary*. Biddles LTd: Guilford.
- Wilkins, P. A. (1972). *Linguistics in Language Teaching*. London: Longman.

- Zabawa, J. (2001). *Criteria for FCE Textbook Evaluation: an attempt at questionnaire formulation*. Retrieved From: [http:// www.univ.rzeszow.P//fil-ang/wsar2/sar-V2-17.pdf](http://www.univ.rzeszow.pl/filang/wsar2/sar-V2-17.pdf).
- Yopp, R., Brigman, J., Wood, K., and Fink, L.(2007).Word links: *A Strategy for Developing Word Knowledge*. *Voices from Middle*, 15(1), 27.33. Retrieved From the ERIC database on February 7th 2008.

Checklist for Evaluation adapted from Allan Cunningsworth 1995: **Choosing your Course Book**

Vocabulary and Structure:

- Is material for vocabulary teaching adequate in terms of quantity and range of vocabulary, emphasis placed on vocabulary development, strategies for individual learning?
- How is new vocabulary presented (in wordlists, in a text, with visuals)?
- How is the meaning of new vocabulary taught?
- How much new vocabulary is presented in each unit, text, etc?
- Is new vocabulary recycled adequately?
- Is there any principle basis for selection of vocabulary?
- Is there any distinction between active and passive vocabulary?
- Is vocabulary presented in a structured, purposeful way?
- Are learners sensitized to the structure of the lexicon through vocabulary-learning exercises based on semantic relationships, formal relationships, collocations or situation-based word groups?
- Does the material enable students to expand their own vocabulary independently by helping them to develop their own learning strategies?

Task 11. I match each item of clothing mentioned in the interview (Part 3) with its corresponding picture.



Queen Elizabeth II



beret

blouse

shawl

cap

hat

headscarf

clogs



Queen Elizabeth II



Old



Modern

Task 3. I work with my partner. We compare our answers and correct each other.

Task 4. I play the role of Dr Bourouis and answer my partner's interview questions using the information in the ID card in task (1).

My partner (journalist): How old are you, Dr Bourouis?

Me (Dr Bourouis):

My partner: Where were you born?

Me:

My partner: What is your father's occupation?

Me:

My partner: Where did you graduate?

Me:

My partner: When did you get your PhD?

Me:

My partner: What is your occupation now?

Me:

Task 5. I work with my partner and match each of the two words I heard in the text (Part 1) with its corresponding definition from Cambridge Dictionary.

ecosystem

(eco=ecology) +
(system)

(noun) the number and types of plants and animals that exist in a particular area or in the world generally, or the problem of protecting this

biodiversity

(bio=life) +
(diversity=variety)

(noun) all the living things in an area and the way they affect each other and the environment

Task 6. I underline the correct name of each musician. There are many possible answers.

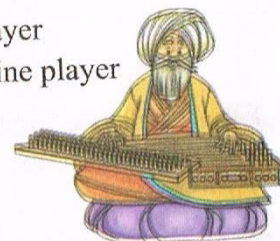


INSTRUMENT

oud
flute
bagpipe
gembri
qanun
drum(s)
imzad
karkabou
tambourine

MUSICIAN

oudist – oud player
flutist – flautist – fluter
bagpipist – bagpiper – piper
gembrer – gembrist – gembri player
qanun player – qanunist
drummist – drummer
imzader – imzad player
karkaber – karkabou player
tambourinist – tambourine player



Task 11. I write true, personal answers to my partner's questions using some of the following words: every Friday; often; rarely; sometimes; never; twice a week; once a month; every day; always.

How often?

Example:

Question: How often do you play chess?

Answer: – Never.

– I never play chess.

1. Question: How often do you go hiking?

Answer:

2. Question: How often do you take a bath or a shower?

Answer:

3. Question: How often do you play video games?

Answer:

4. Question: How often do you connect to the Internet?

Answer:

Task 12. I work with my partner. We read again “My Grammar Tools (3)” and compare our answers in tasks (10 and 11).

and of and ...
Task 5. Text (1) is divided into two parts. I look at the two diagrams (A and B) and say which part of text (1) they illustrate. Then, I give a title to diagram (A).

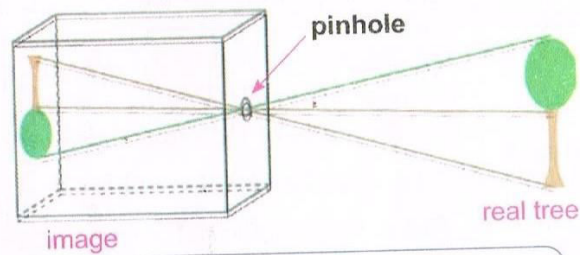
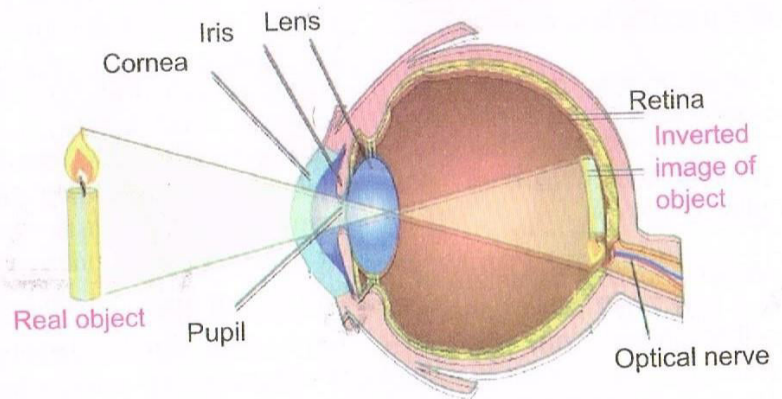


Diagram (A)

TITLE:

Cross Section of Human Eye

Diagram (B)



Task 6. I choose diagram (A) or (B) and write three or four sentences to describe how an image of a real object is created. I can use a dictionary.

Task 7. I work with a group of partners. We discuss our answers in tasks (5 and 6) and correct each other.

Task 23. I use the vocabulary I learnt in task (22) to complete the name of each item in the pictures.



3. Now, I can write my ten eco-principles.

My Ten Eco-Principles

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Think Green Think Tidy

This is **YOUR** school
This is **YOUR** home
This is **YOUR** country

PLEASE

Keep it **GREEN**, Keep it **CLEAN**.

KEEP IT BEAUTIFUL!

4. I work with my partner. We exchange ideas and improve our writings.

SEQUENCE 1

ME, MY ABILITIES, MY INTERESTS AND MY PERSONALITY



I listen and do.

X

Task 1. I listen to each definition and circle the right word.

① The first one is given.

a) Sudoku / Manga / Karaoke / Anime

b) Sudoku / Karaoke / Anime

c) Sudoku / Karaoke / Anime

d) Sudoku / Karaoke / Anime

