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The Usefulness of Third Year Textbook to Learn the English Vocabulary. Case of 'New Prospects'

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

"يَرْفَعُ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ"

سورة المجادلة ﴿١١﴾

**" Allah will elevate those of you who are Faithful,
and raise those gifted with knowledge in rank.**

And Allah is all- Aware of what you do ."

Al- Mujadila: verse11

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Dedication

In the name of Allah, most merciful, most compassionate.

We thank God to enable me to finish this work.

From Ania

This work is dedicated to my beloved mother and father (Ghizlene and Mohamed) for their support; I owe all my background knowledge to them. My parents who have always been here for me and proud of my achievement so far.

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List of Abbreviations and Acronyms

EFL : English as foreign language

ESL : English as second language

ELT : English language teaching

Abstract

The research work aims at investigating the secondary school English coursebook, its content and importance in enhancing learners' proficiency while learning to boost their acquisition, specifically Third Year Literary Streams. The objective of this research is to investigate the importance of the coursebook to enhance the learning process of English as Foreign Language. To do so, I targeted a population of forty Secondary school teachers of English working in different areas of the wilaya of Tiaret. Then, an analysis of the textbook was carried out in terms of sequences and texts employed for learning English. This research results reveal that in spite of the fact that the advancements the world has gone through including the educational sector, the coursebook is widely used by teachers and learners in the language teaching-learning context. Thanks to its well structured and organized content which tackle all the learners skills. Thus, improving their level and proficiency. Findings indicate that Third Year textbook participates effectively in enhancing the learning of the English vocabulary among learners.

GENERAL
INTRODUCTION

GENERAL INTRODUCTION

The coursebook has been always considered as the only teaching-learning tool used for both teachers and learners that serves perfectly in the teaching-learning process. No one denies the role that the coursebook plays in serving and facilitating the process for learners through the content including lectures and their organization to tackle the skills and level-up learners' proficiency.

Thanks to technology and advancements that the world has generally undergone in all sectors including the educational one, some questions start to come up to the surface on whether the coursebook is highly recommended in the teaching-learning process to meet the current requirements that learners need to improve their level and cope with the new changes the world goes through.

I observed that EFL learners somehow lost their pace of learning and started to lose interests in the coursebook as a material learning. This inspired me to indulge in this research to look for again the importance of the coursebook, its content, and lectures' structure while delivering lectures for teachers and acquiring knowledge and improving learners' proficiency.

The objective of this research is to spot the light on the importance of the coursebook as a tool and its content to boost learners' proficiency, which serve the whole language teaching-learning process. More importantly, to rise decision makers' awareness about its importance for a better version, educational agents for a better exploration, and learners as an indispensable learning material.

As an attempt to achieve the purpose of the study, I address the following questions:

1. To what extent is third year textbook effective for learning the English vocabulary?
2. Does the vocabulary content help in improving learners' proficiency?
3. Does the vocabulary in textbook trigger learners' interests?

The following hypotheses are put forward as an attempt to address the research questions:

1. Textbook is fundamental in learning the English vocabulary.
2. The coursebook vocabulary paves the way towards learners' proficiency.
3. Textbook facilitates learners' acquisition of new vocabulary.

GENERAL INTRODUCTION

In order to investigate deeply, I have searched for reliable method to get suitable and valid to my research. Out of hundred secondary school teachers of English, forty of them from different locations in Tiaret were handed eighteen open-ended questions. Only two of them did not give back the questionnaire.

I chose a convenient sampling technique that includes several genders ,ages , different teaching experiences in various school locations to obtain reliable data. The questionnaire comprises two rubrics. The first deals with personal data and professional information whereas the second rubric is devoted to coursebook, teachers, and learners.

This research contains two chapters. The first chapter reviews what has been written on the coursebook and analysis respectfully. It also deals with vocabulary, its importance and its teaching and strategies. The second chapter is about the analysis of data collected through the questionnaire, and analysis of vocabulary tasks set in the textbook

CHAPTER ONE

Textbook and Textbook Analysis

I.1. Introduction

Textbooks are widely accepted as a common feature of classrooms worldwide and are important vehicles for the promotion of curriculum. As a vital tool, the English as a foreign language textbook overshadows educational associates, especially learners. Such classroom material comprises of language that paves the way or hinders the needs of teachers, especially the learners to be met. There have been a lot of controversies on textbook and its usefulness for all learners, whether textbook and its content are pre-requisite to meet learners' needs, interests, and level to boost their language proficiency or is used just as a tool that may obstacle their improvement in the language acquisition.

The main purpose of this chapter is to spot the light on the flexibility of the selected textbook. It tackles textbook definitions, and its functions in regard to learners' proficiency. Its importance, advantages, disadvantages, its role in EFL classes, and its functions. All this can be done through analysis. Here, we also discuss its techniques, structures, and levels.

I.2. Generalities about Textbook**2.1 Definitions of Textbook**

To perfectly grasp this theme, we need to go through various definitions.

According to Ur(1991:183), he refers directly to the textbook, in an easily understood way, as the term course book means, a textbook of which the teacher and each student has a copy, and which is in principle, to be followed systematically as the basis for a language course.

Hence, and on the basis of this definition, one can get that the textbook is an indispensable material and is used systematically in a course of study, that should be accessible to both teachers and learners.

According to Cunnuningham(1995:7-15.) who states that the manual teaching-learning material is produced according to the designed curriculum that are applied in the educational institution, therefore, it should have a clear role by bridging the learners' needs with the effective use of language taking into consideration their own purposes. Consequently, the textbook has been largely regarded by tutors and trainers as a pre-mordial mean that effectively serves the learning and teaching situation.

According to Cortazzi and Jin(1999:196-219.), a teacher , a map , a resource , a trainer and an authority . As a teacher, a course book gives learners relevant information about grammar and vocabulary as well as English speaking countries and their cultures . As a map , its shows an outline of linguistic and cultural elements as a structured program and it guides students and teachers to follow the steps taken in previous lessons.

A textbook is viewed as a resource as it contains a set of materials and activities available to the teacher from which one can choose. It can also be a trainer for novice teachers who need valuable instructions , support and guidance . As an authority , a textbook is seen as valid , reliable , written by experts and authorized by important publishers of ministries of education. Therefore, the textbook is an indispensable and reliable element that overshadows the teaching –learning process.

According to Oxford advanced learner’s Dictionary(1990:22-38), a textbook is defined as :‘ a book that teaches a particular subject and that is used especially in schools and colleges.

Consequently , EFL textbook is a well- organized set of instructions in a form of a printed or electronic version that provides learners with necessary knowledge , language skills and information about it.

According to Hutchinson and Torres(1994:315.), they believe that the course book 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) countries ... No teaching-learning situation , it seems , is complete until it has its relevant textbook.

Thus , the textbook is a worldwide teaching-learning material and reference that its impact goes beyond what we expect . It is an influential tool through which new cultures , ideas , etc are transmitted . Sheldon argues that ‘*textbooks symbolize ‘the visible heart of any ELT program , and they offer significant advantages for both students and teachers*’(1988:237). So , the textbook is a essence and irreplaceable generator that fuels the teaching-learning situation and determines its pace.

According Patricia, Alexander and Lauren Trakhman , experts in educational psychology , Textbooks are educational resources that present organized and sequenced information, concept, and exercises designed to support learning and instruction in specific

subject areas. Hence, the course book is an educational tool that perfectly serves in a teaching-learning situation of a particular subject.

According to Alan Maley (1987), an expert in English language teaching: "*A textbook is a carefully structured and planned course of study, offering a systematic presentation of subject matter, often accompanied by exercises and supplementary materials, designed to facilitate learning and teaching*". Therefore, this printed version is well studied to serve learners and the learning environment.

According to Feldman (1991.) , a textbook is defined as “ a printed or digital instructional resource that provides curriculum content, explanations, exercises, and assessments to guide and support student learning in specific subject or academic discipline” this definition highlights the significance of textbooks as essential learning tools in education.

In the article, Richards, J. C.(2001), a textbook is described as “ a published course of study that provides a structured framework for language learning , including presentation of new language , practice activities, and opportunities for review and assessment “.

These definitions emphasize that textbooks are educational resources that present organized and structured content to support teaching and learning in specific subject areas. They highlight the role of textbooks in providing a systematic approach to instruction, offering explanations, exercises, and assessments to facilitate learning. Please note that these definitions may vary slightly depending on the specific context and viewpoint of different experts.

2.3 Importance of Textbook

It is undoubtedly known that textbook is frequently used by both teachers and learners , it is that necessary element in a classroom. For learners , without , it , the learning process is incomplete , the lessons and their instructions remain vague .This, learners’ comprehension and their involvement are not totally assured . Shortly , it brings things down to earth thanks to its concreteness.

According to both Ravitch (2003) and Valverdeal.b(2002), textbooks are vitally important... In other words, they play a significant role in shaping learners’ views of school subjects.

Sewall (1992), goes so far as to say that it is almost impossible to achieve a high level of education without the use of textbooks. So, one can say that without the presence of the textbook in the classroom, effective learning never takes place.

It is generally agreed that “ the textbook represents the heart of any English language teaching situation “Sheldon adds that textbook displays advantages for both teachers and learners alike as a resource to rely on and as a guide to be followed (1-14) . O’Neil refers to it as “ *a suitable basis on which to would the unpredictable interaction which is necessary to classroom language learning* “ (1988:104).

According to Shledon (1987:8.) , the following reasons justify the widespread use of textbooks in the teaching of English as a foreign or second language throughout the world , she states that course book is indispensable in ELT contexts because it is difficult for teachers themselves to create their own teaching material. Course book lesson preparation gains time by providing ready-made teaching texts and learning tasks. thus, the textbook can serve both as a syllabus and as a framework of classroom progress , a measure by which teaching can be evaluated by external stakeholders. Course book usually serves multiple roles in ELT , such as cunnings worth mentions :

- A resource for presentation material (spoken / written)
- A source of activities for learner practice and communicative interaction.
- A reference source.
- A syllabus
- A resource for self-directed learning or self- access work
- A support for less experienced teachers (7-15)

In secondary school, textbooks play a crucial role in education and have significant importance. They serve as essential resources for students, providing structured content and knowledge across various subjects. Here are a few key reasons why textbooks are important in Algeria Curriculum Alignment align Textbooks with the national curriculum, ensuring that students cover the required topics and meet educational standards set by the Ministry of Education. They provide a structured framework for teachers to plan lessons and guide students’ learning.

Content Delivery in which Textbooks present subject matter in a systematic and organized manner, making it easier for students to understand complex concepts. They provide explanations, examples, and exercises that support learning, enabling students to grasp fundamental concepts effectively

Reference Material where Textbooks serve as reliable reference materials, allowing students to revisit and reinforce previously learned concepts. They contain explanations, diagrams, and formulas that students can consult when they need clarification or additional information.

Independent Learning in which Textbooks empower students to engage in self-study and independent learning. Students can refer to textbooks outside the classroom, enabling them to explore topics further, review concepts, and deepen their understanding.

Standardization where Textbooks promote educational standardization by providing consistent and uniform content across different schools and regions. They help ensure that students receive a comparable education, regardless of their geographical location or school.

It's important to note that textbooks should be regularly updated to reflect advancements in knowledge, align with current educational trends, and cater to the needs of students. The Ministry of Education in Algeria often reviews and revises textbooks to ensure their relevance and accuracy in the education system.

2.4 Advantages of Textbook

A great number of experts and scholars spot the light on the value of course book. textbook provides structure and a syllabus for a program , it helps standardize instruction , maintain quality and provides a variety of learning resources which are efficient because they save teachers , time and provides effective language models and input , and is usually visually appealing and attractive for students'' Harmer (2001:5-10) . therefore , no doubts in textbook usefulness as it is the path to be followed thanks to its structured program with organized instruction that help teachers in gaining time and guaranteeing teaching-learning efficiency.

Graves (2000), provides several advantages for the use of a course book ,he states them as the following.

-It provides a syllabus for the course because the authors have made decisions about what will be learned and in what order.

-it provides security for the students because they have a kind of roadmap of the course .they know what to expect , they know what is expected from them.

-it provides a set of visuals , activities , etc .. , and so saves the teacher time finding or developing such materials.

-it provides teachers with a basis for assessing learners learning

-it may include supporting material (teacher's guide , worksheets, CDs)

It provides consistency within a program across a given level , if all teachers use the same textbook (174). Therefore , it is undeniable to put aside the textbook in the teaching-learning situation . It is the framework through which expert have made decision about what to be taught and in what way . For teachers , it is a roadmap to be followed in planning and delivering their lessons and assessing the learner's learning. For learners , it is the basis in order not to get lost while learning.

According to Harmer (1991:257) reckons that :Where a textbook is involved , there are obvious advantages for both teachers and learners . good textbook often contains lively and interesting material; it provides a sensible progression of language items , clearly showing what has to be learnt and in some cases summarizing what has been studied so that learners can be systematic about the amount of vocabulary presented to the learners and allow learners to study on their own outside the class . Good textbook also relieves the teacher from the pressure of having to think of original material for every class.

All-in-all ,the educational value of a textbook is crucially important. It has an appreciated effect on both learners and teachers , in which the textbook provides great deal of vocabulary presented to the learners with well-structured instructions to be followed allowing them to develop their autonomy in and outside the class , and guides the teachers while delivering their lectures.

Structured Learning in which Textbooks provide a structured approach to learning, presenting information in a logical sequence. They cover topics systematically, ensuring a comprehensive understanding of the subject matter.

Comprehensive Content Textbooks often contain a wide range of information and knowledge related to the subject. They provide in-depth coverage of key concepts, theories, and principles, offering students a comprehensive resource to study from.

Visual Aids and Illustrations where Many textbooks include visual aids such as diagrams, charts, graphs, and illustrations. These visuals help students visualize complex concepts and make the learning process more engaging and understandable.

Consistency and Standardization in which Textbooks promote consistency in content and teaching across different schools and regions. They follow a standardized curriculum, ensuring that students receive consistent information, regardless of their location or the teacher they have.

Homework and Practice Exercises in which Textbooks often include homework assignments and practice exercises that allow students to apply their learning and reinforce their understanding of the material. These exercises help students practice problem-solving skills and consolidate their knowledge.

Resource for Teachers where Textbooks serve as valuable resources for teachers, providing them with a framework for lesson planning and guidance on what to teach. They can help teachers deliver consistent and comprehensive instruction to their students.

Accessibility in which Textbooks are physical resources that are easily accessible to students. They can be used both inside and outside the classroom, allowing students to review and study at their own pace.

Independent Learning mostly Textbooks empower students to engage in independent learning. They can refer to textbooks outside of class hours, enabling them to study independently, review concepts, and explore topics of interest.

These advantages highlight the important role that textbooks play in providing structured content, facilitating learning, and supporting the educational process in secondary school third year education

2.5 The Role of Textbook in the EFL/ESL Classroom

According to Sheldon (1987:1-10), a course book can be defined as a printed version specially distributed to help learners to improve their linguistic and communicative abilities. Thus, it is a published version which is used to improve learners' communicative abilities and linguistic background .This what O'Neil (1982:104-111) goes to, he refers to the textbook as a supporting teaching instrument to be followed by learners. Hence, the textbook is a teaching

tool which is used to support the learning environment to accomplish the design course objectives.

According to Mares(2003), different materials are related with the course book such as; workbook, teacher's book...etc, are specially designed to give cohesion to the language teaching and learning process by providing direction, support, and specific language-based activities aimed at offering classroom practice for students. Thus, in different ELT situations, textbook continues to play an essential and effective role all over the world.

According to Hutchinson & Torres (1994:315-327), the role of the textbook is so great and extensive in the ELT classroom that is almost a universal element in ELT teaching. Therefore, the textbook use has been justified by many different experts as. These points help in both learning and teaching process.

According to Johnson (1993: 24), a book intended for instructional use, textbooks play an important part in the teaching of English the textbook is almost universal component of ELT instruction

According to Hutchinson and Tress (1994: 315) the use of textbook in the teaching learning process, is essential and advantageous, textbook thives and survives primarily because they are most practical way to provide the necessary structures for the teaching learning system

According to Haycroft(1998), textbook is an excellent tool for students to use as a reference as well or for self directed learning, presentation materials ideas and activities ,they also assist newer teachers who are trying to build their confidence, they give the students' confidence a boost which is evident when assessing their level of accomplishment. According to those who use them textbooks are critical from psychological perspective

According to Sheldon (1988)textbook also serves the function of supporting teachers through times of change that may be challenging of demonstrating novel or untied methodology because they believe that published materials are more reliable than those created by their teachers ,students typically have good attitudes regarding using textbooks

To summarize, the textbook's primary function is to act as the major repository of knowledge and information. Having said that, the knowledge and information offered come from a particular ideological standpoint. The textbook then delivers chosen information on particular issues within structured and constrained themes. To make such pieces of

knowledge easier for students to learn and absorb, the textbook breaks them down into manageable chunks.

The organization of the textbook structures the learning process into blocks or units. It provides a framework for learning that links theoretical concepts to practical applications or vice versa, from assertions to examples or from examples to observation and analysis, to mention a few.

2.6 Objectives of the Textbook

Foreign language textbook functions are usually related to its validity for both learning and teaching that language, as an example, the English language has seven functions which are presented as follow:

- Informative function.
- Stimulating and developing function.
- Integrating function.
- Educating and motivating function.
- Contrastive-transformational function.
- Facilitating and relating function.
- Testing function.

Provided that the authors of foreign language textbook respect these functions, it will enable the learners and teachers to use it effectively and finally the teacher-learner cooperation will be gained. Besides, to provide the learners with a cultural experience and knowledge about the English language.

The primary objective of textbooks in secondary school third year English textbook is to support the educational process and facilitate effective teaching and learning. Here are some key objectives of textbooks

In Content Delivery Textbooks aim to provide structured and organized content that covers the required topics and subjects as per the national curriculum. They serve as a primary resource for delivering subject matter to students in a systematic manner.

Knowledge Acquisition where Textbooks strive to facilitate students' acquisition of knowledge and understanding of various subjects. They present information, concepts, theories, and principles in a clear and accessible manner to help students develop a solid foundation of knowledge.

In Skill Development Textbooks often include activities, exercises, and practice problems to promote skill development. They provide opportunities for students to apply their knowledge, practice problem-solving skills, and enhance their critical thinking abilities.

Textbooks serve as reference materials for both students and teachers. They enable students to revisit previously learned concepts, reinforce their understanding, and clarify doubts. Teachers can also refer to textbooks to reinforce lessons, plan activities, and assess student progress.

Curriculum Alignment where Textbooks align with the national curriculum guidelines and learning outcomes established by the Ministry of Education. They ensure that students cover the required content and meet educational standards set by the government.

In Educational Standardization Textbooks contribute to standardizing education by providing consistent content and learning resources across different schools and regions. They help ensure that students receive a comparable education and have access to the same foundational knowledge.

Independent Learning in which Textbooks support independent learning by providing students with a resource they can refer to outside of the classroom. Students can engage in self-study, review concepts, and explore topics independently, fostering a sense of responsibility for their own learning.

Overall, the objective of textbooks in third year textbook is to facilitate effective teaching, promote student learning, and contribute to a well-rounded education for students.

2.7 Drawbacks of Textbook

According to Cunningsworth(1995:06), who states that no course book suits to a particular learning situation. Teachers will have to find their own way and put their own touch to met their learners' need. So, there is no single textbook that meets all learners' requirements, but look for the best possible fit between what it offers and what learners'

need. Thus, it is strongly believed that there no universal textbook that corresponds to all learners and their differences.

Despite their widespread use in Education, they have some drawbacks :

- **One-size-fits-all approach:** Textbooks are designed to cater to a broad range of students with varying abilities, learning styles, and interests. However, this standardized approach may not effectively meet the individual needs and preferences of every student. Some learners may require additional support or different instructional materials to fully grasp the content.
- **Potential biases and limited perspectives:** Textbooks can sometimes be influenced by biases, whether intentional or unintentional. They may present a limited range of perspectives or reinforce stereotypes, leading to a narrow understanding of complex topics. It is crucial to critically evaluate the content of textbooks to ensure they offer a balanced and inclusive representation of different viewpoints.
- **Lack of flexibility:** Textbooks typically follow a linear structure and predetermined order of topics, leaving little room for customization or adaptation. This can restrict teachers' ability to address the specific needs and interests of their students or to integrate current events and real-world examples into the curriculum.
- **Cost and accessibility:** Textbooks can be expensive, placing a financial burden on students and their families. Additionally, access to textbooks may be limited in certain regions or schools, creating inequities in educational resources and opportunities.

It's important to note that while textbooks have drawbacks, they also offer valuable content, structure, and guidance in many educational settings. Educational experts recognize the need for critical examination and supplementation of textbooks with other teaching resources and strategies to enhance the learning experience for students

While textbooks have their advantages, it's important to consider some potential disadvantages as well. Here are a few disadvantages of textbooks in secondary school third year textbook of English

Outdated Information in which Textbooks may not always reflect the most current information, especially in rapidly evolving fields. The publishing process often takes time,

which can result in outdated content, particularly in subjects where new research and developments occur frequently.

Limited Perspective where Textbooks present information from a specific author's or publisher's perspective, which may not always provide a well-rounded or diverse view. This limited perspective can hinder students' exposure to different viewpoints and alternative interpretations of the subject matter.

Lack of Interactivity where Textbooks are primarily static resources, lacking the interactive and dynamic elements that digital resources can offer. This limitation can make the learning experience less engaging and interactive, potentially affecting student motivation and interest.

One-Size-Fits-All Approach present Textbooks as designed to cater to a wide range of students with different learning styles and abilities. However, this approach may not suit the individual needs of every student. Some learners may require additional resources or alternative teaching methods to enhance their understanding.

Textbooks in Limited Adaptability cannot easily be adapted or customized to address specific regional or local contexts. This lack of adaptability may result in content that feels less relevant or applicable to the specific needs and circumstances of Algerian students.

In Cost and Accessibility, Textbooks can be costly, and not all students may have equal access to them. This can create disparities, especially for economically disadvantaged students who may struggle to obtain the required textbooks. Additionally, limitations in distribution or availability of textbooks can further hinder accessibility.

Potential Bias where Textbooks can sometimes contain biases or cultural perspectives that may not align with the diverse backgrounds and experiences of Algerian students. It's important to critically evaluate the content and ensure it promotes inclusivity, accuracy, and cultural sensitivity.

While textbooks continue to be a valuable resource in education, it's essential to supplement them with other learning materials and resources to overcome these disadvantages and provide a more holistic and inclusive learning experience.

3.Text book Evaluation

3.1.Textbook evaluation

3.1.1.Evaluation : Evaluation involves assessing the quality, accuracy, relevance, and effectiveness of educational materials used in classrooms. This process includes analyzing the content's alignment with curriculum standards, clarity of explanations, inclusion of diverse perspectives, up-to-date information, engaging visuals, and interactive elements. According to Brown (1995). "Evaluation is the component of the model that includes, connects, and gives meaning to all the other components, and it forms the core of the systematic approach to language curriculum design". According to Rea-Dickins & Germaine, (1994, p. 28). "the ways in which we can learn more about what works, what doesn't work as well, and what seems to be of no use at all". According to Patton (2008, p. 39). "the methodical gathering of data from program activities, traits, and outcomes to assess the program, enhance or further develop program effectiveness, guide decisions about future programming, and/or deepen understanding". An evaluation can be defined as a methodical process used to identify the positive and negative aspects of the subject of the evaluation, which typically leads to the formulation of a value judgment.

3.1.2.Textbook evaluation.

Textbook evaluation is the systematic assessment of educational materials to determine their suitability for teaching and learning. This process involves analyzing content, accuracy, alignment with curriculum standards, and overall effectiveness in conveying information. The aim is to ensure that textbooks provide valuable and accurate resources for students and educators, enhancing the learning experience. According to Hutchinson and Waters (1987:96). "Judging the suitability of something for a particular purpose is the act of evaluating". The aim of textbook evaluation is to make the teaching and learning process beneficial and appropriate for meeting the needs of learners. According to Cunningsworth (1995). and Ellis (1997). "Language teachers can move beyond any fundamentally practical, impressionistic assessment with the aid of textbook evaluation". Textbook evaluation is a critical process that ensures educational materials meet high standards of accuracy, relevance, and effectiveness. By carefully assessing content and alignment with educational goals, we can provide students and educators with valuable resources that foster meaningful learning experiences.

3.2. The Importance of Textbook Evaluation,

Textbook evaluation is essential to maintain educational standards and optimize the learning process. According to Rea-Dickins and Germaine (1994: 4). "Teaching and learning both require evaluation". The management of learning tasks by students, the planning of courses, and the future of classroom practice all depend on evaluation, which is crucial for teachers because it can offer useful information. According to Ellis (1997). "Teachers can gain practical, accurate, systematic, and contextual insights into the overall nature of textbook material with the aid of textbook evaluation, which helps them move beyond impressionistic evaluations". In order to make judgments about a program, increase its effectiveness, and/or guide programming decisions, evaluation is a process that critically examines a program. It entails gathering and analyzing data about a program's activities, characteristics, and outcomes.

3.3.Types of evaluation, The two types of evaluation are formative and summative evaluations. Formative evaluation takes place during the learning process, providing continuous feedback to improve instruction and enhance student understanding. Summative evaluation, on the other hand, occurs at the end of a learning period to assess overall outcomes and measure achievement against predetermined objectives. Both types of evaluation are crucial for effective educational assessment and improvement. According to Richards (2001). "Formative assessment is a continuous in-course evaluation that helps, if necessary, to change the course". Summative evaluation , is the end-of-course evaluation, which aids the teacher in determining whether the course's objectives have actually been met and whether the methods and internals have served their intended purpose. According to Richards (2001). "Summative evaluation is not meant to serve as a feedback mechanism for ongoing improvement". The combination of formative and summative evaluations creates a comprehensive framework for effective educational assessment. Formative evaluation fosters ongoing improvements in teaching and learning, while summative evaluation offers a final measure of student achievement and program effectiveness. Together, these types of evaluation contribute to a well-rounded understanding of educational outcomes and facilitate continuous enhancement in the learning process.

According to Cunningsworth (1995:14). "Three distinct categories of material evaluation exist pre-use, in-use, post-use". Pre-use Evaluation: This occurs before the materials are introduced to the learners. It involves assessing the content, pedagogical approach, alignment with learning objectives, and overall suitability of the materials for the intended audience. In-use Evaluation: This takes place while the materials are being used by

learners and educators. It involves monitoring the effectiveness of the materials in facilitating learning, gathering feedback from users, and identifying any issues or areas for improvement. Post-use Evaluation: This happens after the materials have been used for a certain period. It involves a comprehensive assessment of the materials' impact on learning outcomes, their alignment with goals, and their overall effectiveness. This evaluation helps inform decisions about whether to continue using the materials or make revisions for future use.

4.Vocabulary.

4.1.Definition of vocabulary

Vocabulary is crucial when learning a textbook ,as it enhances comprehension, communication, and critical thinking. A strong vocabulary aids in understanding complex concepts, reading comprehension, and expressing ideas effectively. It also helps students engage with the material more deeply, making learning more enjoyable and effective. According to Richards (2001) Jordan and Gray (2019) Hughes (2019). "Textbooks are essential for the learning and teaching of English in EFL settings because they standardize instruction, give programs structure, and free up teachers' time". According to Milton (2001). "Large vocabulary presentations to students may be counterproductive because research suggests that even the most seasoned learners can become daunted by a flood of brand-new words, hindering their ability to learn". According to Graves (2000) . " Vocabulary is the entire collection of words used in a field of study or that an individual is familiar with". According to Miller (1999). "Vocabulary is a set of words that are the fundamental building blocks used in creating and understanding sentences". According to Rivers (1968:23). "It is that aspect of language that constantly develops and changes, whether it is a person's first, second, or third language". According to Osborn and Laher (2004:5). "The word vocabulary is more complicated than it first appears, not in the sense of the word stock a person may possess, but in the manner in which those words were learned and applied".

4.2 Vocabulary description, Vocabulary extends across various registers, dialects, and contexts, ranging from everyday conversation to technical terminology.

4.2.1. **Lexicology:** Lexicology is the linguistic discipline that investigates words, their structure, formation, meanings, and relationships. It delves into the analysis of how words function in language systems and how they contribute to meaning. Lexicologists explore the intricacies of word morphology, syntax, semantics, and etymology .according to Jackson and Amvela (2000). "The study of words in a given language and analysis of lexis is

concerned with word classes (how they are formed by affixation or compounding), word formation, and word meaning. Lexis is the stock of words in a given language, or its vocabulary".

4.2.2.Lexicography: Lexicography involves the creation and compilation of dictionaries and other lexical resources. Lexicographers collect, organize, and define words, providing information about their meanings, pronunciations, usage, and sometimes historical development. Lexicography bridges the gap between theory (lexicology) and practical application (vocabulary). According to Carter (1998). "Lexicography, also known as the inventory of language words and gathering them in a book called a dictionary, is the process of compiling, comparing, defining, and grouping lexical items. In a dictionary, the list of lexical items of a language is put in alphabetical order with information about the spelling, the pronunciation, the meaning, and the usage".

4.3.How is vocabulary learnt?

Language learners use a wide range of strategies to acquire new words. Good language learners tend to take responsibility for improving their own vocabulary, while less successful learners do not. Knowing a word is one thing, but how that knowledge is acquired is an important matter that needs to be clarified. according to Schmitt and McCarthy (1997). "Indirect or incidental learning is a way to manage the learning of enormous amounts of vocabulary".

4.4. How is vocabulary taught?

Teaching vocabulary involves a strategic approach that encourages meaningful engagement and retention. Educators employ a combination of techniques to impart new words effectively. Contextual learning is fundamental; words are introduced within sentences or passages to demonstrate usage and meaning. Visual aids, like images or gestures, enhance comprehension, making abstract concepts more concrete. Grouping words by themes or categories helps establish connections and aids memory. According to Seal (1991). "As the terms suggest, there are planned and unplanned activities used to teach vocabulary in classrooms. The unplanned strategies refer to instances when words may be learned incidentally and accidentally in class when students ask questions about the definitions of words or when the teacher becomes aware of any pertinent words that need to be brought to the class's attention" According to Allen (1983:28). "It is the responsibility of language teachers to foster an environment that promotes vocabulary growth".

4.5. Vocabulary explanation strategies.

Vocabulary explanation strategies are techniques that educators use to clarify the meanings, usage, and nuances of words to learners.

4.5.1. Vocabulary and language teaching. Vocabulary is crucial because if students do not master it well, they will have difficulties understanding the new language. However, by teaching vocabulary, it will be easier for students to understand a sentence since they have known the meaning of each word. According to Schmitt (1997:201). "Learning vocabulary is the most crucial aspect of learning a foreign language".

4.5.2. Vocabulary in major teaching methods, The main reason that vocabulary is regarded as one of the most crucial mechanisms in any educational context is that it serves as a tool for conveying meaning; this focus on vocabulary teaching has recently been investigated. According to Thornbury (2004). "the creation of new, much more "word-centered" methods for teaching languages".

4.6. The purpose of teaching vocabulary

According to Pikulski and Templeton (2004:5-6). "In order to help students understand a text they will be required to read, one reason teachers are concerned about vocabulary instruction is to improve student comprehension". When the aim of vocabulary instruction is to facilitate comprehension of a selection, it is obvious that this instruction must take place as an introduction before the reading of the selection. A second major reason for teaching the meaning of words is to increase the number of words that students know and understand.

4.7. Techniques for teaching vocabulary

Learning vocabulary is the focus of a number of strategies and techniques. Vocabulary is typically organized into sets of words that are somehow related, frequently by topic or meaning. according to Herrel (2004). "Effective vocabulary teaching techniques improve students' word retention, increase their depth and breadth of word knowledge, and speed up their vocabulary development". It is up to the teacher to decide which of these strategies he or she wants to use, but the effectiveness of teaching should always be taken into account. Some of these strategies are more well-liked and frequently used than others. According to Grains and Redman (1986). "divided the verbal and visual vocabulary presentation methods used in the classroom into two categories".

4.7.1. Visual techniques

According to Hill (1990:15). "Standard classrooms are typically not the best places to learn languages". Since word associations are known to help students learn words or phrases more quickly than learning them independently, the teacher may as well assign colors to words with their pictures that can be directly linked to vocabulary. According to Wright (1990:203.). "Student and teacher drawings also have a special quality that lies in their immediacy and individuality, providing an immediately available source of pictorial material for the activities".

Word Maps or Mind Maps: Create visual diagrams that show the relationships between new words and their meanings. This helps students understand connections and associations.

.Flashcards: Use flashcards with the word on one side and the definition or an image on the other side. Flashcards can be physical or digital, and they're great for quick review.

.Word Walls: Display new vocabulary words prominently on a classroom wall. This visual display serves as a constant reminder and helps students absorb the words over time.

.Picture Dictionaries: Use picture dictionaries or illustrated vocabulary books to associate words with images. This is particularly effective for visual learners.

.Concept Mapping: Create visual diagrams that showcase the relationships between words, concepts, and subtopics. This technique helps students grasp the broader context.

.Vocabulary Posters: Design posters for each new word, including its definition, synonyms, antonyms, and a sentence using the word. Display these posters in the classroom.

.Visual Storytelling: Encourage students to create comic strips or visual stories that incorporate the new vocabulary words. This combines language learning with creativity.

.Collages: Have students create collages using images or magazine cutouts that represent the meanings of the vocabulary words.

.Digital Tools: Use online platforms and tools that offer interactive visual vocabulary activities, such as word puzzles, word clouds, and interactive quizzes.

.Real-life Examples: Show images or videos that depict the words being used in real-life situations. This helps students relate the vocabulary to authentic contexts.

Graphic Organizers: Provide graphic organizers like Venn diagrams, tables, or charts to visually organize and compare new words.

Visual Thesaurus: Utilize visual thesaurus tools that display synonyms, antonyms, and related words in a visual web format.

.Interactive Whiteboards: Use interactive whiteboards to display words, definitions, and visual aids during lessons. Students can also interact with the content.

4.7.2. The verbal techniques

which include the use of synonymy and antonymy as well as illustrative situations, are used by FL teachers in addition to the visual techniques to define new vocabulary terms.

Contextual Usage: Provide sentences or short passages where the new vocabulary words are used in context. This helps students understand the meaning and usage of the words within a real-life context.

Word Association: Have students associate new words with familiar words or concepts, making it easier for them to remember and understand the meanings.

Synonyms and Antonyms: Teach new words by introducing their synonyms (words with similar meanings) and antonyms (words with opposite meanings). This approach helps students grasp the nuances of the vocabulary.

Word Relationships: Show how new words are related to each other, such as words that belong to the same category or share a common root.

Storytelling: Create stories or narratives that incorporate the new vocabulary words. This helps students remember words in a narrative context, making them more memorable.

Word Games: Engage students in word-based games like Scrabble, Hangman, or crossword puzzles, where they need to use and understand the vocabulary to play.

Discussion and Debate: Initiate class discussions or debates where students need to use the new vocabulary words to express their opinions and ideas.

Role-Playing: Have students act out scenarios or dialogues using the new vocabulary. This encourages them to use the words in context.

Vocabulary Journals: Ask students to keep a vocabulary journal where they record new words, their meanings, and sentences showing their usage.

Thematic Units: Organize vocabulary around specific themes or topics, making it easier for students to understand and remember related words.

Mnemonic Devices: Teach students memory aids or tricks to remember challenging words or their meanings.

Interactive Read- aloud : Read aloud texts that contain the new vocabulary words, then engage in discussions about their meanings and contexts.

5. Approaches to vocabulary teaching

5.1. The incidental approach to vocabulary teaching,

According to Nation (2001), One of the most crucial methods for acquiring new words is the accidental vocabulary technique. The learner gains new vocabulary using this indirect strategy via participating in discussions, listening to the radio, reading novels, listening to music, watching movies, and watching television. The learner typically picks up new terms from context. Both native and non-native languages possess accidental vocabulary learning. The approach refers to the following principle which is Providing opportunities for the incidental learning of vocabulary.

5.2.The intentional approach to vocabulary teaching

It is known as the traditional straight-forward approach. Learners pay close attention to words they pick up from tasks. With the use of different resources and a direct focus on the design and meaning of words, this method enables students to quickly increase their vocabulary knowledge. Learners can use dictionaries, vocabulary lists and their translations, direct vocabulary explanations, studying affixes and roots, semantic mapping, and matching terms with various definitions to increase the breadth of their vocabulary. According to Schmitt (2002), This method of teaching use instruments to directly engage the learner's attention with form and meaning. These activities involve :

Word Selection: Careful selection of target words based on their relevance, frequency of use, and appropriateness for the learners' age and language proficiency level.

Contextual Learning: Teaching words in meaningful contexts, such as sentences or short passages, to help learners understand how words are used in real-life situations.

Active Engagement: Encouraging active engagement with words through activities like reading, writing, speaking, and listening exercises.

Repetition and Review: Repeated exposure to words over time to reinforce retention and understanding.

Vocabulary Strategies: Teaching learners various strategies for acquiring and retaining vocabulary, such as using mnemonic devices, word maps, or context clues.

Assessment: Regularly assessing learners' vocabulary knowledge to track progress and identify areas that need further attention.

Integration: Integrating vocabulary instruction into other language skills, such as reading, writing, speaking, and listening, to enhance overall language proficiency.

Personalization: Tailoring vocabulary instruction to the specific needs and interests of learners, which can increase motivation and retention.

Overall, the intentional approach aims to foster a deeper understanding of words and their usage, enabling learners to effectively communicate and comprehend in their target language.

The intentional approach includes these principles, Diagnose which of the 3,000 most common words learners need to study. Provide opportunities for the intentional learning of vocabulary. Provide opportunities for elaborating word knowledge. Provide opportunities for developing fluency with known words.

5.3.Independent strategy development approach,

According to Nunan (1999). This method calls for teaching vocabulary by consulting dictionaries and making assumptions based on context. New lexical elements should be introduced to students in contexts that help them understand their meaning. Additionally, kids are urged to learn various hints (affixes and roots, images, diagrams, etc.) to ascertain the meaning. According to Sokmen (1997). It is preferable that the teacher uses techniques for inferring the meaning of new vocabulary from the context rather than having the students memorize lengthy lists of words or make them seek it up in dictionaries. According to Hunt, A and Beglar, D. (1998). This strategy corresponds to two principles: the first is to experiment with inference from context. Examine various dictionaries and instruct pupils on how to utilize them.

6.The purpose of teaching vocabulary

According to Pikulski and Templeton (2004). "In order to help students understand a text they will be required to read, one reason teachers are concerned about vocabulary instruction is to improve student comprehension". The primary purpose of teaching vocabulary is to equip students with a rich and varied set of words that they can use effectively to express themselves, comprehend texts, and communicate with others. Overall, teaching vocabulary equips students with a fundamental tool for effective communication, cognitive growth, and success across various educational and professional pursuits.

Importance of vocabulary

According to Nation (1990). "No one can communicate in any meaningful way in English without vocabulary, so learning vocabulary is a crucial part of the language learning process". According to Allan (1983). "Grammar and vocabulary are given equal attention in the best classrooms, but vocabulary instruction must come first". Vocabulary is a fundamental element in teaching as it equips students with the tools to express their thoughts and ideas effectively. A robust vocabulary enhances comprehension, enabling students to grasp concepts in various subjects. It cultivates critical thinking skills, aiding students in analyzing and discussing complex topics. Proficiency in vocabulary enriches both written and verbal communication. Overall, vocabulary plays a pivotal role in facilitating learning, communication, and academic success..

CHAPTER TWO

Data Collection and Analysis

1. Research Design**1.1. Introduction,**

This chapter is about data analysis . It provides general components of the research methodology, and allows researchers to have a valid understanding. It deals with the third year English Textbook 'New prospects' ,its main characteristics. For the sake of collecting data the research work represents, research setting and sample, research tool, data collection, qualitative and quantitative methods.

1.2 Corpus of the study**2. Research setting and sample**

Our research was carried out of 40 teachers of English who took part in the present study from the whole number of 145 teachers of English at secondary school in Tiaret.

Out of 40 teachers, 38 of them answered the questions while 2 teachers did not give back the questionnaire. 10 of the whole number were male teachers and 28 of them were female teachers. Our investigation targeted teachers who have Third year Literary streams in Tiaret and its provinces.

3. Research method

Research work aims to assess how well **New prospects vocabulary** tasks correspond to the fundamental ideas of learning and teaching vocabulary relying on the qualitative and quantitative methods, the mixed approach will be used to evaluate vocabulary tasks in the Textbook. First, it starts with quantitative analysis of the data. Second, the results of the analysis of the vocabulary tasks will be revealed after the interpretation of the findings of the textbook review are provided .

To collect the important data and get more practical answers about whether the vocabulary tasks of the textbook enhance the learners' needs and understanding at a secondary school in Tiaret, we used a questionnaire The questionnaire contains 17 questions. Questionnaire items consists of making choices through ticking on the right boxes. In 4 questions, teachers gave answers based on their experiences.

The questionnaire is organized in two rubrics. The first one, is devoted for personal and professional information which contains seven questions. Rubric two contains ten questions, it is devoted for coursebook, Teacher and learners.

since the importance of this tool is to gather proofs about this topic. After setting up the questionnaire, 40 copies were distributed and given to Secondary teachers of English in Tiaret from different locations.

Third year of vocabulary training in Algerian secondary schools using the New Prospects textbook is the subject of the study. The next part of the research is to analyze and interpret the data with the support of the data collection techniques previously discussed.

The following part deals with the presentation of the English textbook 'New Prospects'.

3.3 Third Year English Textbook

The TEFL textbook New Prospects is designed to teach English to students beginning their third year of secondary school, independent of their streams. It complies with the updated English curriculum established by the Ministry of National Education's National Curriculum Committee in March 2006.

When creating this book, the following three key components of the curriculum were carefully taken into account, The only written code used in the Baccalaureate; the focus placed on theme orientation; and the need to meet the educational needs of all Baccalaureate streams.

Naturally, the overarching strategy continues to be primarily project-focused, competency-based, and learner-centered.

3.4 The main Textbook Characteristics,

The present textbook 'New Prospects' is the official text created by the Ministry of Education for use by all secondary school students in their third year of English language study. The manual, which addresses the new official curriculum established as part of the most recent Education Reform, is a pedagogical document. The curriculum is both communicatively focused and thematically structured. The textbook's units are divided up into several subjects and sets of language functions, structures, components, abilities, and techniques. Thus, it is guaranteed that all of the syllabus's components may be covered in the four units that each stream is required to complete. For the first four manual units, for instance, the literary stream students are in command.

'New prospects' contains the following six units: "Keep Cool!," "Ill-gotten Gains Never Prosper," "Schools: Different and Alike," "Safety First," "It's a Giant Leap for Mankind," and "Exploring the Past." There are several, colorful images in each file. Two primary components and two sequences each make up each unit. The "Listening Scripts," a "Grammar Reference," and a "Resource Portfolio" are presented after each unit.

Language Outcomes, the first section of each unit, is broken up into the "Listen and Consider" and "Read and Consider" sequences. The first one has the rubrics "getting started," "let us hear it," and "around the text." Actually, this sequence consists of "pronunciation and spelling," "vocabulary explorer," and "grammar explorer." The latter has the beginning, closer inspection, and text-related rubrics. The "pronunciation and spelling" and "grammar and vocabulary explorers" are also included in this set of books.

Think, Pair, Share is the rubric that both sequences use to conclude. The tasks in this rubric emphasize a certain function (advertising, comparing, informing, etc.) in order to encourage students to talk or write again using the thematic and linguistic aspects they have learned throughout the sequences. These two sequences are meant to improve the writings' linguistic quality through the study of grammatical constructions, vocabulary, pronunciation, and spelling. The goal is to help the students assimilate the linguistic and thematic "tools" they will use in the second part of the unit more effortlessly.

The skills and strategies outcomes section of the unit, which is primarily concerned with the structural and discursive features of the texts, is divided into two parts. Now, composing abilities and communication techniques are of more interest. This section consists of two sequences: "Listening and Speaking" and "Reading and Writing," with a focus on social skills (collaborative work, peer assessment, responding to problem-solving situations... inside and outside the classroom) and awareness of fundamental skills (listening, speaking, reading, and writing). They are designed to help students eventually concretize what is referred to in the official syllabus as "L'objectif terminal d'intégration" in the "Saying it in Writing" and "Writing Development" rubrics. The vocabulary teaching and learning analysis of the first portion with its two sequences in each unit of the offered textbook is chosen for the purposes of the current research.

4.Data Analysis

4.1.Personal Professional Information

The general purpose of this part is to be sure that the chosen interviewees are related to the domain we investigate in and may bring adequacy and accuracy.

Item One. Teachers’ Gender

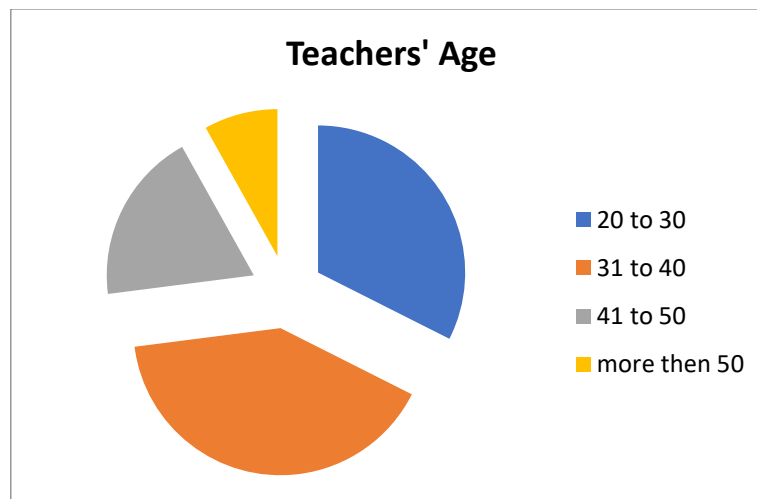
	Number	Percentage
Male	10	26.31%
Female	28	73.68%
Total number	38	100%

Table 1. Teachers’ Gender

This questionnaire’s item aims at recognizing the interviewees’ gender. It is remarked that 10 of the participants are males with a percentage of 26.31% whereas 28 of them are females with a percentage of 73.68%. Noticeably, teaching domain attracts more females than males.

Item Two: Teachers’ Age

Figure1. Teachers’Age



This item questionnaire displays that our participants are of different ages. We notice that 71.04% of the teachers are between 20 and 40 years old. 31.57% of them are between 20to30 years old and 39.47% of them are between 31 to 40 years old. Also, we notice that the

percentage diminishes from the age 14 to 50 years old with a percentage of 18.42% to become lower percentage with 7.89% at the age 50 years old and more. This may be due to retirement.

Item Three. Teaching Experience

	Participants Number	Percentage
1to5	10	26.31%
6to15	18	47.36%
16to25	07	18.42%
More than 25	03	7.89%
Total number	38	100%

Table 2. Teaching Experience

The aim of this questionnaire is to find out if teachers have a quite teaching experience or not. It shows that 10 of the participant teachers have short teaching experience. Whereas, 18 of them have taught for less than 16 years, and 7 teachers have worked for more than 16 years. In addition, only 3 have taught for more than 25 years. Therefore, it is clearly noticed that the interviewed teachers have a respectful teaching experience which may help us to get valid data for our investigation.

Item Four. School Location

	Participant Number	Percentage
Urban	18	47.36%
Sub-urban	20	52.63%
Rural	00	0%
Total Number	38	100%

Table 3. School Location

The questionnaire's item aims to guarantee that our investigation covers shadows different areas of Tiaret. It shows that the big percentage that is 52.63% of participants work in sub-urban areas. 47.36% teach in urban, and no one of our participants work in rural area.

It is noticeable that high percentage is for sub-urban areas because most of our interviewed teachers work in those areas.

Item Five. Level Taught

	Participant Number	Percentage
First Year	18	74.36%
Second Year	20	52.63%
Third Year	38	100%
Total number	38	100%

Table4. Levels Taught

The purpose behind this item is know whether teachers have enrolled different levels in the secondary school and make sure that our participants have taught our target population that is Third year.

We find that 100% of the participants have already enrolled with Third year classes and familiar with the program. That is to say, they have the required experience with the level. Thus, they could provide us with useful and practical feedback concerning our topic of investigation.

As we know teachers have to be in charge of two different level due to teaching regulations. This is why we find that 74.36% of them have taught First year whereas 52.63% have taught Second year during their career.

Item Six. Teaching Experience with Third Year Literary Streams

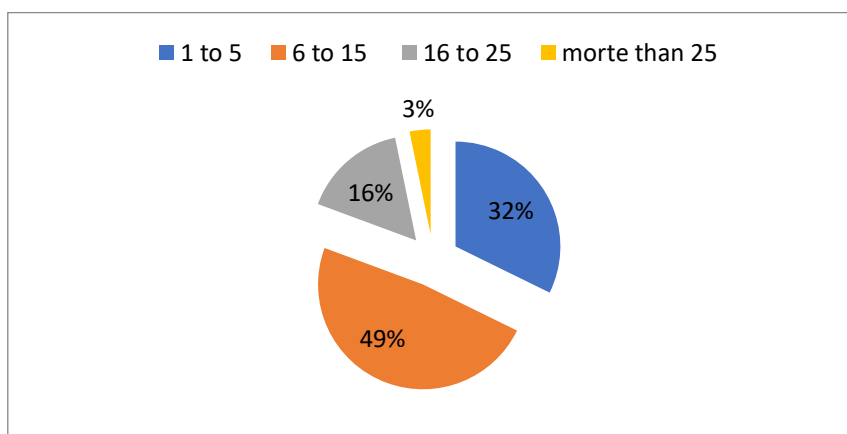


Figure2.Teaching Experience with Third Year Literary Streams

The aim of item six is to make sure that teachers have an experience in teaching Third Year Literary streams. It indicates that 25 teachers have worked with for less than 16 years. Among them, 10 have taught for less than 6 years. Moreover, 15 teachers have taught for more than 6 years, and 5 of them have worked with this level for more than 16 years, whereas only one has taught for more than 25 years.

This shows that our participant teachers have various teaching experience with Third year Literary streams.

Coursebook, Teacher, and Learners

This part contains 11 questions. It aims to gather information about the coursebook's content as teaching-learning tool in regard with the learners' proficiency

Item One. The Importance of the Coursebook

The answers	Participants Number	Percentage
Yes	38	100%
No	00	00%
Total Number	38	100%

Table 5. The Importance of the Coursebook

This questionnaire aims to project the light on the importance of the coursebook in the teaching-learning process. It clearly shows that all teacher think that the coursebook is important in delivering lectures.

Item Two. The Use of the Course book

The Answers	Participants Number	Percentage
Yes	36	94.73%
No	02	5.26%
Total Number	38	100%

Table 6. The Use of the Course book

This questionnaire aims to spot the light on the use of the course book while teaching. It shows that the majority of teachers with 94.73% claim that they use it in class to deliver their lectures. On the other hand, only 5.26% of them state that they don't use it, this may be for some reasons.

Item3.TheFrequencyofUsing TheCoursebook

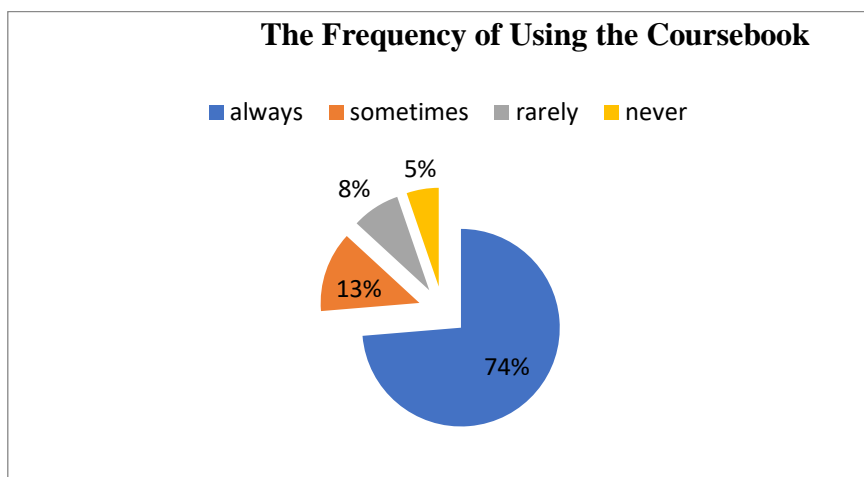


Figure 3. The Frequency of Using the Coursebook

This questionnaire item aims to highlight the frequency of using the coursebook in the teaching context. According to our participant teachers, 78,94% of the malwaysuseitinclass.13.15 of them say that they sometimes use it whereas. 7.89of them claim that they rarely use it while teaching this item shows that most teachers frequently use the course book in class.

Item4.The content of The Course book.

The Answers	Participant Numbers	Percentage
Motivating	28	73.68%
Demotivating	00	00%
Practical	10	26.31%
Total Number	38	100%

Table7. The Content of The Coursebook

This questionnaire item emphasizes on the content of the current coursebook. 73.68% of participant teachers claim that the content is motivating, while 26.31% of them see that content is practical whereas no one of the questioned teachers claim to be demotivating. This indicates that the content of the coursebook is well built and rich.

Item Five. Adapting the Coursebook Content

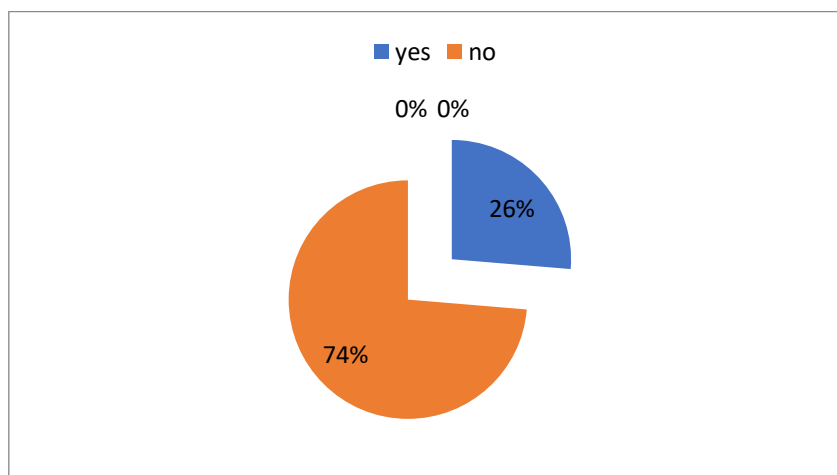


Figure 4. Adapting the Coursebook Content

This questionnaire item sheds the light on whether teachers adapt the content of the coursebook or not. 73.68% of teachers say that they don't adapt the content of the coursebook whereas 26.31% of them state that they do adapt the content for a change. We conclude that the coursebook content does not need to be adapted since it is well studied and organized, and if so just for change and bring new energy to class.

ItemSix. Difficulties in Simplifying Texts

The Answers	Participants Number	Percentage
Yes	00	00%
No	38	100%
Total Number	38	100%

Table8 . Difficulties in Simple frying Texts

The purpose of this item is to see whether teachers find difficulties in simplifying the texts of the course book. Surprisingly, I found that all the questioned teachers with 100% don't even try to simplify them due to their easiness and suitability from teachers can enhance and improve the learners' vocabulary and understanding.

Item Seven. Items to be Simplified

The Answers	Participants Number	Percentage
Vocabulary	00	00%
Questions	00	00%
Nothing	38	100%
Total Numbers	38	100%

Table9.Itemsto Be Simplified

This questionnaire items aims to focus on the items that teachers focus on while simplifying texts. Surprisingly, all teachers claim that there is nothing to be simplified in the coursebook texts, as mentioned previously, due to their suitability, easiness, and simplicity. Thus, the used texts in the coursebook are carefully chosen to meet all learners' level and help them learn more new vocabulary.

Item Eight. The Coursebook and The Learners' Level

The Answers	Participants Number	Percentage
Yes	36	94.73%
No	02	5.26%
Total Number	38	100%

Table10.ThecoursebookandTheLearners'Level

The purpose of this questionnaire item is to look at whether the coursebook fit the leaners' level or not. Most of teachers with 94.73% believe that the coursebook fit perfectly the learners' level and help them to improve It for the better whereas 5.26% of them claim that it does not fit the learners' level, here questioned teachers talk about learners who lack the basics for learning the language.

Item Nine. Understanding Texts Vocabulary

The Answers	Participants Number	Percentage
Yes	34	89.47%
No	04	10.52%
Total Number	38	100%

Table11. Understanding Texts Vocabulary

This questionnaire items aims to shed the light on whether learners understand texts vocabulary or not. 89.47% of asked teachers answered that most learners understand texts vocabulary, this shows that texts are carefully chosen to meet all learners’ levels whereas 10.52% state that learners don’t understand texts vocabulary, this is may be due to not having the habits of reading texts and acquiring techniques of reading, and as mentioned before, teachers mean that category that lack the basics of the language.

Item Ten. Texts, and Learning New Vocabulary

The Answers	Participants Number	Percentage
Yes	38	100%
No	00	00%
Total Number	38	100%

Table10. Texts, and Learning New Vocabulary

This questionnaire item’s purpose get a closer look at whether the coursebook texts help learners to acquire new vocabulary or not. According to the questioned teachers, all of them with 100% state that the current texts help learners to learn new vocabulary. An other reason to show that texts in the coursebook are well chosen to meet learners’ level and improve their acquisition.

Item Eleven. The Coursebook , Learners’s Attention

The Answers	Participants Number	Percentage
Yes	38	100%
No	00	00%
Total Number	38	100%

Table11. The Coursebook , Learners’ Attention

The purpose of this questionnaire item is to focus on whether texts attract learners’ attention and appeal them or not. 100% of the questioned teachers say that the texts attract the learners and appeal them. This clearly indicates that the coursebook texts are designed for learners simply to meet all their needs and improving their level.

5. “New prospect“ analysis

In this textbook , we approach language learning as a developmental process in which mistakes are made by the student s naturally and they ,then, learn to self correct. We also see

a strong understanding of grammar as the foundation of the English language, we purposefully emphasized it in our book due to our going of grammar principles into long function. We have ensured the learners' competencies by not treating it as an end in and of itself, with the help of a variety of efficient learning assignments from new prospects, students are encouraged to observe, consider, and analyze how English is used, the assignments created provides students plenty of chances to communicate in class and negotiate meaning, the majority of these exercises make use of discovery learning (inductive learning) and they are meant to improve both peer and individual learning.

Prospective items offer these assignments are set up in a way that encourages students to utilize more intricate words, more accurately than this have in prior academic years, students will be able to gradually automatize their knowledge and recall the Language they have learned with greater control and ease during production than to the cumulative effect of the variety of activities. Naturally, it is up to the instructor to choose the tasks that are most select to the demands of the classroom or classrooms, whether the focus should be more on vocabulary development and grammatical structures, on reading, and writing skills.

In order to succeed, it will be important to review language related topics that were previously covered as well as first and second year techniques and skills, instructors will anticipate that their pupils will consolidate practice and review their information as a result in contrast, the current course book's six topically focused sections are designed to inverse students knowledge of the lexis and discourse.

If the English language, As a result the texts chosen display language in variety of forms and tenses including Radio interviews, dialogues, new reports, newspaper, and magazine the students will be ready to communicate in a variety of real world language scenarios.

Organization of the coursebook New Prospects gradually teaches students the interaction, interpretation, and, production skills that include all linguistic domains(syntax, morphology, vocabulary, pronunciation, and spelling). The graded assignments are of the king that may be found in the baccalaureate English paper, giving students a progressive introduction to the standards for English in the exam, the various task types will be discussed after that in news prospects grammar, vocabulary, pronunciation, and spelling are covered in each lesson as well as protect, this practice relates to the unit's central theme.

An evaluation grid is provided after each unit to assess the learner's progress, through reading passages and texts at the end of the course book. It assesses students' proficiency with the language topics covered in the unit and examines their understanding of those items.

We have the following items at the end of *New Prospect: Listening scripts*. Students can use them in class to check their own work since they cover all listening requirements.

6. Grammar References

Students are instructed to use this rubric throughout the book. When they are uncertain about a grammar point, they should use it for revision and for checking. It will encourage autonomy and make it simple for students to continue learning after courses if they check their own grammar.

7. The Resources Portfolio

According to this criteria, making them improve their language learning opportunities, is the goal of this section. Students will be able to solidify the language and skills given in the course book by working through the texts and the activities that follow numerous texts that are thematically related to those in the units, are included in the resources portfolio. These texts offer topic-related reading assignments for both skimming and scanning. The portfolio can be utilized in the classroom to provide unmediated follow-up work for language practice skills and strategies.

8. Unit Description

The requirements of the major Baccalaureate streams are met by this coursebook. Between them is relating to science and technology and those relating to language and the humanities, it has attempted to create a balance. Each of the six units focuses on a body of knowledge that fosters a particular use of English, it is not necessary for students to complete all six units since *New Prospect* sets up so that each stream be allowed to select the four mandated units that are most closely relevant to the profession (in consultation with their instructor/teacher) Ancient civilizations / ethics in business / education in the world, comparing systems (advertising consumers and safety), (Astronomy and the Solar systems / feelings and emotions), As on how each unit is organized

9. Presenting the Project's Outcomes:

Two parts, each section has two sequences that are further separated in to rubrics

Take a break , position in which pupils are encouraged to unwind in preparation for the next section.

Research and Report , a phase where students either alone or in groups , will begin applying what they have learned this far , it serves a practice for the actual project .

9.1. Project outcome/assessment/ part one**9.1.1 Listen and Consider /Read and Consider**

The following rubrics are present in these two sequences which are more or less similar in their pattern Language outcomes declares the linguistic objective:

- Getting started
- Let's hear it(listen and consider sequence)
- Taking a closer look (read and consider)

Around the text (this rubrics consists of vocabulary and grammar exercises that are followed by vocabulary and grammar exploration.

- Pronunciation and spelling
- Think ,pair ,share (out part)

9.2. Part two, includes two additional sequences

- Listening and speaking
- Reading and writing

The pattern of these two sequences are also quite similar , and they are classified into the following rubrics

- Skills and strategies outcomes (this outlines the communication aims)
- Before distending (or before reading)
- As you listen (or as you read)
- After distending (or reading)
- Say it in writing (or writing development)

The project outcome is announced at the street of each unit and is clearly marked at key locations through out the unit in part two , in addition to provide instruction on how to implement the assignment project alternative and helpful web sites.

An assessment section follows the project outcomes

It is focused on evaluating language skills and methods after examining the planning of each component ,let's now evaluate the articulation , let's now evaluate the circulation of each of the two sequences .

10.Sequence Description

10.1.Sequence One listen and consider)

As stated above, listen and consider start with Language outcomes , which doesn't require any work but provides as neak peek at the Language goals that will be met by the end of the sequence , since they are interacted to be understood and used . grammatical constructions , vocabulary words , idioms ,and phonological characteristics like word and sentences tress are also evaluating the assessment portion of part two at the conclusion of the unit.

The first set of instructions focuses on listening comprehension ,its aim is to encourage students to listen carefully to an aural message or text while paying close attention to the linguistic characteristics mentioned in the language outcome preview. Additionally , it will force the pupils to reply to the message either orally or in writing. The objective of this form of focused listening is to aid student in learning how to listen with intent.

This listening exercise is realized in to steps , getting started / let's hear it , the student will first examine the thematic images , have a peer discussion of the subject and then respond to the comprehension questions that follow , this task is designed to access and activate the participant prior knowledge of the subject and to get them ready for the upcoming listening phase

Let's heart it : after hearing the entire text , read aloud by the teacher , the students listen to it again and respond to comprehension question.

Around the text ; focuses on the grammatical and lexical content of the same text and uses it to practice language skills , the pupils are asked to focus on particular aspects ,

grammar , vocabulary , pronunciation and spelling by giving language magnifying glass approach.

10.1.1.Pronunciation and Spelling

It is a rubric designed to improve the students comprehension of the links between English's sound spelling patterns, at this stage of secondary education , spelling is still a goal worth working toward, In order to communicate in a foreign language , one must have strong listening skills ,the lasts tage of comprehension before performance ,is the ability to distinguish between sound in different Utterances. In order to do these tasks like , listen for stress and listen for syllable division are offered. Think , pair , share , each student will produce a piece of writing , that will be delivered orally to the class as part of their assignments , which requires interaction with their teacher and other students.

10.2.Sequence Two (read and consider)

like the last sequence , this one has six rubrics in this final year of English study at school as well as for upcoming university studies , we have given particular focus to the development of the reading talent , one of the most difficult achievements , to this end we have added a substantial amount of reading materials to the resources portfolio.

10.2.1.Language Outcomes

The linguistic aims that must be met by the end of the section are highlighted , in this rubric , which does not include any assignments , the assessment rubric it the end of the unit can also evaluate these linguistic outcomes.

10.2.2.Getting Started

It promotes discussion on the subject at hand and in a same vein , engages the students prior knowledge by previewing some linguistic elements (vocabulary , language , structures)

10.2.3.Taking a Closer Look ,

It includes reading the work aloud or silently , and responding to comprehension questions , they can be referential on irreferential questions , or they might start a conversation and contrasting native and non-native situations this criteria entail examining both the form and the substance of the submission. There two different kinds of exploration activities presented in the around the text rubric , grammar explorer , vocabulary explorer grammar contain up , to three levels of activities(1, 2, 3)of varying degrees of difficulty, and

its primary aim is to teach students about the grammar used in the book , the students will take part in awareness rising exercises on tenses , prepositional verbs and other language features, additionally , they will have the chance to compose messages in proper English , the manufacturing task comes after these accuracy based actions , this aims to draw the learner’s attention to grammatical accuracy .Vocabulary explorer (1 , 2, 3), focuses on word creation , idiomatic formula, practice and other topics that help students develop their vocabulary .Pronunciation and spelling , language related tasks are covered under the fourth rubric, which particular mentions the phoneme grapheme connection in English. It is brought to the students attention that there are differences between the English spelling system and pronunciation system . While the teacher reads the material aloud, the pupils are encouraged to take notes on them.

Think , pair , share, emphasizes individual , pair and group work and fosters communication among group members. The instruction will serve as a facilitate or and provide guidance when it comes to intervening in class.

The least task break ; by adding light hearted jokes , proverbs songs , etc , It gives the activities that have been under ken up until this point a happier tone. This rubric is given an intercultural component as a way to highlight other people’s experiences in their own environment; students should unwind now before beginning the next sequence.

Research and report , focuses primarily on behavioral , outcomes for learners, the assignments are given to the students to complete (individually , in pairs on in groups) outside of the classroom entire as lead in to an activity or as feed back for a subsequent session , there are a variety of proposed written and spoken assignments , including news papers , articles , short tales , poetry , speeches public declarations on a certain subject etc.

Similar to think , pair , share , research and report phase promotes interaction and meaning –negotiation , and it serves as an excellent warm – up for the project , the final activity

10.3.Sequence Three

Listening and speaking: contains four basic criteria , sneak peek , at the students communication goals can be seen in the first outcome , skills and tactics, Several receptive strategies are involved in this rubric throughout the second sequence , they should be the center of the pupils attention , as result , the student is being asked to switch from language

analysis to discourse analysis as we branch it from language analysis to discourse analysis as we branch it from language – based study to discourse oriented learning. The objective of this sequence ,is to unlock or unpack texts in order to examine lexical chains , cohesion and coherence relationships. Students will learn about the connotative significance of speech and how to identify “ underside meaning “ by looking at the logical relationships between phrases in a text.

Before listening ,is a rubric uses pre-listening exercises to get students ready for understanding an auditory text and enables them to forecast content using a series of questions, these exercises also get you ready to take notes.

As you listen , a rubric that contains exercises asking students to listen for the main idea , specific information and to evaluate expectations or conclusions and either confirm them or reject them.

After listening , is a stage that follows listening that includes more intensive actions , post listening activities deal with bottom up listening and assist students in giving structure and importance to the texts , in contrast to pre- listening activities that concentrate on top down the thinking through content production , they can therefore use their notes to create a plan and summary of the information , following listening exercises , students can practice , speaking , reading and writing.

Say it in writing: this is a logical progression from the preceding receptive stage since it enables learners to gain confidence by producing content that is relevant to the listening content .This rubric gets the students ready for the stage that naturally comes after this one reading and writing.

10.4.Sequence Four

10.4.1. Reading and writing:

Sequences begin with skills and strategies outcomes , a rubric that outlines the goals (linguistic , communicative and cognitive) that students must attain, accomplish, achieve as well as the levels of message reception and production expected .

10.4.2.Before reading (as you read) :

and After reading , emphasize how students use their reading comprehension abilities to skim and scan authentic and partially authentic content, to begin , the students will use

their prior knowledge to found hypotheses about the subject , they will frequently also need to recognize the text structure deduce device /abstract /establish meaning from context , point out conclusions, and pursue abstract ideas.

10.4.3. Writing development :

As they possess the necessary vocabulary and grammatical proficiency as well as the necessary abilities and strategies to complete the writing tasks , this is the last skills rubric in which the students will have the opportunity to express , view points.

Outcome=end product skills and strategies

Provide justification and offer arguments in order to convey their core message. The students will show that they have a sense of organization , cohesiveness and coherence in this situation .

Writing reports , quick articles , professional and casual letters , etc area few examples of the writing assignment. We have suggested let's now concentrate on the project , which is the culmination of all learning and doing.

11.About the Project.

According to the introduction to the student's book, the project designing procedure runs concurrently with the unit's development " the ultimate outcome of the students language proficiency and the abilities and tactics they have developed throughout the class , it is the tangible / concrete and measurable embodiment of their competences

The project is mentioned seven times in the unit , once at the top of the first page , five more lines (Brainstorming , fact seeking – organizing – writing up – assessing) and once more in more detail , near the end , these are in a sense flash points intended to track how well the students are shaping their ideas , in keeping with their project.

The students should debate and categorize , the ways and means that related to their project during these mountings sessions , which should have 20 minutes at the conclusion of a class meeting , it is believed that the students will work together outside of the class to complete the follow up between two sessions.

Brainstorming , is the first these sessions , the facilitator is the teacher , the objective is to get the students to envision and concurs on the duties required , the potential information serves ,the format and substance of the final project.

Fact finding : at this point , outside of the class room is where most of the activities take place the students ask about the sources of information they will use (a survey , an interview) the tools they will use (camera , drawing) and the location they would need to visit (commercial company they might not even need to meet in class)

Organizing : here is where the student feedback is utilized in a logical and effective manner , group the students into five – students groups ask each group to select a spokesperson who will present the project 's final reports to the class. Get an agreement from all groups on the assignments that will go to each of them , if not , let each group determine who prefers what and in what order the subsequent tasks will all be completed outside of class room or even the school.

Writing up : this activity should happen outside of school hours given that each group can choose a time and dedicate the entire class meeting to this activity with each group working , independently, this will require both writing (improper English) and defiling (choosing colors allocating space for images versus text etc..... and negotiating (with potential differences of opinion) at this point , the teacher's job is one supervision , move from one group to the next offering guidance as needed .

Assessing: currently , a board of assessors (one from each group led by the teachers) or a student chosen by his peers, evaluates the work of each group , how even keep it informal, these session begins with each groups spokesperson updating the class on their work and showing them the product, they created.

Naturally, more of the fore mentioned signals should be taken as gospel truth, it is up to you to modify the educational strategy you believe is best for your class.

Last but not least , you might find it interesting to know we have suggested other projects of a lighter nature for students who prefer to work or like to collaborate independently as well as relevant and useful website (to be supplemented if necessary)

12. analyzing vocabulary tasks included in “New Prospects”

This Section deals with the vocabulary tasks which are included in “New prospects”. The six units from the textbook are considered in our examination and analysis. Each of these units has a set of tasks, either 5 or 7 or 8. This vocabulary tasks are the main focus of the section.

12.1. The amount of Tasks in New Prospects :

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

12.2. Vocabulary Teaching Materials,

Six files with distinct themes and subjects are included in the textbook. The step titled « vocabulary explorer » displays the vocabulary element. Throughout all of New Prospects’ units, this later in both sequences of language outcomes contains a variety of vocabulary-teaching activities.

Unit1, “Exploring the past”,

The first unit provides the following teaching resources for vocabulary :

- Linking adjectives + prepositions. E.g. good at, depend on.
- Linking verbs + prepositions. E.g. believe in, derives from.
- % Negative prefixes : e.g. dis- and de-
- Suffixes : e.g. -tion, -ment, -ed, -able, -ic and -ty.

Unit 2, « I’ll-gotten Gains Never prosper, »

- Suffix -ly : e.g. honest- honesty ; responsible- responsibility.
- Prefixes dis-, il- : e.g. honest- dishonest ; approve- disapprove.

Unit 3 : « Schools : Different and Alike ».

- Forming adjectives with -al and -ive : e.g. educational, reflexive,
- Innovative, responsive, constructive, effective...
- Forming nouns : verb +ing. E.g. teaching, learning, training... * Forming nouns with -tion. E.g. education, completion.

Unit 4 : « Safety First ».

- Verb + Preposition. E.g. accused X of Y, protect X from Y, provide X
- With Y, suffer from X.
- Forming adjectives with -y. e.g. greed- greedy, speed- speedy, milk- milky.

Unit 5 : « It's a Giant Leap for Mankind ».

- § Forming nouns from nouns : e.g. science- scientist, astronomy- astronomer.
- Forming nouns from verbs and adjectives : e.g. weigh (v)- weight (n), hot (adj.) – heat (v and n).
- Forming singular and plural nouns from verbs : e.g. believe (v) – belief (n. sing.) – beliefs (n. Pl.).

Unit 6 : « Keep Cool ! »

- Forming adjectives from nouns with -ous, -ful, -ic : e.g. courage
- Courageous, faith – faithful.
- Forming new words with self- : e.g. self-centred.
- Forming nouns with -ness and -ty : e.g. kind – kindness, loyal – loyalty. * Forming verbs with -en : e.g. tight- tighten.

12.3. The vocabulary learning strategies in “New prospects”,

In various areas of teaching foreign and second languages, the teaching of learning strategies has been extensively discussed. Students may benefit from techniques for learning. Improving the development of linguistic, communicative, and educational skills, including autonomy and learning process management. As it relates to the textbook being studied, this sub-title will highlight important vocabulary teaching techniques.

12.3.1.Dictionary use

Teachers and textbooks require students to utilize dictionaries, both bilingual and monolingual, as an independent word acquisition technique. Actually, it is a strategy of self-learning as pupils would be encouraged by themselves to consult a dictionary whenever a word looks familiar but the sentence in which it is found makes strange sense, or no sense at all. For instance, task one on page 18's phase of vocabulary exploration teaches learners a few key terms initially that are connected to the unit one theme of « Exploring the Past, » and the task necessitates the use of dictionaries as a teaching tool. Verbs like emerge, flourish, evolve, develop, collapse, rise, fall, spread, vanish, mature, disappear, bloom, etc. can be found among these terms. The words are then to be arranged in a curving line to illustrate the rise and collapse of civilizations by the students. This is yet another method of teaching that aids in memorizing by helping students organize words into semantic categories.

12.3.2. Gap-filling

In gap-fill tests, students must use their memory to finish a sentence or text using previously learned terms. Therefore, rather than just testing students' recognition of words, these exercises aim to assess their capacity to select items from a list or create new words. This activity tests the student's understanding of a wide variety of word kinds as well as grammar structures, primarily tenses. Additionally, the capacity for decision-making and Understanding the context can help fill in any gaps in the propositions that are offered.

Regarding the teaching and learning of EFL vocabulary in New Prospects, the above-mentioned learning technique is 'widely' applied. Every textbook unit has at least one vocabulary explorer assignment that asks students to complete textual gaps with a predetermined set of terms (task 2 on pages 18, 26, 50, and 110 ; task 4 on page 57 ; and task 3 on pages 80 and 88).

For instance, the second assignment on page 18 of unit one's vocabulary explorer step instructs students to fill in the text's blanks with the proper words from the curved line they chose for the prior job while excluding some of them as being unnecessary.

12.3.3.Contextual guessing,

The understanding of affixes is another common skill that students like to master. The majority of words are composites. Unfortunately, word creation processes are quite important. Understanding the meanings and uses of some prefixes and suffixes can make the

vocabulary learning process easier and faster. Pupils should know that the suffix -er basically means the agent (person or tool) which performs.

Fortunately, the majority of the vocabulary explorer step's tasks (tasks 3 and 4 on page 27, task 2 and 3 on page 57, task 1 on page 110, task 2 on page 178, and task 4 on page 171) are connected to word affixation. For instance, job one on page 26 instructs students to, whenever possible, fill a table with the missing member of each word « family. » Actually, they must create a noun, an adjective, and an adverb from a verb (such as « invent ») or from an adjective (such as « responsible »), respectively. The job makes use of the vocabulary teaching technique known as « word formation » and provides knowledge about word form (spelling and pronunciation), word parts (prefixes and suffixes), and word behavior (verb, adjective, adverb, or noun).

- Reading, To allow students to apply scanning and skimming tactics, they are typically followed by true/false/not mentioned statements or questions (see Task, 3 p. 16).
- List or table completion tasks are particularly helpful for reviewing vocabulary (Task 1 p. 26).
- Words to rank : chosen at random from a set of words that often have the same semantic field (see Task 1, p. 18).
- Writing the words below the appropriate category header (in Tasks 1 and 2, on pages 57, 139, 169, and 178).
- circling uncommon word (in Task 1, p. 50).
- Using the words in the box to complete the sentences and texts (in Task 2, pages 50–51 and 110).
- p. 178 of Task 1's Meaning Guessing from Context).
- using particular words in examples (see Task 2, p. 139).
- selecting the appropriate word (In Task 2, page 118).
- Using the right term to fill in the blank (in Task 3, p. 88)
- Making whole words, set sentences, etc. by matching the components (see Task 3, p. 19).
- terms must be matched with their related terms (see Task 2, p. 139).
- Locating adjectives, verbs, prepositions, and other words in a text (see Task 1, pages 118 and 139).
- The task of matching words or phrases to their definitions (page 147 of Task 1).

- Word construction : Adding prefixes (in Tasks 3 and 4, page 27 task 3, p. 57. Task 4, p.170, etc)
- Adding suffixes to words (in Task -3 ,4 p. 27 ; Task 2, p. 57 ; Task 1, p. 110 ; Task 2, p. 178).
- Word building : word ‘family’ derived (in Task ,1 p. 26 ; Task 2, p. 169).
- Substituting a synonym (in Task 1, p. 79).
- Attempting to find word combinations (in Task ,2 p. 79).

13. Provide opportunities for elaborating word knowledge.

This strategy entails strengthening the connections between the learners’ prior knowledge and the newly acquired knowledge. Teachers give students the chance to present new information by teaching them new collocations, classifying word lists according to their categories, creating derivatives, inflections, synonyms, and antonyms of words, and solving crossword and collocation puzzles. In order to be more explicit, we list the following tasks :

Task 1 page 118 :

The sentences A and B below include six nouns that must be changed into adjectives with the -y ending. Find them, then replace them with the appropriate adjectives in the revised paragraphs. A case is provided.

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

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

Task 1 page 148,

To make the sentence understandable, add the suffixes -ist or -er to the words in the brackets.

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

14. Provide opportunities for developing fluency with known vocabulary

Giving students the chance to practice fluency tests, such as timed and paced readings, is a part of this strategy. The process of learning to talk, listen, read, and write fluently overlaps most with that of learning these other skills.

Task 3 page 88,

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

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

15. Experiment with guessing from context,

It is a particularly useful technique for expanding vocabulary knowledge since it encourages students to infer word meanings from context, which makes them engaged. They therefore try to figure out the meaning of particular terms from the meaning of the whole, and this approach is highly helpful for learning vocabulary.

Task 1 p 178,

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

- A. Let all of it out
- B. Bottle it out
- C. Keep a stiff upper lip
- D. Vent even a little anger
- E. Avoid getting involved

16. Examine different types of dictionaries and teach learners how to use them,

It seeks to educate students on the many sorts of dictionaries (monolingual dictionaries that provide meanings for terms in the same language, bilingual dictionaries that provide definitions for words in a different language, etc.). Electronic dictionaries with multimedia annotations (text with pictures, text and video, etc.) and instruction on how to use

them are beneficial because they give students a clear understanding of the newly learnt words. In other words, these challenges help students quickly learn and recall new words.

Task 1 p 50 :

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

- A. Fraud – corruption – business – money laundering
- B. False accounting – creative accounting – auditing – tax evasion
- C. To smuggle – to bribe – to trade – to counterfeit
- D. Auditor – accountant – economist – customs officer
- E. Probity–honesty–loyalty–abuse

Affixation

Prefixation and suffixation are two terms used to describe the process of adding a letter or group of letters to the beginning or end of words.

Task 2 p 57 :

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

Example : hospitable hospitality

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

By teaching students how to create nouns from adjectives by adding suffixes, the task designers want to help them better understand the structure and meaning of words. The understanding of how meaningful pieces or morphological knowledge are joined is dependent on an awareness of the smallest unit in language, which is a morpheme, therefore learning the meaning of frequent affixes may help learners understand the meaning of new words they meet.

Task 3 p 57 :

Form opposites by adding appropriate prefixes to these words :

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

Learners gain an understanding of the meanings of new words with frequent suffixes from assignments of this nature. In the following task learners are asked also to form opposites by adding prefixes.

Task 3 p 27 :

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

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

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

Task 4 p 80 :

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

Ladies and gentlemen :

In order to improve our (education) system, we should take (effect) measures. To begin with, we should make our examination system more (selection) so that both our students and teachers will work harder second ; we should give more importance to (function) literacy. By this I mean that we ought to make our courses more (practice) so as to enable the students to fulfill their roles outside school. Third, we ought to make our teaching more (attraction) so that students will be more (response) to what we teach them. In short, we must be both (innovation) and (construction) in the training we give to our students.

The learners will be able to identify frequent suffixes like « ive » and « al » through this activity, which will aid in their understanding of word function. For instance, it may be simpler for students to decipher words containing suffixes if they recall that « ive » and « al » frequently serve as the adjective forms of nouns and verbs, correspondingly.

Other tasks encourage students to create nouns by using different suffixes. This variety of assignments intends to teach students about the various suffix kinds. Of course, this information will help them grasp the forms and meanings of words that contain these suffixes when they come across them. The following tasks are included,

Task 1 p 110 :

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

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

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

Task 1 p 26 :

Copy the table below on your exercise book and fill in the missing member of each “family” whenever possible. (the table is mentioned in the task).

Synonyms and antonyms,**A. Synonyms,**

Another type of work featured in the « New Prospects » to learn English vocabulary invites students to provide synonyms for particular words or expressions. In actuality, synonymy refers to the giving of word counterparts in meaning.

Task1 p79 :

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

- A. He has set his heart on becoming an artist.
- B. He ought to take up something more secure.
- C. I wouldn't have been a teacher myself if I'd my way had.
- D. I don't think you should stand in his way.

1. Had been free to choose.
2. Is determined to.
3. Prevent him from doing what he wants.
4. Engage in.

Learning various synonyms and equivalents of a word is another strategy that aims at increasing learners' vocabulary knowledge because doing so helps them remember and understand new information better. Synonyms are also helpful in defining adjectives and adverbs and because they give students a chance to own the word for themselves, which encourages them to actively engage in their own learning and increase their vocabulary. As a result, teachers view synonymy as an active process in the teaching and learning of English vocabulary.

B. Antonyms,

In addition to synonymy, another relation that is concerned with the differences in meaning between words is antonymy. Giving the reverse of a word is what it entails.

« New Prospects », includes tasks where terms are defined by their opposites. They assist students in expanding their vocabulary by creating new words from their opposites.

Task 3 p 57 :

Form opposites by adding appropriate prefixes to these words :

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

In brief, teaching vocabulary through the use of synonyms and antonyms is a crucial method for enhancing vocabulary understanding.

Definition,

When students write their comprehensive definitions, this type of task seeks to teach them the specific meanings of words. It is a crucial practice since students will simultaneously learn word meaning and form. These exercises help students quickly learn and retain new terms.

Task 1 p 147 :

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

- A. Very small.
- B. Identify again (sb or sth) that one has seen before.
- C. Moving continuously and smoothly in one direction.
- D. Have a quick, imperfect view of (sb or sth)
- E. Giving out light when heated.
- F. Shining with a light that gleams unsteadily.
- G. Send, emit
- H. Very big
- I. Moving very quickly.

Students will learn the definitions of some words and phrases through the task above because this strategy teaches students how to understand words by providing their definitions. Additionally, this strategy makes it easier for students to memorize words because they do so when they relate new meaning to prior knowledge.

Matching Parts of Collocation,

There are various task kinds that are used in the textbook, collocation being one of them. In actuality, the term mostly relates to the regular language usage of two or more terms. It could be written as two distinct words. Using a hyphen to separate two words or using just one word.

Task 2 p79 :

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

- A. Bed-and-breakfast/boarding/co-educational/school
- B. School/map/report/leaving age
- C. Assist/attend/drop out of/school

- D. Comprehensive/distant/grammar school
- E. Public/expensive/state/school
- F. Compulsory/obligatory/necessary/education
- G. Further/supplementary/higher education

Through collocation, these kinds of tasks enhance vocabulary instruction. Additionally, it's critical to teach students how to correctly use lexical collocations, such as noun-verb pairings and idioms, as this improves the effectiveness of their written and oral communication. When students lack collocation competence, they either use a small number of collocations or turn to their native tongue. As a result, they produce strange collocations.

Task 3 p 80 :

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

- A.....are open for children over eleven of all abilities.
- B. I have lost touch with most of my former....., except for said.
- C. The name..... Is very illogical since it means a private school for the rich and privileged in Britain .
- D. The Algerianprovides free and compulsory education until the age of sixteen. E The.....age in Britain and Australia is the same : sixteen.
- F. As every.....says Maths is difficult.
- G..... in Britain generally lasts from age five to age sixteen.

Learning new terms and their meanings is the common objective of these two assignments. It greatly aids students in expanding their vocabulary because doing so shows that they have picked up new words by understanding the meaning of the idioms that are taught to them.

Sorting lists of words and deciding their categories,

Another method for teaching vocabulary is to arrange lists of words into categories. It is a part of New Prospects because certain of its tasks use this methodology. One of these

exercises, task 1, requires students to return to the text and discover words associated with « fraud » on page 57.

Task 2 p 139 :

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

1. Temperature

2. Distance

3. Area

4. Volume

5. Measurements/ Size (humans)

A. miles, kilometers, knots(nautical miles)

B. hot, heat, high, low, cold, warm, Celsius scale, Fahrenheit scale C. square foot, square meter, square kilometer, acre

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

E. liters, centiliters, milliliters, cubic liters, cubic meters.

Other careers that require categorizing lists of words and sorting them,

Task 1 p 139 :

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

Verbs	Nouns	Adjectives

These exercises are designed to teach students how to group words according to their categories and to assist them in learning and memorizing new information.

17. Conclusion,

Since learning a broad vocabulary is an essential first step in learning ESL/EFL, many tactics and techniques have been created to assist learners in doing so. The tasks provided in the New Prospects textbook are beneficial for acquiring vocabulary words, and they may be used by both beginners and advanced students

New prospects , has been designed to provide students comfort and confidence in their communicative use of English the course book's sections which provide a variety of exercises that represent real world situations and encourage students to use English in new ways , through a variety of activities derived from the competency based approach , their oral and written skills will be consolidated , reinforced or mentioned , each learning, / teaching step includes explicit an identification and exploration of the objectives of such activities

According to Bloom's taxonomy of educational aims ,the tasks in question have cognitive compartments that have been elaborated deeper levels of cognitive processing focus on analysis , synthase and assessment where the surface levels are concerned with knowledge comprehension and application , each unit includes a variety of assignments that are infected to develop subject matter knowledge higher and lower order this thinking abilities (cognitive skills) reading comprehension techniques and composing building abilities / skills *

These will allow the students to become proficient in the interaction , comprehension / interpretation and production abilities. In my case, we believe that this course book will be a useful resource for or students as they work towards passing the Baccalaureate examination and delightful teaching tool.

GENERAL CONCLUSION

GENERAL CONCLUSION

The work deals with the vital role that the course book 'New Prospects' plays for EFL learners in a learning context. The research work is done on Third year literary stream in secondary schools. The questions based in this work on , led to the following answers the coursebook is widely used by teachers as a primordial tool improve learners' acquisition and proficiency. Many reasons the coursebook that importance through its content, structure, organization and vocabulary tasks included . It is true that mastering a foreign language's vocabulary is a key component of learning the language because having a large and diverse vocabulary helps learners become more fluent communicators. The goal of this study is to improve teachers' and students' understanding of the importance and challenges of teaching and learning English vocabulary. some recommendations are set to be taken into account.

As for teachers, they should be aware of the importance of the coursebook in classroom situations and out to transmit knowledge in a well-organized, structured, and filtered through its content. Organize vocabulary around themes or topics. This can make learning more engaging and relevant, as students will see the practical applications of the words they are learning. Vocabulary needs to be repeated frequently by teachers since it takes practice for a word or phrase to become second nature. Additionally, teachers must provide variation in their lessons to keep their students engaged and accommodate varying learning preferences. Lastly, they must assist students in realizing that learning is a process that happens gradually and in tiny, manageable steps over time. They should also motivate them to look for more information on their own so that they can customize their education to meet their unique needs.

Authorities and decision makers are recommended to encourage teachers in doing any suggestions concerning any content change to get along with the advancements the world undergoes, for learners' proficiency and acquisition.

For inspectors, they should prepare as many seminars for teachers, especially to novice ones to stress on the importance of the coursebook and deep exploration for a better in-put. Furthermore, they should be in constant touch with their teachers for any help and guidance.

This research, went through some constraints such as time limits, not being able to reach a large number of teachers. The research engaged teachers all over the wilaya of Tiaret. This made us face difficulties in getting touch with concerned teachers, some teachers did not give back the questionnaire.

GENERAL CONCLUSION

The results obtained in this research work of such importance in the sense they encourage teachers to use the coursebook delivered lectures but more importantly for EFL learners of secondary school use it for learning thanks to 'New Prospects' content, structure, organization and its vocabulary tasks. Thus, similar studies should be done in other wilayas to confirm results and make recommendations cited above powerful and valuable

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the usefulness of the textbook as a learning tool, whether it is practical for teachers and learners to maximize both the intake and the output.

I hope you would provide with objective answer to add to the research field.

Rubric I. Personal and Professional information

Tick the right choice.

I.1.what is your gender?

Male

Female

I.2. How old are you?

20 to 30 years old

31 to 40 years old

41 to 50 years old

More than 50 years old

I.3. How long have you been teaching ?

1 to 5 years

6 to 15 years

16 to 25 years

More than 25 years

I.4. where have you taught?

Urban

Sub-urban

Rural

I.5.which level have you taught most?

First year

Second year

Third year

I.7.how long have you been teaching Third year literary streams ?

1 to 5 years

6 to 10 years

11 to 15 years

More than 15 years

Section II. Coursebook, Teacher and Learners

II.1. Do you think that the coursebook is an important tool in the learning process ?

Yes

No

II.2. Do you use the coursebook ?

Yes

No

II.3. How often do you use the textbook ?

Always

Sometim

Rarely

Never

II.4. How do you find its content ?

Motivating

Demotivating

Practical

II.5. Do you adapt the coursebook content ? if yes, say why.

.....
.....
.....
.....

II.6. Do you face difficulties in texts and simplify them?

II.7. Which items you focus on when simplifying?

.....
.....
.....
.....

II.8. Does the coursebook fit the learners level? if no, explain.

II.9. Do learners understand texts vocabulary ?

Yes

No

II.10. Do the coursebook texts in the help students learn new vocabulary ?how ?

.....
.....
.....
.....

II.11. Do the texts in the coursebook attract students' attention and appeal them ? clarify

.....
.....
.....
.....

Abstract

The research work aims at investigating the secondary school English coursebook, its content and importance in enhancing learners' proficiency while learning to boost their acquisition, specifically Third Year Literary Streams. The objective of this research is to investigate the importance of the coursebook to enhance the learning process of English as Foreign Language. To do so, I targeted a population of forty Secondary school teachers of English working in different areas of the wilaya of Tiaret. Then, an analysis of the textbook was carried out in terms of sequences and texts employed for learning English. This research results reveal that in spite of the fact that the advancements the world has gone through including the educational sector, the coursebook is widely used by teachers and learners in the language teaching-learning context. Thanks to its well structured and organized content which tackle all the learners skills. Thus, improving their level and proficiency. Findings indicate that Third Year textbook participates effectively in enhancing the learning of the English vocabulary among learners.

Keywords: coursebook, Analysis, efficiency , Learners, Learning English vocabulary.

ملخص

تهدف هذه الدراسة إلى فحص كتاب مادة اللغة الإنجليزية في المدرسة الثانوية، ومحتواه، وأهميته في تعزيز كفاءة المتعلمين أثناء التعلم وتعزيز اكتسابهم للمهارات، وتحديدًا في الصف الثالث للتخصصات الأدبية. يهدف هذا البحث إلى دراسة أهمية الكتاب المدرسي في تعزيز عملية تعلم اللغة الإنجليزية كلغة أجنبية. لذلك، استهدفت عينة مؤلفة من أربعين مدرسًا لغة إنجليزية في المدارس الثانوية يعملون في مناطق مختلفة من ولاية تيارت. ثم تم إجراء تحليل للكتاب المدرسي من حيث التسلسلات والنصوص المستخدمة لتعلم اللغة الإنجليزية. أظهرت نتائج هذا البحث أنه على الرغم من التقدم الذي شهده العالم بما في ذلك القطاع التعليمي، فإن الكتاب المدرسي يستخدم على نطاق واسع من قبل المعلمين والمتعلمين في سياق تعلم وتدرّس اللغة. بفضل محتواه المنظم والمرتب الذي يغطي جميع مهارات المتعلمين، مما يساهم في تحسين مستواهم وكفاءتهم. تشير النتائج إلى أن كتاب الصف الثالث يساهم بشكل فعال في تعزيز تعلم مفردات اللغة الإنجليزية بين المتعلمين.

الكلمات المفتاحية: كتاب المادة، تحليل، كفاءة، متعلمون، تعلم مفردات اللغة الإنجليزية.