

The Functional Linguistic Repertoire in the Textbook for the Third Year of Primary Education in Algeria: A Study of Content and Organization

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Abstract:

This research paper aims to describe and analyze the functional linguistic repertoire employed in the Arabic language textbook for the third year of primary education in Algeria. It seeks to address the following central question: How were the lexical units included in the Arabic language textbook for the third year of primary education selected and organized? Were the pupils' abilities at this age taken into consideration?

The paper presents an inventory and classification of the types of explanations adopted to simplify the meanings of the vocabulary items included in the textbook. This is carried out by focusing on explanation through synonymy, antonymy, and definition, as well as by analyzing selected activities related to linguistic repertoire, such as the activity "My New Words." The aim is to assess the extent to which pupils assimilate these vocabulary items and understand their meanings through their appropriate use in meaningful communicative situations.

Keywords: Linguistic repertoire; content and organization; Arabic language textbook; My New Words; vocabulary teaching.

Introduction:

The educational system attaches considerable importance to linguistic repertoire, as it seeks to integrate it into various teaching and learning activities, whether related to receptive skills or productive skills. It also encourages pupils to invest this repertoire by using newly acquired vocabulary items when expressing their ideas, which contributes to their consolidation and development.

Primary education is a highly significant stage in pupils' academic development, as it represents the first phase during which their personality is formed and their linguistic repertoire is acquired. It is also the stage in which their initial thinking skills are developed, making it the foundation upon which learning in subsequent stages is built. For this reason, the topic of this research paper is: **“The Functional Linguistic Repertoire in the Textbook for the Third Year of Primary Education in Algeria: A Study of Content and Organization.”** The research problem is formulated as follows:

- _ How were the lexical units included in the Arabic language textbook for the third year of primary education selected and organized? Were they selected in a way that takes into account the pupils' abilities at this age?

This main problem gives rise to a set of sub-questions, namely:

- _ To what extent do the selected vocabulary items contribute to developing the pupil's linguistic competence?
- _ Are the explained vocabulary items consolidated in the pupil's mind in a way that enables the pupil to recognize them and answer questions about them?
- _ What is the number of new vocabulary items that the pupil learns in the third year of primary education? What types of explanations are provided in the textbook? Some hypotheses related to these questions may be formulated as follows:
 - _ The selection of lexical units in the textbook is carried out without relying on precise criteria for selection and organization, and without sufficient consideration of pupils' abilities.
 - _ The consolidation of the explained vocabulary items in the pupil's mind is linked to their repetition and to the way they are presented, which enables the pupil to remember them.
 - _ The number of new vocabulary items learned by the pupil in the third year of primary education is approximately 100, relying mainly on explanation through synonymy and antonymy.

The objective of presenting this research paper may be summarized as follows:

- _ To analyze the linguistic repertoire employed in the Arabic language textbook for the third year of primary education.
- _ To evaluate the extent to which linguistic vocabulary is consolidated in the pupil's mind and the pupil's ability to use it in various situations.
- _ To invest the linguistic repertoire functionally in a way that enables its consolidation within the pupil's linguistic competence.

1- The Concept of Functional Linguistic Repertoire:

Functional linguistic repertoire is a fundamental component in developing language and communication skills among primary school pupils. It enables them to express their ideas clearly and to use appropriate vocabulary in different life situations.

In this context, Dr. Abd al-Rahman Al-Hajj Saleh defined it as “a set of eloquent Arabic vocabulary items and expressions, or those formed according to their patterns, which the pupil needs at a specific age, so that he may be able, on the one hand, to express the ordinary purposes and meanings used in daily communication, and, on the other hand, to express the basic civilizational and scientific concepts that he must learn at this stage.”¹ In other words, the greater the number of words known by the pupil, the greater his ability to understand and communicate in various academic or scientific situations.

Linguistic repertoire is also regarded as a linguistic system composed of a set of specific words and structures with which the learner is equipped in order to employ them in communication and in expressing his needs and purposes in different contexts. It is also referred to as linguistic stock; this term denotes the total body of language words or lexical units, whether simple, relatively complex, or more complex.

It represents the linguistic reserve possessed by the individual, enabling him to understand and use language. It may also be called the “linguistic store” or “linguistic wealth,” and it includes the words children use in their ordinary conversations to express their ideas². It may also be viewed as one of the communicative skills involved both when the individual expresses himself and when he receives the content of a message.

¹ Nadia Zaid Al-Khair: *The Role of the Teacher in Developing the Learner's Linguistic and Cognitive Repertoire in the Early Educational Stages*, Laboratory of the Simplified Algerian Encyclopedia, Vol. 12, Issue 4, 21-12-2012, p. 176.

² Jamīla Biyya: *The Role of Schooling in the Development of the Theory of Mind in Children*, n.ed., Dār Al-Yāzūrī, 2011, p. 60.

2- Characteristics of Linguistic Repertoire

Words play a fundamental role in building a strong and effective linguistic repertoire. In this section, the distinctive features of linguistic vocabulary are presented by highlighting the criteria for selecting and establishing the pupil's functional linguistic repertoire, as follows:

- a. The psychological aspects of the learner must be taken into consideration when selecting words, such as his interests, intellectual abilities, and even social capacities, in order to enable him to communicate with his environment.
- b. Precision and effectiveness must be observed in determining the intended meaning within its appropriate context, especially when dealing with new vocabulary. For example, using the word “set off” instead of “went” when describing going somewhere quickly.
- c. Ease and simplicity are necessary so that the pupil can remember the words and employ them in his communicative discourse, whether in written or oral form. For example, saying “he drank water” instead of “he quenched his thirst” makes the meaning more accessible.
- d. Frequency and distribution refer to the widespread circulation and use of a word. For example, the word “mother” is more commonly used than “female parent.”
- e. Integration, sequence, and logical progression must be observed in the use of vocabulary. This includes teaching concrete words before moving toward abstract ones, as in vocabulary related to body parts, such as “head” and “hand,” then gradually moving to words such as “thinking” and “feeling.”³
- f. The linguistic repertoire should carry cognitive and educational values that refine the pupil's behavior and guide his ideas. For example, learning the word “cooperation” develops this behavior in the pupil and instills its value within him.
- g. Eloquent and flexible Arabic words should be used in order to attract the learner's interest and strengthen his motivation to acquire and use them, such as the word “ask permission” instead of “request entry.”

³ Huda Ḥawwāsh, 'Issa Shāgha: *The Literary Text in the Fifth-Year Primary School Textbook and Its Role in Enriching the Linguistic Repertoire*, p. 75.

3- Criteria for Selecting the Linguistic Repertoire:

The National Curriculum Committee, in cooperation with the committee responsible for authoring school textbooks, works to identify a lexicon of linguistic vocabulary items allocated to the primary education stage. These vocabulary items are intended to serve as both a means and an end in supporting and consolidating the principles and values that contribute to the cohesion of members of society. This begins with mastery of the language used by the nation and through which the thinking of its children is shaped. Thus, the linguistic repertoire assigned to this category hardly falls outside this framework, namely society, since the vocabulary items to be learned include the following fields:

1. Vocabulary items that introduce members of the family, school, relatives, and neighborhood, as well as terms referring to the material tools used by pupils within this environment.
2. Vocabulary items through which pupils become familiar with the various social facilities surrounding them and the specific means available within them.
3. Vocabulary items that establish communicative expressions for stating opinions in different situations and exchanging greetings on occasions and holidays within the framework of social relations.
4. Vocabulary items that introduce nature, the environment, and the world of animals and plants.
5. Vocabulary items generated by civilization as a result of inventions and discoveries in the various fields of social, cultural, and economic life. ⁴

The aforementioned fields contain extensive lexical wealth that can meet the pupil's needs. However, it is not possible to provide all of it to the primary school pupil at once, since this stage includes different age groups, each with its own characteristics and distinctive features. This requires curriculum designers, particularly those involved in textbook writing, to take these characteristics into account, beginning with the inclusion of words whose meanings can be understood through the senses and progressing toward words that require the participation of the pupil's intellect.

⁴ 'Abd Al-Salām Ben 'Alia: *The Didactics of Linguistic Vocabulary in the Primary Stage: A Linguistic Approach to Consolidating the Learner's Lexical Competence*, Issue 7, 30-06-2015, pp. 19–20.

4- Components of Linguistic Repertoire:

The linguistic stock is divided into four main components:

1. **Intellectual stock:** This refers to the ability to produce the greatest possible number of ideas. It is considered the foundation upon which the remaining skills are built, since expression cannot occur without the presence of ideas in the mind.
2. **Verbal stock:** This consists of the ability to produce the greatest possible number of words; that is, possessing a varied linguistic store.
3. **Associative stock:** This refers to the ability to link words together in order to produce meaningful relationships, such as using connectors, pronouns, and other linking devices.
4. **Expressive stock:** This is the ability to formulate correct sentences and linguistic structures that express ideas clearly.⁵

It becomes clear that linguistic repertoire consists of integrated elements that include thought, wording, connection, and expression. Focusing on these elements is essential for building pupils' linguistic competence.

5- Importance of Linguistic Repertoire:

The positive outcomes resulting from the richness of the pupil's linguistic stock may be summarized as follows:

- _ Increasing the experiences, knowledge, and skills acquired by the learner, and consequently enriching his intellectual, cultural, and artistic stock in general.
- _ Psychological effects represented in the openness of the personality to its surroundings, the growth of the instinct for social interaction, and the development of self-confidence.
- _ The expansion of the individual's stock of words and linguistic structures, which he acquires through his social relationships, helps him in perception and understanding.⁶

⁵ Husayn Ben Zarrouk: *Arabic Theories on the Acquisition of Linguistic Competence*, thesis submitted for the Master's degree, University of Algiers, 1985–1986, pp. 216–217.

⁶ Adapted from: Ahmad Muhammad Al-Ma'tūq, *Linguistic Stock: Its Importance, Sources, and Means of Development*, n.ed., 'Ālam Al-Ma'rifah, Kuwait, 1996, pp. 59–60.

- _ The verbal wealth acquired especially through the practice and reading of written language helps the individual understand the intellectual productions, models, and texts found in heritage.

It can be said that the richness of linguistic stock plays a major role in making the pupil active within his environment and among the members of his society. In other words, the more the pupil's knowledge increases, the greater his ability to understand becomes.

6- The Importance of Teaching Vocabulary Across Educational Stages:

The pupil relies on both the teacher and the textbook to understand and assimilate lessons. Therefore, teaching vocabulary in the language of instruction itself is considered one of the fundamental objectives of the teaching-learning process. Among the priorities of education is the focus on the semantic and syntactic aspects of vocabulary, since the pupil cannot reach an advanced level of comprehension without learning vocabulary, understanding its meanings, and recognizing the contexts in which it is used. This leads to several benefits, including:

- _ Enabling the pupil to understand and assimilate lessons.
- _ Helping the pupil acquire speaking skills.
- _ Developing the pupil's writing skills.
- _ Improving the pupil's reading ability.
- _ Placing vocabulary items within linguistic structures.
- _ Enabling the pupil to understand the meanings of vocabulary items.⁷

Accordingly, linguistic repertoire across the educational stages in Algeria is essential for developing the pupil's communicative skills. It contributes to developing his abilities in comprehension and expression, strengthening self-confidence, and motivating pupils to participate actively. Its effectiveness lies in its appropriate selection, gradual progression, and connection to realistic and functional contexts. Moreover, teaching vocabulary requires diversity in presentation methods that take into account pupils' needs and ensure their understanding and effective use of vocabulary.

⁷ Āit Aḥdādan Karīma: *The Basic and Functional Linguistic Repertoire in Arabic Language Textbooks for the Primary Stage*, thesis submitted for the degree of Doctorate in Sciences, University of Algiers 2, 2018–2019, p. 43.

7- Linguistic Repertoire in the Textbook for the Third Year of Primary Education:

7-1 The Reference Framework for the Third Year in Algeria.

The third year is considered the first year of the second cycle of primary education. The pupil enters this level at the age of eight. It represents an important transitional stage in the academic path, during which the pupil moves from acquiring basic foundations to deepening fundamental learning. This is achieved by focusing on improving mastery of the Arabic language through oral expression, comprehension of spoken and written discourse, and other related skills.

7-2 Entry Profile for the Third Year of Primary Education

The entry profile for the third year of primary education is clarified by identifying the competencies that the pupil is expected to have acquired at the beginning of this stage. The overall competency refers to the pupil's ability to communicate orally and in writing using correct language, to read short texts, and then to understand and reproduce them. This reflects the beginning of the formation of linguistic competence. As for the specific competencies, they are distributed across oral comprehension skills, through understanding spoken discourse and responding to it; oral expression, through producing instructions; and finally written production, where the pupil is expected to write a text composed of six to eight sentences.

7-3 Exit Profile from the Third Year of Primary Education.

The exit profile from the third year of primary education is determined through a set of indicators that show the expected final competencies of the pupil at the end of the year. The overall competency consists of the pupil's ability to communicate orally and in writing using correct language and to express ideas through the production of short texts, which reflects the initial formation of communicative competence. As for the final competencies, they consist of a set of linguistic skills that the pupil is expected to master by the end of the year. In oral communication, the pupil should be able to produce simple oral statements, in addition to being able to read narrative texts, leading ultimately to written production through the writing of short texts.

7-4 A Reading of the Linguistic Repertoire Prescribed in the Arabic Language Domains for the Third Year of Primary Education.

a- The Domain of Oral Comprehension:

Table No. 4: Vocabulary Prescribed in the Domain of Oral Comprehension.⁸

Sequence	Theme	Vocabulary	Page
01	Human values	Table manners – love for others – kindness – smile – respect.	57
02	Social values	Livelihood – patience – joy – Eid – buying – Ramadan – invitation.	60–62
03	National identity	Homeland – love – revolution – sacrifice – work – freedom – pride.	65
04	Nature and the environment	Cleanliness – seasons – preservation – fruits – beauty.	66–68
05	Health and sports	Match – running – enthusiasm – vaccination – diseases – clinic – strength – health.	69–71
06	Cultural life	Celebration – playing music – performance – participated – training.	72–74
07	The world of innovation	Telephone – airplane – communication device – travel – fear – enjoyment.	75–77
08	Journeys and trips	Set off – traveled – distant – road – scenery – my bags.	78–79

Source: Oral comprehension texts, Guide to Using the Arabic Language Textbook for the Third Year of Primary Education.

The table shows the distribution of the vocabulary prescribed in the domain of oral comprehension across the eight instructional sequences adopted in the textbook. It can be observed that these vocabulary items are organized according to diverse semantic themes that reflect the pupil's interests and areas of interaction, such as “human values, social values, and national identity.” These vocabulary items range between abstract concepts, such as respect, pride, and patience, and concrete ones, such as telephone, bag, and match.

⁸ Ben Al-Şayd Būrnī Surāb et al.: *Guide to Using the Arabic Language Textbook for the Third Year of Primary Education*, n.ed., National Office for School Publications, Algeria, 2017–2018, p. 19.

This indicates the absence of logical progression in the presentation of the lexical repertoire, as progression is expected to begin with concrete vocabulary that is close to the pupil's lived reality before gradually moving toward abstract concepts that require a higher level of thinking. Presenting abstract vocabulary before concrete vocabulary may confuse the pupil's thinking, ⁹affect his understanding of meanings, and weaken his acquisition of them.

b- The Domain of Oral Expression:

It is a tool for presenting ideas and a means of expressing sensations and emotions. It also promotes sound thinking and quality performance through the selection of words and the establishment of links between them. It aims to enrich the linguistic and cognitive repertoire derived from the same conceptual field, as it enables the pupil to express his feelings and ideas orally and in an organized manner through the selection of appropriate and comprehensible words. This allows the expansion of the lexical repertoire related to the lesson. The vocabulary prescribed for teaching and learning in the oral expression session is as follows:

Table No. 5: Vocabulary Prescribed in the Domain of Oral Expression.

Sequence	Theme	Vocabulary	Page
01	Human values	Table manners – gratitude – deception – arrogance.	9–17
02	Social values	Eid – preparations – wedding – participation – atmosphere – assistance.	26–34
03	National identity	Homeland – work – Algeria – battle – flag – profession.	43–51
04	Nature and the environment	Preservation – pollution – seasons – cleanliness – tour – fruits.	60–68
05	Health and sports	Match – watching – competition – vaccination – benefits – beneficial – harmful – strong.	77–85
06	Cultural life	Playing music – watches – delights – melodious – circus – performs.	94–102
07	The world of innovation	Means of communication – facilitation – services.	111–119

⁹ Manal 'Azzūq: *The Functional Linguistic Repertoire in the School Textbook*, Master's dissertation in Language Didactics, supervised by Dr. Fatiha Haid, University of Algiers 2, Department of Linguistic Sciences, Algeria, 2025, p. 167.

08	Journeys and trips	Travel – visit – witnessed.	128– 132
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Source: Oral expressions, Arabic Language Textbook for the Third Year of Primary Education.

The table shows the distribution of the vocabulary prescribed in the domain of oral expression across the eight instructional sequences. It can be observed that the selected vocabulary focuses on the pupil's reality and immediate environment, which makes oral expression a functional activity based on personal experience and direct interaction. Vocabulary items such as gratitude, eating, cooperation, work, match, telephone, and market express life situations familiar to the pupil and contribute to strengthening his ability to express himself.

However, the distribution of vocabulary suffers from a lack of coherence and progression, as abstract vocabulary is sometimes presented before concrete vocabulary. Moreover, the repetition of some vocabulary items between the domains of “oral expression” and “oral comprehension” does not reflect functional integration or precise organization. This weakens the connection between the two domains and reduces the effectiveness of building pupils' oral linguistic repertoire.

c- The Domain of Written Comprehension:

It is a mental activity that includes reading, memorized texts, and extensive reading. It aims to provide the pupil with reading skills, comprehension, and discussion abilities. Through written texts, the pupil enriches his linguistic repertoire and activates his thinking by discussing the intellectual structure of the text. The vocabulary prescribed for teaching and learning in this domain is as follows:

Table No. 6: The Linguistic Repertoire Prescribed in the Domain of Written Comprehension.

Sequence	Theme	Vocabulary	Page
01	Human values	Selfishness – loyalty – boasting – fragment – consolation – management – I long for it.	10–18
02	Social values	Joy – feasts – family – fragrant – dyed – provisions – destitute.	27–35
03	National identity	Work – sows – its regions – independence – freedom – you glimpse it – she hides it – care.	44–52
04	Nature and the environment	Noise – seasons – destruction – dilemma – barbers – buds.	61–69

05	Health and sports	Match – illness – food – medicine – mockingly – scars – adorned.	78–86
06	Cultural life	Music – theater – customs – frost – symphonies – harmonious.	95–103
07	The world of innovation	Telephone – invention – compass – model – fixed – haunts.	112–120
08	Journeys and trips	Airport – luggage – Africa – seas – your perseverance – roar.	129–133

Source: Reading texts in the Arabic Language Textbook for the Third Year of Primary Education.

The table shows the distribution of vocabulary in the domain of “written comprehension” according to the instructional sequences. It can be observed that some vocabulary items were selected in a manner that corresponds to the theme of the sequence and serves its educational and semantic objectives, such as loyalty, boasting, and selfishness. These vocabulary items embody the values targeted in the sequence of “human values.” They also intersect with the vocabulary studied in the domains of “oral comprehension” and “oral expression,” which contributes to consolidating the linguistic repertoire and strengthening its use in different contexts.

However, the vocabulary employed within the texts is not always connected to the educational field of the sequence, such as destruction, dilemma, and barter, which appear within the sequence of “nature and the environment.” This indicates a weakness in methodological progression, limited coherence in vocabulary selection, and insufficient consideration of the principle of moving from the simple to the complex. This, in turn, affects the construction of the pupil’s functional linguistic repertoire.

d- The Domain of Written Expression:

In this domain, the pupil studies expressive patterns and techniques, practices them in writing using correct language, and then produces texts in which he integrates resources at the end of the sequence through engagement with integrative situations. This is in addition to grammatical structures, morphological forms, spelling phenomena, memorized texts, and finally integration and the project. All of these components are built according to what is stipulated in the curriculum. The vocabulary prescribed for teaching and learning in this session is as follows:

Table No. 7: Vocabulary Prescribed in the Domain of Written Expression.

Sequence	Theme	Vocabulary	Page
01	Human values	Mockery – respect.	22
02	Social values	Celebration – birthday – joy.	39
03	National identity	Professions – service – homeland.	56
04	Nature and the environment	Tree – tenderness – harshness.	73
05	Health and sports	Sport – food – activity.	90
06	Cultural life	Drawing – painting.	107
07	The world of innovation	Invention – intelligence.	124
08	Journeys and trips	Treasure – story.	137

Source: Written productions in the Arabic Language Textbook for the Third Year of Primary Education.

The table shows the distribution of the vocabulary prescribed in the domain of written expression according to the eight instructional sequences adopted in the textbook. It can be observed that these vocabulary items take into account the semantic and educational specificities of each sequence, as they express its theme and reinforce the pupil's understanding of it. Examples include mockery and respect within the sequence of human values, and sport and food within the sequence of health and sports. These vocabulary items also show gradual progression in terms of simplicity and function, as they contribute to enriching the pupil's expressive linguistic repertoire and enable him to produce meaningful written texts.

It can also be noted that there is a clear similarity between these vocabulary items and those of "oral comprehension," which indicates integration between the oral and written approaches. This reinforces the functional learning of words and expands their use in diverse contexts. However, some vocabulary items are presented in isolation and are not semantically linked to the sequence, such as harshness and tenderness in the sequence of "nature and the environment," since no clear harmony or connection appears between them. This points to a weakness in the organization of the lexical repertoire and to the absence of logical progression.

8- Analysis of Some Linguistic Repertoire Activities Accompanying Written Comprehension Texts:

After examining the written comprehension texts, it becomes clear that each text is followed by a page devoted to activities related to comprehension and assimilation. These activities include:

8-1 My New Words Activity:

This activity includes explanations of the new words found in the text, as shown in the images:¹⁰

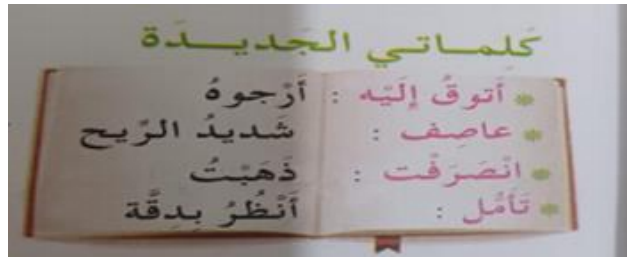


Image No. 4: My New Words Activity for the Text “A Promise Is a Promise,” p. 15.

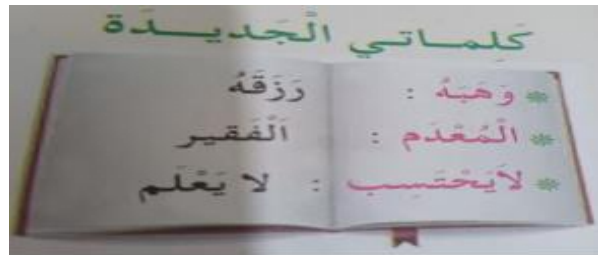


Image No. 5: My New Words Activity for the Text “The Merchant and the Great Month,” p. 36.

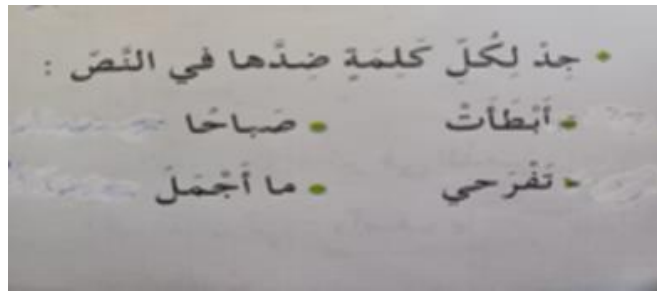
The two images show the explanation of a set of words used in the two reading texts, “A Promise Is a Promise” and “The Merchant and the Great Month.” It can be observed that these vocabulary items are diverse, including verbs such as contemplated, departed, and granted, as well as nouns or adjectives such as stormy and destitute. This contributes to enriching the pupil’s linguistic repertoire and enabling him to understand words according to the context in which they appear. It is also clear that the method of presenting the words, through clear font and prominent colors, facilitates their consolidation in the

¹⁰ Ben Al-Şayd Būrnī Surāb et al.: *Arabic Language Textbook for the Third Year of Primary Education*, n.ed., National Office for School Publications, Algeria, 2017–2018.

pupil's mind. This is achieved by asking the pupil to identify the difficult vocabulary items in the text through context, after which he turns to the "My New Words" activity to find them explained.

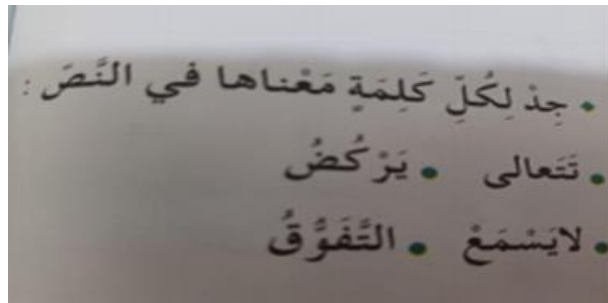
In this way, the pupil is able to build his linguistic lexicon independently and gradually. In addition, an accompanying activity is proposed, in which the pupil is asked to search the text either for the antonyms of words, their synonyms, or a meaning that is appropriate to the sentence in the text. This aims to expand his linguistic repertoire and deepen his understanding, rather than relying only on memorization.

Image No. 6: Activity for Finding the Antonyms of Words.



Source: Arabic Language Textbook for the Third Year of Primary Education, p. 15.

Image No. 7: Exercise for Finding the Meaning of Unexplained Words.



Source: Arabic Language Textbook for the Third Year of Primary Education, p. 96.

The two images show two exercises directed at the pupil, with the aim of extracting the antonyms and meanings of words from the texts "A Promise Is a Promise" and "How I Love Music!" It can be observed that both exercises focus on vocabulary items appearing in the text, asking the pupil to search for their corresponding meaning or antonym. This increases his level of attention and encourages him to search and infer the answer. In this way, the pupil becomes able to engage with texts and expand his linguistic repertoire.

8-2 Read and Understand:

This consists of two questions that appear after the silent reading activity in order to gather direct and general information about the reading passage. These are followed by analytical questions. Overall, the activities accompanying the texts—such as explaining words and extracting meanings and antonyms—are presented in a gradual form that helps the pupil understand vocabulary from its context and then consolidate it. They also train him in the skills of extraction, discovery, and the development of research abilities. As for the teacher, these activities make it easier to guide pupils toward the task to be completed.

9- An Analytical Study of the Functional Linguistic Repertoire in the Textbook for the Third Year of Primary Education.

The words employed in the textbook play an important role in expressing ideas and understanding their content. They enable the pupil to use them in different situations, given their contribution to developing his linguistic repertoire. We shall therefore inventory the words employed in the Arabic language textbook for the third year of primary education and then count them.

9-1 Counting the Vocabulary Items of the “My New Words” Activity in the Textbook.

After examining the content of the textbook, extracting the vocabulary items explained within the “My New Words” activity, and reviewing the types of vocabulary in the Arabic language textbook, we arrived at the following classification:

a- Explanation by Synonym: This refers to explaining words through their equivalents, provided that the equivalent term serves to consolidate the intended meaning.

Table No. 8: Table Showing the Vocabulary Explained by Synonym within the “My New Words” Activity.

Sequence	Explanation of Words	Examples	Page	Frequency
Human values	<ul style="list-style-type: none"> - I long for it: I hope for it. - Stormy: very windy. - I departed: I left. 	<ul style="list-style-type: none"> - What I longed for was that my father would see my result. - The stormy weather. - Then I departed. 	14	6
	<ul style="list-style-type: none"> - It is not appropriate: it does not suit. - She revolted: she rose up and became agitated. 	<ul style="list-style-type: none"> - It is not appropriate for someone like you. - The ant revolted angrily. - I am charming. 	18	

	<ul style="list-style-type: none"> - Charming: extremely beautiful. 			
Social life	<ul style="list-style-type: none"> - He leaves: he goes. - Fragrant: perfuming. 	<ul style="list-style-type: none"> - The adults leave to prepare the place. - The delicious smells that perfume the atmosphere. 	27	7
	<ul style="list-style-type: none"> - The hall: the reception room. - Bright: pure and clear. 	<ul style="list-style-type: none"> - My mother was with my aunts in the hall. - Wearing a long shirt of bright white. 	31	
	<ul style="list-style-type: none"> - He granted him: he provided him with. - The destitute: the poor. - He does not expect: he does not know. 	<ul style="list-style-type: none"> - God granted him. - God, who provided for this destitute beggar. - He does not expect it if he is patient. 	35	
National identity	<ul style="list-style-type: none"> - Diligent: serious and persevering. - Its regions: its parts and areas. 	<ul style="list-style-type: none"> - Diligent work. - He spreads love throughout its regions. 	44	9
	<ul style="list-style-type: none"> - I roam: I wander. - Devoted to: in the service of. - Assigned: entrusted with. 	<ul style="list-style-type: none"> - I will carry my flag and roam the streets. - He is devoted to Algeria. - The tasks assigned to Omar were not easy. 	48	
	<ul style="list-style-type: none"> - With great care: with considerable attention. She hides it: she conceals it. - Crowded: full and congested. - Pride: a sense of honor and self-esteem. 	<ul style="list-style-type: none"> - She folds it with great care. - She hides it in a secret place. - He approached the neighborhood crowded with people. - He feels happiness and pride. 	52	
Environment and nature	<ul style="list-style-type: none"> - Noise: commotion and clamor. - The mountain slope: the foot of the mountain. - The heat of the sun: the sun's warmth. 	<ul style="list-style-type: none"> - Si Lounis built a house far from the noise of cities. - He chose for it a distinctive location on the mountain slope. - The hat that protected his head from the heat of the sun. 	61	8
	<ul style="list-style-type: none"> - Hovering: moving around, circling. - Violent: old. 	<ul style="list-style-type: none"> - The swallow returned, hovering in the sky. - The violent storms. 	65	

	<ul style="list-style-type: none"> - He did not complain: he was not disturbed. - He observes: he monitors. - Destruction: extermination and excessive killing. 	<ul style="list-style-type: none"> - None of them complained because the other was eating it. - He stood observing the place. - He did not stop destroying the small fish. 	69	
Health and sports	<ul style="list-style-type: none"> - Plays with: toys with. - Closely: from near. - Absorbed: busy. 	<ul style="list-style-type: none"> - His fingers began playing with its buttons. - His mother was watching him closely. - I see that you are absorbed in work. 	78	6
	<ul style="list-style-type: none"> - Swept through: spread. - Viral disease: contagious disease. 	<ul style="list-style-type: none"> - Red spots swept through his body. - It is a viral disease. 	82	
	<ul style="list-style-type: none"> - Instructions: advice. 	<ul style="list-style-type: none"> - These were also my doctor's instructions. 	86	
Cultural life	<ul style="list-style-type: none"> - Consists of: is composed of. - Successful: effective. - Harmonious: coherent. - Followed with: added after. - Confusion: disorder and the mixing up of matters. 	<ul style="list-style-type: none"> - A large audience consisting of hundreds of spectators. - The start was successful. - With excellent, harmonious movements. - He followed his laughter with applause. - Despite the confusion. 	99	8
	<ul style="list-style-type: none"> - Parts: areas. - Lofty: high and elevated. - Sorts: classifies, separates. 	<ul style="list-style-type: none"> - She went out to wander through the parts of the meadows. - The high, lofty region. - One team sorts the flour. 	104	
Creativity and innovation	<ul style="list-style-type: none"> - Model: type. - Cannot do without: does not give up. - Especially: in particular. - Became distant: moved away from her. 	<ul style="list-style-type: none"> - A mobile phone of a high-quality model. - My grandmother has become unable to do without her phone. - Especially on the day she learned to use the webcam. - Sadness became distant from her. 	112	6
	<ul style="list-style-type: none"> - Does not limit: does not stop. 	<ul style="list-style-type: none"> - Neither sea nor mountain limits its departure. 	116	

	_ Verify: make sure.	_ Look and verify now.	120	
Journeys and trips	_ Was concluded: ended. _ Your steadfast resistance: your firm opposition. _ I intended: I wanted and resolved.	_ On the day the meeting was concluded. _ I admire your steadfast resistance. _ When I intended to give him his due.	129	4
	_ Trembles: shivers and shakes.	_ He began to tremble with fear.	133	
Total		54 explained vocabulary items		

Source: “My New Words” Activity, Arabic Language Textbook for the Third Year of Primary Education.

Through the analysis of the table, it becomes clear that the total number of new vocabulary items explained through synonymy in the texts is estimated at 54 items distributed across the different sequences. It can also be observed that the number of explained vocabulary items varies from one text to another. This variation is due to the degree of complexity and ambiguity of the words requiring explanation, such as “devoted,” “violent,” and “destruction.”

The sequence of “human values” contains five newly explained words, whereas the sequence of “social values” contains seven vocabulary items, and “nature and the environment” contains nine vocabulary items. In the first sequences, a limited number of vocabulary items is introduced in consideration of the pupil’s age and abilities; this number then gradually increases in the following sequences in order to expand and progressively develop the pupil’s lexical stock, before decreasing again.

This indicates that the distribution of vocabulary is irregular and does not follow a clear progression. It was also observed that the vocalization of some explained words does not correspond to their occurrence in the examples, such as the word “successful,” which is preceded by an auxiliary verb in the sentence and appears in the text as “the start was successful,” and the word “confusion,” which is preceded by an adverbial expression and appears as “despite the confusion.” This affects the pupil’s reading and comprehension skills, which calls for greater accuracy in presenting and vocalizing vocabulary items.

b- Explanation by Definition

This refers to representing meaning through other words that may correspond to it or stand in contrast to its meaning; that is, restating the meaning using different expressions.

Table No. 9: Table Showing the Vocabulary Explained by Definition within the “My New Words” Activity.

Sequence	Words	Examples	Page	Frequency
Human values	<ul style="list-style-type: none"> - Consolation: easing a person’s distress through kind words. - Saved: collected money and kept it for a time of need. - His altruism: preferring others over himself. - Fragment: a small piece of bone. - Contemplation: I look carefully. - Arrogant: impressed with herself. 	<ul style="list-style-type: none"> - He said to him consolingly. - I bought it for you with what I had saved from my allowance. - Wassim was moved by his brother’s kindness, love for him, and altruism. - A fragment of the leg bone broke. - Contemplate the most beautiful toy. - Do you see, you arrogant one? 	10 14 18	6
Social life	<ul style="list-style-type: none"> - They proclaim “lā ilāha illā Allāh”: they say “there is no god but Allah.” - She dyes: she colors his hand with henna. 	<ul style="list-style-type: none"> - They head to the mosques from the morning, proclaiming “lā ilāha illā Allāh.” - She began dyeing Zouhir’s hand with henna. 	27 31	2
National identity	<ul style="list-style-type: none"> - His provisions: his food and drink. - He sows: he scatters seeds on the ground. - His destiny: what God has written for him. - Penetrating the rows: passing through them and moving across them. 	<ul style="list-style-type: none"> - Carrying his provisions. - He began sowing them to the right and to the left. - She left him to follow his destiny. - His small body helps him penetrate the rows. 	44 48 52	4
Environment and nature	<ul style="list-style-type: none"> - They go early: they leave early in the morning. - Dilemma: a major problem. - He barterers: he exchanges one good for another. 	<ul style="list-style-type: none"> - The mill became the destination of all farmers, as they would go there early. - He became upset with the situation and was confused before this dilemma. - He was accustomed to bartering his work for a specific share. 	61	
	<ul style="list-style-type: none"> - Buds: the flower of a plant before it opens. - Dunes: accumulated sands. - Sinks: enters the depths. 	<ul style="list-style-type: none"> - The bare trees were covered with tender buds. - The waves and dunes are moved by storms. - The seeds began to sink into the soil. 	65	8
	<ul style="list-style-type: none"> - Cuts through: breaks through the water and moves through it. - Rolled: rushed forward and 	<ul style="list-style-type: none"> - The fish are decorated with colors as they cut through the waters. 	69	

	turned around itself on a slope.	– It rolled and fell from above the crab.		
Health and sports	– Sting: a harmful bite caused by insects. – Allergy: the body’s strong reaction to certain substances. – Scars: marks left on the skin.	– It is certainly the sting of a small insect. – Do not be afraid; perhaps it is an allergy, my son. – Permanent scars on your body.	83	4
	– Diet: reducing the intake of harmful food.	– I began following a diet, and it was noticed that her body had become thinner.	86	
Cultural life	– Genius: highly intelligent.	– He was a gifted genius.	92	7
	– Gifted: possessing talent; creative in his field. Symphonies: music with harmonious sounds.	– Beethoven composed the greatest symphonies.	95	
	– The play scenario: a detailed theatrical text.	– It came in the play scenario. – I used to speak eloquently.	99	
	– Eloquence: correct and fluent language.	– A dish of vegetables and dried meat.	103	
	– Dried meat: dry and salted meat. – Customs: traditions to which people have become accustomed.	– These are the customs of our region.	104	
Creativity and innovation	– The grandchildren tricked her: they tried to take it from her through a trick.	– The grandchildren tricked her.	112	5
	– Legend: a mythical story with no basis in reality.	– The legends of One Thousand and One Nights.	116	
	– We insist: we ask strongly and persistently.	– We sat around him and continued insisting.		
	– Haunts: occupies his mind.	– This dream continued to haunt humanity.		
	– Stabilized: settled without movement.	– The indicator had stabilized.	120	
Journeys and trips	– He gave me a ride: he carried me with him in his car.	– A car driver gave me a ride.	129	4
	– Bead necklaces: pieces of stone arranged on a thread.	– Okoth admired the colorful bead necklaces.	131	
	– Roar: the deep sound of an animal.	– He heard a roar, then a groan.	133	
	– Groan: the sound of pain.			
40 vocabulary items			Total	

Source: “My New Words” Activity, Arabic Language Textbook for the Third Year of Primary Education.

It is clear that the total number of new vocabulary items explained by definition is 40, which is limited compared to the number of words explained through synonymy. Most definitions are clear and direct, such as defining “saved” as “collected money and kept it

for a time of need.” However, some definitions are not entirely clear and require reformulation in simpler language, such as defining “bead necklaces” as “pieces of stone arranged on a thread.” This could have been simplified and replaced with “chains made of stones arranged on a thread,” in order to improve pupils’ understanding and take their cognitive level into account.

An error was also observed in the explanation of the expression “they proclaim tahlīl,” which was explained as “they say Allahu Akbar,” whereas the correct meaning is “they say lā ilāha illā Allāh.” This may negatively affect the pupil’s construction of concepts, especially those related to religion, and may lead to confusion. Thus, the table reflects the authors’ effort and their attempt to explain vocabulary, while also showing the possibility of improving it by simplifying certain terms.

Source: “My New Words” Activity, Arabic Language Textbook for the Third Year of Primary Education.

Through the table, it becomes clear that the linguistic repertoire acquired by the pupil through the “My New Words” activity is estimated at 94 vocabulary items, distributed between explanation by synonymy and explanation by definition. A difference between the two types can be observed, indicating the predominance of explanation by synonymy. This is due to its ease and simplicity for the pupil. However, in many cases, synonymy does not clarify meaning as precisely as definition does, which makes it necessary to balance the two methods in order to ensure the construction of a functional linguistic repertoire. In addition, there is an accompanying exercise for explaining new words, in which the pupil is asked to find the meaning of vocabulary items or the antonyms of words through the text.

The vocabulary items employed in the texts contribute to enriching pupils’ linguistic repertoire, because their explanation is consistent with the context in which they appear within the texts. Meaning is therefore not presented in isolation, but is connected to the semantic value of the word. This aims to develop the pupil’s linguistic and semantic competence, make him capable of understanding and inference, and consequently motivate him toward self-learning.

c- Explanation by Antonym:

This consists of asking the learner to explain words by searching for their opposites in the oral comprehension text of the year under study. Based on reading the texts and extracting the antonyms of words from them, the following can be concluded:

Table No. 12: Table Showing the Antonyms of Vocabulary Items Based on What Appears in the Text.

Unit	Vocabulary item	Its antonym	Frequency	Page
A Promise Is a Promise	I slowed down	I hurried	4	14
	You become happy	You become sad		
	Morning	Evening		
	How beautiful	How ugly		
The Butterfly and the Ant	Corruption	Soundness	3	18
	You wear it	You take it off		
	Beauty	Ugliness		
Zouhir's Circumcision	Ugliest	Most beautiful	4	31
	Morning	Evening		
	The small	The large		
	Sadness	Joy		
Serving the Land	Began	Finished	4	44
	Awake	Asleep		
	With despair	With hope		
	Weak	Strong		
How Beautiful You Are, Algeria	Imprisoned	Free	4	52
	Roughness	Delicacy		
	He does not know it	He knows it		
	Moved away	Approached		
Si Lounis's Mill	Rough	Smooth	5	61
	Hidden	Visible		
	Thin	Thick		
	Purified	Polluted		

	Cheap	Costly		
The Four Seasons	Was covered	Became bare	4	65
	Dry	Tender		
	Arrived	Departed		
	Dry	Dewy		
The Crab	Became dark	Became illuminated	4	69
	Their friend	Their enemy		
	The contented	The greedy		
	Became hungry	Became full		
Naïm's Illness	Sad	Happy	3	82
	Normal	Rose/increased		
	Illness confined him to bed	Recovered		
My Grandmother's Mobile Phone	Is pleased	Is annoyed	3	112
	The bad	The refined		
	Joy	Gloom		
The Wind Carpet	Retreat and regression	Rush and speed	3	116
	Short	Long		
	Cold	Hot		
Okoth	Bent	Straight	4	133
	Threw	Picked up		
	Feels ashamed	Takes pride		
	Barren	Fertile		

Source: "My New Words" Activity, Arabic Language Textbook for the Third Year of Primary Education.

Conclusion:

After conducting an analytical study of the linguistic repertoire employed in the textbook for the third year of primary education in Algeria, and examining it in terms of content and organization, the following findings were reached:

- _ There is variation in the number of vocabulary items explained within the “My New Words” activity.
- _ The number of vocabulary items explained in the “My New Words” activity is limited, amounting to 94 words distributed across eight sequences. This is a small number that does not sufficiently support the development of the linguistic repertoire.
- _ Most of the vocabulary items explained in the activity were presented through synonymy, totaling 54 words, compared with 40 words explained by definition. This reveals a strong reliance on the simpler and easier method of explanation, although it does not always ensure full comprehension.
- _ The lack of balance in the “Find in the Text” exercise between extracting vocabulary by meaning, 35 words, and by antonym, 45 words, affects the development of pupils’ linguistic skills.
- _ There is confusion among pupils between the skills of explaining vocabulary through synonymy, antonymy, and definition. This requires the teacher to train them to distinguish clearly between these methods.
- _ Most pupils face difficulty in explaining vocabulary by definition and tend to use synonyms instead. This is due to the way the word is presented in the textbook, as the absence of representation and explanation of the word within its context affects their understanding of its precise meaning.

Based on the findings reached, a set of recommendations may be proposed, the most important of which are:

- _ Organizing the linguistic repertoire and selecting its vocabulary in a way that aligns with the objectives of the sequence and the pupil’s reality, in order to avoid non-functional accumulation.
- _ Unifying the targeted vocabulary between the “My New Words” activity and the accompanying exercise “Find in the Text,” especially the vocabulary items for which the pupil is asked to identify the antonym.

- _ Ensuring that the acquired vocabulary is employed in pupils' oral and written productions, in order to consolidate it and invest it effectively in developing linguistic competence.
- _ Reducing reliance on explanation by definition, as it exceeds the abilities of third-year primary school pupils, and adopting alternative methods, such as including illustrative images and real-life examples that facilitate vocabulary comprehension and strengthen its acquisition.
- _ Preparing a unified school glossary that includes the targeted vocabulary for this year, addressed to both teachers and pupils, in order to ensure gradual and consistent vocabulary acquisition.
- _ Reconsidering the teacher's guide, which lacks clear instructions for presenting the linguistic repertoire of the textbook, by including methodological steps that help the teacher present vocabulary in a functional and gradual manner that takes pupils' level into account.

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