

The “Enrich My Vocabulary” Activity and Its Role in Developing the Oral and Written Productions of Primary School Learners in Algeri

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Abstract:

The quality of learners’ linguistic production cannot be achieved without the acquisition of a rich and varied lexical repertoire that enables them to select precise vocabulary when constructing oral and written productions through forms of expression that are both linguistically and semantically accurate. For this reason, the Algerian educational system has given considerable attention to learners’ lexical repertoire and has incorporated it into Arabic language curricula across the three educational stages through the activity entitled “Enrich My Vocabulary.”

Accordingly, the present article is entitled: The “Enrich My Vocabulary” Activity and Its Role in Developing the Oral and Written Productions of Primary School Learners in Algeria. It seeks to examine the extent to which this activity contributes to developing learners’ lexical repertoire through the description and analysis of productive linguistic content, as well as to investigate how learners interact with this activity in the context of written production. It also aims to determine the extent to which the lexical repertoire acquired through the “Enrich My Vocabulary” activity is reflected in learners’ written productions within integrative learning situations.

Keywords: lexical repertoire – primary education – written production – Enrich My Vocabulary.

Introduction:

The lexical repertoire constitutes a fundamental and indispensable basis for developing learners’ linguistic competence. It is acquired naturally and spontaneously during early childhood through the child’s interaction with the family and social environment. This stage is essential in shaping the mental lexicon upon which the learner later relies in formal schooling and in the development of other linguistic skills. Moreover, this lexical repertoire does not remain fixed; rather, it continues to develop throughout life in accordance with the expansion of the individual’s communicative and cognitive experiences.

The importance of this article lies in its focus on a significant educational dimension that helps learners improve their written production through the use of the lexical repertoire acquired from the “Enrich My Vocabulary” activity. In this regard, the following question is raised: Do fourth-year primary school pupils employ the “Enrich My Vocabulary” activity in constructing written production tasks?

To answer this question, a set of hypotheses was proposed, namely that the learner:

- _ Employs the “Enrich My Vocabulary” activity in constructing written production tasks.
- _ Contributes, through this activity, to the development and enrichment of their lexical repertoire.
- _ Interacts with it positively and is prepared to employ it effectively.

1. Acquired Lexical Repertoire:

The acquired lexical repertoire is defined as “the degree of acquisition achieved by an individual, or the level of success attained in a particular academic subject or training field.”¹ This acquisition takes place during childhood, as the child acquires language within a remarkably short period of time. Children across different languages display similar patterns of language acquisition, which indicates the existence of a shared human predisposition or a universal language faculty.² The acquisition of lexical repertoire is also regarded as a long-term process that may continue throughout an individual’s lifetime. Nevertheless, the second and third years of a child’s life represent the decisive stage in the formation of this repertoire, commonly referred to as the development of lexical repertoire at an early age. This period constitutes a key developmental stage during which lexical capacities are established, ultimately leading to the construction of language itself.³

2. Definition of the Learned Lexical Repertoire:

In education, the lexical repertoire refers to the body of words, expressions, linguistic patterns, structures, and concepts through which language instruction is delivered orally, in reading, and in writing. Reading and writing texts are assumed to be designed within this framework. ⁴Thus, the

¹ Boualam, Salah Eddine Mahmoud. Educational and Psychological Measurement and Evaluation (1st ed.). Cairo: Arab Thought House, 2000, p. 305.

² Al-Rajhi, Abduh. Applied Linguistics and Language Teaching. Dar Al-Ma‘rifa Al-Jami‘iyya, Egypt, 2011, p. 21.

³ Beya, Djamila. The Role of Schooling in the Development of Theory of Mind in Children (1st ed.). Al-Bazouri Scientific Publishing and Distribution House, Jordan, 2009, p. 60.

⁴ Bachelaghem, Yahya. Educational Methods and Their Relationship to Language Achievement. Master’s Thesis, University of Tlemcen, Algeria, 2003–2004, p. 26.

lexical repertoire does not merely refer to the memorization of words; rather, it represents a system of meanings and structures that learners gradually develop and employ in different situations, including reading, writing, speaking, and listening. It is also defined as “the amount of knowledge and skills acquired by the learner as a result of training, exposure, and experience.”⁵ Accordingly, the lexical repertoire is a school-related construct whose level varies from one learner to another according to individual abilities and circumstances.

The learned lexical repertoire is also defined as the total set of vocabulary, structures, and skills that learners acquire systematically through formal education and continuous classroom practice. It constitutes a form of linguistic wealth that learners use for comprehension and expression within educational situations.⁶

From the foregoing, it may be concluded that the learned lexical repertoire constitutes an integrated system of vocabulary and structures that learners gradually acquire and learn within the school environment. It differs from one learner to another according to individual abilities and circumstances, and it is employed in various situations involving comprehension as well as oral and written expression.

3. Importance of the Lexical Repertoire:

The lexical repertoire holds considerable importance in learners’ lives, whether during the early stages of development or during the initial phases of learning and schooling. It enables the acquisition of essential words, expressions, and vocabulary required for the development of accurate and well-structured language. Accordingly, the importance of the lexical repertoire can be summarized as follows:

1. It contributes to expanding learners’ experiences, knowledge, and insights, leading to the growth of their intellectual, cultural, and artistic capital. Vocabulary items and linguistic expressions constitute the basic linguistic material through which knowledge and culture are recorded and transmitted. Each lexical item carries a specific cultural dimension. Moreover, words represent the primary means through which human beings communicate, conveying experiences, knowledge, and emotions to others.⁷

⁵ Issaoui, Abdelrahman. *Foundations of Psychology*. Dar Al-Nahda Al-Arabiya, Beirut, 1984, p. 299.

⁶ Ben Eddine, Khawla, & Makhloufi, Zakaria. “The Role of Language Skills in Developing the Learner’s Lexical Repertoire.” *Al-Siraj Journal of Education and Social Issues*, Vol. 5, No. 4, Algeria, 2021, p. 162.

⁷ Massaâ, Ahmed Ammar. *The Individual Lexical Repertoire in the Arabic Language Textbook Prescribed for the Fourth Year of Primary Education*. Master’s Thesis, University of Algiers 2, 2013, pp. 69–70.

2. It helps develop the learner's personality and promotes openness toward the surrounding environment. An individual with a limited stock of vocabulary and linguistic expressions has a more restricted intellectual capacity and a reduced ability to express ideas, communicate effectively, and adapt to others.
3. A limited intellectual repertoire, combined with an inability to communicate and adapt to others, may lead to feelings of inadequacy and reduced self-esteem, which may subsequently result in depression and a tendency toward social isolation. Conversely, individuals with strong linguistic competence often experience satisfaction and fulfillment through the establishment of meaningful relationships with others.⁸
4. It enhances learners' comprehension and understanding of what they read. The expansion of lexical and structural knowledge acquired through social interaction enables learners to understand reading materials more effectively. Indeed, there is a close relationship between the language of daily communication and the language of the wider community, as well as between colloquial language, Standard Arabic, and written language.
5. It encourages continuous reading through the development of rich verbal and linguistic competence, which facilitates reading comprehension. It also helps learners understand the rules and principles of language, including its grammatical and morphological foundations, which they later employ to express their needs and ideas. Such mastery can only be achieved through sustained reading, rather than through purely abstract theoretical study.⁹
6. The lexical repertoire represents the minimum stock of vocabulary required by learners, free from ambiguity and unnecessary verbosity, while also incorporating contemporary everyday concepts appropriate to the learner's age and cognitive level. This constitutes an educational objective that should be achieved.¹⁰

From the foregoing, it may be concluded that the lexical repertoire represents a central component in shaping the learner's personality and broadening their knowledge and intellectual experience. The richer the learner's vocabulary stock, the easier it becomes to understand and express ideas, while also enhancing the ability to communicate and adapt to the surrounding environment. This, in turn, has a positive effect on academic achievement as well as psychological and social development.

⁸ Massaâ, Ahmed Ammar. The Individual Lexical Repertoire in the Arabic Language Textbook Prescribed for the Fourth Year of Primary Education, *ibid.*, p. 70.

⁹ *Ibid.*, p. 71.

¹⁰ See: Arab League Educational, Cultural and Scientific Organization (ALECSO). The Arabic Lexical Repertoire of First-Year Pupils in Basic Education. Tunis, 1989, p. 19.

4. Written Production Activity:

From a pedagogical perspective, written production is defined as “the ability to use written language correctly and in a refined, coherent, and clear style through which ideas, emotions, and inclinations are expressed, within the limits of the learners’ acquisitions during a specified period of time. It represents the final outcome of the integration process and is manifested through all written activities practiced by learners.”¹¹

It is also defined as “the written linguistic activity produced by the learner and directed toward the recipient, namely the teacher. It is governed by a set of linguistic, psychological, social, and cognitive processes; in other words, it is an interactive and collaborative activity primarily concerned with the personal and social relationships and connections embedded within these interactions. It is a conscious activity, intentionally directed and socially linked to immediate contextual events, serving the achievement of specific objectives.”¹²

Accordingly, written production is a school-based linguistic activity through which learners express their ideas, opinions, and perceptions regarding a particular topic, using accurate language and a refined style appropriate to their educational level.

5. Importance of the Written Production Activity:

The importance of written production can be highlighted as follows:

- _ It is one of the fundamental forms of linguistic communication and serves as the framework through which learners express their ideas using accurate language and vivid expression. Indeed, it represents the ultimate goal of both language teaching and language learning.¹³
- _ It is a means of conveying ideas and emotions and expressing them through carefully selected words that communicate meanings and feelings to the listener or reader.
- _ The field of written production enables learners to test their skills and assess the extent of their comprehension and mastery of various other language activities. Consequently, they become able to evaluate their own performance, identify their weaknesses, and work to correct them.

¹¹ Ministry of National Education. Fourth-Year Primary Education Curriculum. Directorate of Basic Education, National Office for School Publications, 2016, p. 10.

¹² Bousouar, Souria. “Text Production and Its Educational Dimensions.” Journal of the Faculty of Arts and Languages, No. 21, Mohamed Khider University of Biskra, Algeria, 2017, p. 221.

¹³ Zayed, Fahd Khalil. Methods of Teaching Arabic Language between Skill and Difficulty. Dar Al-Bazouri Scientific Publishing and Distribution, Jordan, 2013, p. 141.

- Through written production, teachers can identify areas of weakness among learners. This enables them to address deficiencies, remedy educational gaps, and facilitate assessment and evaluation.¹⁴
- Mastery of written production depends on the learner’s ability to understand and assimilate all academic information and learning content.¹⁵

For this reason, written production holds considerable importance. It constitutes an effective means of developing learners’ linguistic, intellectual, and expressive skills. It also contributes to strengthening their self-confidence and facilitating the learning process, making it an essential component in the development of their educational and communicative competence.

6. Implementation of the “Enrich My Vocabulary” Activity in the Algerian Curriculum:

The lexical repertoire is manifested in the educational activity entitled “Enrich My Vocabulary,” which falls within a set of language-learning activities carried out by learners through action-oriented tasks formulated in the form of verbs such as: present, complete, match, classify, find, identify, name, collect, finish, copy, construct, and write. These tasks enable learners to enrich and expand their lexical repertoire effectively, which constitutes the focus of the present study.

The “Enrich My Vocabulary” activity consists of a set of exercises incorporated into various topics through which learners are introduced to a range of new words, vocabulary items, and terms related to a specific theme. The purpose of these exercises is to develop and enrich the learner’s lexical repertoire and broaden their intellectual capacities by encouraging the use of these words and terms in both oral and written productions. The Arabic language textbook for the fourth year of primary education contains a total of twenty-six such exercises, some of which will be presented and discussed later.

It is worth noting that the Arabic language curriculum for the fourth year of primary education in Algeria does not explicitly specify how teachers should implement this activity. This observation has been confirmed and widely acknowledged by most teachers at this educational level. The absence of clear pedagogical guidance has led teachers to rely on personal initiatives and individual judgment, depending on the educational context, learners’ needs, and the time available during classroom sessions.

Consequently, teachers’ approaches to exploiting this activity vary considerably. Some integrate it after the reading comprehension lesson when time permits, while others assign it as homework. Other teachers draw upon their pedagogical experience by simplifying vocabulary within sentences

¹⁴ Ibid., p. 150.

¹⁵ Ashour, Rateb Qassem, & Al-Hawamdeh, Mohammad Fouad. Arabic Language Arts and Teaching Methods between Theory and Practice (1st ed.). Modern World of Books for Publishing and Distribution / Jidar Book Publishing and Distribution, Amman, 2003, p. 124.

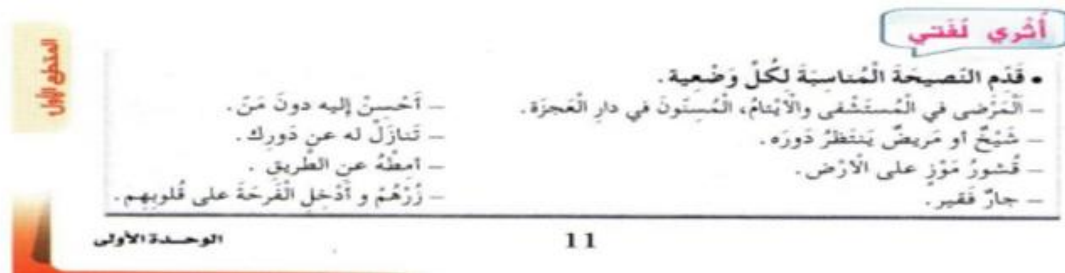
and helping learners infer meanings independently. Furthermore, some teachers adapt and modify the activity's vocabulary or questions to suit the level of their learners. This constitutes a positive indicator of their awareness of individual differences and their consideration of learners' varying abilities.

7. The “Enrich My Vocabulary” Activity in the Fourth-Year Primary Arabic Language Textbook (Description and Analysis of Selected Sectional Models):

The Arabic language textbook for the fourth year of Algerian primary education contains twenty-six “Enrich My Vocabulary” activities. These activities are presented after each reading comprehension text. The following examples are drawn from the eight textual units included in the textbook and are used here to illustrate the nature and content of this activity.

- **First Example: “Enrich My Vocabulary” Activity from Unit 01: Human Values, p. 08.**
- **Activity 1, p. 11: Provide the appropriate piece of advice for each situation.**

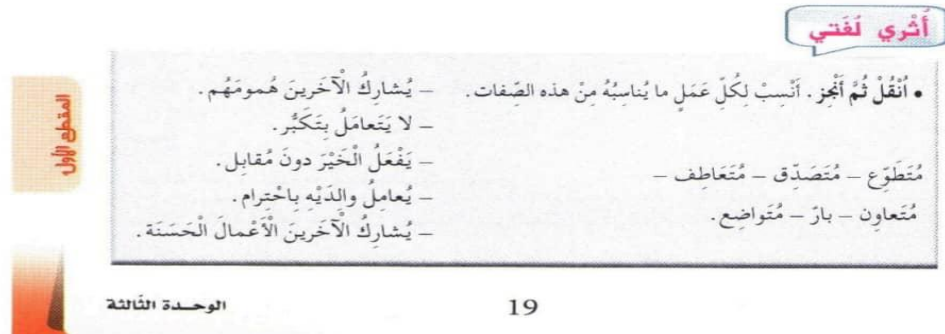
Figure 1: Represents the “Enrich My Vocabulary” activity on page 11. It includes linguistic expressions intended for guidance and advice, such as:



The function and educational value of this activity lie in teaching learners the positive behaviors that should be adopted in numerous situations they may encounter in their daily lives. These behaviors reflect a value-oriented dimension that demonstrates good upbringing and sound education.

- **Analysis of Activity 3, p. 19:** Copy and complete: Match each action with the appropriate attribute.

Figure 3: Represents the “Enrich My Vocabulary” activity on page 19.



• **Activity solution based on learners’ oral responses:**

- Shares the concerns and difficulties of others → “Volunteer”.
- Does not behave arrogantly → “Charitable”.
- Performs good deeds without expecting anything in return → “Compassionate”.
- Treats his parents with respect → “Cooperative”.
- Participates with others in performing virtuous deeds → “Righteous”.
- Gives charity and assistance to others → “Humble”.

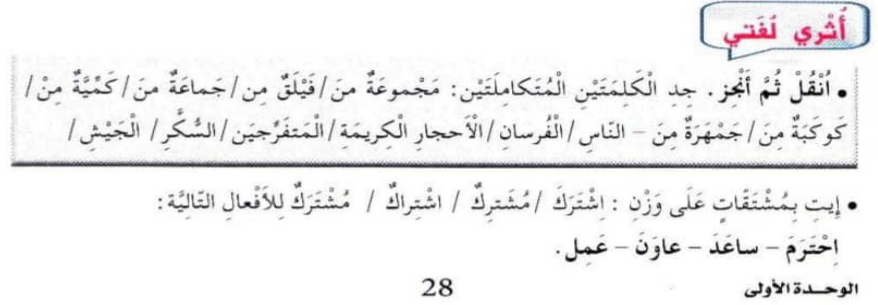
It can be observed that this activity is relatively simple for fourth-year primary school learners, as they are unlikely to encounter significant difficulty in completing it. Most of the definitions included have already been encountered by the learners. Furthermore, the activity is designed to consolidate the targeted vocabulary in the learner’s mind through short and meaningful sentences, thereby helping to prevent forgetting and strengthen retention.

• **Second Example: Unit 02: Social Life, p. 25.**

- **Analysis of Activity 1, p. 28:** Copy and complete: Find the corresponding matching expressions.

A group of / “a corps of” / “a gathering of” / “a quantity of” / “a constellation of” / “a crowd of”
 people / horsemen / precious stones / spectators / sugar / army

Figure 4: Represents the “Enrich My Vocabulary” activity on page 28.



• **Activity solution based on learners’ oral responses:**

- _ A group of precious stones.
- _ A corps of an army.
- _ A gathering of people.
- _ A quantity of sugar.
- _ A constellation of horsemen.
- _ A crowd of spectators.

Provide derivatives following the pattern: “participated / participant / participation / shared” for the following verbs:

Respect – Suggest – Benefit – Rise

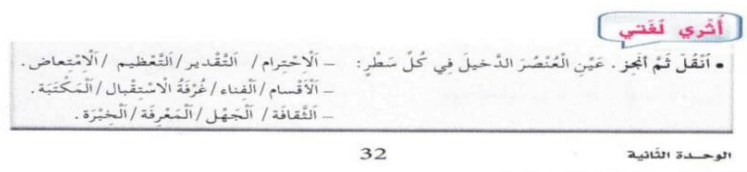
- _ Respect / “respectful / respect / respected”
- _ Suggest / “suggestion / proposal / proposed”
- _ Benefit / “beneficiary / benefit / benefited”
- _ Rise / “elevated / elevation / elevated”

It is noteworthy that this activity contains two questions. The first question is relatively simple and does not require extensive time or effort. Its purpose is to train learners to complete short sentences in order to acquire complete and coherent meanings, thereby contributing to the development of their ability to produce grammatically and semantically correct sentences.

The second question, however, requires a higher level of concentration and deeper understanding in order to be answered accurately. Its objective is to teach learners that a single word may generate numerous derivatives and appear in different morphological patterns, each carrying a distinct meaning. In this way, learners acquire a substantial lexical repertoire that benefits them throughout their studies, while also enabling them to apply morphological patterns to a single lexical item.

• **Analysis of Activity 02, p. 32:** Copy and complete: Identify the odd word out in each line.

Figure 5: Represents the “Enrich My Vocabulary” activity on page 32.



- _ Activity solution based on learners’ oral responses:
- _ Respect / Appreciation / Reverence / Belittlement.
- _ Classrooms / Schoolyard / Reception Room / Library.
- _ Culture / Ignorance / Knowledge / Experience.

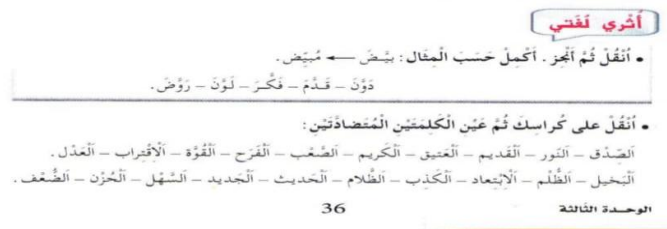
This activity requires careful thought and close examination in order to arrive at the correct answer. Its primary objective is to help learners identify vocabulary items and words that revolve around the same meaning within a shared semantic field. Through this process, learners practice retrieving and categorizing vocabulary according to meaning, thereby developing the lexical repertoire prescribed within the unit.

• **Analysis of Activity 3, p. 36:** Copy and complete according to the model:

White = Whitener

Record – Present – Think – Color – Cultivate

Figure 6: Represents the “Enrich My Vocabulary” activity on page 36.



• **Activity solution based on learners’ oral responses:**

Copy into your notebook, then identify the two opposite words.

Truthfulness – Light – Old – Ancient – Generous – Difficult – Joy – Strength – Nearness – Justice – Miserly – Distance – Falsehood – Darkness – Modern – New – Easy – Sadness – Weakness – Injustice.

From this activity, the presence of two questions can be observed. In the first, learners are provided with a verb and asked to derive from it a noun according to the given model, namely the active participle. The purpose is to help learners understand that triliteral verbs can generate derived nouns

indicating the doer of the action. As a result, learners acquire a greater number of lexical items, thereby diversifying and enriching their vocabulary.

The second question focuses on antonyms. It is accessible to all learners because the vocabulary involved is simple and has generally been encountered previously. In this way, the learner’s lexical repertoire gradually expands through systematic exposure and practice.

• **Third Example: Unit 03: National Identity, p. 42.**

• **Analysis of Activity 1, p. 45: Copy and complete: What is the function of each punctuation mark?**

Figure 7: Represents the “Enrich My Vocabulary” activity on page 45.



It may be noted that this activity is not strictly linguistic in nature, but rather methodological. Through it, learners are taught how to construct sentences correctly while respecting punctuation marks and their appropriate placement. These conventions are initially introduced during the first year of primary education. The objective of the activity is to ensure that learners acquire the methodological foundations of written expression beyond vocabulary itself, enabling them to organize their writing appropriately and coherently when producing an integrative written task.

– **Analysis of Activity 02, p. 49: Copy and complete: Match each character with the appropriate description.**

Figure 8: Represents the “Enrich My Vocabulary” activity on page 49.



Activity solution based on learners’ oral responses:

- Red-haired, fair-skinned, and of medium height. **“Girl No. 04”.**
- Curly-haired, slender, and tall. **“Man No. 03”.**
- Dark-skinned, muscular, and strongly built. **“Man No. 02”.**
- Long black hair, short stature, and slender build. **“Girl No. 01”.**

It can be observed that this activity requires visual concentration in order to identify the person corresponding to each description and determine the assigned number. The learner does not require a significant amount of time to complete the task. Upon examining the purpose of the activity, it becomes clear that its objective is to teach descriptive language, particularly physical description, and to train learners to describe individuals using vocabulary that accurately corresponds to specific characteristics. In this way, learners practice employing their previously acquired lexical repertoire in new communicative contexts.

- **Analysis of Activity 03, p. 53:** Copy and complete: Identify the symbols of national identity.

Figure 9: Represents the “Enrich My Vocabulary” activity on page 53.



Activity solution based on learners’ oral responses:

The flag – The national anthem – The national flag – The national currency – The seal of the Republic – The map of Algeria.

It can be concluded that this activity is strongly identity-oriented, as Algerian learners are already familiar with the symbols of their national identity. They have studied them in Civic Education and have generally memorized them well. Consequently, understanding the vocabulary associated with this activity is relatively easy for them. The exercise also serves as a means of stimulating memory, retrieving previously learned information, and reinforcing knowledge so that it is not forgotten over time.

- **Fourth Example: Unit 04: Nature and the Environment, p. 59.**
- **Activity 01, p. 62:** Copy and complete: Identify each animal by its correct name.

Rhinoceros / Ibex / Fennec Fox / Oryx / Tiger / Koala

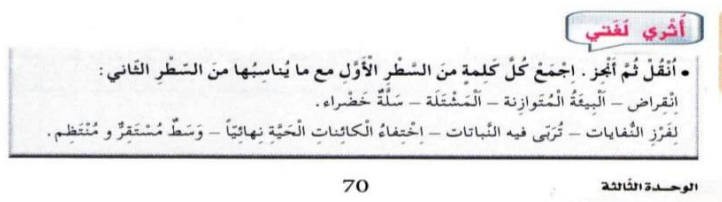
Figure 10: Represents the “Enrich My Vocabulary” activity on page 63.



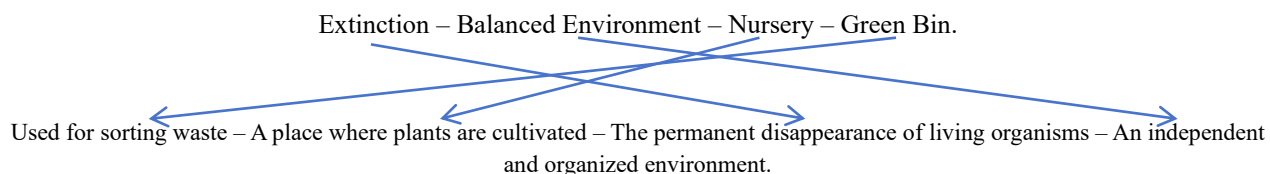
development and enrichment of the learner’s lexical repertoire through natural vocabulary that is appropriate to their age and cognitive development.

- **Analysis of Activity 03, p. 70:** Copy and complete: Match each word in the first column with its corresponding definition in the second column.

Figure 12: Represents the “Enrich My Vocabulary” activity on page 70.



- **Activity solution based on learners’ oral responses:**



It can be observed that this activity is highly accessible to learners, both in terms of vocabulary and conceptual content. Its simplicity makes it easy to complete and does not require substantial effort.

- **Fifth Example: Unit 05: Health and Sports, p. 76.**

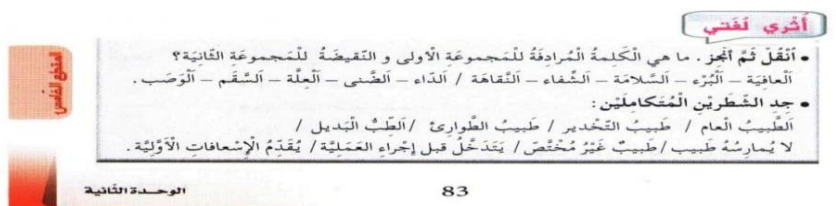
- Activity solution based on learners’ oral responses:

- **Analysis of Activity 02, p. 83:** Copy and complete: Which word is synonymous with the first group and antonymous to the second group?

Well-being – Recovery – Safety – Cure – Convalescence /

Disease – Debility – Illness – Sickness – Affliction.

Figure 13: Represents the “Enrich My Vocabulary” activity on page 83.



- **Activity solution based on learners’ oral responses:**

The word is Health, as it is synonymous with the first group (1) and antonymous to the second group (2).

- **Find the matching pairs:**

General Practitioner / Anesthesiologist / Emergency Physician

Alternative Medicine / Not practiced by a physician / Non-specialist doctor / Intervenes before surgery / Provides first aid.

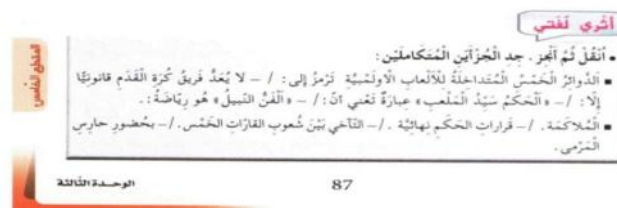
- General Practitioner → Non-specialist doctor.
- Anesthesiologist → Intervenes before surgery.
- Emergency Physician → Provides first aid.
- Alternative Medicine → Not practiced by a physician.

The “Enrich My Vocabulary” activity presented on page 83 is divided into two questions. The first question is extremely straightforward, enabling learners to identify the word that appropriately corresponds to both groups. These two groups are directly related to the thematic unit “Health and Sports.” Consequently, learners encounter little difficulty in completing it, as it corresponds to their cognitive level while enriching their lexical repertoire in a simple, engaging, and effective manner.

As for the second question, its objective is to familiarize learners with the functions and responsibilities of physicians according to their respective specialties. At this stage, learners may encounter some difficulty because they are not necessarily familiar with the duties and professional roles associated with all medical specializations.

- **Analysis of Activity 03, p. 87:** Copy and complete: Find the matching pairs.

Figure 15: Represents the “Enrich My Vocabulary” activity on page 87.



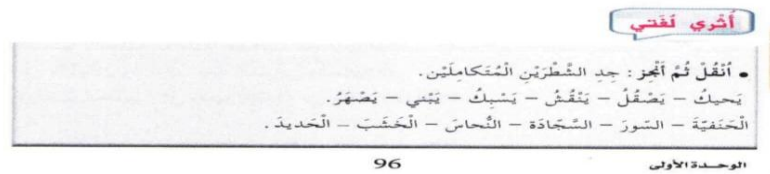
- _ The five interlocking rings of the Olympic Games symbolize the brotherhood and unity of the peoples of the five continents.
- _ A football team is not considered legally constituted unless the goalkeeper is present.
- _ The expression “The referee is the master of the field” means that the referee’s decisions are final.
- _ “The noble art” refers to the sport of boxing.

It is evident that this activity serves the field of sports, a domain that naturally attracts learners’ interest. Football, in particular, is widely present in the learner’s environment and daily life.

However, boxing and the Olympic Games are generally less familiar to learners in terms of their procedural and organizational dimensions.

- **Sixth Example:** Unit 06: Cultural Life, p. 93.
- **Analysis of Activity 01, p. 96:** Copy and complete: Find the matching pairs.
- Weaves – Polishes – Carves – Casts – Builds – Smelts.
- Faucet – Wall – Carpet – Copper – Wood – Iron.

Figure 16: Represents the “Enrich My Vocabulary” activity on page 96.



Activity solution based on learners’ oral responses:

- Weaves the carpet.
- Polishes the faucet.
- Carves the wood.
- Casts the copper.
- Builds the wall.
- Smelts the iron.

It may be observed that this activity presents a certain level of difficulty for learners because it contains vocabulary that is relatively unfamiliar and has not previously been encountered in meaningful contexts, such as “polishes,” “casts,” and “weaves.” It would therefore have been beneficial to explain these terms beforehand so that learners could fully understand their meanings and complete the activity successfully.

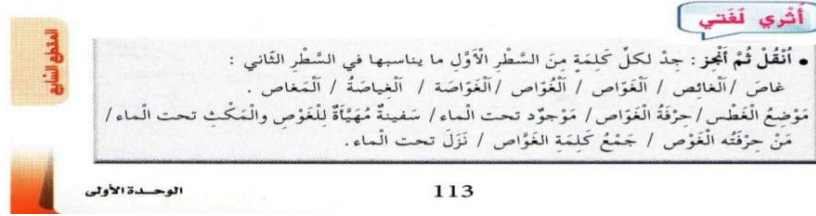
• **Seventh Example:** Unit 07: Creativity and Innovation, p. 110.

- **Analysis of Activity 01, p. 113:** Copy and complete: Match each word in the first row with its corresponding meaning in the second row.

Dived / Diver (underwater) / Diver / Submarine / Diving Profession / Diving Site / Divers

Location for diving / Profession of diving / Existing underwater / A vessel designed for diving and remaining underwater / One whose profession is diving / Descended beneath the water.

Figure 17: Represents the “Enrich My Vocabulary” activity on page 113.



• Activity solution based on learners’ oral responses:

Dived → Descended beneath the water.

Diver (underwater) → Existing beneath the water.

Diver → One whose profession is diving.

Submarine → A vessel designed for diving and remaining underwater.

Diving Profession → The profession of diving.

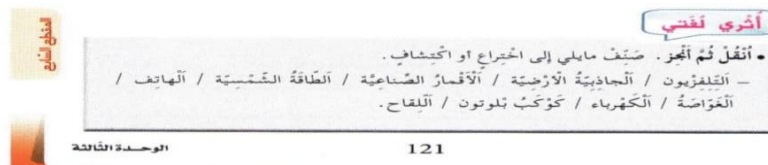
Diving Site → A place designated for diving.

Divers → Plural form of the word diver.

It is noteworthy that the preceding activity is well designed and appropriate for fourth-year primary school learners despite the relative difficulty of some terms due to their formal similarity. Through this activity, learners acquire several words belonging to the same semantic field and learn their corresponding meanings. Consequently, they develop a comprehensive understanding of the various lexical forms and meanings associated with the root concept of “diving,” thereby expanding and enriching their vocabulary.

• Activity 03, p. 121: Copy and complete: Classify the following as either an invention or a discovery.

Figure 18: Represents the “Enrich My Vocabulary” activity on page 121.



Invention: Television, satellites, telephone, submarine, vaccine, electricity.

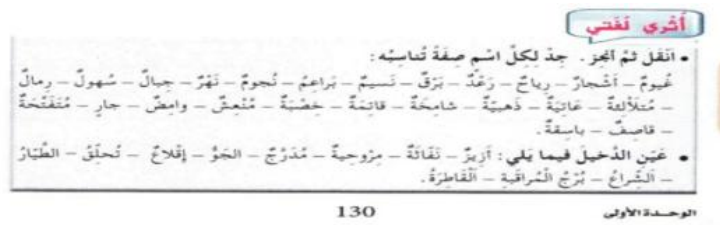
Discovery: Gravity, solar energy, Pluto.

This activity is of considerable educational importance, as learners can complete it without significant difficulty. Through it, they learn to distinguish between the concepts of discovery and invention, an essential distinction that contributes to the development of their scientific and lexical knowledge.

• **Eighth Example: Unit 08: Journeys and Travel, p. 127.**

• **Activity 01, p. 130:** Copy and complete: Match each noun with the adjective that best describes it.

Figure 18: Represents the “Enrich My Vocabulary” activity on page 130.



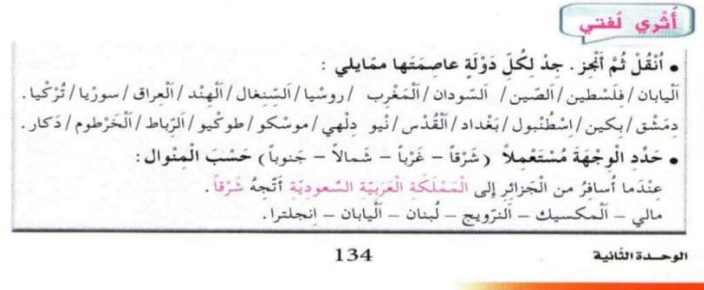
- Dark clouds.
- Violent winds.
- Flashing lightning.
- Towering trees.
- Crashing thunder.
- Refreshing breeze.
- Blooming buds.
- Sparkling stars.
- Flowing river.
- Lofty mountains.
- Fertile plains.
- Golden sands.

Identify the odd item among the following:

Buzzing sound, jet aircraft, helicopter, runway, sky, takeoff, flying, current, sail, control tower, locomotive.

- **Activity 02, p. 134:** Copy and complete: Match each country with its capital city from the list below.

Figure 19: Represents the “Enrich My Vocabulary” activity on page 134.



- Japan → Tokyo.
- Syria → Damascus.
- Palestine → Jerusalem.
- China → Beijing.
- Senegal → Dakar.
- Morocco → Rabat.
- Sudan → Khartoum.
- Russia → Moscow.
- India → New Delhi.
- Turkey → Istanbul.

Determine the direction using east, west, north, and south according to the model:

- When travelling from Algeria to the Kingdom of Saudi Arabia: the direction is east.
- When travelling from Algeria to Mali: **the direction is south.**
- When travelling from Algeria to Mexico: **the direction is west.**
- When travelling from Algeria to Norway: **the direction is north.**
- When travelling from Algeria to Lebanon: **the direction is east.**
- When travelling from Algeria to Japan: **the direction is south.**
- When travelling from Algeria to England: **the direction is north.**

It is noteworthy that the final “Enrich My Vocabulary” activity in the fourth-year Algerian primary school reading textbook constitutes an important cultural and educational activity. It is presented

in the form of two questions. The first contributes to enriching the learner's lexical repertoire related to countries and their capitals, while the second is devoted to training learners in the four cardinal directions and their use within sentence contexts. This, in turn, enhances both written and oral production skills.¹⁶

8. Employing the “Enrich My Vocabulary” Activity in Learners’ Written Production:

A support text accompanied by instructions was presented to a group of twenty-five fourth-year primary school learners, who were asked to follow the following guidelines:

Support Text: A father is a great blessing bestowed upon us by God, embodying all meanings of love, respect, and appreciation.

Instruction: In a paragraph not exceeding eight lines, describe your father physically, using the following words: slender, strong, stature, complexion, curly-haired, and clean-shaven. The learners were then asked to complete the task based on the given information.

Subsequently, the words that learners were required to employ were extracted and classified into tables for the purpose of description and analysis.

Table Representing the Words Employed in the Written Productions of Fourth-Year Primary School Pupils in Algeria and Their Percentages

Word	Correctly Used	Percentage	Incorrectly Used	Percentage	Not Used	Percentage	Total	Percentage
Slender	10	40%	5	20%	10	40%	25 learners	100%
Strong	12	48%	6	24%	7	28%	25 learners	100%
Stature	23	92%	0	0%	2	8%	25 learners	100%
Complexion	23	92%	2	8%	0	0%	25 learners	100%
Curly-haired	6	24%	0	0%	19	76%	25 learners	100%
Clean-shaven	3	12%	1	4%	21	84%	25 learners	100%

¹⁶ Hayed, Fatiha, & Ben Ismail, Wahba. “The Role of the ‘Enrich My Vocabulary’ Activity in the Construction of Learners’ Written Productions: The Fifth Year of Primary Education as a Model.” University of Algiers 2, 2025, p. 166.

The table presents the vocabulary items that learners were required to employ in their written productions—*slender*, *strong*, *stature*, *complexion*, *curly-haired*, and *clean-shaven*—together with their frequencies and percentages. The results indicate that most learners demonstrated a noticeable degree of competence in employing certain lexical items, whereas others showed weakness or hesitation in using some of the remaining words.

Regarding the word *slender*, ten learners, representing 40%, employed it correctly, while five learners, representing 20%, used it incorrectly. In contrast, ten learners, equivalent to 40%, did not use the word at all.

As for the word *strong*, twelve learners employed it correctly, accounting for 48% of the sample. Six learners, representing 24%, used it incorrectly, whereas seven learners, corresponding to 28%, did not employ it.

Concerning the word *stature*, twenty-three learners used it correctly, representing 92% of the sample. No learner used it incorrectly, while only two learners, representing 8%, did not employ it.

Similarly, the fourth word, *complexion*, was correctly employed by twenty-three learners, corresponding to 92%. Two learners, representing 8%, used it incorrectly, while all learners attempted to use the word, as none omitted it entirely.

With regard to the word *curly-haired*, six learners used it correctly, accounting for 24% of the sample. No learner employed it incorrectly; however, nineteen learners, representing 76%, did not use it at all.

Finally, the word *clean-shaven* was correctly employed by only three learners, representing 12% of the sample. One learner used it incorrectly, corresponding to 4%, while twenty-one learners, or 84%, did not use it in their written productions.

Based on these findings, it can be argued that there is noticeable linguistic variation among learners in their ability to assimilate lexical repertoire and employ it appropriately within relevant contexts. Nevertheless, these results remain encouraging indicators of the potential for further progress, provided that educational support and pedagogical guidance continue to be offered consistently. Although the “Enrich My Vocabulary” activity contributes to reinforcing vocabulary acquisition and expanding learners’ lexical repertoire, individual differences remain evident and require continuous monitoring and support to strengthen this positive developmental trend.

After examining all the written productions completed by fourth-year primary school learners, observing the extent to which they employed the required vocabulary items, and analyzing their usage, it may be concluded that the integration of newly acquired vocabulary into their written productions remains relatively limited. A considerable number of learners continue to rely primarily on familiar and commonly used words that they had previously encountered, while largely avoiding the use of new lexical items introduced through the “Enrich My Vocabulary” activity. This tendency suggests a degree of hesitation or a lack of confidence in employing newly acquired vocabulary. Nevertheless, it should be acknowledged that a small number of learners

demonstrated a satisfactory level of mastery in using some of these words accurately and appropriately, reflecting a relatively successful assimilation of the targeted lexical repertoire.

It should also be noted that a number of pupils hesitated to use certain vocabulary items because they were unable to integrate them into an appropriate context. It is worth emphasizing that the number of learners who made errors in usage was very limited, and their mistakes were generally structural and semantic in nature. This indicates that the development and consolidation of the lexical repertoire cannot be achieved merely through exposure to vocabulary in “Enrich My Vocabulary” activities. Rather, it requires repetition and actual use in diverse contexts, accompanied by continuous guidance that promotes correct usage and reduces hesitation, allowing the employment of new vocabulary and the application of acquired lexical knowledge to become a natural component of the pupil’s linguistic production.

Conclusion:

This article examined the “Enrich My Vocabulary” activity included in the Arabic language textbook for the fourth year of primary education in Algeria, highlighting its role in developing learners’ written productions. The theoretical framework clarified the concepts related to the thematic structure of the article’s title. The practical component was reflected in the description and analysis of selected linguistic models related to the “Enrich My Vocabulary” activity as presented in the fourth-year primary Arabic language textbook, in addition to the analysis of learners’ written productions through the examination of the support text and instructions they were asked to complete, with particular focus on the extent to which they employed the targeted vocabulary.

The main findings of the study can be summarized as follows:

- _ The lexical repertoire constitutes the fundamental support upon which learners’ written productions are built, as it enables them to express themselves with clarity and precision.
- _ Developing the lexical repertoire is an essential necessity; the broader it becomes, the greater the learner’s ability to express ideas accurately and appropriately.
- _ The “Enrich My Vocabulary” activity plays an important role in developing the lexical repertoire and contributes effectively to its enrichment.
- _ The “Enrich My Vocabulary” activities are simple and accessible, as they contribute to reinforcing and consolidating new vocabulary and encourage pupils to employ it in appropriate contexts.
- _ Learners’ level in written production is generally average, considering the percentage of vocabulary employed from what they learn through the “Enrich My Vocabulary” activity.
- _ Teachers unanimously agreed on the effectiveness of the activity and its pedagogical value, as they consider it an effective means of developing and enriching the lexical repertoire and improving pupils’ expressive ability.
- _ All teachers reported that the Arabic language curriculum for the fourth year of primary education does not clarify how the “Enrich My Vocabulary” activity should be exploited

pedagogically. This has led to variation in the ways it is handled, depending on each teacher's individual judgment and professional experience.

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