People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

Kasdi Merbah Ouargla University

Faculty of Letters and Languages

Department of Letters and English Language

Dissertation submitted in partial fulfilment of the requirement for the Master's Degree in field of

English Language and Applied Linguistics

Specialty: Linguistics

Investigating the Effectiveness of Theme-Based Instruction in Raising English Vocabulary Mastery of Primary School Pupils

The Case of 3rd Grade Pupils of Soukaina Al Mandhar Al Djameel Primary School Canstantine

Presented and publicly defended by

Djoumana Grid

Supervised by

Nawal Dib

Jury

Dr. Samira Sayah Lembarek	President	KMU-Ouargla
Dr. Nawal Dib	Supervisor	KMU-Ouargla
Dr. Farida Sadoune	Examiner	KMU-Ouargla

Academic Year : 2022/2023

Dedication

This humble work is dedicated to my beloved mother Fatima and father Mabrouk

To my dear aunt Moufida Grid

To my precious siblings: Abd Rahim, Taha, and Tassabih

To all my family, friends, teachers, and colleagues.

Acknowledgments

Abstract

Since vocabulary is a highly important aspect of learning any language, teachers are always looking for the best ways that can raise their students' vocabulary knowledge. This can be achieved by using various methods, and theme-based instruction (TBI) is one of the most prominent ones. This study is set out to investigate the effectiveness of TBI in raising English vocabulary mastery of primary school pupils. In doing so, a quasi-experiment study was used including a pre-test and treatment sessions ending with a post-test which were measured to the 3rd grade pupils of Soukaina Al Mandhar Al Djameel primary school. Likewise, a structured interview was done with five primary English teachers in order to see their attitudes, and opinions on teaching English vocabulary to young students and their perceptions on TBI approach and its use. After analyzing the gathered data, the results revealed that TBI affected positively the pupils' English vocabulary mastery. The results also have shown that all teachers agreed that teaching English vocabulary to young learners is both crucial and beneficial for their future.

Keywords: *English as a foreign language, vocabulary mastery, theme-based instruction*

List of Abbreviation

CBI: Content-Based Instruction

EFL: English as a Foreign Language

ESL: English as a Second Language

FL: Foreign Language

Q: Question

SL: Second Language

SPSS: Statistical Package for the Social Sciences

TBI: Theme-Based Instruction

TPR: Total Physical Response

60s: 60th decade

80s: 80th decade

List of Tables

List of Figures

Table of Content

General Introduction

General Introduction:

Due to the great attention that the English language has been gaining these last decades, many countries around the world started its implementation within their curricula at different educational levels, whether as a second or as a foreign language. Algeria is one of those countries which put a huge emphasis on teaching English and recently started its inclusion within the primary levels starting from the 3rd grade. All for the sake of keeping pace with the development in the world and for further requirements from higher education or workplaces.

English language teaching is based on several components that are crucial to achieve proficiency, among all; vocabulary is the most important one since it is a core component in constructing sentences and building the necessary skills (speaking, reading, listening, and so forth) to use the language. Many educators and researchers in the field emphasized the important role vocabulary plays in developing the language mastery of young learners. Cameron (2001) stated that 'Building up a useful vocabulary is central to the learning of a foreign language at primary level' (p.72); though, teaching vocabulary has been quite challenging, especially for this category of learners. Previously, vocabulary teaching, like any other aspect of language, was based on traditional methods which were limited to certain practices, such as translating and memorizing words; however, the process became more effective and less complicated with the emergence of communicative approaches that focused on the actual use of language in real life rather than its form. Theme-based instruction (TBI), a sub-model of content-based instruction, is assumed to be an effective and helpful method in developing the English learning among young learners.

The TBI model was first applied in the UK primary levels in the 60s. It refers to the way instructions and activities conducted by the teacher are put into a certain topic or a theme, and this topic encompasses all what happens in the classroom (Cameron ibid). When this model is applied, it is argued that it is vital in providing learners with more opportunities to be introduced to new vocabulary related to particular themes they may meet in the future. Researchers in this field conducted enormous studies concerning the vitality of TBI in enhancing English vocabulary mastery among primary school students, but not so in Algeria.

Statement of the Problem:

In the context of EFL teaching, vocabulary has been always one of the most important aspects of language to be mastered. Researches concerning this topic, proved the efficiency of multiple methods in enhancing the vocabulary mastery of beginner learners around the

world, and the TBI model was one of the most prominent ones. In Algeria, English was taught starting from middle school, but recently, and for the aim of improving the level of English in the country, it has been changed to be started from primary school, paying more attention to young learners as they tend to learn languages more naturally, and such complicated aspects of language like vocabulary will be easy for them to tackle. Because of the novelty of this change in Algeria, there are very little published researches concerning EFL teaching in primary school, and specifically no previous studies have been done in investigating the effectiveness of teaching methods in raising English vocabulary mastery of primary school students, namely TBI model.Hence, the new study will be helpful in providing profound information about TBI's use, and in finding out better ways to enhance young learners' English vocabulary learning in the Algerian context.

Research Aims:

This prospective study is designed mainly to investigate the effectiveness of TBI in enhancing the English vocabulary mastery of primary school students. Besides that, it will show the level of English students have achieved so far, and provide some insights on the other methods teachers use in teaching English vocabulary.

Research Questions:

In order to achieve the aims of this study, the following questions need to be answered:

- To what extent is TBI effective in raising the English vocabulary mastery of primary school students?

- Do the primary school teachers apply TBI when teaching English vocabulary?

- What other methods of teaching vocabulary are used in primary school classrooms?

Research Hypotheses:

For the sake of answering the above-mentioned questions some possible hypotheses are generated:

- TBI is highly effective in raising primary school students' English vocabulary mastery

- Most of the primary school teachers are applying for TBI

Structure of the Study:

The present work is divided into two main parts; the theoretical part which consists of two chapters, and the practical part which is devoted to the third chapter. Chapter one serves

as an introduction of TBI approach, its definition and its benefits, as well as listing the main principles of the approach and the ways of implementing it. The second chapter focuses on vocabulary mastery, it includes the importance and types of vocabulary, strategies to teach it, and aspects to learn it. Eventually, the last chapter in this dissertation provides detailed description of the findings obtained through this study: the methodology, the population, the sample, data collection methods, and data analysis procedures.

Section One

Review of Literature

Chapter One: Theme-Based Instruction

Introduction

An increasing number of scholars and researchers tried to come up with new approaches which can help EFL learners to develop their competencies and grasp vocabulary as much as they can. TBI, a sub-model of Content-based instruction (CBI), is one of the suggested approaches. It is claimed to be effective in EFL learning as it tends to suit the learners in a way that they learn the target language naturally and authentically. The present chapter attempts to provide a brief review of the literature on this paradigm, firstly, by providing an overview on CBI, secondly, by identifying TBI and listing its main principles, and finally by discussing the implementation of this approach in the classroom, as well as, highlighting the benefits of the variation in TBI.

1.1.An Overview on CBI

The integration of language and content teaching has been implemented in foreign language (FL) contexts for decades. Davison and Williams (2001), described this language integration and content teaching as ". . . a heuristic label for a diverse group of curriculum approaches which share a concern for facilitating language learning broadly defined, through varied but systematic linking of subject matter and language in the context of learning activities" (p. 57). The approach appeared as a reaction to the traditional teaching approaches that emphasized on the linguistic forms of the language and was first employed in the Canadian teaching immerged program. It is claimed that language integration originated from a belief that communicative competence in a foreign or second language (SL) is facilitated with language as a mean for learning rather than studying it separately (Hymes, 1971, cited in Sherris, 2008). Later, in the 80s, and with the switch toward more communicative teaching that EFL has witnessed and which was mostly influenced by the communicative competence theory by Hymes (1971), the approach became commonly known as CBI. Since then, numerous researchers argued that learning a new language will be more effective if it is integrated with a subject matter i.e., science, math, and social studies.

CBI can be defined as the concurrent teaching of an academic subject matter along with the target language skills, Brinton et. al (1989) emphasized the learning of content together with developing language skills. Lyster (2007) defined it as an approach to language teaching in which teaching is sorted around the content that learners will acquire instead of being around linguistic or other types of syllabuses, which will permit learners to learn

content and language simultaneously. According to Davies (2003), CBI's central point is on how knowledge and meaning that comes from the content are utilized in texts, on the integration of the target language skills, and on their involvement in all activities. As CBI has grown in popularity, a variety of models emerged, each of which is distinguished from the other based on its emphasis. Despite the huge number of models that exist nowadays, only three ones remain central in CBI, and which are represented in the figure below:
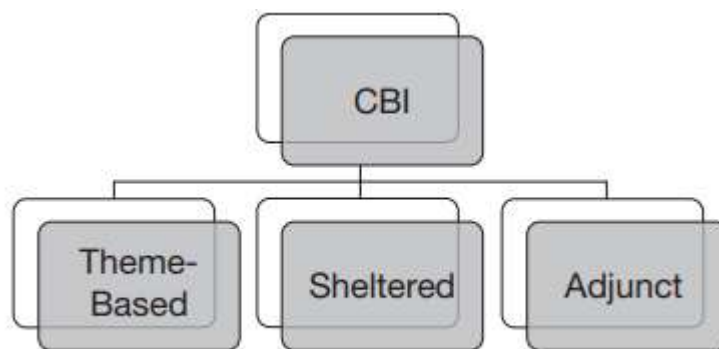
Figure 1. **The Three Models of CBI (Brinton and Snow, 2017, p.5)**

CBI is taken into account to be among the foremost effective approaches in EFL classrooms when applied with positive attentiveness. It permits learners to enhance their language skills along with social and cognitive skills. It also provides learners with meaningful content and builds them opportunities for purposeful communication, thus; motivating them to learn. Furthermore, being exposed to meaningful content enables learners to draw a new language onto meaning and ideas. Moreover, CBI provides exposure to different contexts of use, so learners will be able to acquire authentic and useful forms of language to use. Finally, this approach helps the learners in linking the new knowledge to what they already know from ideas and skills, which will offer them deeper learning (Genesee and Lindholm-Leary, 2013).

To sum up, CBI, which is defined as an approach of teaching language through an interesting and relevant content that suits the learners, is considered to be an effective method in terms of combining language and content learning. This will provide students with an authentic context that will permit them to be involved in the process of teaching and learning, help them in developing their language and improve their communication capacities in FL.

1.2. Definition of TBI

TBI is regarded to be one of the major approaches that have received a great interest in EFL teaching recently. TBI is one of the three models of CBI, it was first put into practice in the 60s in the UK as an approach to teach EFL / ESL classes. The term was defined by

many different scholars, Oxford et.al (1994) defines it as an instruction that integrates language skills through a particular theme. Brown (2001), the other, stated that TBI provides an alternative to the process of teaching and learning by designing a course around a theme that can increase the learners' interest in the chosen content. Also, Cameron (2001) noticed that TBI requires teachers to select a topic or a theme, and then to plan a range of teaching and learning activities around that topic. While Handal (2001, as cited in Handal and Bobis, 2004) defined this approach in mathematics as "an umbrella term for a wide range of educational experiences that relate mathematics to real-life situations", and which should "facilitate experiential and situated learning and bring personal meaning and direction to the learning process" (Handal and Bobis, 2004).

Different scholars have articulated the goal behind using TBI, as a meaningful way to personally engage learners in the learning process. Duenas (2003) pointed out that TBI has explicit language aims that are usually more important than the content learning objectives. In addition, Met (1999) added that the gist of TBI is to help learners develop their skills and proficiency. following that, many researchers claimed that TBI is highly needed, thus; it is essential in the teaching and learning process. Cameron (2001) argued that theme-based language teaching unlike normal teaching, provides more opportunities for using the target language in various contexts. The scholar added that TBI integration can also help identify the student's individual difficulties since they might come across new content.

To conclude all that has been said, TBI is one of the major approaches that is believed to be effective in EFL learning, it refers to the instruction that focuses on a particular theme that is relevant and interesting to learners. the latter aims at bringing together knowledge, language, and thinking skills which will help learners in developing their communication within different areas, thus, improving their success and achievements.

1.3. The Effectiveness of TBI

Although TBI was recently adopted in the teaching curricula, the approach did prove its effectiveness within EFL teaching. According to Alptekin et al, (2007), the effectiveness of TBI stems from two factors. First, language is learned effectively if learners focus on the content and the meaning rather than the form. And second, the context in which learners find themselves interested is the one that uses language as a medium to learn relevant content, in this vein Curtain & Dahlberg (2010) claimed that well-chosen themes, provide the learners the opportunity to be more engaged in learning, because they can see its purpose and find it interesting and enjoyable. However, Cameron (2001) argued that "effective theme-based teaching is extremely demanding on teachers in both planning and in implementation;

knowledge of the wide repertoire of activities types and resources is needed" (p.180), here, the scholars insisted on the planning and implementation of the theme to guarantee the success of the model of instruction.

Moreover, the model is believed to allow learners to be engaged in higher-level of language processing and thinking skills through the use of authentic materials and tasks that act as a motivating factor for learners to reprocess words and forms of language and encourage them to build their new knowledge by creating meaning from their prior one, in other words, learners best understand the meaning of concepts they create for themselves by linking their new ideas to what they already know to make sense of them (Boudounet, 2020).

In addition, scholars in the field claimed that this approach creates a kind of motivation and self-esteem within learners that encourage them to put greater effort in the classroom, as well as, participate in various collaborative tasks that strengthen their sense of belonging. Also, it develops the learners' language skills at the level of grammar, vocabulary, pronunciation, and writing. Themes and topics in TBI are thoroughly chosen by educators to meet the students' needs and interests, so the teacher-learner discussion on these topics may create more complex concepts that require them to use more cognitive skills; thus, improving their critical thinking (Boudounet, 2020).

1.4. Principles of TBI

TBI is taken into account to be the most common, and the most frequently adopted model in CBI, in this context, Stoller and Grabe (1997) claimed that "CBI is fundamentally theme-based" (p.3). This is traceable to the belief that TBI is the basis in most educational contexts and that in every learning process, the existence of several themes is noticeable. Hence, a number of researchers supposed that the principals of CBI also belong to TBI. The following are the main five principles of TBI:

1.4.1. Instruction Based on Themes/Topics

The first principle in CBI is that the focus of instruction is on content more than language. This principle meets the idea of TBI that EFL teaching is organized around themes and topics, and that learners' language proficiency is what really matters, that is to say, students develop their language skills while learning different themes (Helingo, 2013). The themes/topics in TBI courses can be organized randomly without any relevance, or by determining one major theme and adding to it subthemes as topics, in this paradigm, Duenas (2003) stated that the FL syllabus in TBI courses is structured either around different themes within a certain discipline, or including any topic, or any non-language issue of interest. This is one of the major features of TBI which is the flexibility in terms of content selection.

1.4.2. Integrate Skills

TBI is known to be using an integrated skill approach to language teaching as it covers all the four language skills as well as, grammar and vocabulary, and this reflects what happens in the real world where communication involves multiple skills simultaneously, Larsen-Freeman (2000) indicated that communicative competence does not involve only conversational language but also involves the ability to read, discuss, and write about content from other disciplines. Students in TBI classes are engaged in classroom activities, in which, they function their four language skills, i.e., they function their speaking skills through presentations and discussions in the classroom, they can exchange information from reading, as they can practice their listening through a video or a song played for them, they can also practice note-taking, summarizing and other skills from the content presented to them, in addition, students might be asked to write about what has been discussed inside the classroom, thus practicing their writing.

1.4.3. Promote Learners' Autonomous Learning

Learner autonomy is not an unfamiliar matter in language teaching, many scholars emphasized the importance of independent learning where students take responsibility for what they learn and how they learn it, and not only having the teacher decide everything in the classroom. Brown (2007) appraised learner autonomy in terms of allowing students to perform activities such as starting an oral production, solving problems in small groups, practicing language forms in pairs, and practicing using the language outside of the classroom.

Another point is that the learner autonomy principle believes in the idea that learning occurs not only through direct instructions from teachers but also through peer input and interaction (Brinton, et al., 1989), an example of some activities that stimulate autonomous learning involves interactive learning, negotiation, and information gathering. Students in such a classroom are engaged in all the learning process stages, that is to say, it is their task to find information, and not only relying on the teacher to provide it. They are also allowed to choose their own texts from the internet, newspaper, magazine, and other source that are related to the themes/topics, since textbooks are not the only source in TBI's classroom, this would offer students the opportunity to be exposed to different types of discourse and linguistic forms that should develop their language learning.

1.4.4. Themes/Topics Relevant to Students' Lives and Interests

As it is known, the gist of TBI is themes/topics; therefore, it is important to select and arrange appropriate topics that fulfil the student's needs, interests, and level of proficiency,

students also are allowed to take part in the selection of topics during the learning process, what will foster their autonomous learning. In addition, scholars mentioned that by allowing them to choose topics of their interest they will be encouraged to develop a sense of responsibility and ownership in the topic and be motivated to learn. Larsen-Freeman (2000) pointed out that learning content that is relevant to the academic requirements and that interests students, would increase their motivation to learn, similarly, Dorney (2001) also indicated that helping the students see the relevance of what they learn to their lives will develop their intrinsic motivation. Yet academic goals, educational aims, and institutional demands and expectations are also taken into consideration when selecting topics.

1.4.5. Authenticity of Text and Task

Authenticity is one of the major features that characterize most of the communicative approaches in EFL teaching. It is highly important either for texts and other sources used in TBI or for different activities performed by students. Authenticity of text and task refers to any materials or activities used in the classroom which are relevant to the student's needs and reflect the real world (Helingo, 2013). It is believed that using contextualized content materials that are relevant to the student's needs, will facilitate their comprehension of different linguistic forms used in texts (Norland & Pruett-Said, 2006), thus they will learn more effectively. The aim of authentic materials is not teaching, as Hutchinson & Waters (1987) mentioned that authentic materials are not originally constructed for language teaching purposes, but rather inform, and entertain the students, or both.

1.5. Implementation of TBI in the Classroom

TBI like any teaching approach; lends itself to a predetermined set of parameters to be taken into account. Teacher's responsibility is one parameter that makes a crucial part in the success of this teaching approach since the teacher plays an important role as a knowledge provider, facilitator, and creativity prompter (Atamena, 2019). In this vein, Scott and Yterberg (1990) mentioned some considerations for implementing TBI. The two scholars pointed out that when teachers concentrate on a particular theme, the lesson's content automatically becomes more important than the language itself. Also, they added that TBI allows teachers to dig deeper into the subject and bring new reactions and feelings in learners which are not covered in the textbook, in addition to that, they explained that working on themes allows teachers to put their personal touch in the used materials, and also, to rearrange them the way that suit what happens in the classroom. Furthermore, the two scholars added that working in the classroom naturally includes all the language skills as well as guided activities.

Another point which can be added to the discussion is the principled basis for selecting themes and activities suggested by Stoller and Grabe (1997). The two researchers provided the first systematic structure for TBI, called the Six T's Approach. It is assumed that this approach will help teachers in organizing content resources and selecting appropriate activities for language learning:

a) *Themes* are the core ideas in which the other curricular components like, activities and materials are structured around, and which should meet the student's needs, interests, the teacher's capacities, and academic goals.

b) *Topics* are subunits of content that underlie more specific aspects of themes. The topics should be consistent with the theme in a way that they can provide settings where students are exposed to both language and content. For instance, a unit with the theme of 'geology' might involve topics such as 'natural catastrophes' or 'earth formation'.

c) *Texts* are defined as content resources, whether written or oral, which deliver the basic of the theme for the sake of achieving the course goals. The latter may include: reading from various genres, videos, maps, lectures and so like.

d) *Threads* are linkages across units that create a greater coherence for curricula. Linkages are not directly attached to a particular theme of the unit but rather used for linking units developed around different themes, for example, linking units like 'civil rights', 'pollution', and 'Native Americans'.

e) *Tasks* are instructional activities and techniques utilized for content. Tasks include debates and reading/writing activities across different rhetorical or academic genres (e.g., compare/contrast or classification).

f) *Transitions* are directly organized acts that provide coherence across topics in a unit and across tasks within a topic. An example of transition in a unit on 'demography'' is shifting the emphasis from trends in global population to trends in developing countries and, finally, to trends in the students' home countries (cited in Snow, 2012).

In brief, using TBI to teach EFL stands on multiple principles and predetermined parameters that act as a guarantee to the progress of the learning process. Teachers, also, have a great responsibility when implementing the approach since they represent an essential part of its success in the classrooms.

1.6. The Benefits of Variation in TBI

Effects of TBI on learners and teachers keep persisting, the concept of variation is prevalent in TBI because as Barrett (2009) revealed "variety is the spice of life". TBI widely

emblematizes variation within EFL teaching and learning. The latter provides teachers and learners with the opportunity to become creative and authentic at the same time; the extent to which students are involved in the teaching and learning process, determines the selection of engaging content language integrated themes with relevant activities (Adams & Bushman, 2006), consequently, this leads to the creation of learners who are experienced in many areas.

Moreover, the variation in TBI provides teachers with different activities in the same used themes, various activities in the classroom help learners to effectively comprehend what they learn and to facilitate their grasping. Cameron (2001) asserted that in theme-based FL teaching, a topic offers content for a variety of activities for language learning. The following figure is an example of the various activities that TBI provides:
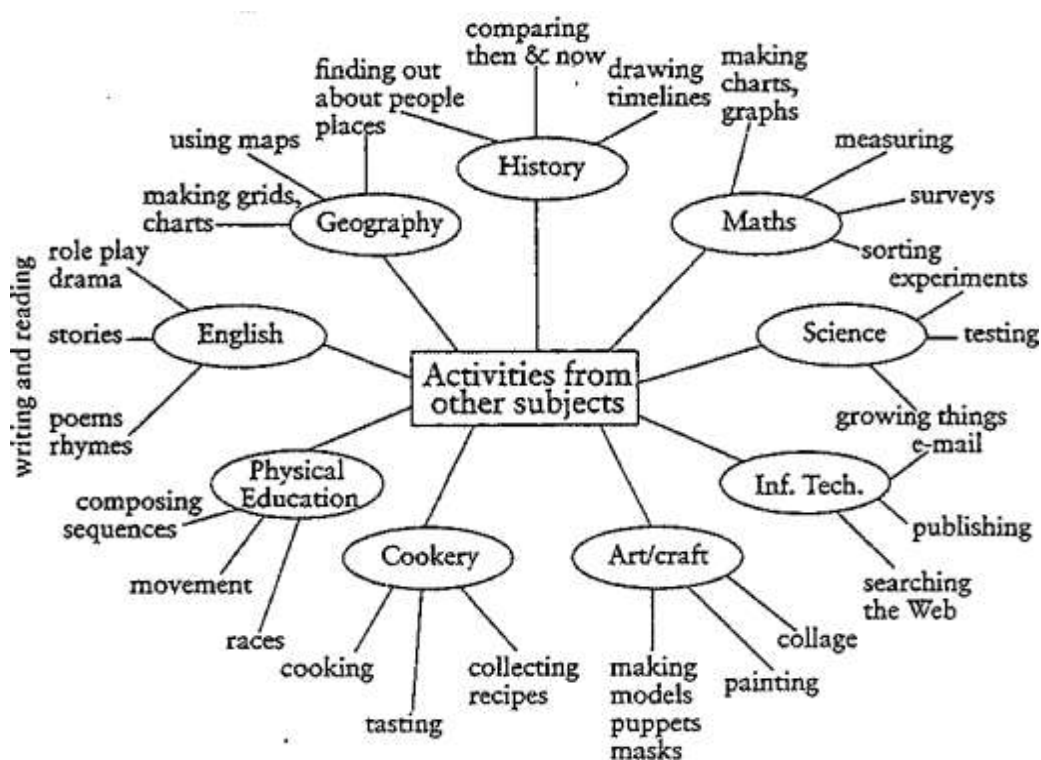
*Figure 2.*Subject Area Activities to Use in FL Classroom (Cameron, 2001, p, 183)

Conclusion

Within the 80s century, English teaching has noticeably shifted its focus toward more communicative trends with a great emphasis on context. As a result, various approaches and techniques emerged. This chapter shed light on one of the foremost effective approaches in the field, which is TBI. Firstly, by providing an overview on CBI, the main approach that TBI is derived from, highlighting some of the major historical points of the approach and mentioning some of its effective results in teaching and learning. Secondly, by profoundly identifying TBI according to a number of researchers. Thirdly, by explaining the six

principles of the approach. Fourthly, by providing various insights regarding the implementation of TBI that is assumed to help both teachers and learners in the classroom. Finally, by showing the benefits that the variation in TBI might bring to the process of teaching and learning.

Chapter Two: Vocabulary Mastery

Introduction

In order to master a language, learners have to pay thorough attention to a number of crucial aspects: Grammar, pronunciation, and vocabulary, however; learning vocabulary remains the most important. Mastering vocabulary can be considered as a provision to master the four essential language skills (listening, reading, speaking, and writing). Richard and Renandye (2002) stated that "Vocabulary is the core component of language proficiency and provides much of the basis for how well Learners speak, listen, read and write" (p.255). Accordingly, this chapter aims at reviewing the realm of vocabulary mastery, firstly by defining the notion of vocabulary. Secondly, by highlighting its importance and by identifying its major types. Finally, by mentioning some related theories and some used strategies regarding teaching vocabulary.

2.1. Definition of Vocabulary

The concept of vocabulary is defined differently by different scholars. Broadly defined, vocabulary is regarded as a set of words with their meanings, it is known as a word- stock and it is the number of words that are known and used by a particular person in a particular language, Hornby (1995) defined it as the total number of words in a language and as a list of words with their meanings, Thompson (1992), the other, defined it as the words that are used in a particular language. In the same vein, Ur (1996), confirming Thompson's view, stated that vocabulary is those words that are thought in a foreign language. In addition, Burns and Broman (1975) and Schmitt (2000) both mentioned that vocabulary is a stock of words that are known and used by an individual. According to Zaenuri (2001), "Vocabulary is a component of language that contains all information about meaning and using a word in a language "(p.2). Another definition that is worth mentioning is the one by Hatch and Brown (1995) where they pointed out that vocabulary is a set of words for a particular language or a list of words that individual speakers of a language might use.

On the other hand, many other scholars refer to vocabulary as knowledge, explaining that vocabulary is both knowledge of words and knowledge of their meanings. Diamond and Gutlohn (2006) noted that vocabulary is the knowledge of words and the knowledge of word meanings. Another view is that vocabulary items may be more than single words, that is to say, there might be multiple words that consist of vocabulary and express only one meaning, Webster (1998) indicated that vocabulary is a collocation of words and phrases usually alphabetically arranged and explained or defined. Ur (1996) mentioned that vocabulary

items may be more than individual words, meaning that, vocabulary can be phrasal verbs, idioms, and collocations such: Behind the scene, brother-in- low and so like.

According to Jackson (2002), vocabulary can be differentiated by its meaning to synonymy, antonymy, hyponymy, and metonymy

a. Synonymy: refers to a relationship of similarity of meaning between two or more words: love and like are synonyms, sick and ill are synonyms.

b. Antonymy: refers to a relationship between words that are based on the oppositeness of meaning: up and down are antonyms dead and alive are antonyms.

c. Hyponymy: refers to a hierarchical relationship between words: the word plant is hyponymy for fungus, lichen, shrub, creeper, and tree. It isa term used to designate a member of a class. For example, Yew is a hyponym for a tree, and cat is a hyponym for an animal. On the other hand, animal is said to be the superordinate (hyperonym) of the word cat. For example, the word 'flowers' in the following diagram:
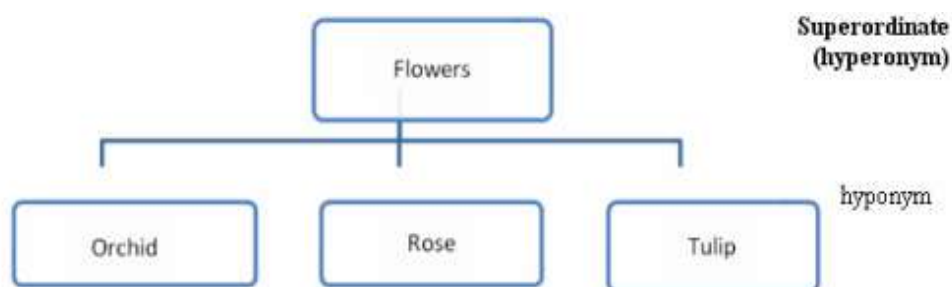
Figure 3. **Hyponymy (Winiharti, 2010, p.103)**

d. Metonymy: which refers to a semantic relationship of "whole-part" meaning between words. A metonymy indicates a constituent part of or a member of something. For instance, 'eye' is a metonym of 'face' because 'eyes' are part of 'face'. For instance, the words 'floor', 'walls', 'window', 'door' in the following diagram:
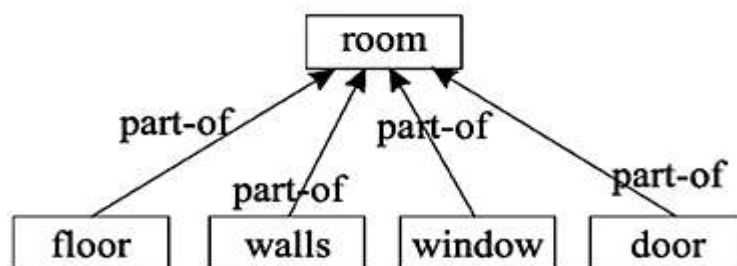

Figure 4. **The Whole-Part Relation (Kaasboll & Motschnig-Pitrik, 1999, n. p.)**

Besides that, Pieter (1991), explained that there is no existence of language without words and that with words people can exchange their language and communicate effectively (as cited in Simpuruh & Syamsinar 2021). In other words, vocabulary is a highly important element in a language in general and EFL in particular, as it serves as a basis to master language skills, thus, it is the reason for proper communication. Wilkins (1972) summed up the important role of vocabulary in his statement that "without grammar, very little can be conveyed, without vocabulary, nothing can be conveyed" (p.97).

Regarding the definitions above, it can be concluded that vocabulary is the core of language proficiency, and its influence on the other aspects of language like grammar and syntax can be clearly highlighted. Vocabulary is the total number of words with their meanings for a particular language, it is what individuals use to communicate ideas and express thoughts. It can also be deduced that vocabulary is a crucial component in EFL since it promotes students to master language skills.

2.2. The Importance of Vocabulary

Without much saying, vocabulary is a basic corner in EFL teaching and learning, it is a highly important element that cannot be separated from language, thus; people in general and learners in specific will always be facing issues of communication as long as they don't have enough repertoire. Despite the importance it is having, vocabulary, in the past centuries, has been neglected for a long time in the process of teaching and learning, while the primary attention as Barcroft (2009) pointed out was given to grammar and other aspects. As many researchers argued, vocabulary saw the light only with the development of communicative approaches in the80s. Krashen in Nunan (1991) argued that the importance that vocabulary has gained is due to the development of communicative approaches. Zimmerman (1997), also, mentioned that vocabulary has been continually neglected, despite the shift in the language teaching methods, from the old methods such as grammar translation to more communicative approaches.

Despite the neglect that vocabulary has been suffering from, a significant number of researchers did emphasize the great value it has in EFL learning. Researchers like Hornby (1995) and Brown (2001) pointed out that vocabulary plays a vital role in language learning as it is considered to be the building block to build language, in other words, it serves as the foundation to build sentences and so enhances the learners' ability to master the language skills: listening, reading, speaking and writing (Sayd and Nazarudin, 2022). Hatch and Brown (1995), also, stated that vocabulary is the foundation to build language and that it plays a substantial role in communication, that is to say, mastering vocabulary permits

language users to express their thoughts and opinions with others, Harmer (1991) said that people have something to say, they have that meaning they want to express, hence, they need to have enough words- stock that enables them to find the exact words that describe the complexity of their feelings. Moreover, Birley & Lubis (1988) argued that the matter is not with how many words one uses to have effective communication, but, is with the words one selects to use. They added that in order to select the best words for the best occasions, one must have a large vocabulary to do so.

Yet, vocabulary is one of the major problems confronted by EFL learners. due to the limited vocabulary, learners may not be able to communicate effectively with others, and sometimes, it is difficult to group the idea delivered to them. Folse (2004) argued that poor vocabulary knowledge leads to less effective communication. This issue, as reported by some researchers, is due to the open-ended nature of vocabulary, Oxford (1990) claimed that vocabulary is regarded to be the most sizeable and unmanageable aspect of learning any language, whether it is a foreign or a mother tongue, and this is because of the various meanings. Another potential reason is unlike phonology, grammar, and other language elements, vocabulary does not have rules that may help learners develop their knowledge, which means that it is not clear in EFL which rules should be applied, or which vocabularies are to be learned first, regardless to these difficulties, learners still have to deal with it (As cited in Alqahtani, 2015).

2.3. Types of Vocabulary

Vocabulary is known to have various types. Researchers have distinguished several types of vocabulary according to their perspectives. Bloom (1973) distinguished two types of vocabulary, which are function words, and content words. The former is the word that cannot be added to prepositions, models, or any form of structure, in other words, it is a word that represents a grammatical or structural relationship with others in a stretch of language such as determiners (the), conjunctions (and) and so like (Nordquist,2020). While the latter is the words that can be added with prepositions or any form of structure, in other words, it is the word that has a specific meaning like adjectives, nouns and so like (Nordquist, 2020). furthermore, Lehr et al. (2006) divided vocabulary according to the word's form into oral and print. They stated that oral vocabulary includes the words that the one recognizes and uses in listening and speaking, while, print vocabulary includes the words that the one recognizes and uses in reading and writing. Besides that, Page and Thomas (1973) have suggested another four kinds of vocabulary which are: oral vocabulary, which consists of words that are actively used in speech; writing vocabulary consists of the words that are

actively used in writing; listening vocabulary is the stock of words the one uses to respond to meaning and to understand others speaking; reading vocabulary is the stock of words that the one uses to understand the others writing (As cited in Siti Hajar 2019).

Another well-known distinction suggested by a number of scholars such as Harmer (1998), and Read (2000) and so like, is that vocabulary is divided into two types: active vocabulary and passive vocabulary. The first is referred to as the one that students have been taught and which they are expected to use in communication. Meanwhile, the second is referred to as the words that students will recognize when they meet them, but will not probably be able to pronounce, this type is usually than the former (Gruenberg and Sykes, 1991).

Besides active and passive vocabulary, Hatch and Brown (1995) have suggested other types, which are the most common ones in the field, based on the knowledge of words to receptive and productive vocabulary:

a. Receptive Vocabulary:

   Refers to the words that learners can recognize and understand when they are used in context, but they cannot produce. Learners can only recognize them when they saw or hear but cannot use them either in speaking or writing.

b. Productive vocabulary:

   Refers to the words that learners understand, correctly pronounce and use properly in speaking and writing this type includes what is needed for receptive vocabulary as well as the ability to speak and write when needed.
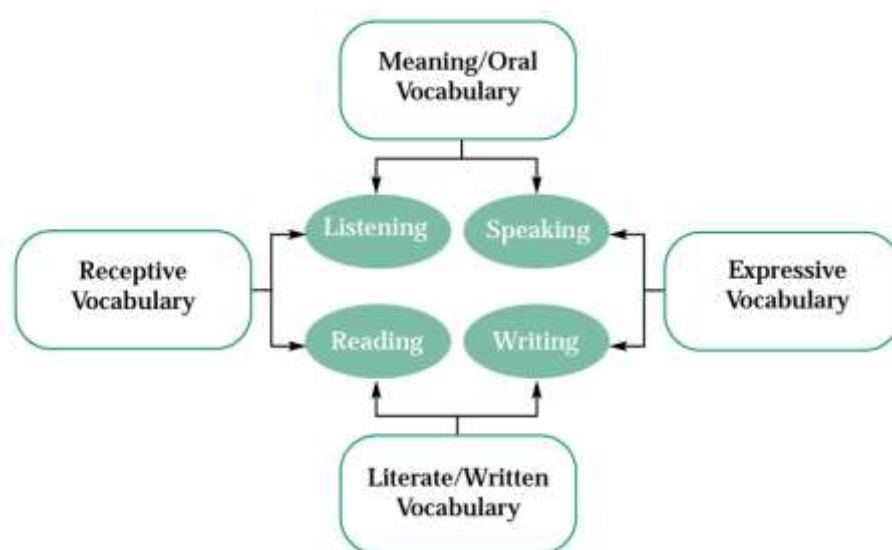
Figure 5. **Vocabulary types (Pikulski & Templeton, 2004, p. 2)**

From the explanation above, it is clear that there are various kinds of vocabulary. Experts have classified vocabulary differently according to different perspectives. Some emphasized the position that words occupy in the stretch of language whether as determiners, prepositions, verbs, etc. Others, emphasized the word's form whether oral or print, while others emphasized the knowledge of words whether receptive or productive.

2.4. Vocabulary Teaching and Learning

2.4.1. Vocabulary Teaching

Vocabulary teaching has been gaining an increasing amount of attention these last decades. A large number of researchers and scholars conduct numerous studies in the field and provide new insights for the sake of improving the vocabulary teaching and learning process. Vocabulary teaching, to some extent, has suffered from neglect for a long time, especially in some theories like Audio lingualism and Direct Method; as a result, there were only a few theories and strategies that teachers could be using in order to teach this aspect, and this is what Wilkins (1972) pointed out to when he said that linguists could not find much to say concerning vocabulary, and that, one cannot find enough studies that are practically interesting for language teachers(As cited in Kiliç 2019). However, vocabulary teaching, in recent years, has witnessed a great development, especially with the shift towards more communicative approaches that language teaching has witnessed in the early 80s.

The process of vocabulary teaching is not that mere one, instead, it is quite challenging, especially in the case of EFL teaching, Nagy (2007) explained that teaching vocabulary is more than just teaching words, however it is about the words themselves, how they are constructed, how they are learned, and how they are used, thus, some scholars found that teaching vocabulary might be problematic to English teachers, as they take the responsibility of teaching learners how to recognize and identify words, how to pronounce them, how to analyze and categorize them, and finally how to read them and put them in phrases, sentences, or any piece of language (Corcoran, 2011), hence it could be perplexing which practices should be employed, and which ones that most suit their learners and motivate them to learn. Teachers also should be concerned that teaching vocabulary is something new and different from the Learner's native language. Another obstacle for teachers is the unmanageable size of vocabulary, which makes it somehow confusing what kind of vocabulary they should give, or how many vocabularies they should teach. Thus; teachers should bear in mind some principles, techniques, and various strategies in order to facilitate the process for themselves and to gain better results.

2.4.2. The Principals in Teaching Vocabulary

In order to help learners master vocabulary, and make the process of EFL teaching and learning more vital, teachers should follow some principles. Wallace (1982) has listed some principles that could help teachers, and are as follows:

1. Aims: teachers should make their aims clear, which means that they have to make sure that the expected aims are achievable by the learners.

2. Quantity: teachers have to decide on the number of words to be learned, or the number of words that learners can attain in a lesson because many words can be confusing.

3. Needs: it is important that the choice of vocabulary to be related to the course aims and the lesson's objectives. However, teachers can choose vocabulary to what comes with their learners' needs.

4. Frequency exposure and repetition: repetition is important in vocabulary teaching. Teachers cannot teach new words only once; they have to repeat them until making sure that learners have learned the target vocabulary.

5. Meaningful presentation: this requires that the new vocabulary have to be presented in a way that its denotation is completely clear and unambiguous, so learners would have a clear understanding.

6. Situation of presentation: the choice of words in conversations is varied according to the situation (formal or informal), learners have to learn such words in order to use them appropriately in different situations.

From the principals above, the teachers should be able to identify who are their students, what are their needs, and how they can teach them easily and interestingly. Undoubtfully, there are other principles that can affect the way of presenting vocabulary such as age and other learners' differences; teachers have to put them into consideration and manage them properly in order to achieve better results.

2.4.3. Techniques in Teaching Vocabulary

Since that vocabulary is regarded to be the backbone of teaching languages, specifically EFL, it is important to select effective and appropriate techniques in order to make the process of teaching and learning flawless and more successful. A great number of scholars and educationists in the field seek to find appropriate techniques and methods to teach vocabulary. The following are some techniques as proposed by some experts: (Alqahtani, 2015)

2.4.3.1. Teaching Vocabulary Using Objects

Using objects involves using realia, visual aids, and demonstrations. Introducing new vocabulary by showing real objects most of the time enhances the learners' memorization through visualization since memory is better at remembering if words were associated with a real illustration. Gairns and Redmen (1986) noted that this technique is appropriately used for beginners and young learners, and when presenting concrete words, that is to say, objects can be used to illustrate meanings when the words represent concrete nouns (bike, computer, school, and so like).

2.4.3.2. Teaching Vocabulary by Drilling, Spelling, and Active Involvement

Drilling, a part of the audio-lingual method, is a technique commonly used in teaching languages. It is used in order to make learners practice the vocabulary items, and learn how they sound, in addition, make learners more familiar with the target words (Boulifa & Yousfi, 2021). According to Richards, et al. (1985) any technique that is employed in language teaching to practice sounds, vocabulary, or sentence patterns, is a technique based on managed repetition or practice. Drilling is essential since learners need to practice words with themselves when learning them and recall them later from their memory (Ellis & Beaton, 1993, in Read, 2000; 2004).

Spelling refers to memorizing words (Reed, 2012), it is an important aspect to be considered since English words are not always pronounced the same way as they are spelled. Takač & Singleton (2008) explained that teachers, by using such a technique, will be encouraging students to find out the meaning of a word through elicitation. Elicitation provides more opportunities for learners to speak, it acts as a way to check learners understanding (Thornbury, 2002). In this technique, learners also are able to use the words in contexts that have a relation to their real life. Besides that, Pinter (2006) stated that teachers are suggested to vary their presentations of vocabulary and to be eclectic in using the techniques (as cited in Alqahtani, 2015)

2.4.3.3. Teaching Vocabulary Using Drawing and Pictures

Using drawing is a helpful technique in teaching vocabulary since many objects can be drawn. Learners can understand easily the words given to them if they were associated with related drawings. Using drawing to teach vocabulary can activate the learners' memory and help them memorize new words. Another practical technique is using pictures. There are plenty of words that can be presented by using pictures. The latter is a perfect mean to make the unknown meaning of words clearer for the students. Teachers can simply use the educational materials provided by the school, or they can make their own. Visual aids are

important to make learners understand words and facilitate their memorization (Boulifa &Yousfi, 2021).

2.4.4. Teaching Vocabulary to Young Learners

Vocabulary has received a special concern in language teaching, especially EFL teaching, which is why teaching it became a necessity, and plays a major role in the learners' language development. Recent researches indicated that learning vocabulary at an early age is fruitful in helping students build consistent knowledge, Cameron (2001) argued that early vocabulary learning offers learners opportunities to build up a solid core of words that is beneficial for further learning. By saying young learners, McKay (2006) noted that they are children who are in elementary or primary school, which means that in terms of age, young learners, are between ten and twelve, and this is considered to be a perfect age to learn a language, many pieces of research indicated that this category of learners hold some special characteristics that allow them to learn language easier and more effectively than any other. Children focus mainly on the whole meaning even if they do not understand single words, which means that, instead of focusing on the meaning of words individually, they catch the overall meaning. They tend to learn indirectly rather than directly; they can learn a lot from what surrounds them better than focusing only on classroom instructions. Another feature is that young learners can perfectly understand what they hear and see, and not only from explanation, concrete objects are vital in their learning. In addition, they have a sense of excitement and curiosity towards the world around them, this enthusiasm is important for their language learning. Moreover, children need the teacher's approbation and approval to enhance their learning, they need good attention from the teacher to understand more. Also, young learners like to talk about themselves, they tend to have a positive response toward learning their lives as a main subject. At last, they are known to have limited concentration, and they lose their interest easily unless activities are quite engaging (Harmer, 2003. As cited in Putra, E. 2011). However, teaching vocabulary to young learners often remains challenging for teachers. Children are different in their way of learning from adults; thus, teachers have to encourage their students to build a strong vocabulary knowledge by involving them in the process of teaching, as well as, using various techniques to assist them to acquire vocabulary effectively.

2.4.5. Aspects of Learning Vocabulary

Learning a language requires learning vocabulary in the first place. It can be said that vocabulary is the gist of language. Without having enough vocabulary, learners will not be able to achieve comprehensible communication with others. In the EFL context, learning

words concentrates mainly on four aspects of vocabulary, they are word meaning, word formation, word use, and word grammar (Harmer, 1991). According to Harmer (ibid), there are four aspects of learning a word which are described below:

2.4.5.1. Word Meaning

Words can have multiple meanings in different contexts for instance: the word 'present' as a noun can mean a gift, or it can be an adjective like 'The present day', or it can be a verb like 'she will present her new book tomorrow'. Words, also have meanings in relation to other words which is called 'sense relation', for instance, the word 'good' has the same meaning as 'excellent' (synonyms), and has the opposite sense of 'bad' (antonyms). Learners and even teachers have to consider such differences for accurate learning.

2.4.5.2. Word Use

The use of metaphors and idioms usually expands the meaning of a word. A metaphor is a way of describing a person, a phenomenon, or anything by saying that is like something else, for instance, the word 'hiss' describes the sound that the snake makes, but it can also expand to describe the way people talk to each other. Likewise, in an idiom, more than one word denotes one meaning, for instance, the idiom 'break a leg' (good luck). Word meaning can also depend on collocations, the way in which words co-occur, or are used together. For instance, 'headache', 'stomach ache', and 'earache' but not 'leg ache', or 'hand ache'. Students, have to understand the metaphorical language use, how words collocate, and which stylistics and topical contexts such words and expressions can occur in.

2.4.5.3. Word Formation

The learner should be taught how to form words. They have to understand word formation and how to change words to be compatible with different grammatical contexts, since words can change their shape and grammatical nature too. For example, the verb 'build' has the participles 'building and built', the word 'building' can also be a noun that expresses a house, school, factory, or so like. Word formation is also connected with suffixes and prefixes, they work to change the form of words, or even drive new ones. For example, 'healthy' with the suffix 'un' becomes 'unhealthy' which is the opposite meaning. Word formation, then, is being aware of how words are written and spoken, and how the form of these words can be changed. Thus, students need to be aware of the words' sounds and how they are spelled.

2.4.5.4. Word Grammar

Some words indicate some grammatical patterns, if a word is a noun, then, one has to consider whether it is countable or uncountable, singular or plural, for example, the word

'angle' can be singular 'one angle', or plural, 'two angles, however, uncountable nouns like 'weather', 'people', etc can only be used as singular. Words, also, reflect transitive and intransitive verbs, phrasal verbs, complementation verbs, etc, in addition, words can also be adjectives and adverbs. If the words are adjectives, one has to know whether they are used predicatively or attributably, or in which position they are used in the sentence. Students have to be aware of all these different grammatical patterns (Harmer, 1991).

2.5. Vocabulary Mastery

In order to understand the language, vocabulary is crucial to be mastered by the learner. Vocabulary mastery is highly needed in communication, expressing thoughts and ideas, and interacting with others. Limited vocabulary knowledge can lead to some serious issues in the EFL teaching and learning process; accordingly, learners have to attain adequate vocabulary to perform the language activities freely and without difficulties. Vocabulary mastery can be defined as the competence or the complete knowledge of a list of words that form a language that can be used by a certain person, class, or profession (Napa, 1991, as cited in Sujayanti, 2017). Rivers (1989) stated that it is the great skill of processing words of a language, he also added that it is an individual achievement and possession, in other words, the learners themselves are responsible for increasing their knowledge of vocabulary, the success in mastering it depends on the individual's motivation and interest on the words of a language, in this paradigm, Hatch and Brown (1995) the others, added that the specificity of any individual vocabulary knowledge relies on his motivation, and needs for the words. Furthermore, vocabulary mastery is highly important to build an understanding of meaningful reference, Shamrock (1991) explained that 'understanding the utterances of others requires us to make meaningful a string of sound that strikes our ears requires us to make inferences, using our knowledge of the situation and of language itself, its sound, syntax, and semantics (p.298), means that, by having enough vocabulary one can improve his English.

It can be concluded that vocabulary mastery is an individual competence in using words of a language, which is acquired based on their own motivation and need. It is significantly fundamental, due to the great role it plays in EFL learning, since it permits language learners to communicate and express their ideas, without forgetting to mention, its vital role in the improvement of the four language skills of learners.

Conclusion

To conclude, vocabulary is the core component in learning any language, it is important since it helps the learner to communicate fluently and share their ideas and thoughts.

Vocabulary is divided into two types: receptive, which refers to the item which learner can use appropriately in speaking or writing, and productive, which refers to the items that can be recognized and understood in the context of reading or listening, and both are essential in building learners' knowledge. Teaching vocabulary is a fundamental process that requires the teacher to use a variety of techniques to provide the learner with adequate vocabulary items to master it; the more words learners know, the more effective their communication will be.

Section Two

The Practical Part

Chapter Three: Methodology and Results

Introduction

The main objective of this research is investigating the effectiveness of using TBI in raising the English vocabulary mastery of primary school pupils. So, the following chapter is designed to present the methodology of the study. It defines the samples as well as the instruments used to collect and analyze data. Additionally, it provides a detailed description of the research tools, the data analysis procedures, and reports the results.

For the sake of achieving the aims of the study and for proving the current hypotheses, this study employs a mixed approach. According to Dornyei (2003) the mixed methods approach "Is a combination that has a great potential for future research as it can bring out the best of both approaches while neutralizing the shortcomings and biases inherent in each paradigm" (pp. 130-131). The quantitative data of this study are gathered from a quasi-experimental design, its aim is to investigate the effectiveness of TBI on the pupils' vocabulary mastery. And the qualitative data are gathered from a structured interview, its aim is to collect data about teachers' perceptions and attitudes on vocabulary teaching likewise their perceptions about TBI and its use. The quasi-experimental design is designed for 40 pupils of the 3rd grade of "Soukaina Al Mandhar Al Djameel" primary school, Constantine, 20 pupils for the control group, and the 20 others for the experimental group. With regards to the interview, five English teachers from different primary schools are interviewed on their attitude about using TBI to enhance vocabulary mastery.

3.1. Teachers' Interview

3.1.1. Description of the Teachers' Interview

The first instrument used in the present study is the interview. Interviews are defined as a qualitative research technique that involves posing a set of questions to a small number of respondents for the sake of exploring their thoughts on a particular idea or situation (Barkat, 2022). Interviews as Richards (2009) argued "offers different ways of exploring people's experience and views and allows the researcher to probe beneath the surface of issues in order to see them from each participant's perspective" (p. 183). Although there are different types of interviews, the researcher used a structured interview to investigate the present study.

The teachers' interview contains an introductory part that explains the purpose of the study to the interviewees. The questions type is mostly open-ended so that teachers (interviewees) can add more explanations and clarifications to the study under investigation.

The interview consists of eighteen questions alienated into three sections. The first section (Q1-Q6) is about the teachers' experience in the field and their attitude toward English teaching. The second section (Q7-Q12) is about the teachers' thoughts on vocabulary and its importance, the way they teach it, and the difficulties they may face when they teach it. The last section (Q13-Q18) is about the teachers' thoughts on TBI as an approach of teaching, its effectiveness on vocabulary mastery, and some other potential methods teachers use to teach vocabulary.

3.1.2. Administration of the Teachers' Interview

The interview was addressed to five teachers of English from different primary schools after the spring holiday. In addition, the interview was conducted in an informal manner (English, French, or Algerian Arabic) at the behest of most teachers. The interview questions were assigned according to the nature of the research questions and for the sake of reaching its objectives.

3.1.3. Analysis and Interpretations of the Results of the Teachers' Interview

Section One: Teachers' Experience/Attitude

1. Question 01: How long have you been a teacher of English? /If this is your first experience, how did you find it? If it is not, when and where (private/public schools/ support courses) did you teach?

This question aims at having insights into the interviewees' experience in the field of English teaching and their attitude toward it. Four of them said that this year is their first time as teachers of English, and that they found it is a quite challenging experience, nevertheless, exciting, while the fifth one has been a teacher in support courses for three years. This indicates that most of the teachers are novices in the field and they do not have any experience.

2. Question 02: Did you teach young students before?

This question aims at knowing whether the interviewees dealt with young pupils before or not. All five teachers said that they did not teach young students before and this year is their first time doing so.

3. Question 03: What do you think about including the English language again in primary schools in Algeria?

Since it is the second time of adopting the English language in primary schools, this question aims at exploring the teachers' thoughts on such a step in the Algerian educational system. Most of the interviewees had different answers regarding this question, two teachers said

that including the English language again is for the purpose of raising the students' level and decreasing the effect of the French language in the country. Another one claimed that it was a matter of educational policy. While two others said that it is for further requirements that are needed in higher studies. However, all the interviewees agreed on the importance that the English language has as a lingua franca and that such a step is perfect for keeping up with the development in the world.

4. Question 04: What is your opinion on teaching English to young students?

This question aims at knowing the teachers' attitude toward teaching young students especially since they did not experience it before. The participants' answers here can be divided into two perspectives, two of them stated that indeed teaching children needs patience and creativity, still it is enjoyable, interesting, amusing, and very important. However, the other ones find it a bit tiring and challenging because of the differences in capacities between learners, but they insisted on the benefits that teaching English to young pupils might bring. It can be deduced that teaching English to young students is highly important and beneficial for their future.

5. Question 05: What is your attitude about the textbook?

This question aims at knowing the teachers' opinion on the validity of the textbook and its appropriateness for young students. The first interviewee said that she does not use the textbook, but she prefers to prepare her own lessons. Unlike the first one, the second interviewee showed her satisfaction with the textbook, she said that she found it appropriate to the students' needs and interests. The last three teachers said that they found it full of knowledge to be addressed to young learners; some of them insisted that it needs some modifications, especially for the alphabet's distribution.

6. Question 06: Did your students find any difficulties with studying English while studying French at the same time?

This question aims at detecting any difficulties that teachers might face with their students regarding teaching two languages simultaneously. All the interviewees here shared the same answer. They said that their students were mixing between the alphabets of the two languages and that they used to have some kind of confusion regarding naming colours, days of the week, and some other words. But, as they said, this case was only at the beginning of the year, and then students were able to override the ambiguity once their teachers correct them the mistakes.

Section Two: Teachers' Thoughts on Vocabulary:

7. Question 07: In your opinion what aspects of the English language are most challenging to teach to primary school students?

This question aims at knowing what aspects or skills of the English language are most challenging to teach according to the teachers' experience. Noticeably, the interviewees' answers were completely different. Pronunciation was the answer of three participants; they said that teaching students the right pronunciation was a really hard task to accomplish, especially at the beginning. Another teacher chose reading as the most difficult skill to teach. While the last interviewee said that she found grammar highly challenging to teach.

8. Question 08: What do you think on teaching vocabulary to young students?

This question aims at knowing the teachers' experience with teaching English vocabulary to young learners. Unsurprisingly, all participants answered positively to this question. They stated that they found it easy to teach and they did not find serious issues in the process. The agreement about this idea proves its validity.

9. Question 09: What importance does vocabulary have in learning a language?

This question aims at providing insights into the teachers' thoughts on the vocabulary importance in learning a language. Again, all five interviewees appraised the great value vocabulary has in learning languages. They said that it is fundamental because it represents the first step in learning any language. They added that having enough vocabulary promotes students to formulate sentences and communicate fluently and confidently with each other. Consequently, learning vocabulary is crucial to learn any language.

10. Question 10: What difficulties do you think your students face when learning English vocabulary?

This question aims at discovering some potential difficulties faced by young students concerning learning English vocabulary. Only one teacher said that her students are good at learning vocabulary and they do not face any problems. Whereas, the rest of the participants claimed that their students mostly suffer from spelling. They said that they struggle with spelling new words and memorizing their forms to be able to read them later. However, the teachers explained that this issue usually occurs in the first session of vocabulary, and after they guided their students, they were able to correct their mistakes and quickly get used to the new vocabulary and easily remember it. this proves that young learners have special cognitive abilities that allow them to acquire vocabulary rapidly.

11. Question 11: What do you use to help your students recall the vocabulary they learn?

This question aims at exploring some specific methods and techniques that teachers use in order to help their students recall the learned vocabulary. Participants' answers here were

various and each teacher named multiple techniques and methods to strengthen the students' English vocabulary recalling ability. One mentioned using flashcards and educational games. Two others added educational songs, dialogues, and realia. Another two teachers said that they use role plays and different body gestures. This variety of methods and techniques is due to the great importance that vocabulary has in learning a language, so instructors have to be creative and diligent in their way of teaching this aspect.

12. Question 12: How many sessions of vocabulary do you have per unit? / Do you think it is enough?

This question aims at knowing whether teachers can achieve their objectives regarding teaching English vocabulary through the number of sessions designated in the curriculum. All interviewees said that they have four sessions per unit (I Listen and Repeat, I Read and Discover, I Read and Write, I Play Roles). They all agree that the number of sessions is enough for them.

Section Three: Teachers' Thoughts on TBI and its Use:

13. Question 13: What do you know about Theme-Based Instruction as a method of teaching?

This question aims at providing knowledge about the teachers' perspectives on this approach. At first, when the researcher asked them only one participant realized the approach. The latter said that according to her TBI focuses on the integration of different skills within the context of the selected theme. So, students can practice reading, speaking, critical thinking and so like, while exploring the theme. On the other hand, the rest interviewees did not recognize it which led the researcher to explain for them more about the approach. After providing them with some information, three interviewees did realize it but the last one could not so. This can be traced to the teachers' lack of experience in the field.

14. Question 14: Do you apply TBI model in teaching English vocabulary? / If yes, how do you use it?

This question aims at knowing the ways in which teachers are using TBI to teach English vocabulary. After explaining the approach for the interviews, they agreed that they do apply TBI within their classrooms, they clarified that the approach is already employed implicitly in the textbook through the themed units (My Toys, My Home, My Pets…etc) that they are teaching. The teachers explained the way in which they apply the approach, first by presenting the students with the vocabulary items, then showing them pictures and explaining them each item, and making them memorize words. Later, they examine their

understanding by exposing them to various activities related to the theme; one of the teachers provided the following example:

The theme: 'My Family'

Vocabulary: Such as father / mother / brother / sister / grandfather… etc

Contextualizing: By showing pictures or bringing flashcards that represent different family members.

Activities: Integrating skills such as:

➢ Speaking and listening: they can ask and respond about family members and share the information with their mates

➢ Writing: they can write two or three sentences describing family members

or through playing games like making the students design a family tree, or providing students with descriptions of family members and then letting them guess which one is being described (Guess Who?).

15. Question 15: How effective is using TBI model when teaching vocabulary?

This question aims at providing knowledge about the efficiency of TBI model in teaching English vocabulary according to the teachers' experience. Three participants said that the integration of language skills within a particular theme and with an appropriate context promotes and reinforces vocabulary learning among their students, and helps them to make connections between different language skills; they said that this contextualization enhances their students' memorization (retention) of the vocabulary. The other interviewees said that the model proved its efficiency through motivating the students, in other words, by choosing themes that reflect the students' interests they become more engaged and motivated to learn vocabulary. The interviewees here mentioned just a few arguments for how effective is using TBI model, but there are multiple significant ones.

16. Question 16: Do you think that TBI model is effective in raising your students' English vocabulary mastery? If yes how?

This question aims at providing an understanding of how effective is TBI in raising young students' vocabulary mastery. Undoubtedly, all participants agreed that TBI helps their students with their English vocabulary mastery. Three teachers explained that when students encounter vocabulary words within the theme across different activities, they develop a wide vocabulary package that can be used in diverse contexts. They also added that contextualized learning that TBI promotes, helps their students with their vocabulary mastery, that is to say, by connecting vocabulary to a specific theme, students can see how words are used in real-life situations which helps them to use language effectively. Besides that, one interview said

that TBI raises her students' motivation towards acquiring vocabulary, the latter explained that TBI focuses on students' interests by choosing themes that fit their interests, as a result, their motivation and willingness to learn vocabulary raises. The last interviewee said that TBI helps her in creating a positive and enjoyable learning environment for the pupils.

17. Question 17: What other methods do you know in Teaching English vocabulary?

This question aims at knowing other methods teachers know and use to teach English vocabulary besides TBI. Two interviewees said they use drilling, and showing realia. Two others mentioned that they usually employ Total Physical Response (TPR) and flashcards. Only one teacher among said that she does not use particular technique, but she adopts what suits her and her pupils.

18. Question 18: What are your three most used methods to English vocabulary to young students?

This question aims at knowing the most useful methods teachers prefer in teaching young students. Drilling, realia, and flashcards were mentioned three times. TPR was mentioned twice and only one time concerning using vocabulary games and activities. This indicates that teachers use a variety of methods and techniques in the classroom.

3.1.4. Overall Analysis and Interpretation of the Results of Teachers' Interview

From the teachers' answers in the first section, it can be noticed that most teachers are beginners in the field of English teaching and they did not experience teaching young learners before. However, according to them teaching English to young students is a very fruitful step and beneficial for their future. That is why teachers have to be perseverant and creative in the teaching process, so they could make the classroom environment more exciting and pleasant for the students, and this will stimulate them to learn since children tend to be full of energy and prefer to learn in a funny and catching manner.

The results of the second section of the interview have shown that vocabulary represents the building block in learning languages since it permits students to communicate effectively and express their thoughts confidently. With reference to the teachers answers in questions 8, 9, and 10, it can be said that teaching vocabulary to young students is a facile process, and this is due to the children's high cognitive abilities that permit them to effectively learn and acquire words, especially when teachers enhance this process with using specific methods and techniques that will help provide them with real-life like contexts which will assist them to effectively use what they learned.

From the results of questions 14,15, and 16 of the third section, it can be deduced that TBI model is believed to be efficient in teaching English vocabulary, this could be done, by

exposing young learners to multiple words related to different themes of their interest which will develop their vocabulary package and enhance their acquisition by creating an enjoyable learning environment. So, the results obtained here show that teachers have a sense of awareness of the necessity of using TBI to raise young students' vocabulary mastery. The results of questions 17, and 18 indicates that teachers use various methods beside TBI in their teaching process.

3.2. The Quasi-Experimental Study

As mentioned above a quasi-experimental study is adopted to investigate the effectiveness of TBI on the raising English vocabulary mastery of primary school students. The experimental study is based on T-Test which is composed of three stages pre-test, treatment phase, and post-test. The study was conducted in Soukaina Al Mandhar Al Djameel primary school in the academic year of 2022/2023. The participants of the study are divided into two groups, control group which did not receive the treatment and experimental group which is the one that received the treatment. Before starting to conduct the experiment, the number of participants in both groups was unequal, 26 students in the control group, and 22 others in the experimental group, so the teacher randomly chose 20 students from each group in order to make the sample homogeneous.

3.2.1. The Description of the Pre-Test

The pre-test was created in accordance with the study objective. The test was ranked out of 10, it consists of three different activities, all of them was designed using TBI model in order to test its effectiveness. The first one is for 4 points; it deals with matching the words with the picture. This activity is for examining the students' memorization of words through the pictures they have seen in the lesson. The second activity is for 3 points; it deals with crossing the odd words out of the given lists, the aim here is to see whether the students memorized the forms of the words and can identify the wrong ones, or not. The last one is for 3 points; focuses on the students' ability to write the words they have learned. It deals with ordering the letters to get the correct word, see (**Appendix A**).

3.2.2. The Description of the Treatment Phase

In 'Soukaina Al Mandhar Al Djameel' primary school, the treatment sessions were held for two weeks, each session lasting 45mn. The control group was taught inherently, while the experimental group was taught using Lessons that were designed by the researcher using TBI model and with focus on presenting the English vocabulary in a catching and interesting manner as presented in the lesson plan below, see (**Appendixes C, D**):

Lesson plan:

Institution: Soukaina primary school   **Time:** 45mn

Theme: Pets   **Skills:** Listening, speaking, reading, writing

Lesson: Vocabulary, pronunciation   **Materials:** Data show, speakers

Objectives:

- Identifying and naming their favorite pets
- Pronouncing correctly the pets' names
- Using the vocabulary learned correctly in the given tasks

Stages / Timing	Procedure / Activity	Aims
Warm-up (5mn)	• The teacher greets the students and interacts with them about the last session. • The teacher asks the students about their favorite pets, and what pets they have at home.	Recapitulating the last lesson Introducing the new lesson
Presentation and interaction (20mn)	• The teacher plays the students a video about pets. • The students watch the video three times and repeat with the teacher. • The students watch the video for the last time and tries to alter the names alone. • The teacher shows them some pictures of the pets mentioned in the video and asks them to name the pets themselves.	Improving the students listening and speaking skills Enabling students to memorize the names
Activity (20mn)	• Activity (1): The teacher gives the students a list of pets' names divided into two columns; each one has a part of the name. • The students are asked to match each part of the word with its appropriate one to get the right word	Enabling students to remember the names

	• Activity (2): The teacher divides the class into two teams. • Each time, the teacher chooses a student from each team and shows him / her a picture of a pet. • The students are asked to draw a simple drawing to describe their mates the pet they saw. • The team who guesses more what has been drawn wins.	Enabling students to learn while having fun

3.2.3. The Description of the Post-Test

As it has been mentioned earlier, after the treatment phase that lasted for two weeks, a post-test was managed to both the experimental and the control groups. Again, the post-test is exactly the same as the pre-test when it comes to the division, questions, points, and objectives of the activities. However, they differ in the content for the purpose of being certain that there will be no biased results (in case some students might remember some words from the pre-test), see (**Appendix B**)

3.3. Analysis of the Results of the Students' Pre & Post-Tests

3.3.1. Statistical Analysis of the Results

As it was stated earlier, the quasi-experiment subjects were divided into two groups: the control group which did not receive the treatment, and the experimental group which received the treatment. That is to say, the latter was taught using lessons planned with TBI, while the former was taught incidentally. Hence, the t-test used in this research is the one for an independent group. Alternatively, in this study the researcher expects a direction of the consequence that the treatment may have a positive effect on the experimental group by enhancing their vocabulary mastery that is why the researcher considers the test as a one tailed one. The researcher in this study adopted the SPSS 22 as a measuring tool for all the needed calculations.

Table1. **The Mean Value of the Control and Experimental Group Pre-test**

	Group Students	N	Mean	Std. Deviation	Std. Error Mean
Pre-test	Pre-test control group	20	7,1000	1,68273	,37627
	Pre-test experimental group	20	7,8000	1,64157	,36707

Table 2. **Results Interpretation**

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Pre test	Equal variances assumed	.127	.723	1.332	38	.191	.70000	.52566	-,36414	1,76414
	Equal variances not assumed			1.332	37.977	.191	.70000	.52566	-,36416	1,76416

If the level of significance < 0.05, this means that there is a significant difference between the mean value of the control and the experimental group pre-test scores.

With reference to the table above it can be seen that the level of significance of the pre-test scores is 0.191 which means that it is larger than 0.05. So, it can be deduced that there is no significant difference in the value of the control and experimental group pre-test scores.

*Table 3.***Students' Grades of the Pre-Test and Post-Test**

Number of Students	Pre-Test Scores		Post-Test Scores	
	Pre-test control group	Pre-test experimental group	Post-test control group	Post-test experimental group
01	4.00	5.00	5.00	4.00
02	5.00	6.00	5.00	5.00
03	5.00	6.00	5.00	7.00
04	5.00	6.00	5.00	7.00
05	6.00	6.00	5.00	8.00
06	6.00	6.00	5.00	8.00
07	6.00	7.00	6.00	9.00
08	7.00	7.00	6.00	9.00
09	7.00	7.00	6.00	9.00
10	7.00	8.00	6.00	9.00
11	7.00	8.00	6.00	9.00
12	7.00	8.00	6.00	9.00
13	8.00	9.00	7.00	10.00
14	8.00	9.00	7.00	10.00
15	8.00	9.00	7.00	10.00
16	8.00	9.00	8.00	10.00
17	9.00	10.00	8.00	10.00
18	9.00	10.00	9.00	10.00
19	10.00	10.00	9.00	10.00
20	10.00	10.00	10.00	10.00

Table 4. The Mean Value of the Control and Experimental Group of Post-Test

Group Statistics

	Groupe Students	N	Mean	Std. Deviation	Std. Error Mean
Post-test	**Post-test control group**	20	6,5500	1,53811	,34393
	Post-test experimental group	20	8,6500	1,72520	,38577

Table 5. **Results Interpretation**

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
post test	**Equal variances assumed**	.009	.923	4.063	38	.000	2,10000	,51682	1,05375	3,14625
	Equal variances not assumed			4.063	37.510	.000	2,10000	,51682	1,05330	3,14670

The previous table was the description of the results of both the experimental and the control groups. According to Dougherty (2002), the required t of this result is 1.68 at a 0.05 level of significance and with 38 degrees of freedom. The obtained t is 4.063 but the researcher did not want a two-tailed test; the hypothesis is a one tailed, and there is no option to specify a one-tailed test in SPSS, so the obtained t value will be divided by 2; thus, it is 2.03. and with

a t value of 2.03, it can be said that the results are significant, since 2.03 > 1.68 which proves that there is a significant difference in the results of the control and experimental group post-test; hence, the hypothesis has been proven to be true. In other words, the treatment phase affected positively the experimental group by raising the young students' English vocabulary mastery through the use of TBI approach.

3.3.2. Discussion of the Results

From the results and the data analysis that were reached through the use of the two instruments: a structured interview and a quasi-experiment, it can be deduced that the findings of this study were positive in many aspects. Firstly, after the analysis of the post and pre-test results it was so obvious that the value of the observed statistics is higher than the required one which makes the alternative hypothesis acceptable. In other words, the treatment that the primary students took affects positively their English vocabulary mastery. Using the TBI approach within the lessons was effective in enhancing the students' ability to memorize words; thus, developing their mastery of the aspect. Except for one case, in which the first students of the experimental group who has got a mark of (5) on the pre-test, then got (4) on the post-test, this was due to some external factors (family issues) that affected the latter's performance.

Secondly, the results presented previously in the teacher's interview have shown that teaching English to primary students is a crucial step for their future, and the most important aspect of English to learn is vocabulary since it represents the building block of the language, and permits students to effectively communicate and express their thoughts. Learners must have enough knowledge of vocabulary plus other skills in order to learn the language effectively. The results also showed that teachers of English use multiple methods and techniques that facilitate their students' attainment and develop their vocabulary such as flashcard, realia, TPR, and TBI. In addition, the interpretations of the interview demonstrated that most primary school English teachers apply TBI in their vocabulary lessons by exposing students to multiple activities and inputs related to specific themes along with integrating different language skills, in order to develop the vocabulary mastery of learners.

Conclusion

To recapitulate, this chapter presented a practical background of the research's methodology, the data collection tool, and the analysis procedures. The results of the t-test proved that the treatment effects were noticeably beneficial for the young students' English vocabulary mastery. Moreover, the results of the teachers' interview revealed that vocabulary is a crucial aspect in learning languages, they also showed that most primary

teachers apply the TBI approach in their lessons; the teachers also appraised its effectiveness in raising their young students' vocabulary mastery.

General Conclusion
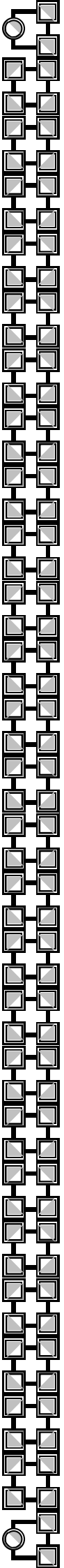
General Conclusion

English learning is based on different aspects and skills that have to be tackled in order to acquire the language perfectly; vocabulary can be one of the foremost crucial aspects of language to be mastered since it represents the basic unit in formulating sentences and communicating. The emergence of communicative approaches results in the creation of numerous methods that encourages using language in real-life contexts. TBI, a sub-model of CBI, has gained an increasing amount of attention in language teaching these last decades. This study attempts to investigate the effectiveness of TBI in raising the English vocabulary mastery of primary school students in the Algerian context.

First of all, the current study provided a review of the literature presented in the first part. the first chapter is attempted to highlight the most important elements regarding TBI and also lists some of its benefits in the field of EFL teaching, moreover, it spots light on the approach's main principals, its implementation in the classroom, and the benefits of the activities' variation within it. With regards to the second chapter which is about vocabulary mastery, the chapter provides an overview of the aspect, highlights its importance, and mentions some of its common types. In addition, the chapter states some related theories on teaching vocabulary and vocabulary mastery. The second part represents the third chapter that contains the methodology of the study as well as, the addressed sample, the instruments that were used to collect data, namely a quasi-experiment and a structured interview, a profound analysis of the data, and then the discussion of the results.

The results of this study have proved the efficiency of TBI approach in raising the English vocabulary mastery of primary school students by providing students with contextualized learning of vocabulary by connecting it to a specific theme, motivating them to learn by choosing themes that fit their interests and needs, and by creating them an enjoyable learning environment. Furthermore, the results showed that most English teachers are applying TBI within their lessons and teaching materials. The teachers also use many other methods and techniques besides TBI such as TPR, flashcards, realia, and so like.

Limitations of the Study

Although the present study provides convincing evidence that TBI is effective in raising English vocabulary mastery of primary school students; there are several limitations that have to be addressed. The first obstacle is concerned with the time limitation, the treatment phase took only two weeks and it is not enough for the approach to show its effects on learners. A second one is the limited number of participants in the t-test, so it is hard to

generalize the results to all the Algerian primary schools. In addition to that, teachers were frequently refusing to participate in the interview, and each time they give excuses about time limitations. Another obstacle is the lack of teachers where one can only find one teacher who teaches in three or more different schools, so it was hard for the researcher to collect the interviews in a short time.

Recommendations for Further Studies

- TBI is not only about themed lessons or themed units; one can also investigate the effectiveness of themed videos or themed activities.
- This study is concerned with vocabulary; further research can investigate the effectiveness of TBI on other aspects or skills of language.
- TBI is not the only model of CBI; further research can be done with other models like sheltered content instruction or adjunct language instruction

List of References

List of References

Adams, J., & Bushman, J. (2006). Thematic solutions using young adult literature to increase reading comprehension. *Middle School Journal, 37*(4), 25-29.

Alptekin, C., Ercetin, G., &Bayyurt, Y. (2007). The Effectiveness of a Theme-based Syllabus for Young L2 Learners. *Journal of Multilingual and Multicultural Development, 28*(1), 1-17. http://dx.doi.org./10.2167/jmmd4701

Alqahtani, M. (2015). The importance of vocabulary in language learning and how to be taught. *International Journal of Teaching and Education, 3*(3), 21-34. Doi: 10.20472/te.2015.3.3.002.

Atamena, N. (2019). *Teaching American Civilization through Theme-Based Approach to Enhance Students' Academic Writing.* [Doctoral thesis, university of Batna]

Barcroft, J. (2009). Strategies and Performance in Intentional L2 Vocabulary Learning. *Language Awareness*, 18 (1), 74-89.

Barkat, T. (2022). Data Analysis of Interviews. *Review Al Bahith*, *13* (9577-1112), 790-805. https://www.asjp.cerist.dz/en/downArticle/359/13/2/181349

Barrett, L. F. (2009). Variety is the spice of life: A psychological construction approach to understanding variability in emotion. *CognEmot,23*(7), 1284-1306.

Birley & Lubis, Y. (1988). *Developing Proficiency in the English as a Foreign Language (EFL class).* Jakarta: Depdikbud.

Bloom, R.W. (1973). *Principle of Language Learning and Teaching*. New York: Prentice Hall Regents

Boudounet, R. (2020). *Investigating the Usefulness of Thematic Learning Approach to Improve EFL Learners' Writing Performance.* [Master dissertation, University of Biskra]

Boulifa, R. &Yousfi, S. (2021). *Investigating The Use of The Ripple Effect Strategy to Teach Vocabulary.* [Master dissertation, University of Ouargla]

Brinton, D. M., Snow, M. A., & Wesche, M. B. (1989). *Content-based second language instruction*. Boston: Heinle and Heinle Publishers.

Brown, D. H. (2007). *Principles of Language Learning and Teaching* (5ᵗʰ ed.). Longman Pearson Education, Inc. NY.

Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York: Longman.

Burns, P. C. & Broman, B.L. (1975). *The Language Arts in Childhood Education. A Rational for Pedagogy.* Cambridge: Cambridge university press.

Cameron, L. (2001). *Teaching languages to young learners*. Cambridge: Cambridge University Press.

Corcoran, T. B. (2011). Learning Trajectories in English: A Foundation for Standards, Curriculum, Assessment, and Instruction. CPRE Research Reports.

Curtain, H. & Dahlberg, C., A. (2010). *Languages and Children: Making the Match: Bringing New Languages to Young Learners K-8* (4th ed.). Boston: Pearson.

Davies, S. (2003). Content-based Instruction in EFL contexts. *The Internet TESL Journal*, *9*(2). http://iteslj.org/Articles/davies-CBI.html

Davison, C., & Williams, A. (2001). Integrating language and content: unresolved issues. In B. Mohan, C. Leung, & C. Davison (Eds.), English as a second language in the mainstream: Teaching, learning and identity (pp. 1–70). Harlow, England: Longman.

Diamond, L & Gutlohn, L. (2013). *Teaching Vocabulary*. Retrieved from https://www.readingrockets.org/article/teaching-vocabulary.

Dornyei, Z. (2001). *Motivational Strategies in the Language Classroom*. Cambridge University Press.

Dornyei, Z. (2003). On the teach ability of communication strategies. *TESOL Quarterly, 29* (1), 55-86.

Dougherty, C. (2002). *Introduction to Econometrics* (2nd ed.). Oxford University Press, Oxford.

Duenas, M. (2003). A Description of Prototype Models for Content Based Language Instruction in Higher Education. Barcelona English Language and Literature Studies 12.

Folse, K. (2004). *Vocabulary Myths: Applying Second Language Research to Classroom Teaching.* Ann Arbor: The University of Michigan Press.

Gairns, R. & Redman, S. (1986). *Working With Words: A Guide to Teaching and Learning Vocabulary*. USA: Cambridge University Press.

Genesee, F., & Lindholm-Leary, K. (2013). Two case studies of content-based language education. *Journal of Immersion and Content and Language Education, 1*(1), 3–33.

Gruenberg, M. & Sykes, R. (1991). Individual Differences and Attitudes to The Keyword Method of Foreign Language Learning. *Language Learning Journal*, 4, pp. 60-62.

Hajar, S. (2019). A Study on Vocabulary Mastery of the Second Year Students: SMPN 4 Bangun Sari Kampar Kiri Hilir. 126311647 [Master Dissertation, University of Islam Riau]

Handal, B., & Bobis, J. (2004). Teaching mathematics thematically: teacher's perspectives. *Mathematics Education Research Journal*, *16*(1), 3-18.

Harmer, J. (1991). *The Practical of English Language Teaching* (3rd ed). Cambridge.

Harmer, J. (1998). *How to teach English*. England: Longman.

Hatch, E. & Brown, C. (1995). *Vocabulary, Semantics, and Language Education*. Cambridge: Cambridge University Press.

Helingo, A. (2013). *The Use of Theme-Based Instruction to Improve Students' Writing Performance.* [Master dissertation, University of Makassar]

Hornby, A.S. (1995) *Oxford Advanced Learners, Dictionary of Current English.* New York: Oxford University press

Hutchinson, T. & Waters, A. (1987). *English for specific purposes: A learning centred approach*. Cambridge: Cambridge University Press.

Jackson, H. & Amvela, E. Z. (2002). *Words, Meaning and Vocabulary: An Introduction to Modern Lexicology.*

Kaasbøll, J. & Motschnig, P., R. (1999). Part-Whole Relationship Categories and Their Application in Object-Oriented Analysis. *IEEE Transactions on Knowledge & Data Engineering, 11* (05), 779-797. Doi: 10.1109/69.806936

Kiliç, M. (2019). Vocabulary Knowledge as a Predictor of Performance in Writing and Speaking: A Case of Turkish EFL Learners. *PASAA, 57,* pp. 133-164.

Larsen-Freeman, D. (2000). *Techniques and Principles in Language Teaching* (2nd ed.). Oxford University Press.

Lehr, Fran., Osborn, J., & Hiebert, E.H. (2006). A focus on vocabulary. Honolulu: Pacific Resources for Education and Learning.

Lyster, R. (2007). *Learning and teaching languages through content: A counterbalanced approach*. Amsterdam, The Netherlands: Benjamin.

McKay, P. (2006). *Assessing Young Language Learners*. Cambridge: Cambridge University Press.

Met, M. (1999). Content Based Instruction: Defining Terms, Making Decision. NFLC Reports. Washington DC.

Nagy, M. (2007). *Second Language Teaching and Learning*. Boston: Helie and Heinle Publisher.

Nordquist, R. (2020, 28 January). Thoughtco: Definition and Examples of Function Words in English. https://www.thoughtco.com/function-word-grammar-1690876

Norland, D. L. & Pruett-Said, T. (2006). A Kaleidoscope of Models and Strategies for Teaching English to Speakers of Other Language. Westport, CT

Nunan, D. (1991). *Language Teaching Methodology: a textbook for teachers*. London: Prentice Hall.

Oxford, R. L., Lee, D. C., Snow, M. A., & Scarcella, R. C. (1994). Integrating the Language Skills. *System, 22*, 257- 268. Elsevier Science Ltd. Great Britain.

Pikulski, J. J. & Templeton, S. (2004). Teaching and developing vocabulary: Key to long-term reading success. Current research in reading/language arts, 1, 12. http://www.eduplace.com/state/pdf/author/pik_temp.pdf

Putra, H. E. (2011). Effective Strategies for Teaching Vocabulary to Young Learners. *Ta'dib, 14 (2),* 181-188. DOI: http://dx.doi.org/10.31958/jt.v14i2.209.

Read, J. (2000). *Assessing Vocabulary.* United Kingdom: Cambridge University Press.

Read, J. (2004). 7. Research in Teaching Vocabulary. *Annual Review of Applied Linguistics*, 24, 146-161.

Reed, D. K. (2012). *Why Teach Spelling?* Portsmouth, NH: RMC Research Corporation, Centre on Instruction

Richards, J. C. & Renandye, W. A. (2005). *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge University Press.

Richards, L. (2009). *Handling qualitative data: A practical guide* (2nd ed.). London: Sage.

Richards. J, Platt. J, & Weber. H. (1985). *Longman Dictionary of Applied Linguistics*. England: Longman.

Rivers, Wilga M. (1989). *Communicating Naturally in a Second Language Theory and Practice in Language Teaching*. Cambridge: Cambridge University Press.

Sayd, A., I. & Nazarudin, H. (2022). Game-Based Learning to Improve the Vocabulary Mastery in EFL Class. *Proceedings of the International Conference on Applied Science and Technology on Social Science 2022,* (2352-5398), 321-326. https://doi.org/10.2991/978-2-494069-83-1_58

Schmitt, N. (2000). *Vocabulary in Language Teaching*. Cambridge: Cambridge University Press.

Scott, W. A. & Ytrberg, L. H. (1990). *Teaching English to Children*. New York: Longman.

Shamrock, J.W. (1991). *Physiology: The Science of Mind and Behaviour* (3rd ed.). Dallas: Winc Publisher.

Sherris, A. (2008). *Integrated Content and Language Instruction*. CAL digest.

Simpuruh, I. &Syamsinar, S. (2021). The Use of Gestures in Improving Students' Vocabulary Mastery in Selected Indonesian Junior High School. *Journal of Ultimate Research and Trends in Education, 3* (1), 9-11. https://doi.org/10.31849/utamax.v3i1.5701

Snow, M. A., & Brinton, D. (2017). *The Content-based Classroom: New Perspectives on Integrating Language and Content*. University of Michigan Press ELT.

States: Oxford University Press.

Stoller, F. L. & Grabe, W. (1997). A Six T's-Approach to Content Based Instruction. Longman.

Sujayanti, R. (2017). Improving Grade VIII Students' Vocabulary Mastery through the Concept Attainment Model.34.13.3.125. [Master Dissertation, University of North Sumatera Medan]

Takač, V. P., & Singleton, D. (2008). *Vocabulary Learning Strategies and Foreign Language Acquisition*. Canada: Multi lingual Matters Ltd.

Thompson, D. (1992). *The Oxford Dictionary of Current English* (2nd ed.). United

Thorbury, S. (2002). *How To Teach Vocabulary*. England: Pearson Education Limited

Ur, P. (1996). *A Course in Language Teaching: Practice and Theory*. Cambridge: Cambridge University Press.

Wallace, C. (1982). *Teaching Vocabulary*. London: Heinemann.

Webster. 1998. *The New Webster's Dictionary of Current of English. New York*: Oxford University.

Wilkins, D.A. (1972). *Linguistics in language teaching*. London: Edward Arnold.

Winiharti, M. (2010). Sense Relations in Language Learning. *Humaniora, 1* (1), 100-106.

Zaenuri, M. A. (2001). English Vocabulary I, Revised Edition. Jakarta.

Zimmerman, C. B. (1997). Historical trends in second language vocabulary instruction. In J. Coady and T. Huckin (Eds.). *Second language vocabulary acquisition.* Cambridge: Cambridge University Press, PP.5-19.

Appendices
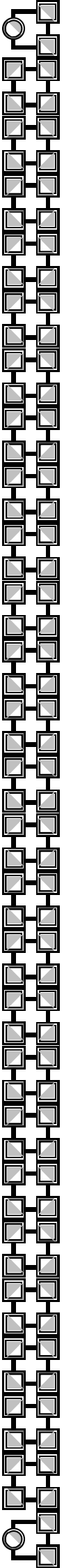
Appendix A:

<div align="center">

Pre-test

</div>

Institution: Soukaina Al Mandhar Al Djameel primary School

First name & Family name:

**Task One:** Match the following: **(4 pts)**
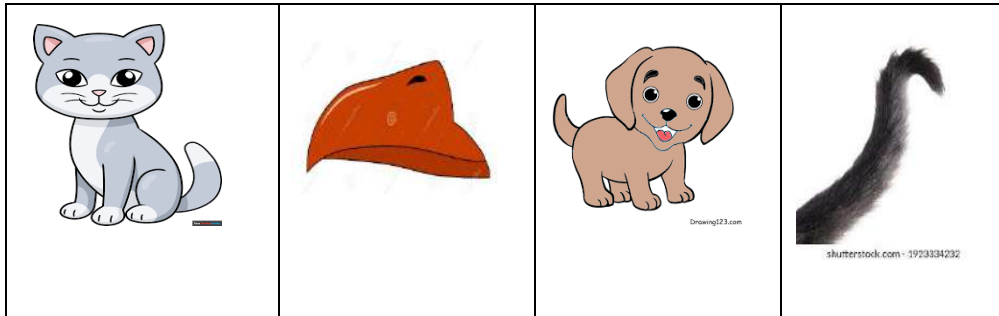
Tail	Cat	Dog	Bill

Task two: Cross the odd words from the following lists: **(3 pts)**

- Goldfish, Turtle, Yellow
- Spoon, Fur, Claws
- Cat, Dog, Sunday

Task three: Order the following letters to get the right name: **(3 pts)**

- bb / Ra / it
- Tu / le / rt
- l / Tai

Appendix B:

Post-test

Institution: Soukaina Al Mandhar Al Djameel Primary School

First name & Family name:

Task One: Match the following: **(4 pts)**
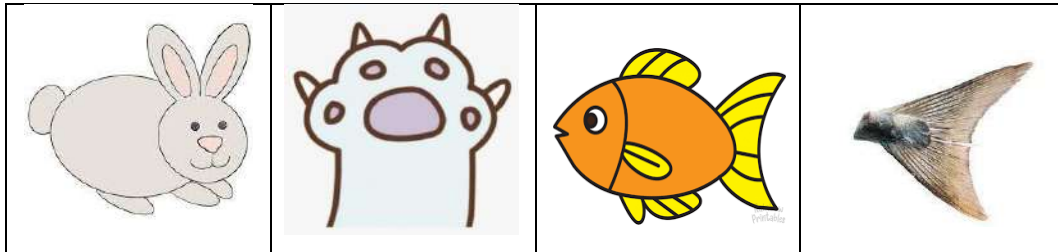
Claws	Rabbit	Fun	Goldfish

Task two: Cross the odd words from the following lists: **(3 pts)**

- Bill, Fun, Book
- Rabbit, Cat, Red
- Claws, Bedroom, Tail

Task three: Order the following letters to get the right name: **(3 pts)**

- aws / Cl
- fish / ld / Go
- ll / Bi

Appendix C :

<div align="center">

Lesson Plans

</div>

Lesson plan (1) :

Institution: Soukaina primary school   **Time:** 45m

Theme: Pets   **Skills:** Listening, speaking, reading, writing

Lesson: Vocabulary, pronunciation   **Materials:** Data show, speakers

Objectives:

- Identifying and naming their favorite pets
- Pronouncing correctly the pets' names
- Using the vocabulary learnt correctly in the given tasks

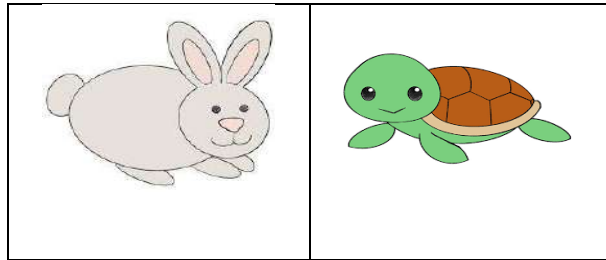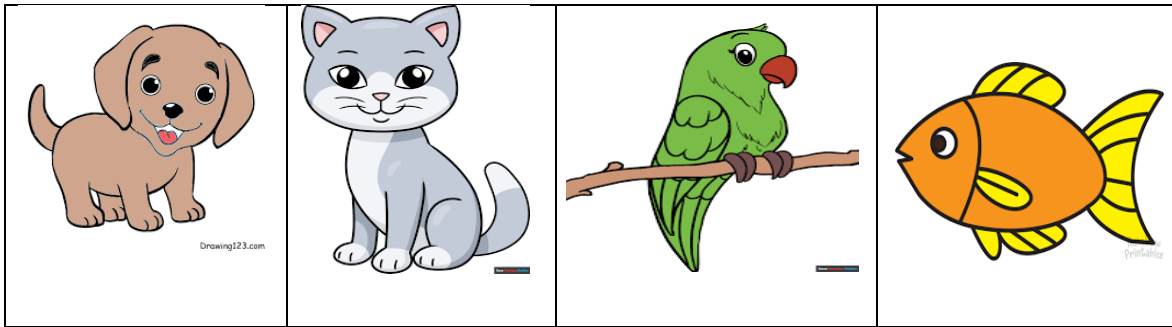| Stages / Timing	Procedure / Activity	Aims
Warm up (5mn)	• The teacher greets the students and interacts with them about the last session. • The teacher asks the students about their favorite pets, and what pets do they have at home.	Recapitulating the last lesson Introducing the new lesson
Presentation and interaction (20mn)	• The teacher plays the students a video about pets. • The students watch the video three times and repeat with the teacher. • The students watch the video for the last time, and try to alter the names alone. • The teacher shows them some pictures of the pets mentioned in the video, and asks them to name the pets themselves.	Improving the students listening and speaking skills Enabling students to memorize the names

Activity (20mn)	• Activity (1): The teacher gives the students a list of pets' names divided per two columns; each one has a part of the name.	Enabling students to remember the names
	• The students are asked to match each part of word with its appropriate one to get the right word	
	• Activity (2): The teacher divides the class into two teams.	Enabling students to learn while having fun
	• Each time, the teacher chooses a student from each team and shows him / her a picture of a pet.	
	• The students are asked to draw a simple drawing to describe their mates the pet they saw.	
	• The team who guesses more what has been drawn, wins.	

Lesson (1):

Pets Vocabulary Animals at home English ESL Lesson

URL: https://www.youtube.com/watch?v=WI1bCLilBVo

Activity (1): match each part of the word with its appropriate one to get the correct name:

- Pa   **1.** rd
- Bi   **2.** t
- Turt   **3.** rrot
- Ca   **4.** le

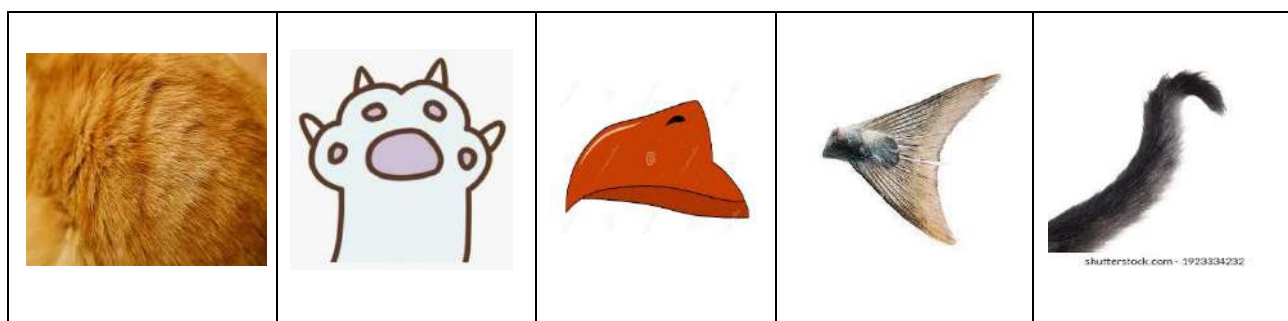**Activity (2):** Draw the pet you see on the board to your mates and let them guess it:

- Fish, Dog, Rabbit

Appendix D:

Lesson plan (2):

Institution: Soukaina primary school　　　**Time:** 45mn

Theme: Body parts of pets　　　　　　　**Skills:** Listening, speaking, reading, writing

Lesson: Vocabulary, pronunciation　　　　**Materials:** Pictures

Objectives:

- Identifying and naming the pets' body parts
- Pronouncing correctly the names
- Using the vocabulary learnt correctly in the given tasks

Stages / Timing	Procedure / Activity	Aims
Warm-up (5mn)	• The teacher greets the students and interacts with them about the last session.	Recapitulating the last lesson
Presentation and interaction (20mn)	• The teacher represents some pictures about the different body parts related to pets on the board. • the teacher explains the body parts of each pet to the students, and illustrates with some examples. • The students repeat the examples twice with the teacher, and once alone. • The teacher asks the students to formulate some simple sentences with the vocabulary they learnt.	Improving the students' visual observation Enabling students to memorize the names Testing the students' memorization and improve their speaking skills

Activity (15mn)	• Activity (1): the teacher gives the student a number of sentences that contains some blanks. • The students are asked to fill in the blanks with the right words to get the full sentence.	Testing the students' understanding
	• Activity (2): the teacher gives the students a list of words divided per two columns; the first is about the pets' names, and the other is about body parts of pets. • The students are asked to match each word with each appropriate one.	Testing the students' memorization

Lesson (2):

Activity (1): Complete the following sentences with the right word: tail, bill, fun

1. I love my Parrot; my parrot has a ………
2. My fish swims with its…….
3. A cat has a soft ………

Activity (2): Match each word with its appropriate one:

- Dog   a. Fun
- Golden fish   b. Claws
- Cat   c. Tail
- Parrot   d. Bill

Appendix E:

Lesson plan (3):

Institution: Soukaina primary school   **Time:** 45mn

Theme: Party   **Skills:** Speaking, writing

Lesson: Vocabulary, pronunciation   **Materials:** Flashcards
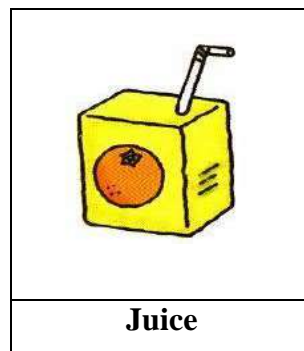
Objectives:

- Identifying and naming the different Party objects
- Pronouncing correctly the Party object' names
- Enabling students to improve their concentration

Stages / Timing	Procedure / Activity	Aims
Warm- up (5mn)	• The teacher greets the students and interacts with them about the last session. • The teacher asks the students about what their mothers usually prepare for a Party.	Recapitulating the last lesson Introducing the new lesson
Presentation and interaction (20mn)	• The teacher places a number of flashcards that contain pictures and names of different party objects in a line on the board • The teacher gives the students some minutes to observe the flashcards. • The teacher starts repeating the objects' names three times, and students repeat with the teacher accordingly. • The teacher tries to hide the Party objects' names with a paper. • The students are asked to alter the names of the objects after hiding them.	Stimulating the students' visual observation Improving students' speaking skills and memorizing names
Activity (20mn)	• Activity (1): The teacher gives the students a list of names with scattered letters from what they have learnt. • The students are asked to order the letters to get the right name.	Improving students' writing skills

	• Activity (2): the teacher gives the students lists of words that contain a word that does not belong to the Party theme. • The students are asked to cross it out.	Enable the students to identify and remember the words they learnt

Lesson (3):

Candle	**Cake**	**Sweet**	**Plate**	**Glass**

Juice

Activity (1): Order the letters bellow to get the appropriate name:

- Ca / le / nd
- G / ss / la
- la/ P / te
- ke / Ca

Activity (2): Cross the odd words out of the lists bellow:

- Monday, Cake, Juice
- Sweet, Pen, Plate
- Glass, Cake, Robot
- Juice, Candle, Blue

Appendix F:

Teacher's Interview:

This structured interview is part of a research work that aims to investigate the effectiveness of using TBI in raising primary school students' English vocabulary mastery

Teacher's Experience /Attitude:

1. How long have you been a teacher of English / if this is your first experience, how did you find it? if it is not when and where (private/public schools/support courses) did you teach?
2. Did you teach young students before?
3. What do you think about including the English language again in primary schools?
4. What is your opinion on teaching English to young students?
5. What is your attitude about the textbook?
6. Did your students find any difficulties with studying English while studying French at the same time?

Teacher's Thoughts on Vocabulary:

7. In your opinion, what aspects of the English language are most challenging to teach to primary school students?
8. What do you think about teaching vocabulary to young students?
9. What importance does vocabulary have in learning a language?
10. What difficulties do you think your students face when learning English vocabulary?
11. What do you use to help your students recall the vocabulary they learn?
12. How many sessions of vocabulary do you have per unit? / Do you think it is enough?

Teacher's thoughts on TBI and its use:

13. What do you know about theme-based instruction as a method of teaching?
14. Do you apply TBI model in teaching vocabulary / if yes, how do you use it?
15. How effective is using TBI model when teaching vocabulary?
16. Do you think that TBI model is effective in raising your students' English vocabulary mastery? If yes, how?
17. What other methods do you know in teaching the English vocabulary?
18. What are your three most used methods to teach the English vocabulary to young students?

Appendix G:

الجمهوريـــة الجزائريـــة الديمقراطيـــة الشعبية

وزارة التربية الوطنية

ورقلة في: 03 /05/ 2023

مديـر التربيـة

إلى الطالبة

قريد جمانة

بجامعة ورقلة

مديريـة التربيـة لولايـة ورقلـة

مصلحـــة التكويـــن و التفتيـــش

مكتـب التكويــن

sfi.edu.ouargla @ gmail.com

رقم الهاتف و الفاكس: 029.70.52.91

الرقم : 392 /6.2/ 2023

الموضوع: رخصة القيـام بدراسـة ميدانيـة

المرجـع: - وثيقة التسهيلات من قسم الاداب و اللغة الانجليزية الواردة الينا في 2023/05/03

- رسالـة طلبك بتاريخ 03 /05/ 2023

تلبية للرسالتين المنوه بهما بالمرجع أعلاه، يشرفني أن أبلغك الموافقة على إجراء الدراسة الميدانية استكمالا لمذكرة ماستر بعنوان " **فعالية التعليم المبني علي المواضيع على مخزون مفردات اللغة الانجليزية لتلاميذ المدارس الابتدائية** " ، وذلك وفق المعطيات الآتية:

- **الفتـــرة:** - من 03 /05/ 2023 إلى 2023/05/20 ماعدا فترة التقييمات المدرسية و العطل الرسمية .

- **المؤسسات المعنية:** ابتدائيات بلدية - ورقلة-

- **الوسيلة المستعملة في الدراسة الميدانية:** مقابلات شفوية مع أساتذة التعليم الابتدائي للغة الانجليزية

- على الطالبة الالتزام بتسليم المصلحة نسخة من مضمون الدراسة فور انتهائها

- أخذ الاحتياطات اللازمة ضد كوفيد (19) كارتداء الكمامة...

مديـر التربية

هـــــام:

- سلّمت هذه الرخصة للمعنية في حدود سياق البحث العلمي فقط ، و في إطار ما يسمح به القانون، و للاستظهار بها لدى المؤسسة المعنية.

- نسخة -للاعلام- إلى السادة و السيدات:

- مفتشي الإدارة و البيداغوجيا للمقاطعات المعنية

الملخص

يعد تعلم المفردات عنصرا مهما في تعلم اي لغة لذلك تجد المعلمين و الباحثين دائما ما يبحثون عن افضل الطرق التي من شأنها ان تعزز من معرفة الطلاب بالمفردات. في الواقع يمكن تحقيق ذلك باستخدام مناهج مختلفة و يعد التعليم المستند على موضوع احد ابز الاساليب، و لذلك تم اعداد هذه الدراسة من اجل التحقق من فعالية هذا المنهج في زيادة اتقان مفردات اللغة الانجليزية عند تلاميذ المدارس الابتدائية و بناءا على هذا تم اجراء دراسة تجريبية لتلاميذ الصف الثالث التابعين لمدرسة سكينة المنظر الجميل الواقعة بقسنطينة، تتضمن هذه التجربة اختبارا اوليا و من ثم حصص علاجية و تختم باختبار بعد الحصص كما و قد تم ايضا اجراء مقابلات منظمة مع خمسة من معلمي اللغة الانجليزية للمدارس الابتدائية لمعرفة ارائهم و افكارهم حول تدريس مفردات اللغة الانجليزية للاطفال و ايضا لمعرفة تصوراتهم حول منهج التعليم المستند على موضوع و طريقة تطبيقه. بعد تحليل البيانات التي تم جمعها اظهرت النتائج ان منهج التدريس هذا قد كان له تاثير ايجابي في تعزيز اتقان مفردات اللغة الانجليزية لدى تلاميذ الابتدائيات كما و كشفت النتائج ايضا ان جميع المعلمين صرحوا بان تدريس مفردات اللغة الانجليزية للمتعلمين الصغار امر بالغ الاهمية و مفيد لمستقبلهم.

الكلمات المفتاحية: اللغة الانجليزية كلغة اجنبية ، اتقان المفردات ، التعليم المستند على موضوع.

Résumé

L'apprentissage du vocabulaire est une partie importante de l'apprentissage de n'importe quelle langue, c'est pourquoi les enseignants et les chercheurs recherchent toujours les meilleurs moyens d'améliorer la connaissance de vocabulaire par les élèves. En fait, cela peut être réalisé en utilisant différentes approches, et la pédagogie thématique est l'une des méthodes les plus importantes, donc cette étude a été préparée pour vérifier l'efficacité de cette approche pour améliorer la maîtrise du vocabulaire anglais chez les élèves du primaire. En conséquence, une étude expérimentale a été menée pour les élèves de la troisième année primaire dans l'école de Soukaina Al Mandhar Al Djameel, est située à Constantine. Cette expérience comprend un examen initial, puis des cours des séances de traitement et un examen après ces séances. Des entretiens structurés ont également été menés avec cinq enseignants d'anglais dans des écoles primaires pour connaître leurs opinions et leurs idées sur l'enseignement du vocabulaire anglais aux enfants, et après analyse des données collectées, les résultats ont montré que cette approche pédagogique avait un effet positif sur l'amélioration de la maîtrise du vocabulaire de la langue anglaise chez les élèves du primaire. Les résultats ont également révélé que tous les enseignants ont déclaré que l'enseignement du vocabulaire anglais aux jeunes apprenants était nécessaire et bénéfique pour leur avenir.

Mots-clés : *Anglais langue étrangère, maîtrise du vocabulaire, pédagogie thématique*