

The Lexical Repertoire of the Arabic Language in the Second-Grade Primary Curriculum: An Analytical Study Based on the Arabic Lexical Repertoire Dictionary

Dr. Saadi Fatma

¹Scientific and Technical Research Center for the Development of Arabic Language, The Research Unit of Tlemcen; Algeria; saadifatima14@gmail.com

Received: 04/09/2025

Accepted: 24/10/2025

Published:02/12/2025.

Abstract:

This study aims to evaluate the lexical repertoire of the Arabic language in second-grade primary education, due to its importance in developing competencies. This evaluation was based on the Arabic Lexical Repertoire Dictionary of the Arab League Educational Organisation. By describing and analysing texts, comparing them with the Arabic Lexical Repertoire Dictionary, and assessing them based on learners' comprehension and appropriateness, we found that lexical repertoire is not only words but also knowledge and culture. Although curriculum designers give attention to it, it still requires greater precision in selection and facilitation. Therefore, we recommend relying on common Arabic dictionaries in curricula preparation.

Keywords: Didactics; Arabic language; lexical repertoire; Arabic Lexical Repertoire Dictionary.

1. INTRODUCTION

The success of the teaching process depends on the effective use of appropriate teaching materials, including the necessary attention to the educational text scheduled in the course-book and to the lexical repertoire it contains. This repertoire is the most fundamental source for acquiring knowledge and developing learning, as it presents the subject matter in a simplified and organised way. It is also considered a central tool for developing linguistic abilities through the vocabulary and lexical bank it offers the learner, building communicative competence and fulfilling expressive needs. Moreover, it enables learners to acquire as much knowledge and general culture as possible, language growth and accuracy of expression.

However, the effectiveness of the educational text and its capacity to benefit learners depend on the accurate selection of its linguistic levels, especially the lexical one or what is called the lexical repertoire. This repertoire allows them to access the text, starting from their understanding of the words that constitute it. Learners may also resort to the school dictionary to overcome the difficulties they encounter when reading texts, particularly in the early stages of education. This dictionary enables understanding of vocabulary within its educational contexts and provides terminology for each field of knowledge.

Within this context, the present research paper sheds light on the role of the lexical repertoire and the school dictionaries in developing learners' vocabulary bank at different educational stages. This is conducted through an analytical and evaluative reading of the linguistic repertoire scheduled in the curriculum of the first grade of Algerian primary education, based on pedagogical considerations such as the level of comprehension, the knowledge fields associated with it, and the degree of difficulty or ease of the words, within the scheduled educational text. Since it is methodologically necessary for this evaluation to be based on another model for comparison, we chose to evaluate it according to the content and lexical selections in the "Arabic Lexical Repertoire" dictionary produced by the Arab League Educational, Cultural and Scientific Organisation.

The Lexical Repertoire of the Arabic Language in the Second-Grade Primary Curriculum: An Analytical Study Based on the Arabic Lexical Repertoire Dictionary

Based on what has already been clarified, we ask the following main question: What is the content of the lexical repertoire scheduled for the Arabic subject in the first-stage primary education curriculum compared to the Arabic Lexical Repertoire Dictionary? Accordingly, this study aims to answer the raised question, reveal the relationship between the lexical level and the development of educational competencies, and compare the scheduled lexical repertoire with the content of the Arabic Lexical Repertoire Dictionary.

To achieve these research objectives, we conducted a practical study using a descriptive-analytical approach. First, we presented the theoretical framework of the topic, followed by the methodological part, which included the analysis of the lexical repertoire drawn from samples of a course-book for this stage. Then, we used the comparative method to evaluate this educational level in relation to the content of the Arabic Lexical Repertoire Dictionary. The selected samples were clarified and categorised in tables, followed by interpretation, analysis, and critique.

2. The School Dictionary and Its Role in the Lexical Repertoire

2.1. Definition of the School Dictionary

The linguistic dictionary is one of the most important educational materials that shape the learner's language abilities and enrich their scientific and cultural knowledge, while simultaneously expanding their vocabulary repertoire. Nevertheless, understanding the role of the school dictionary and the mechanisms of its use remains a subject that requires further attention in the reality of Arab schools in general and Algerian ones in particular; despite the consensus among experts that it is an indispensable pedagogical tool. Learners use it to overcome the difficulties of the scheduled lessons in terms of general vocabulary and specialised terminology, or to reinforce their linguistic and cultural repertoire.

Jean and Claude Dubois define the dictionary as “a list of words arranged alphabetically according to their components (letters), these words constitute entries.”¹ Entries refer to the cognitive keys of each domain,

since it is difficult for the learner or language user to understand all words, and thus find in dictionaries their explanations and usages.

As for the school dictionary, Abdelaziz Quraish stated that “the collection of lexical units actually used in school textbooks at each specific level, within the educational context of these books as well as their textual and situational contexts.”² This definition focuses on the corpus from which we draw the entries, namely the school textbooks. However, limiting it only to school textbooks may undermine the credibility of the dictionary, as it excludes many words that learners may encounter in reading stories or magazines, or watching television programs. Consequently, they lose trust in the dictionary when failing to find explanations for such words.

In addition to the previous definitions, Sonia Bekal adds that the school dictionary is “a list of words arranged alphabetically, derived from the learner’s actual use of the language, accompanied by definitions appropriate to their level and needs.”³ In reality, this definition is relative, since not all dictionaries record the authentic use of the language’s vocabulary. Moreover, the lexical system of any language is subject to change and renewal; particularly the school dictionary, which is characterised by inclusiveness, as it encompasses “the collection of lexical units actually used in school textbooks at all levels.”⁴

2.2. Objectives of School Dictionaries

The school dictionary is so important for the child that its absence makes the learner struggle to acquire sound linguistic competence and the scheduled educational content, which may lead to disengagement. Therefore, the learner needs a dictionary that guides him/ her in understanding the meanings of words and scientific terms encountered, as well as their pronunciation and spelling.⁵

2.3. Characteristics of School Dictionaries

Dictionaries are distinguished by several characteristics and criteria that must be present in them to fulfil their linguistic function in general and their cultural and educational role in particular. In fact, school dictionaries are subject to careful regulation and precise compilation.⁶ Among these

characteristics, we mention: selectivity; appropriateness, simplicity; the use of illustrations and pictures; wide use, which means the most widely used knowledge or scientific resource, as “hardly any home, office, or educational institution is without one.”⁷ Modern dictionaries rely on digital features, and this is, undoubtedly, necessary, especially since technology can create learning situations for language practice.⁸

2.4. Classification of School Dictionaries

School dictionaries are classified into two categories:

a. According to age stages:

It means selecting of dictionary material in consideration of the learner’s age and linguistic needs at each developmental stage, and in a way that fits the growth of their lexical repertoire. A child grows as their need for expression develops, and ability to search, persist, and investigate.⁹ Mohamed Al-Mansi Qandil confirms that: “We do not know the actual lexical repertoire of each child at every developmental stage. We are in urgent need of a thorough study of this obscure area.”¹⁰ The linguistic logic of childhood, in particular, is not easily observable. We assumed that a child’s use of words means that they understand them, but this is not true. A child “acquires new vocabulary without grasping it as adults do, and may employ it in contexts and situations where their meaning is inappropriate.”¹¹

b. According to Educational Levels:

In this case, the dictionary material is selected in correspondence to the level of education through which the child progresses during their schooling. Thus, each stage requires its own dictionary. This explains the large number of school dictionaries that differ according to the learners’ linguistic needs. Compiling dictionaries based on educational levels is better than compiling them by age stages, as the level is stable. When a learner advances from one educational stage to another, they need a new dictionary regardless of their age, especially since self-learning has become widespread and learners can improve their academic level either

independently or with the support of institutions. Accordingly, dictionaries oriented to learners at the university stage are student dictionaries.¹²

3. Assessment of Lexical Repertoire in the Second-Grade Primary Curriculum Based on the “Arabic Lexical Repertoire” Dictionary

3.1. Description of the Arabic Language Curriculum for the Second-Year Primary Education

The second-grade primary reading book consists of one volume with 175 pages. It is entitled “My Book in the Arabic Language, Islamic Education, and Civic Education.” The curriculum is the latest edition issued by the Ministry of Education in Algeria. Its authors are experienced teachers and National Education Inspectors: Nassima Ward Tekkal, El-Said Bouabdallah, Belkacem Amara, and TayebNaitSoliman. It is the first edition, published by the National Office for School Publications, and it includes eight units covering various fields, with three texts in each unit.¹³

Table 1: The Nature of the Educational Texts Scheduled for the Grade According to Fields and Units

Page	Text	Unit
11	اليوم نعود إلى المدرسة Today We Go Back to School	الحياة المدرسيّة School Life
17	في ساحة المدرسة In the Schoolyard	
23	في القسم In the Classroom	
32	زفاف أختي My Sister's Wedding	العائلة Family
38	اليوم ننظف بيتنا. Today We Clean Our House	
44	عائلتي تحتفل بالاستقلال. My Family Celebrates Independence	
53	بين المدينة والريف Between the City and the Countryside	الحيّ والقرية Neighborhood and Village
59	من خيرات الريف. The Blessings of the Countryside	
65	في المحلات الكبرى. In the Big Shops	
80	مباراة حاسمة	

The Lexical Repertoire of the Arabic Language in the Second-Grade Primary Curriculum: An Analytical Study Based on the Arabic Lexical Repertoire Dictionary

	A Decisive Match	الرياضة والتسلية Sports and Entertainment
74	هوايتي المفضلة My Favorite Hobb	
86	أصدقاء الكتاب Friends of the Book	
95	نظافة الحي. Keeping the Neighborhood Clean	البيئة والطبيعة Environment and Nature
104	لا أبذر الماء. I Do Not Waste Water	
107	واحة ساحرة. A Magical Oasis	
116	فطور الصباح Breakfast	التغذية والصحة Nutrition and Health
122	صحتي في غذائي MyHealth in MyDiet	
128	أحافظ على صحة أسناني I Take Care of MyTeeth	
137	مفاجأة سارة A Pleasant Surprise	التواصل Communication
143	حصتي المفضلة My Favorite Session	
149	بحث في الإنترنت Research on the Internet	
158	زيارة المتحف Visiting the Museum	الموروث الحضاري Cultural Heritage
164	الاحتفال بالعام الأمازيغي Celebrating the Amazigh Year	
170	عيد الزربية Carpet Eid	

Source: Prepared by the Researcher through an Analysis of the School Curriculum

It is observed from the table that the Arabic language book for the second-grade primary school includes eight main units, each of which has three texts, reaching the total number to twenty-four (24) texts. These units cover topics close to the learner's world, such as school life, family, and neighbourhood and village, in addition to themes related to environment,

health, entertainment, cultural heritage, and communication, reflecting the book's aim to achieve integration between school and daily life.

The curriculum's texts are characterised by simple language, accompanied by brief explanations of new vocabulary (two to three words per text), and follow the principle of educational repetition to reinforce key words in the pupil's mind, such as "school," "mother," and "sister," which are words related to the child's environment.

However, it is observable that these texts do not include their authors' names, which may weaken the reference value and deprive the pupil of a model to emulate in written expression. Nevertheless, it is clear that the book takes into account the learner's linguistic, cognitive, and psychological needs, and establishes functional learning that connects language to its real-life contexts, reflecting a pedagogical approach aimed at developing the learner's communicative competence in a familiar and stimulating environment.

3.2 Choices of Arabic Lexical Repertoire Compared to the Arabic Lexical Repertoire Dictionary

a. **First Unit:** Its topic is the human body.¹⁴

Table 2: Summary of Vocabulary Related to the Human Body Unit

Number of Vocabulary in the Arabic Lexical Dictionary	Number of Vocabulary in the Book	Its Domains	Unit
27	15	أعضاء الجسم Body Organs	جسم الإنسان Human Body
15	23	أفراد الأسرة Family Members	
26	16	النظافة والتجميل Cleanliness and Beautification	
45	39	المرض والحوادث والعلاج Illness, Accidents, and Treatment	
42	34	الرياضة واللعب Sports and Play	
28	23	الترفيه والأفراح Leisure and Celebrations	
183	150	Total	

The Lexical Repertoire of the Arabic Language in the Second-Grade Primary Curriculum: An Analytical Study Based on the Arabic Lexical Repertoire Dictionary

Source: Prepared by the Researcher through an Analysis of the School Curriculum

The table contains a quantitative distribution of the vocabulary of the unit "Human Body (Care, Exercise, Leisure)" in the Arabic language textbook for the second year of primary school, compared to the number of vocabulary words in the official "Arabic Lexical Repertoire." The total number of vocabulary in the textbook is 150, compared to 183 in the Arabic Lexical Repertoire, which corresponds to a coverage rate of approximately 82%. This indicates a significant presence of this unit in the textbook.

The data also show a disparity in the level of focus across different areas. A relative weakness was observed in the representation of vocabulary related to "Body Organs" (only 15 words out of 27) and "Cleanliness and Beautification" (16 out of 26), despite their importance in building students' health awareness. In contrast, topics such as "Illness, Care, and Treatment," "Sports and Play," and "Leisure" received a greater amount of vocabulary. This emphasis is on building a functional dictionary connected to the child's daily activities and environment. Also, the rate of vocabulary related to "Family Members" is high (23 words compared to 15 in the repertoire), which highlights the moral and social dimension that the textbook aims to instil in learners. Therefore, it can be said that the textbook provides substantial linguistic coverage of the human body from a functional and educational perspective, with a potential need to reinforce certain lexical fields to ensure a better balance between knowledge and practice.

b. Second Unit: Its topic is social life and its related domains.¹⁵

Table 3: Summary of Vocabulary Related to Social Life

Number of Vocabulary in the Arabic Lexical Dictionary	Number of Vocabulary in the Book	ItsDomains	Unit
29	3	الدين Religion	الحياة الاجتماعية Social Life
9	2	الأخلاق Ethics	
47	21	المدرسة	

		School	
12	08	المدينة والقرية City and Village	
10	07	الصلة بالغير Relations with Others	
107	41	Total	

Source: Prepared by the Researcher through an Analysis of the School Curriculum

The table represents the vocabulary of the second unit, which is about social life, compared with the corresponding one in the Arabic Lexical Repertoire. It is clear that there is a shortage in the number of words the textbook dedicates to social life aspects compared to those in the Arabic Lexical Repertoire for the same domains; the textbook contains 41 words, while the repertoire 107. This vocabulary is insufficient to meet the child's communicative needs. Evidently, the preparation of vocabulary for this unit was not subjected to a scientific selection. For example, in the domain of religion, the textbook includes only 3 words compared to 29 in the repertoire, which is a small number.

c. Third Unit: Its topic is economic life and its related domains.¹⁶

Table 4: Summary of Vocabulary Related to Economic Life

Number of Vocabulary in the Arabic Lexical Dictionary	Number of Vocabulary in the Book	Its Domains	Unit
21	08	الفلحة Agriculture	الحياة الاقتصادية Economic Life
37	02	الصنائع والمهن Crafts and Professions	
20	07	التجارة Trade	
78	17	Total	

Source: Prepared by the Researcher through an Analysis of the School Curriculum

The figures presented in this table do not differ from those of the first and second tables. They indicate the limited vocabulary in the book. For example, in the domain of crafts and professions, we found only two words in the book compared to thirty-seven (37) ones in the Arabic lexical repertoire.

The Lexical Repertoire of the Arabic Language in the Second-Grade Primary Curriculum: An Analytical Study Based on the Arabic Lexical Repertoire Dictionary

In this domain, the book authors overlook many words that are part of the Arabic linguistic repertoire and that learners need to enrich their vocabulary. These words primarily refer to the various professions that learners encounter in their social environment, such as pharmacist, butcher, blacksmith, tailor, carpenter, builder, and others.

Concerning the different tools they use, such as cement, nails, thread ..., it is clear that the textbook did not give these words sufficient attention and provided only the minimum required for this unit. The thing that makes the learner consult other linguistic sources is either the guidance of their teacher in the classroom or the support of a parent at home.

d. Fourth Unit: Its topic is about the universe and nature.¹⁷

Table 05: Summary of vocabulary related to natural life

Number of Vocabulary in the Arabic Lexical Dictionary	Number of Vocabulary in the Book	ItsDomains	Unit
21	12	النبات Plants	الكون والطبيعة Universe and Nature
22	13	الكون والطبيعة Universe and Nature	
11	6	الزمان Time	
54	21	Total	

Source: Prepared by the Researcher through an Analysis of the School Curriculum

As observed, the figures displayed in this table do not differ from those for the other units; they show the lack of textbook vocabulary compared to the Arabic lexical repertoire. In the domain of plants, there are twelve (12) words in the book compared to twenty-one (21) in the Arabic repertoire. In the universe and nature one, there are thirteen (13) words compared to twenty-two (22) in the Arabic repertoire. As for the domain of time, there are six (6) words compared to eleven (11) in the Arabic repertoire. This highlights the textbook's shortcomings in providing an adequate number of vocabulary words for learners at this stage.

e. Fifth, Sixth, and Seventh Units: Their topics are, respectively: the state and its institutions, counting and estimation, and semantic tools.¹⁸

Table 06: Summary of vocabulary related to the state and its institutions, counting and estimation, and semantic tools.

Number of Vocabulary in the Arabic Lexical Dictionary	Number of Vocabulary in the Book	Their Domains	Units
21	3	الدولة ومؤسساتها _State and its Institutions	Unit 5
19	9	العدّ والتقدير Counting and Estimation	Unit 6
18	12	أدوات المعاني Semantic Tools	Unit 7

Source: Prepared by the Researcher through an Analysis of the School Curriculum

We interpret the figures of the three units together because they do not contain domains like the other ones, and the observations that can be made are the same.

The number of words that the book allocated to cover the unit of the state and its institutions is limited compared to what the Arabic lexical repertoire provides for this stage in the same unit. It includes only three (3) words compared to twenty-one (21) words in the Arabic repertoire.

h. Eighth Theme: It concerns nouns and verbs shared among different Domains.¹⁹

Table 07: Summary of vocabulary related to Nouns and Verbs Shared among Different Domains

Number of Vocabulary in the Arabic Lexical Dictionary	Number of Vocabulary in the Book	Its Domains	Unit
131	67	الأفعال المشتركة Common Verbs	الأسماء والأفعال Nouns and Verbs
98	34	الأسماء المشتركة Common Nouns	
229	101	Total	

Source: Prepared by the Researcher through an Analysis of the School Curriculum

The Lexical Repertoire of the Arabic Language in the Second-Grade Primary Curriculum: An Analytical Study Based on the Arabic Lexical Repertoire Dictionary

The table above shows the common verbs and nouns across all units. Thus, their use is suitable in every field, which confirms their importance (search, separate, expand, supervise...). Despite their significance, we observed a huge shortage in common verbs (sixty-seven (67)) and common nouns (thirty-four (34)) in the textbook compared to (one hundred and thirty-one (131) verbs and (ninety-eight (98)) nouns in the Arabic repertoire.

Regarding the textbook's units, we noticed the omission of the "animals" unit in the textbook, despite its existence in the Arabic repertoire for learners at this stage. It is important to introduce learners to domestic and wild animals, birds, reptiles, and fish. This explains the textbook's inability to provide an adequate linguistic repertoire in this domain.

3.3 Summary and General Statistics of the Lexical Repertoire in the Second-Grade Primary School Curriculum

Finally, we summarise the results of the previous tables as follows:

Table 08: Summary of the previous units' results

Percentage of Each Unit Benefit from the Corpus	Number of Vocabulary in the Arabic Lexical Dictionary	Number of Vocabulary in the Book	Unit
%81	183	150	جسم الإنسان Human Body
%38	107	41	الحياة الاجتماعية Social Life
%22	78	17	الحياة الاقتصادية Economic Life
%39	54	21	الكون والطبيعة Universe and Nature
%14	21	3	الدولة ومؤسساتها State and its Institutions
%47	19	9	العدّ والتقدير Counting and Estimation

%66	18	12	أدوات المعاني Semantic Tools
%44	229	101	المشترك في الأفعال والأسماء Common Verbs and Nouns
%50	709	354	Total

Source: Prepared by the Researcher through an Analysis of the School Curriculum

The table, which compares the textbook content and the Arabic lexical repertoire, shows that there is no balance in the distribution of vocabulary across the units. This directly affects the quality of the educational content introduced to learners. It was found that the “Human Body” unit benefited the most from the Arabic lexical repertoire (81%), which reflects its importance and close connection to the child’s reality and immediate environment, such as their body, family, and school surroundings. This unit’s vocabulary is easy for learners to grasp because it represents familiar things, which facilitates understanding and comprehension. The “Semantic Tools” unit ranked second with 66%. This high rate explains that these tools are essential for constructing sentences and linguistic structures. Additionally, they are limited in number and indispensable in any linguistic communication.

Conversely, we recorded a clear shortage of benefit in the “State and Its Institutions” unit (14%) from the Arabic lexical repertoire. It is a negative indicator of the textbook’s shortcomings in providing learners with the necessary concepts to understand the social and administrative structures within which they live. This low percentage highlights a gap in preparing the child to be an aware and active participant in their administrative and political environment. These concepts are essential for children to begin to acquire them gradually from the earliest stages of education.

Generally, the results indicated that the textbook provides only 50% of the vocabulary included in the Arabic lexical repertoire. This means that the learner receives only half of the content that should be acquired at this critical educational stage. This shortage leads to a linguistic gap that negatively affects the pupil’s ability to understand, express, and interact

with texts and educational situations. Worse still, the presented content does not compensate for this deficiency with functional or learner-relevant vocabulary. However, it sometimes supplies them with unnecessary words that do not meet their communicative needs, and thus turns the texts into linguistic filler, lacking the required practical and cognitive benefits.

In light of what has been presented, it is clear that the reading textbook of second-grade primary school is still unable to perform its pedagogical functions. It lacks balance in the distribution of vocabulary across the units, a linguistic shortage in some topics, and an unjustified inflation in others.

In conclusion, it can be said that the textbook's linguistic repertoire is insufficient to achieve the desired communicative competence among learners at this stage. This calls for a revision of the textbook structure and content to ensure a linguistic balance that meets learners' needs and abilities.

4. CONCLUSION

At the end of this research paper, we reached the following findings:

- School dictionaries are one of the pillars of educational policy that provide learners with linguistic information about difficult words.
- They enrich learners' lexical repertoire with words and terms; therefore, they must be integrated as methodological tools in every language policy.
- The textbook provides learners with diverse knowledge and culture, since its units cover all that they may need in their daily lives.
- The lexical repertoire offers information that supports learners' academic experience and refines their behaviour.
- The reading textbook serves as a bridge between teacher and learner, as it contains texts, illustrations, and activities that enrich the learner's repertoire.
- Communicative competence is achieved through a linguistic repertoire that enables the learner to understand unclear items.

- Individual differences in learning and in the ability to cover the program and its units manifest as learning difficulties among some learners.
- The comparison between the linguistic repertoire of the second-year primary school curriculum and the content of the Arabic Lexical Repertoire Dictionary revealed that it needs pedagogical attention to be closer to the learner's life, and to his life as a child, in completing the development of his linguistic skills and abilities.

5. Endnotes:

- ¹-Jean and Claude Dubois, (1971), Introduction to Lexicography, Larousse Bookstore, Paris, p. 39.
- ²-Abdelaziz Quraish, Al-Sheefa, (2006), Language Dictionary and Learner's School and Linguistic Dictionary: Applied Epistemological Issues, Independent Comprehensive Journal, www.alsheefa.net, Accessed 10/7/2025.(consulted on 10/07/2025).
- ³-Sonia Bekal, (2010),The School Dictionary Content: Between Reality and Aspiration, AL-Lisaniyyat Journal, Algeria, Vol. 16, Issue 2, pp. 73-116.
- ⁴- George Aissa,(2002), The Arabized and the Borrowed in the School Dictionary, Arab Heritage Journal, Arab Writers Union, Damascus,Issue 85.p. 129.
- ⁵-SalihaKhelloufi, (2011), The Algerian School Dictionary and Its Issues: Reality and Prospects,Journal of Linguistic Practices, University of TiziOuzou, Algeria, Issue 5, p. 192.
- ⁶-HadjHenni Mohamed, (2013),Dictionaries and Their Place in Language Planning: Student Dictionaries as a Model,Journal of Linguistic Practices, University of TiziOuzou, Algeria, Issue 18, p. 3.
- ⁷- Previous reference, p. 52.
- ⁸- NadjimHanachi, (2024), Artificial Intelligence and Virtual Reality: A Revolution in Arabic Language Education, Al-Nass Journal,DjilaliLiabes University of Sidi Bel Abbes, Algeria, vol. 12, Issue 1, p. 649.
- ⁹- Ahmed Mohamed, (1996), The Linguistic Outcomes: Its Importance, Sources, and Means of Development,Al-Matouq, Ālam al-Ma'rifa, Kuwait.p. 225
- ¹⁰- Qandil Mohamed al-Mansi, (2012), Problems of Writing for Children, Article in the Culture of the Arab Child,Issue 50, pp. 32–33.
- ¹¹- DjeriouAbdelkader. (2025), The Specificity of Child Development: Linguistic Specificity. Al-Nass Journal, University of DjilaliLiabes, Sidi Bel Abbès, Algeria, vol. 2, Issue 1, p. 81.
- ¹²- Ahmed Mokhtar Omar, (1998), The Making of the Modern Dictionary, 1st ed., Ālam al-Kutub, Egypt, p. 42.

The Lexical Repertoire of the Arabic Language in the Second-Grade Primary Curriculum: An Analytical Study Based on the Arabic Lexical Repertoire Dictionary

¹³- National Office of Publications, (2023),The school textbook, Second Year of Primary Education – “My Book in Arabic Language, Islamic Education, Civic Education” –, 1st ed., Algeria.

¹⁴- Previous reference.

¹⁵-Previous reference.

¹⁶-Previous reference.

¹⁷-Previous reference.

¹⁸-Previous reference.

¹⁹-Previous reference.

6. Bibliography List:

1. Books:

- Ahmed Mohamed,(1996), The Linguistic Outcomes: Its Importance, Sources, and Means of Development,Al-Matouq, Ālam al-Ma‘rifa, Kuwait.

- Ahmed Mokhtar Omar, (1998), The Making of the Modern Dictionary, 1st ed., Ālam al-Kutub, Egypt.

- Jean and Claude Dubois, (1971),Introduction to Lexicography, Larousse Bookstore, Paris.

- National Office of Publications, (2023),The school textbook, Second Year of Primary Education – “My Book in Arabic Language, Islamic Education, Civic Education” –, 1st ed., Algeria.

- The Arab Organization for Education, (1989), Culture, and Science, the Arabic Lexical Repertoire, 1sted, Tunis.

2. Journal article:

-HadjHenni Mohamed, (2013),Dictionaries and Their Place in Language Planning: Student Dictionaries as a Model,Journal of Linguistic Practices, University of TiziOuzou, Algeria, Issue 18.

-DjeriouAbdelkader. (2025), TheSpecificity of Child Development: Linguistic Specificity. Al-Nass Journal, University of DjilaliLiabes, Sidi Bel Abbès, Algeria, vol. 2, Issue 1, (pp. 81–88).

-George Aissa, (2002), The Arabized and the Borrowed in the School Dictionary, Arab Heritage Journal, Arab Writers Union, Damascus,Issue 85.

- Qandil Mohamed al-Mansi, (2012), Problems of Writing for Children, Article inthe Culture of the Arab Child, Issue 50, pp. 32–33.

-Nadjim Hanachi, (2024),Artificial Intelligence and Virtual Reality: A Revolution in Arabic Language Education, Al-Nass Journal, Djilali Liabes University of Sidi Bel Abbes, Algeria, vol. 12, Issue 1, (pp. 644–657).

-
- Saliha Khelloufi, (2011), The Algerian School Dictionary and Its Issues: Reality and Prospects, Journal of Linguistic Practices, University of Tizi Ouzou, Algeria, Issue 5.
 - Sonia Bekal, (2010), The School Dictionary Content: Between Reality and Aspiration, AL-Lisaniyyat Journal, Algeria, Vol. 16, Issue 2, pp. 73-116.

3. Internet websites:

- Abdelaziz Quraish, Al-Sheefa,(2006), Language Dictionary and Learner's School and Linguistic Dictionary: Applied Epistemological Issues, Independent Comprehensive Journal, www.alsheefa.net, Accessed 10/7/2025.(consulted on 10/07/2025).