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## Vocabulary in EFL/ESL Context: An Analysis of General English Textbook

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**Abstract:** Vocabulary plays an important part in an EFL/ ESL textbook. The language input contained in textbooks and the representation of dimensions in vocabulary activities may have various impacts on learners' language acquisition and development. According to Webb and Nation, vocabulary development requires the establishment of certain learning situations. It is imperative to analyze whether the vocabulary exercises presented in the book serve the desired purpose or not. The present research analyzed present General English textbook to ensure that it fulfills the learning needs of students. During the analysis, it was found that most of the sections of the vocabulary are well presented with proper context. However, there were some sections which do not contextualize the vocabulary as presented in the book. These items need to be substituted. Certain sections of the vocabulary are above the level of learners and need to be replaced with the easy ones.

**Keywords:** Contextualization, polysemy, review, vocabulary.

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### Introduction

Textbook linguistic input and the depiction of dimensions in vocabulary activities can have a variety of effects on learners' language acquisition and development. According to Webb and Nation (2017), vocabulary development requires the establishment of certain learning circumstances. These conditions are put into practice in specific learning activities to give rise to opportunities for vocabulary learning (Phuong, 2018). Context plays a very important role in language teaching. Until vocabulary is used in context, it cannot yield to desired results. The history of vocabulary teaching has mainly centered on the teaching of words as isolated or de-contextualized items (Howatt & Widdowson, 2004; Kelly, 1969; Sánchez, 1997, 2009; Schmitt, 2000). Vocabulary has always been taught as separate items. That is the reason that students feel a lot of difficulty in acquiring the vocabulary. They memorize the vocabulary and more often they forget it after sometime as brain has certain capacity and automatically deletes the extra information from the storage. It is hard for the brain to trace the vocabulary until it is provided with the context. Sometimes, students forget the words but they can recall the context which in turn assists them in recalling the vocabulary.

The context-dependency of word senses was not a point of discussion until recently, and the rule was that words were learned without their co-textual connotations. The Grammar Translation method, which focuses on acquiring vocabulary through memorizing of words provided to students in vast, de-contextualized lists, often grouped in semantic categories, is the best example of this view of words. Although vocabulary is crucial in language teaching and linguistic communication, it has not always been appropriately stressed or highlighted.

The nature of words, as well as their relevance and function in the production of meaning, has been devalued in most educational methods. However, the importance of vocabulary knowledge has been stressed in the last two decades, notably in the field of vocabulary acquisition research and assessment (Laufer & Hulstijn, 2001; Nagy & Scott, 2000; Nation, 2001; Read, 2000). The belief that knowing words improves communicative potential, linguistic fluency, and correctness has dramatically contributed in favor of vocabulary.

Keeping in mind the importance of vocabulary, the present research aims to analyze the General English textbook *Total English* edited by Rachael Roberts, Antonia Clare and JJ Wilson to ensure whether that the vocabulary is contextualized in this book or not.

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### Literature Review

There have been few studies investigating how vocabulary dimensions are portrayed in textbooks. Cobb (1995) evaluated the vocabulary coverage of three textbooks to see if they satisfied the expectations of Cambridge PET students. The statistics revealed that none of the textbooks had a systematic approach to high-frequency words. The author therefore came to the conclusion that this course book series failed to give students with the necessary vocabulary to pass the PET exam.

Matsuoka and Hirsh (2010) conducted a study that looked at the vocabulary load of the course book "New Headway Student's Book Upper-Intermediate." The course book's vocabulary acquisition possibilities were also appraised by the authors. The results of using the computer program range to assess the vocabulary items revealed that 95.5% of the terms are from Coxhead's (2000) Academic Word List (AWL). Due to the frequency of their appearance in the AWL, the authors concluded that the course book provided learners with a useful opportunity to strengthen their understanding of some terminology from the AWL in the book.

Long-term memory is engaged and strengthened primarily (i) through rehearsal or repetitive practice and activation, (ii) when attention is focused on specific material, and (iii) when new data is connected in some way with already consolidated knowledge, according to neurologists and psycholinguists. Learners and teachers have access to all three alternatives. Certain circumstances must be met by teachers and teaching materials in order for cognitive processes in knowledge acquisition to occur. One of them requests for possibilities to encourage and support repetition in addition to the presentation of new terms.

To achieve this purpose, textbooks must be well-designed in terms of vocabulary distribution, allowing for the introduction of new lexical items while also providing many opportunities for repetition of previously taught items. Furthermore, course books should include possibilities for both explicit and implicit vocabulary development. In explicit activities, the function of consciousness is highlighted, whereas language usage (both receptive and productive) is at the base of implicit activities.

In vocabulary study, both types of activities should be present; the textbook's technique will determine how often one or the other is used. Vocabulary frequency research is a hot topic these days due to the growing interest in corpus linguistics and the computer resources available. (D'Anna et al., 1991; Nation, 1993a, 1993b; Sánchez, 2000; Schmitt, 2000).

Today, we have open access to language use frequency lists and, as a result, trustworthy information is chosen by speakers in various domains and communicative contexts. The Audio-lingual method already employed lexical frequency data to make selections about which words to use at different teaching levels (Sánchez, 2009).

Primary students were meant to learn the most common 800-1,000 words, while intermediate and advanced students were supposed to learn the following set of terms 800-1,000 or 2,000 words in the frequency list.

The instruments of analysis have been enhanced via research in this sector, and the results are reliable and highly beneficial for teachers and textbooks Nation's work (2001, 2006) is particularly relevant in this area. Nation classifies words into three categories: tokens (every word form in the text, whether repeated or not), types (various words in the text, such as friend and friends, which are two types), and word families (the headword, its inflected forms, and closely related derived forms). He then generates three vocabulary ranges, each comprising 1,000 words, based on corpus frequency statistics.

Nation (2001, 2006) developed three corpus-based word ranges that correspond to three stages of language command as shown in vocabulary use: beginners, intermediate, and advanced. The majority of textbooks are organized in this manner.

As a result, course books for each of those levels are likely to stick to the three vocabulary ranges stated above. Beginner classes should focus on words from range 1, intermediate courses on words from range 2, and advanced courses on words from range 3. Textbooks can be compared to this expected pattern, and the vocabulary contained in them can be assessed using the model provided in each word range. The study will illustrate how textbooks adapt to the word range for which they were created.

Furthermore, a careful evaluation of the vocabulary provided will allow us to discover and clearly specify how and how much a particular textbook deviates from the word range it purports to represent. We must compare the language in the textbook to each of the three predefined ranges as a requirement.

The purpose of this part is to examine a textbook's vocabulary and, as previously stated, to compare the results to Nation's three word-based vocabulary ranges (1,000, 2,000, and 3,000 most frequent word families of English). This process necessitates first determining the language available in the textbook. In a second stage, we'll see if the vocabulary meets the three word ranges mentioned previously.

Vocabulary learning activities that are explicit vs. incidental: For linguistic fluency, vocabulary knowledge is required (Anderson & Freebody, 1981; Goulden et al., 1990; Laufer & Nation, 2001; Read, 2000). Explicit learning is important because it draws students' attention and thus causes data to be transferred from short to long-term memory; incidental

learning is also important because it favors lexical consolidation and automatization, albeit more slowly, but with the added benefit of contextualization and more realistic communicative contexts.

A textbook may offer explicit or incidental opportunities for lexical acquisition, depending on the activities provided. Students' attention will be drawn directly to specific words or phrases using a variety of tactics, such as those described in the following instructions: Explicit vocabulary learning will be the focus of exercises in which students' attention will be drawn directly to specific words or phrases using a variety of tactics, such as those described in the following instructions: Fill up the blanks with synonyms from the list below. Use an adjective from the list above to fill in the blanks.

Incidental vocabulary learning will be triggered by activities that require students to engage in language use, such as reading, writing, speaking, or listening, or by exercises that require them to engage in the reception, interpretation, reshaping, and transmission of meaning, as shown in the instructions below: Find out what Shakira's greatest obstacle was by skimming the text. Are the following sentences true or false? To back up your responses, look for evidence in the text. 2009 (Criado & Sánchez).

The above researches determine the importance of vocabulary in EFL/ESL situations. The present research is unique in the sense as it provides a thorough analysis of the course book being used to teach vocabulary to EFL students. So far there has been no research on General English course book evaluation.

### *Research Questions*

How is the vocabulary presented in the course book "Total English" that facilitate learners' opportunities for vocabulary learning?

How do vocabulary items and vocabulary activities presented in the course book afford students' vocabulary learning opportunities?

## **Methodology**

### *Materials*

The course book *Total English* edited by Rachael Roberts, Antonia Clare and JJ Wilson was selected for analysis because there has been no evaluation of this textbook regarding vocabulary's appropriateness and effectiveness that facilitate vocabulary learning opportunities. Overall, there are 10 units in this book which are thematically organized including a wide variety of themes. Almost every unit contains vocabulary items. Each unit is structured in five different focuses, one of which is devoted to vocabulary presented according to themes. Vocabulary section of each unit is analyzed to determine the appropriateness of vocabulary in the course book.

### *Methods*

Analysis method is used to ensure that vocabulary items in each unit are appropriate and address to the needs of students. An in-depth analysis is made keeping in mind the fact that vocabulary is contextualized. It is ensured that no unit in the course book has presented vocabulary as a separate item. In addition, to examine how the vocabulary activities are represented throughout the course book, a holistic review based on the vocabulary framework offered by Nation (2013) and Webb and Nation (2017) was used. The three-stage framework of noticing, retrieval and creative use (Nation, 2013) has been elaborated into a five-stage one where creative use is replaced by varied encounters (receptive), varied use (productive) and elaboration. In the framework, the stages are combined with repetition and quality of attention (incidental or deliberate). The analysis reflects different stages implemented as per the nature of the exercises and study materials sequenced in the course book.

### *The Analysis*

#### *Unit 1 Analysis*

In unit 1 vocabulary section is presented on page 17. Here 'Phrasal Verbs' are presented as vocabulary item. The most important aspect is that phrasal verbs are presented in a particular context. As this section on vocabulary starts, it offers a reading passage to students where a wide variety of phrasal verbs is used in the passage. It provides students and teachers with a context of using phrasal verbs. Vocabulary is presented in a particular sequence. First, students read the passage and try to understand the meaning of the phrasal verbs in the context they are used. After this, a matching exercise is provided to students to match the phrasal verbs with their definitions. After this 'a fill in the blanks' exercise is given to use phrasal verbs picking them up from matching (phrasal verbs matching with their definitions) exercise. In another exercise, students are asked to form the groups and answer the questions based on phrasal verbs. In another exercise, students are asked to personalize their previous experiences and express those using phrasal verbs.

### *Unit 2 Analysis*

In unit 2 vocabulary section is presented on page 26. Here 'Adjectives' are presented as vocabulary items. They are divided into positive and negative adjectives. The most important aspect is that positive and negative adjectives are presented in a particular context. As this section on vocabulary starts, it offers a reading passage to students where a wide variety of positive and negative adjectives is used in the passage. It provides students and teachers with a context of using positive and negative adjectives. Vocabulary is presented in a particular sequence. First, students read the passage and try to understand the meaning of the positive and negative adjectives in the context they are used. After this, students are asked to categorize positive and negative adjectives which are provided in a box. Then students are provided with listening track on positive and negative adjectives. After this a 'true' and 'false' exercise is given to students to mark the statements as 'true' and 'false' which are based on positive and negative adjectives. In another exercise, students are asked to form the pairs and answer the questions based on positive and negative adjectives.

Students are also provided with another vocabulary input in the same unit entitled 'In the news' on page number 31. Here students are asked to choose one odd word from a group of words. In another exercise, students are asked to fill in the blanks with the vocabulary provided in the box. In the next exercise, students are asked to write a paragraph on a famous person. The problem here is that vocabulary is not provided with proper context.

### *Unit 3 Analysis*

In unit 3 vocabulary section is presented on page 40. Here 'adjectives for describing the places' are presented as vocabulary items. Then students are provided with listening track on adjectives. Students are asked to listen to a track based on Kyoto in Japan. Then students are asked to categorize the adjectives which they liked and did not like in the description about Kyoto in Japan. In the next exercise, students are asked to write an essay about the city they live in using the adjectives they listened to in the audio track. It also offers a reading passage to students where a wide variety of adjectives is used in the passage. It provides students and teachers with a context of using adjectives. Vocabulary is presented in a particular sequence. First, students read the passage and try to understand the meaning of the positive and negative adjectives in the context they are used. In another exercise, students are asked to form the pairs and answer the questions based on adjectives describing the places.

Students are also provided with another vocabulary input in the same unit entitled 'Prefixes and Suffixes' on page number 45. Here students are asked to add prefix and suffix and form new words with their help. In another exercise, students are asked to write advertisements using the prefixes and suffixes. In another exercise, students are asked to fill in the blanks the 'advertisements' using the vocabulary developed through prefixes and suffixes.

### *Unit 4 Analysis*

In unit 4 vocabulary section is presented on page 51. Here 'Phrasal Verbs' are presented as vocabulary item. The most important observation is that phrasal verbs are not presented in a particular context. As this section on vocabulary starts, it offers diagram to students with a variety of phrasal verbs. It provides students and teachers with no context of how to use the particular phrasal verbs in the context. In another exercise, students are asked to choose the ending that is not possible, i.e. one odd word from a group of words.

Students are also provided with another vocabulary input in the same unit entitled 'Personal Qualities' on page number 53. Vocabulary is presented in a particular sequence. First, students are given a list of adjectives which are particularly used to describe the personal qualities of people. Then students are asked to write a passage about themselves picking up the adjectives from the list. Students are also asked to describe which adjectives are needed in a person for a particular job. After this a 'true' and 'false' exercise is given to students to mark the statements as true and false which are based on adjectives describing the personal qualities of the people in the reading passage. Then students are provided with listening track on adjectives describing the personal qualities of the people. In another exercise based on listening track, students are asked to fill in the blanks the adjectives describing the personal attributes of the people.

Students are also provided with another vocabulary input in the same unit entitled 'confusing words' on page number 59. Students are provided with a list of confusing words which are particularly used to comprehend the items of daily usage like the difference between price and fee, reduction and refund etc. Then students are asked to circle the correct word from a pair of confusing words like travel and trip, borrow and lend etc. After these students were asked to personalize the vocabulary. Then students were asked to fill in the blanks with the correct word. Here vocabulary is not contextualized.

### *Unit 5 Analysis*

In unit 5 vocabulary section is presented on page number 69. Here 'describing pastimes' are presented as vocabulary item. The most important observation is that the verbs describing pastimes are not presented in a particular context provided through a listening track. There is just a list of words without any context related to it. As this section on vocabulary starts, it offers students categorize the past tense verbs under two categories i.e. /æ/ and /eɪ/. Students are

asked to categorize the verbs under these two heads like 'abandoned'; the first category and 'based' in the second category.

Students are also provided with another vocabulary input in the same unit entitled 'memorable meals' on page number 70. Vocabulary is presented in a particular sequence with proper context. First, students are asked to listen to a track and fill in the blanks with particular vocabulary related to food. Then students are asked to write a passage about some typical dishes from their country. After this a matching exercise (words with connotations) is given to students which are based on vocabulary used in the reading passage which students are asked to go through before attempting this matching exercise.

#### *Unit 6 Analysis*

In unit 6 vocabulary section is presented on page 79. Here 'descriptive language' is presented as vocabulary item. The most important observation is that descriptive language is presented in a particular context. As this section on vocabulary starts, it offers a paragraph to students with a variety of words using to describe something i.e., descriptive language. It provides students and teachers a particular context of how to use the 'descriptive language' in the context. In another exercise, students are asked to choose the words from the box as per its context. Then students are asked to answer a few questions based on the paragraph. After this a true/ false and not given exercise is given to students to mark the statements as true, false and not given which are based on the reading passage. Then students are provided with another exercise to choose the correct word as per the context provided in the reading passage.

Students are also provided with another vocabulary input in the same unit entitled 'Travelers' tales' on page number 84. Vocabulary is presented in a particular sequence. First, students are given a list of words which are particularly used to describe the "travelers' tales". Then students are asked to fill in the blanks a story based on travelers' tales. Then students are provided with listening track on travelers' tales describing the travelling experiences. In another exercise based on listening track, students are asked to fill in the blanks the vocabulary related to travelers' tales as described in the listening track.

Students are also provided with another vocabulary input in the same unit entitled 'expressions with get' on page number 87. Students are provided with a map of words and expressions with the word 'get'. Then students are asked to fill in the blanks with the correct word. Here vocabulary is contextualized. Then students are asked to write a story with the word get and its different formation with other words.

#### *Unit 7 Analysis*

In unit 7 vocabulary section is presented on page 92. Here 'learning' is presented as vocabulary item. The most important observation is that 'learning related words' are not presented in a particular context. As this section on vocabulary starts, it offers a fill in the blanks exercise where students have to choose the words from a box and fill in the blanks. Then students are asked to match the phrases with their definitions.

Students are also provided with another vocabulary input in the same unit entitled 'word building' on page number 96. Vocabulary is presented through word building. Here words are divided into three categories i.e., verb, noun and adjective. Students are asked to listen to a group of words related to verb, noun and adjective but vocabulary is not contextualized here.

Students are also provided with another vocabulary input in the same unit entitled 'word building' on page number 96. Vocabulary is presented through word building. Here words are divided into three categories i.e., verb, noun and adjective. Students are asked to listen to a group of words related to verb, noun and adjective but vocabulary is not contextualized here.

#### *Unit 8 Analysis*

In unit 8 vocabulary section is presented on page number 107. Here a reading passage 'changing the rules' is presented as vocabulary item. The most important observation is that language is presented in a particular context. As this section on vocabulary starts, it offers a paragraph to students with a variety of words using to describe how the rules change from city to city. It provides students and teachers a particular context of how to use the vocabulary related to 'changing the rules' in the context. In another exercise, students are asked to choose the words from the box as per its context. Then students are asked to answer a few questions based on the paragraph. After this a true and false exercise is given to students to mark the statements as true and false which are based on the reading passage.

Students are also provided with another vocabulary input in the same unit entitled 'cities' on page number 108. Vocabulary is presented in a particular sequence. First, students are given a list of words which are particularly used to describe the cities. Then students are provided with listening track on cities describing the characteristics and features of the cities. In another exercise based on listening track, students are asked to put a tick (✓) in the blanks describing the characteristics and features of the cities in the audio track. Then students are asked to write about the characteristics and features of their cities which are similar as well as different as presented in the audio track.

Students are also provided with another vocabulary input in the same unit entitled 'global issues' on page number 110. Students are provided with a set of words in the box on global issues like environment, global economic issues, global political issues and health. Then students are asked to fill in the blanks with the correct word. Here vocabulary is not contextualized.

Students are also provided with another vocabulary input in the same unit entitled 'word building' on page number 114. Here new words are formed with the help of prefixes and suffixes. Students are provided with a set of words in the box based on different prefixes and suffixes. Students are asked to fill in the blanks with the correct word (with prefixes and suffixes) in a story. Here vocabulary is contextualized.

#### *Unit 9 Analysis*

In unit 9 vocabulary section is presented on page number 123. Here vocabulary is presented in the form of 'ed' and 'ing' adjectives. Students have to distinguish between the two categories of words based on some grammatical rules. For example, students have to ensure the difference between 'exhausting' and 'exhausted' and their usage.

Students are also provided with another vocabulary input in the same unit entitled 'job requirements' on page number 128. Vocabulary is presented in a particular sequence. First, students are given a list of words in the box which are particularly used to describe the job requirements. Then students asked to match the qualities of the job with their keywords. In another exercise, students are asked to fill in the blanks the words describing the characteristics and features of job requirements given in the box.

Students are also provided with another vocabulary input in the same unit entitled 'UK and US English' on page number 129. Here new words making difference between UK and US English are given. Students are also provided with a listening track. They have to listen to audio track in order to ensure the difference between the two. Students are provided with a set of words in the box based on difference between UK and US English like the difference between apartment and flat, centre and center, etc. They have to pick up the words from the box and fill in the blanks. There is an explanation describing the difference between the two. Vocabulary is taught here with proper context.

#### *Unit 10 Analysis*

In unit 10 vocabulary section is presented on page 137. Here 'memorable people' is presented as vocabulary item. The most important observation is that 'memorable people related words' are presented in a particular context. Different biographies of the famous people like Marie Curie, Albert Einstein, Pele, and Tanni Grey Thompson are presented to use the vocabulary in context. As this section on vocabulary starts, it offers a fill in the blanks exercise where students have to listen to audio tracks and fill in the blanks. In another exercise, students are asked to match the words/phrases with their definitions. Students are asked to fill in the blanks with the same words and phrases. Then students are asked to write a biography of a famous person from their own countries describing their contribution to society and the struggle they had to go through.

Students are also provided with another vocabulary input in the same unit entitled 'the senses' on page number 143. Here students are provided with some pictures and associate them with senses like sight, sound, smell, touch and taste. Then students are given to match the dialogues in two different sections of a table. Here students have to guess the meaning and match them with each other. Then students have to listen to an audio track and respond to the questions based on it. Afterwards, students are given some words which they have to use in sentences based on a particular context. Furthermore, students are supposed to read a poem with some italic words in it. Students are tasked to replace the italic words in a way that the poem should not lose its context. Students have to come up with new poems using their own imagination. Lastly, students are asked to share their poems with each other and comment upon them.

### **Discussion**

The analysis reveals that the representation of both glossary and vocabulary units shows their strength and weaknesses. The strong points of vocabulary treatment across the course book lie in the fact that they allow learners to be exposed to receptive vocabulary use, which involves learners to perceive, notice and comprehend the forms of vocabulary through vocabulary exercises or skills such as listening or reading to retrieve the meanings of the vocabulary items. It is also observed in the analysis that most of items in the units are provided with a particular context. However, there have been certain sections where vocabulary is presented without any context. For example, in last section of unit 2, entitled 'In the news', students are asked to choose one odd word from a group of words. In another exercise, students are asked to fill in the blanks with the vocabulary provided in the box. In the next exercise, students are asked to write a paragraph on a famous person. The problem here is that vocabulary is not provided with proper context. Students may learn the words but they cannot store them in their brain (long term memory) for a long time as they have no context to associate the words with. This section needs to be provided a proper context so that students may learn the words as well as use them in proper context.

In unit 4 vocabulary section 1 entitled 'Phrasal Verbs' are presented as vocabulary item. The most important observation is that phrasal verbs are not presented in a particular context. Students may not know how the meaning of phrasal verbs is affected by the context they are used in. This section requires immediate attention to provide a context to the phrasal verbs.

Again, in unit 5 vocabulary section 1 is presented on page number 69. Here 'describing pastimes' are presented as vocabulary item. The most important observation is that the verbs describing pastimes are not contextualized provided through a listening track. There is just a list of words without any context related to it. This section needs to be addressed soon.

In unit 7, section 1, vocabulary is presented through word building. Here words are divided into three categories i.e., verb, noun and adjective. Students are asked to listen to a group of words related to verb, noun and adjective but vocabulary is not contextualized here. It is difficult for students to remember those words without context. This section needs a context in order to remember the words as well as use them correctly.

According to Webb and Nation (2017), the vocabulary activities in this textbook sequence sequentially through the four skills of reading, listening, speaking, and writing, which can help increase both receptive and productive vocabulary knowledge.

This textbook provides with numerous examples of vocabulary activities embedded in several sections which can facilitate students' explicit or incidental vocabulary learning. On the one hand, explicit vocabulary learning can be the central attention of activities in which learners draw their attention to specific words or phrases with different strategies. Such activities may be presented with the following instructions: Look at the pictures. Match the people (1-8) with certain pictures that represent some vocabulary.

Incidental vocabulary learning, on the other hand, is motivated by activities that require students to engage in language use, such as speaking, listening, reading, or writing. These activities begin with the following: listen to the audio track on notable city characteristics and features (unit 8, page 108) and answer the questions.

There are certain instructions with true or false / yes or no questions which provide students with an exposure to academic vocabulary items to succeed in their academic study. In the vocabulary section, vocabulary is practiced most frequently via word building exercises, spelling, and pronunciation of the vocabulary items and gap-fill. Among the different aspects of vocabulary knowledge mentioned in Nation (2013), it seems that vocabulary focus in this textbook is put on forms, meaning and use as shown in unit 7, page number 96. However, more emphasis seems to be put on form and meaning rather than on use in most activities. This section needs to provide with the activities showing their use in proper context.

It seems when students are given the chances to be exposed to forms and meanings of the vocabulary items rather than to use them. This according to Nation's framework of nine aspects of vocabulary knowledge, the targeted learners can have "implicit learning involving noticing" regarding forms and "strong explicit learning" regarding meaning. (Nation, 2013, p. 61) These types of learning opportunities are likely to occur in the forms of receptive vocabulary knowledge. Therefore, learners are more likely to "know" the vocabulary items rather than using them. It refers to the sections in the course book which need to be contextualized.

The course book offers many collocations based activities and exercises which introduce the new words in semantic sets. Although sets of semantically related words take longer to memorize than sets of differently related words (Erten & Tekin, 2008), this activity is likely to give rise to vocabulary learning opportunities. Receptive vocabulary knowledge is facilitated by recognizing and understanding the meaning of these collocations.

Polysemy is also demonstrated in the course book. A polyseme is a word or phrase with several meanings, and polysemy is the association of one word with two or more separate meanings. Take, for instance, the polysemous word "take." This polysemy addresses four meaning such as (1) transport: take a taxi; (2) daily routine: take a walk, take a shower; (3) length of time and: take a few days and (4) idiom: take time to do something. There are numerous examples of polysemy which indicate that the textbook writers are aware of polysemy. In these kinds of activities, learners are required to match the expressions from the reading text to the correct definition; then they are asked to complete the sentences using the given phrases. Examples conclude activities in unit 1, page 17, unit 5, page 70, unit 7 page 92, unit 9, page 128 and unit 10 page 137. This polysemy is taught and practiced in decontextualized activities, which may provide learners with a chance to copy and repeat the word. Nevertheless, it is unlikely for the word to be retrieved since the word is not used productively in speaking or writing activities. According to involvement load hypothesis mentioned in Zou (2017), the cloze exercises accord less involvement load than productive tasks such as the writing tasks.

There are some portions which include the difficult vocabulary items such as global issues like environment, global economic issues, global political issues in unit 8, on page number 110. They are above the level of students. Most of the EFL students at Najran University belong to remote areas and are poor in English. They cannot comprehend the difficult vocabulary which works as a hindrance in their learning. Therefore, some vocabulary activities may not be suitable for them. The researcher would consider replace them as per the level of students. Specifically, the teacher would include

different independent activities allowing students to work at their levels. Writing activities and flashcards can be designed for those who are not up to intermediate level. (Phuong, 2018)

### Conclusion

The overall evaluation of the course book reveals that the vocabulary is up to the expectation and level of students. Except a few exceptions, most of the activities and exercises meet to the intellectual level of students. Most of the vocabulary sections are contextualized and offer a lot of creativities to students. Some sections as discussed above need reconsiderations and reformulations. The course book meets the expectations of students and need not be changed. However, some sections where vocabulary is not contextualized need immediate attention.

### Recommendation

This book is recommended to be continued for level two students at PY Najran university and universalizes its implications in the similar context of study.

### Limitations

The study only analyses the vocabulary items in the course book. There is strong need for further research on replacing the items of vocabulary without proper context. The weaker and less focused areas of vocabulary need to be substituted.

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