

## **Abstract**

### **Evaluation of the Vocabulary Element of the Reading Section in the 11<sup>th</sup> & 12<sup>th</sup> English Textbooks for Palestine**

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The aim of this study is to evaluate the word lists (glossaries) in the English textbooks for Palestine (11<sup>th</sup> & 12<sup>th</sup> grades). The word lists in the 11<sup>th</sup> & 12<sup>th</sup> English textbooks were evaluated in terms of the criteria for vocabulary selection which were frequency, coverage and gradation. To determine the levels of frequency of the words, the General Service List, Thorndike & Lorge's frequency counts and the Academic Word List were used. As for coverage, the word coverage list in the Longman Dictionary was used. The analysis explored the level of difficulty in word selection, the gradation between 11<sup>th</sup> & 12<sup>th</sup> texts, the grammatical categories and the word density. In order to know the efficiency of the teachers' definitions of new word, Grice's maxims were used. Finally, Nation's Vocabulary Levels Test was used to evaluate the student's achievement. The results have shown that the textbooks provide a sufficient portion of words that have high frequency and high coverage. However, students would face difficulty in handling academic texts. As for gradation, it moves progressively in the first and the second thousand levels. However, it goes regressively in the third, fourth and fifth thousand levels. In terms of lexical density, the findings have shown that the word density in reality exceeds the norm. So this adds to the difficulty to text comprehension. The findings have shown that teachers' definitions of new words are in line with the maxims of quantity, quality and relation but they aren't clear or brief. Concerning the students' scores on Vocabulary Levels Test, the results have revealed that students' achievement reflects the vocabulary of

the textbooks. Finally, the target textbooks represent a natural sample of language in the ratio of nouns, adjectives, adverbs and prepositions in addition to the ratio of verbs in the 12<sup>th</sup> textbook. However, the results have shown that the ratio of verbs in the 11<sup>th</sup> textbook exceeds the ratio in the standard dictionary. The study ends with pedagogical implications for EFL teachers and areas for further research.