



## Impact of English Textbook Series on University College Students' Vocabulary Size: A Comparative, Prescriptive Study

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### ABSTRACT

**Purpose:** This study examined students' aptitude in comprehending word meaning, usage, and collocation across diverse textbooks and fields of knowledge. **Method:** It employed a cross-sectional research approach with 372 participants, assessing their competence using the Navigate and Trio textbook series. The study aimed to enhance students' multidisciplinary word comprehension skills, particularly in word collocation recognition. Multiple-choice assessments were used to evaluate student performance, and descriptive and inferential statistics were applied for data analysis.

**Findings:** Results showed commendable proficiency in word meaning (81.57%) and usage (78.14%), although individual scores varied based on textbook choice. However, average performance in recognizing word collocations was moderate (54.57%), with a wide range of individual outcomes. A moderate to high positive correlation was found between abilities in word meaning, usage, and collocation across different disciplines. **Implications:** These findings highlight the need for careful textbook selection, addressing word collocation recognition, and integrating language instruction to improve multidisciplinary word comprehension skills. Educators and curriculum developers can benefit from these implications when designing language learning resources.

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## Introduction

The key to success in academics, business, and personal life hinges on mastering the English language. Language teachers and curriculum developers understand that enhancing students' language skills is of paramount importance. The complex process of language acquisition has long been studied in linguistics, psychology, and education. Globally, major universities and Higher Education Institutions, language and translation departments and English for Professional Purposes (EPP) units particularly assess vocabulary proficiency of students. It is well-established that vocabulary knowledge is intricately linked to EFL (English as a Foreign Language) skills, such as listening, reading, speaking, and writing (Wilkins, 1972). As Wilkins (1972) aptly notes, "the lack of vocabulary will result in no message at all, but the lack of grammar may result in an unclear message." Before commencing instructions, EFL teachers must evaluate the vocabulary skills of their students, claims Nation (2010), using a productive and receptive vocabulary exam to evaluate pupils' language skills. The four categories that Nation (2010) uses to categorize vocabulary are high-frequency words, academic terms, technical words, and low-frequency words. These groups may represent the order in which the pupils prioritize learning vocabulary.

Vocabulary acquisition, or the act of acquiring and retaining new words and their meanings, is a crucial component of language learning. Academic achievement and vocabulary knowledge are intimately associated, especially in topics like reading comprehension and writing that need strong linguistic abilities. Investigating efficient vocabulary acquisition strategies and resources is essential, especially for first-year students who are just starting to learn a language. One popular strategy for learning vocabulary is via using textbooks, which are frequently utilized in language courses as the main source of language input and teaching.

Among the arsenal of teaching resources, textbooks play a vital role in the journey of learning English. These textbooks not only introduce new vocabulary and grammar rules, along with other linguistic functions, but also provide opportunities for practical application within authentic contexts. Recent research has shed light on the criticality of selecting top-notch English language textbooks for effective language acquisition. Scholars emphasize that a high-quality textbook should offer authentic and relevant content, lucid explanations, and a wide array of engaging assignments, exercises, and activities to enhance students' language proficiency. However, the criteria for selecting such exemplary English language textbooks remain a subject of ongoing debate among language instructors and curriculum designers.

A quality textbook ought to give students exposure to a variety of vocabulary words and opportunity to practice using them in real-world situations. However, there has been discussion in the literature over whether or not textbooks are useful in helping students learn new words. With varying degrees of success, several studies have looked at the effect of textbooks on vocabulary development. According to several research studies, textbooks can help students learn new words and improve their language skills (Coxhead & Nation, 2001; Nation, 2001). For instance, Nation (2001) showed that using a comprehensive vocabulary textbook significantly improved vocabulary and reading comprehension in students who were learning English as a second language (ESL). Similar findings were made by Coxhead and Nation (2001), who looked at how a certain vocabulary textbook

affected tertiary students' vocabulary. They discovered that using the textbook significantly improved students' vocabulary knowledge, particularly for academic terms. These results imply that tailored vocabulary education can improve language learning outcomes for students at various competency levels. However, it's crucial to remember that effective vocabulary training should include chances for meaningful practice and application of the vocabulary in context, in addition to exposure to new terms.

This study attempted to examine the effects of two various high-quality English textbook series on two groups of first-year students' vocabulary. A high-quality English textbook series was utilized by one group in the study, and a different high-quality English textbook series was used by another group. Through the use of a single exam given at the conclusion of their first year, the study comprised a quantitative analysis of vocabulary. The findings of this investigation can aid in the thoughtful selection and assessment of English language textbooks for language teaching and learning. For educators and curriculum developers responsible for crafting language learning resources, the findings of the present study carry significant implications. This study provides valuable insights by comparing the impact of two outstanding English textbook series on vocabulary acquisition. The discovery that both textbook series yielded positive results in improving language abilities underscores the importance of opting for superior resources in language instruction. Furthermore, the statistically significant disparity in vocabulary performance between the two groups underscores the potential influence of textbook selection on student achievement. Therefore, this study underscores the imperative of meticulous textbook selection when designing a comprehensive language learning curriculum.

### **Problem Statement**

In this study conducted at the University of Tabuk, the researchers addressed the problem of a serious lack of vocabulary among students and of failure to align their word banks with either their college-level expectations or the content covered in their textbooks. This underscores the urgent need to address this vocabulary deficit and bridge the gap between students' existing linguistic resources and the expected standards. The University of Tabuk students thus face challenges in vocabulary acquisition, which directly impacts their ability to pass the Professional Licensing Test for English Language Teachers upon graduation. This deficiency in vocabulary skills not only hinders their performance in foreign exams like the TOEFL and IELTS but also poses obstacles in effectively utilizing oral and written language during job interviews and examinations.

The problem is so severe that it has become imperative to frequently assess students' vocabulary levels before commencing language training, in order to gauge the impact of English textbooks on their lexical development. To achieve this, faculty members must first establish a common definition of vocabulary knowledge, enabling them to accurately evaluate students' linguistic abilities. As suggested by [Laufer and Goldstein \(2004\)](#), the concept of lexical knowledge employed in vocabulary examinations exhibits variations. They assert that lexical knowledge encompasses various aspects, such as word meaning, morphology, spoken and written forms, and other related elements. Furthermore, researchers also recommend the need to prescribe different vocabulary assessments based on their perception of vocabulary knowledge, the selection of specific knowledge dimensions, and their focus on size or depth of vocabulary.

There is a void in the current research regarding the efficiency of specific high-quality textbook series on the vocabulary proficiency of first-year students. There also exists a void in the research on the efficiency of high-quality English textbook series on vocabulary proficiency of first-year students, despite earlier studies looking at the influence of textbooks on language learning. The study attempted to address these research gaps by conducting a comparative analysis of the impact of two distinct English textbook series on the vocabulary proficiency of first-year students. In order to fill this research gap, the current study directly examined the effects of specific high-quality textbook series on vocabulary acquisition and provided empirical evidence to support the significance of textbook selection in language instruction.

Furthermore, rather than assessing the usefulness of these high-quality textbooks, past research frequently focused on comparing the effectiveness of textbooks with other teaching strategies or comparing textbooks of different quality levels. The objective of this research, therefore, was also to conduct a comparative analysis of the impact of two distinct English textbook series, namely *Navigate* and *Trio* textbooks, on the lexicon of freshman students, with the aim of filling a void in the existing literature. The research aimed to address three primary inquiries: (1) To what extent does the utilization of various high-caliber English textbook collections affect the lexicon of freshmen students? Is there a statistically significant variance in lexicon among cohorts who were exposed to distinct textbook series? Is there a notable variance in vocabulary among the six groups that employed the *Navigate* series in different branches? The present study thus investigated the aptitude of students to comprehend diverse subjects by employing a uniform textbook series. Additionally, the research proposed novel approaches to enhance the students' comprehension abilities. Emphasis was also placed on improving the recognition of word collocations and fostering ongoing development.

In order to explore these inquiries, two hypotheses were postulated. The initial hypothesis (H0) posited a negligible variance in lexicon expertise between the cohort of freshman students who utilized a particular high-caliber English textbook series and the cohort who employed an alternative series. The alternative hypothesis (Ha) posited a statistically significant disparity in the level of vocabulary proficiency exhibited by the two aforementioned groups.

## Literature Review

- *Efficacy Of Teaching Vocabulary and Grammar*

Hinkel (2003) conducted a study to determine the efficacy of teaching vocabulary and grammar to non-native English speakers. The study employed a mixed-methods research design, employing both quantitative and qualitative analysis to determine the efficacy of various teaching strategies. A sample of 23 international graduate students enrolled in an academic writing course at a US university was utilized for the study. The results indicated that explicit instruction in vocabulary and grammar had a significant positive impact on the academic writing performance of students, particularly in terms of coherence, cohesion, and accuracy. The study also emphasized the significance of incorporating authentic materials, such as academic articles and texts, in order to increase students' exposure to academic vocabulary and style. The study highlighted the significance of explicit

instruction in vocabulary and grammar for non-native English speakers, especially those pursuing academic writing in the language.

Graves (2016) provided a perceptive analysis of the learning and instruction of vocabulary in diverse contexts. The purpose of the book was to assist educators and students develop effective strategies and techniques for acquiring vocabulary. The design of the study was a comprehensive review of research and best practices pertaining to the acquisition and instruction of vocabulary. The sample included a diverse variety of learners, ranging from elementary school students to adults. The study's findings included the significance of providing explicit vocabulary instruction, selecting relevant and difficult words, and engaging students in meaningful vocabulary learning activities. The book also emphasized the importance of students developing autonomous learning strategies to effectively acquire and apply new vocabulary. This study provided educators with a valuable resource for enhancing vocabulary instruction and assisting students in their pursuit of improved vocabulary knowledge and application.

- *Impact Of English Textbooks*

Kang (2010) examined the impact of English textbooks on the English writing ability of Korean college students. The research employed a quantitative design with a pretest-posttest format and a control group. Random assignment of 64 college students to an experimental group and a control group comprised the sample. The experimental group was taught using a particular English textbook, whereas the control group was taught traditional English writing. In comparison to the control group, the experimental group demonstrated a significant improvement in their writing proficiency. The conclusion of the study was that the use of a particular English textbook improved the English writing skills of Korean college students.

Hill and Flynn (2006) investigated effective instructional practices for English language learners (ELLs) in mainstream classrooms. Observations, interviews, and surveys were used to collect data in accordance with a qualitative research design. The sample consisted of 25 instructors and 200 ELLs from diverse American schools. The findings revealed that explicit instruction, graphic organizers, and the incorporation of students' prior knowledge were effective strategies for enhancing the academic performance of English language learners (ELLs). In addition, the study revealed that the use of visual aids such as images, diagrams, and videos was advantageous for the comprehension and language acquisition of ELLs. To achieve academic success, teachers must be aware of the linguistic and cultural diversity of their students and employ instructional strategies that accommodate to their specific requirements, according to the findings of the study. Hill and Flynn's (2006) study provided valuable insights into effective classroom instruction for ELLs and underscores the significance of fostering linguistic and cultural diversity in an inclusive learning environment.

However, Hill and Flynn's (2006) study concentrates on effective instructional strategies for English language learners rather than the influence of particular textbooks on language skills. Second, the study was also based on a meta-analysis of previous research on instructional strategies, whereas previous studies were primarily empirical in nature. The study also covered a wide range of instructional strategies, including those related to

vocabulary enhancement, grammar instruction, and reading comprehension, whereas some previous studies focused solely on a single area. Nevertheless, despite these disparities, Hill and Flynn's study (2006) and previous studies share some similarities. For instance, Kang (2010) also emphasized the significance of scaffolding instruction for English language learners and Hinkel (2003) highlighted the importance of explicit instruction in vocabulary and grammar and examined the efficacy of teaching vocabulary to non-native English speakers.

- *Innovative techniques and strategies*

In recent years, researchers have been exploring innovative techniques and strategies to enhance vocabulary acquisition in second language learning. Boudadi and Gutiérrez-Colón (2020), for instance, conducted a study that examined the impact of gamification on vocabulary acquisition. By exposing second language learners to gamified approaches such as word games, virtual simulations, and rewards, the researchers assessed the effects on vocabulary acquisition, retention, and overall language proficiency. The findings revealed that gamification positively influenced vocabulary acquisition by enhancing student engagement, motivation, and enjoyment during the learning process. The incorporation of gamified activities facilitated active participation, practice, and reinforcement of vocabulary, ultimately leading to improved retention and language proficiency.

In a meta-analysis conducted by Yu and Trainin (2022), the focus was on technology-assisted second language (L2) vocabulary learning. The researchers analyzed various technological tools and approaches used in L2 vocabulary instruction to assess their effectiveness. The synthesis of findings from multiple studies provided valuable insights into the impact of technology on L2 vocabulary acquisition. The results demonstrated the positive effects of technology-assisted learning, including increased vocabulary retention and improved language proficiency. This highlights the potential of technology as a valuable tool in L2 vocabulary instruction, emphasizing the need for effective integration of technology in language learning contexts.

Additionally Blyth (2018), explored the use of immersive technologies in language learning, specifically virtual reality (VR) and augmented reality (AR). The study investigated how these immersive technologies can enhance language acquisition and proficiency. By examining the benefits and challenges associated with their implementation in language education, the research showcased the potential of immersive technologies to provide realistic and engaging language learning experiences. These technologies offer opportunities for authentic language use and cultural understanding, but careful integration and pedagogical considerations are crucial for effective incorporation into language learning curricula.

These studies collectively shed light on the potential of innovative techniques and strategies, such as gamification, technology-assisted learning, and immersive technologies, to enhance vocabulary acquisition in second language learning. Understanding the benefits and challenges of these approaches can inform educators and practitioners in designing effective language learning experiences that foster vocabulary development and overall language proficiency.

## Methodology

- *Research Design*

This study adopted a cross-sectional research design, which is an observational approach that explores the connection between a specific exposure and a particular outcome at a given moment in time (Porta, 2014). The aim of this study was to investigate the potential relationship between the utilization of *Navigate* and *Trio* textbooks and the vocabulary proficiency of first-year students. In this context, exposure refers to the use of these textbooks, while the outcome of interest is the students' vocabulary skills. To enhance the comprehensiveness of the study, a prescriptive design was implemented, which involved conducting a comprehensive review of existing literature on teaching strategies. The objective was to identify proper ways that can be incorporated into the textbooks under investigation. Based on this analysis, the study proposed innovative and novel approaches to effectively enhance students' comprehension abilities, with special attention given to improving the recognition of word collocations and fostering ongoing development in this area.

The researcher also obtained approval from the Institutional Review Board (IRB) No 0047-1443-S. The authors asserted the crucial importance of maintaining steadfast adherence to ethical principles without any concessions, to ensure the maximum safeguarding and welfare of research subjects, shielding them from any possible harm or vulnerability to hazards. Participation in the study was voluntary, and all participants provided informed consent prior to participation. The participants' confidentiality and anonymity were maintained throughout the duration of the investigation.

- *Sampling and population*

The participants for this study comprised 372 first-year students enrolled in an English language course at Tabuk University at its various branches situated in Wajh, Umluj, Taymaa, Haql and Duba provinces and King Khalid University. To ensure the inclusion of a representative sample, all first-year students who had completed the program's first semester constituted the population of the study. This criterion was established to ensure that the students had received a foundational understanding of the English language and had been exposed to the textbooks under investigation. By including a significant number of participants, the study aimed to enhance the generalizability of the findings to a larger population of first-year English language students in similar educational settings.

- *Data collection instruments*

The data was collected through a vocabulary test drawing from the band list provided by the Compleat\* Lexical Tutor 1000. The students were evaluated on their ability to recognize word meaning, word usage and word collocation in various academic disciplines using different textbooks. Tabuk, Wajh, Umleh, Taymaa, Haql, and Duba utilized the *Navigate* textbook series, whereas KKU utilized the *Trio* textbook. The test consisted of fifteen multiple-choice questions, categorized into word meaning, word usage, and word collocation. Participants were required to select the word that best fit the given context. The vocabulary exam was conducted online using Google Forms as the platform, ensuring convenience for the participants. The estimated duration of the examination was approximately 15 minutes.

- *Data analysis*

Descriptive statistics, including means, standard deviations, and frequency distributions, were employed to analyze the collected data. The analysis aimed to ascertain the vocabulary proficiency of first-year students and identify any vocabulary disparities between students using *Navigate* and those using *Trio* textbooks. The analysis of students' average score was compared with B and C level descriptors in the Saudi Assessment System, which reflected their competence in comprehending and employing common phrases and fundamental vocabulary in everyday contexts. The objective of this analysis was to demonstrate commendable proficiency, indicating students' capacity to grasp uncomplicated and regular vocabulary, articulate basic personal details, and engage in straightforward conversations.

### Results

Right at the outset, the internal consistency was assessed utilizing the Cronbach's alpha coefficient, as seen in [Table 1](#):

**Table 1**

*Cronbach's alpha coefficient*

| Questions | Sum of Variance | Variance of total Score | Cronbach's a |
|-----------|-----------------|-------------------------|--------------|
| 15        | 2,639           | 12,464                  | 0.844        |

The formula for calculating was  $(\text{Number of Test Items} / (\text{Number of Test Items} - 1)) * (1 - (\text{Variance of Individual Test Items} / \text{Variance of Total Test Scores}))$ . This result pertains to the dependability of a 15-item exam. The Cronbach's alpha coefficient of 0.844 is a measure of the instrument's internal consistency reliability, which indicates how well the queries measure the same construct or concept. A Cronbach's alpha coefficient of 0.844 indicates a high level of internal consistency reliability, suggesting that the questionnaire measures the construct consistently across all 15 questions. Typically, a Cronbach's alpha coefficient of 0.70 or higher is considered adequate for research purposes; therefore, this instrument would likely be considered reliable for data collection. The variance of the total score (12,464) indicates the amount of variability in the test scores. A greater variance denotes a greater range of scores, indicating that students' responses to the items being measured vary considerably. The sum of variance (2,639) indicates the quantity of variation among individual queries on the instrument. A reduced sum of variance indicates that the queries measure a similar construct, which is consistent with the high Cronbach's alpha coefficient. Overall, these results suggest that the test has good internal consistency reliability and can be used with confidence to capture data on the being measured construct.

The focus of the study was on three primary aspects of vocabulary acquisition and instruction: word meaning, word usage, and word collocation. Word meaning refers to the level of comprehension of a given, whereas word usage refers to how learners employ vocabulary in context. Word collocation, on the other hand, refers to how words are combined with other words to create phrases or expressions with meaning. By examining these three aspects of vocabulary, the study seeks to shed light on effective vocabulary instruction and emphasize the significance of a holistic approach to vocabulary development.



- *Word Meaning*

The data presented in Table 2 illustrates the performance of students in identifying word meanings across disciplines and textbooks. The average score and standard deviation across all branches were 81.57 and 8.24 percentage points, respectively. This indicates that students' average performance in identifying word meanings is relatively high and consistent, with moderate individual score variation.

**Table 2**

*Word Meaning*

| Tabuk | Wajh | Umluj | Taymaa | Haql | Duba | KKU |
|-------|------|-------|--------|------|------|-----|
| 84%   | 80%  | 81%   | 66%    | 74%  | 89%  | 90% |

To validate these findings, a correlation analysis was conducted between the scores in various branches and a positive relationship was discovered, with a correlation coefficient of 0.51, between the scores. This suggests that there is a moderate to strong correlation between the performance of students from various disciplines in identifying the meanings of words.

Next, we examined the performance of specific branches. KKU and Duba had the finest performance with scores of 90% and 89%, respectively. The branch with the lowest performance was Taymaa, which received a score of 66%, whereas the other branches received scores ranging from 74% to 84%. The students were evaluated on their ability to recognize word meaning in various academic disciplines using different textbooks. Tabuk, Wajh, Umleh, Taymaa, Haql, and Duba utilized the *Navigate* textbook series, whereas KKU utilized the *Trio* textbook.

Intriguingly, there was a significant performance gap between the branches using the *Navigate* textbook series and the branch using the *Trio* textbook. The average score of branches using the *Navigate* series was 81.0%, while the KKU branch averaged 90%. This suggests that the selection of a student's textbook may influence their ability to identify word meanings. This information provides valuable insight into the performance of students in identifying the meanings of words across various disciplines and textbooks. While the average performance is relatively high and consistent, there is still some individual score variability and a moderate to strong correlation between the performance of students in different branches.

- *Word Usage*

Table 3 shows a mean score of 78.14 percent for students across all disciplines demonstrating a relatively high level of proficiency in identifying word usage. As indicated by a standard deviation of 11.87 percent, there was substantial variation in individual scores. A correlation analysis revealed a moderate to strong correlation between the ratings in various subdivisions, with a correlation coefficient of 0.62.

**Table 3**

*Word Usage*

| Tabuk            | Wajh | Umluj | Taymaa | Haql | Duba | KKU |
|------------------|------|-------|--------|------|------|-----|
| 80%              | 72%  | 64%   | 77%    | 76%  | 87%  | 97% |
| Mean -78.14      |      |       |        |      |      |     |
| SD- 11.87        |      |       |        |      |      |     |
| Correlation-0.62 |      |       |        |      |      |     |

Examining the performance of individual branches, the KKU branch earned the maximum score of 97%, followed by Duba with 87% and Tabuk with 80%. The scores for the other departments ranged from 64% to 76%. The students were evaluated on their ability to recognize word usage in various academic disciplines using different textbooks. Tabuk, Wajh, Umleh, Taymaa, Haql, and Duba utilized the *Navigate* textbook series, whereas KKU utilized the *Trio* textbook.

Intriguingly, there was a discernible performance gap between the branches that utilized the *Navigate* textbook series and the branch that utilized the *Trio* textbook. The average score for branches utilizing the *Navigate* series was 75.5%, whereas the average score for the KKU branch was 97%. These results suggest that the choice of textbook may have a significant impact on students' ability to recognize word usage. This study's findings shed light on the performance of students in identifying word usage across disciplines and textbooks. While the average performance is relatively high, there is a wide range of individual scores, and the choice of textbook may impact student achievement.

- *Word Collocation*

The results indicate that the average score for recognizing word collocations across all branches was 54.57 percent, with a standard deviation of 10.27 percent. This indicates that the performance was average, but there was a wide range of individual scores. A correlation analysis was performed to investigate the relationship between the scores in the various branches. The results revealed a positive correlation coefficient of 0.42, indicating a moderate relationship between the word collocation identification skills of students from various academic disciplines.

**Table 4**

*Word Collocation*

| Tabuk            | Wajh | Umluj | Taymaa | Haql | Duba | KKU |
|------------------|------|-------|--------|------|------|-----|
| 40%              | 55%  | 47%   | 57%    | 52%  | 69%  | 69% |
| Mean -54.57      |      |       |        |      |      |     |
| SD- 10.27        |      |       |        |      |      |     |
| Correlation-0.42 |      |       |        |      |      |     |

Table 4 reflects the actual performance of pupils in identifying word collocations across multiple disciplines and without prior preparation. The students were evaluated on their ability to recognize word collocation in various academic disciplines using different textbooks. Tabuk, Wajh, Umleh, Taymaa, Haql, and Duba utilized the *Navigate* textbook series, whereas KKU utilized the *Trio* textbook. This analysis focuses on the aspect of word meaning. Next, the performance of each division was evaluated. Duba had the highest performance with a score of 69%, followed by KKU with a score of 69%. The branches with the lowest performance were Umluj and Tabuk, with respective scores of 47% and 40%. The scores for the other departments ranged from 52% to 57%.

Finally, the Saudi Assessment System's B level descriptors were aligned with the students' performance in word meaning, word usage and word collocation, and average score of 81.57% was obtained. This proficiency level reflects their ability to understand and use common expressions and basic vocabulary in natural settings. A typical score of 78.14%

also corresponds to the C+ level descriptors in the same system. This accomplishment shows admirable proficiency, demonstrating their ability to comprehend simple and common vocabulary, articulate simple personal information, and take part in straightforward conversations. These findings provide valuable insight into the performance of students across disciplines and textbooks in identifying word collocations. Individual scores are highly variable, and the choice of textbook may influence pupil performance, despite the fact that the mean performance is moderate. Further research could investigate the causes of these performance differences and devise strategies for enhancing students' ability to recognize word collocations.

### Discussion

The findings of this investigation yield substantial scholarly insights into students' aptitude for discerning word meanings across diverse academic disciplines and textbooks. Evident from the average score of 81.57% and an average standard deviation of 8.24 percentage points, students possess commendable and consistent proficiency in comprehending word meanings, implying the establishment of a firm foundation in word comprehension skills. The positive correlation coefficient of 0.51 discovered among scores across various branches elucidates a moderate to strong correlation between students' performance in identifying word meanings across distinct disciplines. This suggests that proficiency in word comprehension within one discipline translates to similar competence across other disciplines, highlighting the transferability of word comprehension skills and the interconnected nature of language acquisition within academic domains.

The study's results also offer another valuable scholarly insight into students' performance in identifying word usage across diverse disciplines and textbooks. The average score of 78.14% indicates students' commendable proficiency in recognizing word usage on average. However, the considerable standard deviation of 11.87% underscores the significant variability in individual scores, highlighting the diversity in students' aptitude for grasping word usage. The average score for recognizing word collocations across all branches was 54.57%, with a standard deviation of 10.27%. This indicates a moderately average performance overall, while underscoring the significant range of individual scores, suggesting notable variation among students. The positive correlation coefficient of 0.42 derived from the correlation analysis signifies a moderate relationship between the word collocation identification skills of students from different branches. Correlation analysis revealed a moderate to strong positive correlation (correlation coefficient of 0.62) among ratings in different subdivisions. This finding suggests a certain degree of transferability of word usage comprehension skills across academic domains, as students who excel in identifying word usage in one discipline tend to exhibit similar proficiency in other disciplines.

Analyzing specific branches reveals intriguing performance disparities. Notably, the KKU and Duba branches achieved the highest scores of 90% and 89% respectively, indicating heightened proficiency in recognizing word meanings. Conversely, the Taymaa branch exhibited the lowest performance with a score of 66%, while the remaining branches scored between 74% and 84%. These inter-branch variations imply the potential influence of contextual factors and instructional approaches within each discipline on students' aptitude for comprehending word meanings.

One particularly intriguing finding relates to the significant performance discrepancy between branches using the *Navigate* and *Trio* textbook series. The *Navigate* series recorded an average score of 81.0%, whereas the KKU branch, employing the *Trio* series, attained an average score of 90%. This discrepancy strongly suggests that textbook selection significantly impacts students' ability to identify word meanings, emphasizing the importance of meticulous selection to facilitate effective word comprehension across academic disciplines. Examining the performance of individual branches, the KKU branch achieved the highest score of 97%, followed by Duba with 87% and Umluj with 64%. The remaining departments scored between 72% and 80%. These inter-branch performance variations underscore the influence of contextual factors and instructional practices within each discipline on students' ability to recognize word usage.

Notably, a significant performance gap was observed between branches using the *Navigate* and *Trio* textbook series. The *Navigate* series achieved an average score of 75.5%, while the KKU branch employing the *Trio* series achieved an average score of 97%. This stark disparity underscores the substantial impact of textbook selection on students' ability to recognize word usage, emphasizing the importance of selecting appropriate textbooks that effectively support the development of word usage comprehension skills.

The findings of this study provide a comprehensive overview of students' performance in identifying word meaning, usage and collocations across diverse academic disciplines and textbooks. Importantly, the assessment was conducted without prior preparation, ensuring an authentic reflection of students' actual abilities in this particular facet of language comprehension. These findings are consistent with [Graves \(2016\)](#) that also aimed to identify vocabulary instruction best practices; however, with one difference [Graves \(2016\)](#). provided a comprehensive review of research and best practices pertaining to vocabulary acquisition and instruction in a variety of contexts, on the contrary, the current study concentrated on the influence of English textbook series. Both studies however emphasized the significance of explicit instruction and the need for students to develop independent learning techniques.

The current study is also in line with [Kang \(2010\)](#), which investigated the effects of a particular English textbook on the writing proficiency of Korean college students, and emphasized the significance of explicit instruction and the need for students to develop independent learning strategies. In addition, it also provided insightful information regarding the prospective impact of language materials on language development, as attempted in the current study. Likewise, as done in the current study. [Hinkel \(2003\)](#) also investigated the effectiveness of various teaching techniques on academic writing performance, and emphasized explicit instruction in vocabulary and grammar and the use of authentic materials in language education. In general, the reviewed studies indicate that both textbooks and instructional strategies can have a significant effect on the language development of English language learners. While some studies concentrate on specific language materials or instructional strategies, others take a broader approach and examine a variety of factors that can influence language acquisition. By comprehending these factors, educators can determine how to best support the language development of English language learners within their classrooms.

The findings of the current study also reveal that various teaching strategies have been validated by contemporary scholars to enhance students' comprehension of word collocations in multidisciplinary contexts. These strategies encompass gamification, contextualized learning, multimodal resources, collaborative projects, and language immersion programs. In the domain of gamification, [Boudadi and Gutiérrez-Colón \(2020\)](#) involve incorporating game-like elements such as word games and virtual simulations. This approach boosts vocabulary acquisition among second language learners by increasing engagement, motivation, and enjoyment. Teachers can implement gamified activities, such as online word games or vocabulary quizzes, where students earn rewards or badges for correctly matching word collocations within a given time limit. Likewise, to explain contextualized learning, [Hasani and Dastgoshadeh \(2021\)](#) and [Godwin-Jones \(2018\)](#) integrated word collocations within real-world scenarios or case studies. This method enhanced students' understanding of how words are used together in specific disciplinary contexts. Teachers can design activities that present collocations in authentic contexts, such as analyzing scientific articles, reading news articles, or engaging in role-playing activities relevant to different subject areas.

The utilization of multimodal resources was demonstrated by [Cárcamo et al. \(2016\)](#) to prove their advantages in enhancing students' comprehension and retention of collocations. Videos, audio clips, and visual aids cater to diverse learning styles and expose students to a wide range of collocations across disciplines. Teachers can provide students with multimodal resources showcasing collocations in real-life situations, such as videos demonstrating collocations, audio clips of authentic conversations, or visual aids like infographics or diagrams representing collocations in various contexts. Collaborative projects were highlighted by [Xie and Derakhshan \(2021\)](#), as contributing to students' understanding and usage of collocations. Interdisciplinary group work allows students to discuss, explore, and apply collocations in authentic contexts, fostering a comprehensive comprehension of collocations within different subject areas. Teachers can assign interdisciplinary group projects where students collaborate and apply collocations within their respective disciplines, encouraging them to incorporate and discuss relevant collocations in their research projects or presentations. Finally, Language immersion programs, as investigated by [Segalowitz, French, and Guay \(2017\)](#), are shown having a positive impact on vocabulary acquisition. Immersion experiences expose students to real-life contexts where they encounter and practice word collocations, resulting in enhanced comprehension and confidence in utilizing collocations appropriately. Teachers can organize language immersion experiences such as field trips, study abroad programs, or virtual immersion activities where students interact with native speakers and engage in real-life contexts using collocations.

Implementing these suggested teaching strategies can help educators create interactive and engaging learning environments that foster students' comprehension and usage of word collocations in multidisciplinary contexts. These strategies provide opportunities for contextualized learning, multimodal exposure, collaborative engagement, and authentic language immersion, ultimately enhancing students' collocation recognition and usage skills.

## Conclusion

This investigation yields significant academic insights regarding students' proficiency in discerning word meanings and word usage across a wide range of academic disciplines and textbooks. The findings establish that students, on average, exhibit commendable aptitude in comprehending word meanings, as evident from their average scores. The outcomes illuminate the interconnectedness of language acquisition across diverse academic domains, revealing a moderate to strong correlation in students' performance across different disciplines. This suggests the transferability of word comprehension skills from one domain to another. The scrutiny of specific branches brings to light notable performance variations, underscoring the potential influence of contextual factors and instructional practices inherent within each discipline. Moreover, the study underscores the significant impact of textbook selection on students' competence in identifying word meanings and word usage. The performance disparity observed between branches employing distinct textbook series strongly emphasizes the consequential role played by textbook choices in shaping students' proficiency in word comprehension.

Furthermore, the study highlights the considerable variability in individual scores, underscoring the diverse range of students' abilities in word comprehension. Although students, on average, demonstrate commendable proficiency, the substantial variation among individual scores accentuates the necessity for targeted interventions and strategies aimed at enhancing students' capacity to recognize word meanings and word usage. The findings of this investigation make a substantial contribution to the existing scholarly knowledge by shedding light on students' performance in identifying word meanings and word usage. However, further research is warranted to delve into the factors that underlie the observed performance disparities and to develop effective instructional strategies tailored to meet the diverse needs of students.

This study offers a comprehensive comprehension of students' performance in word comprehension across varied academic disciplines, accentuating the criticality of cultivating conducive language learning environments through appropriate textbook selection and instructional practices. By addressing the identified areas for improvement, educators can augment students' proficiency in word comprehension and contribute to their overall academic accomplishments. The study also emphasizes the significance of deliberate selection and organization of educational materials and teaching methods in order to improve students' academic performance. To achieve better results, the research findings support the implementation of contextualized learning activities, multimodal resources, collaborative projects, and language immersion programs to enhance students' comprehension and usage of word collocations in multidisciplinary contexts. These strategies enable students to understand how words are used together, cater to diverse learning styles, foster a holistic understanding of collocations, and provide exposure to authentic language usage and real-life contexts for practicing collocations. By incorporating these strategies, educators can create engaging and effective learning environments that promote students' acquisition and application of word collocations across disciplines.

While acknowledging the limitations of the assessment methods employed in this study, particularly the use of multiple-choice assessments, it is recognized that these

methods may not capture the full range of students' vocabulary knowledge and understanding. Although the multiple-choice assessments provided quantitative data on students' performance, they may not fully capture the depth and complexity of their vocabulary skills. It is important to note that these limitations may have influenced the overall findings and interpretations of the study.

The research results demonstrate noteworthy disparities in scholastic performance across various fields of study, underscoring the significance of acknowledging and remedying the distinct needs of learners in each discipline. In order to surmount these obstacles in the acquisition of English vocabulary and language proficiency, in general, and optimize students' proficiency in identifying word meanings, utilizing appropriate word usage, and effectively employing word collocation, in particular, a number of recommendations and suggestions may be implemented. Initially, it is imperative for academic institutions to evaluate the influence of textbooks on the academic performance of students and opt for English textbook compilations of superior quality that are in accordance with the requirements of their students. Educators should develop the ability to offer direction and assistance to pupils regarding the optimal methods for utilizing their course materials, specifically textbooks, in order to enhance their linguistic abilities and expand their lexicon. Learners can also benefit from the provision of supplementary materials, as well as guidance and assistance. Additional research should be conducted to authenticate the noted disparity in lexicon proficiency across various cohorts and sectors and to ascertain the underlying determinants.

Upon identification of these factors, educational institutions and educators can customize their pedagogical methods to effectively tackle them and augment students' proficiency in acquiring and utilizing vocabulary. Furthermore, it is recommended that forthcoming studies investigate the impact of factors such as students' motivation, drive, and engagement on their aptitude in English vocabulary and language utilization. Research in this area can yield significant findings regarding pedagogical strategies and technological tools that can be utilized to augment students' English language proficiency and academic performance.

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