

# Vocabulary Items in "ACTION PACK" for the Tenth Grade in Jordan Schools: A Content Analysis

إعداد

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## الملخص

كان الهدف من هذه الدراسة هو تحديد ما إذا كانت اللغة المستخدمة في قراءة الكتاب المدرسي ACTION PACK «للف العاشر تلتزم بإرشادات Celce-Murcia لتحليل المفردات، في هذه الدراسة تم تناول المسألتين التاليتين: ما مدى التزام مصطلحات المفردات بمواصفات Celce-Murcia لتحليل مفردات؟ بالإضافة إلى ذلك، «ما هي المعايير الأكثر والأقل مشاركة بين جميع وحدات الكتاب المدرسي؟ وقد أظهرت نتائج الدراسة أن المفردات تم توظيفها بطرق مناسبة للموقف، والثاني: هو أنهم اتبعوا خطة الدرس، ثالثاً: كانوا يمكن الوصول إليها ووفيرة وعلى مستوى يمكن للأطفال فهمه. ومع ذلك، كان هناك خلل في كيفية توزيع مكونات الكلام المختلفة، المعيار الأول هو «ملاءمة السياق»، والثاني هو «الشمولية لكل المنهج»، والمعيار الرابع «ملاءمة الحمل»، حصل كل منها على أكبر عدد من النقاط (٤). أما المعيار السادس، التوزيع المتوازن، يتقدم بـ أبطاً معدل (٣)، وينبغي توزيع مصطلحات المفردات بشكل أكثر عدالة بين شرائح الكلام، وفقاً لما أورده الخبراء.

**الكلمات المفتاحية:** المفردات، تحليل المفردات، الكتب المدرسية.



## Abstract

This study's objective was to determine if the language used in the tenth-grade reading of «ACTION PACK» adhered to Celce-Murcia's guidelines for vocabulary analysis. In this study, the following two issues were addressed: How closely do the vocabulary terms adhere to Celce's specifications for Murcia's vocabulary analysis? Additionally, «Which criteria are shared most and least by all textbook modules? The results of the study demonstrated that the vocabulary words were employed in ways that were appropriate for the situation. The second was that they followed the lesson plan. Thirdly, they were accessible, plentiful, and at a level that the children could understand. However, there was an imbalance in how they distributed the various speech components. The first criterion, «appropriateness of context,» the second, «inclusiveness per syllabus,» and the fourth, «load suitability,» each received the greatest number of points (E). The sixth criterion, balanced distribution, is progressing at the slowest rate (P). The vocabulary terms should be distributed more equitably among the speech segments, according to the experts.

**Key words:** Vocabulary, Vocabulary Analysis, Textbooks.



## Introduction

The English language curriculum is one of Jordan's essential and mandatory school topics. «ACTION PACK» is a tangible manifestation of the recommendations made during the Education Development Conferences. Based on explicit coding principles, content analysis is a rigorous, repeatable process for combining various text categories. Content analysis is any method for obtaining conclusions by detecting specific aspects of communications in a consistent and objective manner. Stemler (٢٠١٥, p. ١٠) defines content analysis as an approach that can be utilized in a variety of scenarios, including the categorization of student drawings or behaviors observed in recorded studies. Content Analysis is one of the most effective approaches for analyzing textbooks and identifying their benefits and drawbacks.

The results of Content Analyses provide significant information to textbook writers and organizations in charge of publishing them, assisting in the development and amendment of the researched textbooks (Tracy, ٢٠١٩, p. ٨٣). Using the content analysis strategy, the researcher can include a large amount of textual data and methodically find its properties. Researchers have given the word «content analysis» various alternative definitions. According to Downe Wamboldt (١٩٩٢, p. ٣٣), content analysis is any method for drawing conclusions by consistently and objectively detecting defined qualities of communications. Pool defines content analysis as a precise strategy for defining linguistic content while taking into account the presentation's accuracy, reliability, and trustworthiness (Neuendorf, ٢٠١٧, p ١٦).



There are numerous applications for content analysis. Although Berelson originally designed it to study media and communication (Neuendorf, ٢٠١٧, p ٢٣), literature and cultural anthropology were later added to it. Furthermore, content analysis has evolved from a solely quantitative endeavour to one that incorporates both quantitative and qualitative elements (Mayring, ٢٠٠٤, p. ١٦٧). The contents of a book or collection of books are given in a table in a content analysis so that readers can assess whether they are appropriate for the learner. Content analysis is an organised process since it adheres to particular rules and criteria. Bengtsson (٢٠١٦), p.٩. Bengtsson(٢٠١٦, pl٠) summarizes the textbook's key elements. The prejudice of books towards pupils's sex is discussed. Because vocabulary words play an important part in the acquisition of a second or foreign language, it is critical to supply enough and appropriate vocabulary in textbooks for teaching foreign languages (Hunt, & Beglar, ٢٠٠٠, P.١١).

More thought and care should be paid to this topic to guarantee that textbook authors, teachers, and students comprehend this fact and, as a result, design books and teaching practises that assist beginning in the proper way. Vocabulary understanding begins with word learning, not systemic studying. Artiles and Ortiz (٢٠٠٢, p.٦٠). Content analysis can be quite useful in focusing on areas of vocabulary acquisition success. A textbook and instructional materials are required for EFL/ESL programmes. The textbooks are essential tools for teaching English as a second language. Teaching-learning situations are incomplete without textbooks. Artiles and Ortiz (٢٠٠٢, p.١٥٩)

For Jordanian English pupils, a «ACTION PACK» textbook was



designed. The underlying principle of the textbook is that learning occurs best when students engage with relevant, interesting content. «ACTIONPACK» is structured into four modules for the 11<sup>th</sup> grade, each containing three lessons centred on a different theme. Many subtopics are covered within each module. Furthermore, «ACTION PACK» for the tenth grade is viewed as a curriculum growth step, a response to English instructors' complaints about students' weak English competence, and possibly a response to research study findings (Alazemi, ٢٠١٧, p.١٧).

Vocabulary should be given as much consideration as grammar because if a pupil just learns structure terms but not content words, what they say is meaningless. The fundamental goals of language training were the comprehension of each speech piece and the recognition of actual text (vocabulary) (Cohen, ١٩٩٦, p.٦). Vocabulary should be emphasised from the start of language training. Even after structure and language are mostly under control, vocabulary is an important area in which both native and non-native speakers must continue to grow and improve. Finally, everyone involved in lesson planning, notably curriculum authors, teachers, researchers, and students, must pay closer attention to vocabulary (Cohen, ١٩٩٦, p.٧).

## Statement of the Problem:

The experts have noted that the majority of students find it difficult to react to vocabulary difficulties in both monthly school examinations and the Secondary Stage Certificate Exams. The experts have long been teachers and administrators in Jordanian



schools. All secondary exams should contain two or more vocabulary questions. In contrast to the second question, which asks students to complete the sentence using the provided word in its proper form, the first question typically asks students to fill in gaps from a variety of vocabulary supplied in a box. According to the survey, the majority of students give false answers to vocabulary tests. By measuring how well each word item in the 10th grade «ACTION PACK» complies with the Celce-Murica vocabulary analysis criteria, this study will be able to start making suggestions to material creators, teachers, and students that may be useful.

## Questions of the Study

These questions are addressed by this study:

- 1 How well do the vocabulary words in the «ACTION PACK» textbook modules “for the tenth grade in Jordan match the CelceMurcia vocabulary analysis criteria?
- 2 Which criteria are most and least common across all textbook modules «ACTION PACK» for the tenth grade in Jordan?

## Significance of the Study

For the educational year 2023-2022, «ACTION PACK» was proposed as the main stage textbook in Jordanian schools. The word terms in this investigation will be the primary emphasis. It takes much work to evaluate and look at its vocabulary parts. Instructors, managers, and textbook authors who are interested in



curriculum design and development in Jordan will find the study's findings useful. The outcomes will illustrate the lexical benefits and drawbacks of «ACTION PACK.»

## Criteria of Analysis

The researcher employed Celce-recommended Murcia's guidelines for vocab analysis (1991).

The criteria that are used:

- Compatibility with the syllabus
- Load appropriateness
- Fair distribution
- Context appropriateness;
- Accessibility.

## Unit of Analysis

The keyword serves as the analytical unit in this research.

## Definition of Terms :

- Accessibility: By offering a word list or brief explanations of new terms, the text's vocabulary components are made simple for the student to understand.
- Fair distribution: the equitable allocation of word information among modules.
- Compatibility with the syllabus: The book's objectives may be met by the vocabulary items since they are required for utilizing the language at the level of complexity and competence the book reaches.





- «ACTION PACK»: It is a textbook for tenth grade by the Jordan Ministry of Education. It provides a wide range of topics and activities broadens student's general knowledge and develops student's vocabulary.
- Context appropriateness: The vocabulary words are presented in settings and contexts that are appropriate.
- Load appropriateness: The quantity of new words taught in each class appears to be appropriate for the pupils.
- Celce - Murcia scale: The researcher used a five-item measure to assess the vocabulary of «ACTION PACK.» Each item should be graded from 0 to 4 (totally lacking = 0, weak = 1, adequate = 2, good = 3, Excellent = 4).
- Limitations of the Research : This analysis is restricted to the tenth -grade text «ACTION PACK.» in Jordan schools .

## Review of Related Literature

According to the Ministry of Education (2013), students in Jordan should have reached the CEFR B1 level by the end of secondary school. To reach this level, learners need to be familiar with about 3,000 of the 10,000 most frequently used English words. It is unclear whether or not kids genuinely comprehend at this level. However, research on vocabulary learning in other regions of the Arabian Peninsula suggests that such objectives are generally not met (Montgomery, 2013, p. 13). Additionally, research indicates that a lack of vocabulary in students' course materials is a significant contributor to poor vocabulary development (Montgomery, 2013, p. 17).

Every lesson is based on a textbook, and learning vocabulary is



no different. The majority of Jordanian public school students likely fall into the group of language learners who do not utilise English outside of the classroom, according to Al Darwish, S., & Sadeqi's assertion on page 103 of their 2017 publication.

There has been a lot of interest in vocabulary intake, particularly the choice of words for textbooks, and many research have addressed the significance of a lexical syllabus. The 1,000 most common English words should be introduced at a young age because frequency is the primary criterion for vocabulary selection. Many words above the 1,000-word limit are essential in order to provide a lexicon adequate for efficient communication. Al Nasser, & Milton, 2020, p. 135: «ranging, coverage, availability, learnability, and availability for learners» are other requirements. According to Al Darwish, S., & Sadeqi (2017, p. 103), the volume of rare vocabulary in beginner level instructional texts will likely need to match that of frequent vocabulary in order for the teaching materials to have enough thematic variety. The researchers were unable to find any specialised CA trials that have only focused on vocabulary analysis, despite the fact that vocabulary words are essential to language learning. Numerous studies have combined the analysis of vocabulary with the use of other linguistic elements. The researcher gives studies that looked at various aspects of many textbooks as a result.

Manasrah, Al-Sobh, and AL-Jabali (2013) conducted a study in which they analysed the English textbook «English for Kids Grade 3.» This study aims to evaluate how effectively «English for Kids Grade 3,» a textbook used in Malang's primary schools, complies with the requirements of a top-notch EFL textbook. The first step

in data analysis is to evaluate the data in accordance with EFL evaluation standards. Next, it is determined to what extent each item on the checklist complies with the standards of a top-notch EFL textbook, and the analysis's results are presented as a percentage. The results show that 70.17% of the textbook complies with and is adequately related to the standards for a competent EFL textbook. The research of Jordanian textbook vocabulary, enrichment, and student vocabulary acquisition as they progress through the educational system by Al Nasser and Milton (2020). About 30% of these terms are understood by the average student, falling short of the 50% word aim. Despite the fact that the textbooks usually contain enough relevant language, a review of them reveals that the input is surprisingly low at the start of the course, which may prevent students from finishing.

## Methodology

The researchers analyzed lexical pieces according to a set of standards Celce-Murcia provided (1991). Follows the Liker Scale (1-5) for all criteria, a score of 1 indicates that the criterion is completely absent; while a score of 5 indicates that the criterion is excellent. The vocabulary analysis's Liker-Scale is shown in Table (I), criteria that the study's researchers employed.

**Table (I) Liker - Scale of the Vocabulary Analysis Criteria**

| Criteria                                 | Weak | Adequate | Good | Excellent | Totally lacking |
|--|------|----------|------|-----------|-----------------|
| balanced distribution                    |      |          |      |           |                 |
| appropriateness of context accessibility |      |          |      |           |                 |
| load suitability                         |      |          |      |           |                 |
| inclusiveness per syllabus               |      |          |      |           |                 |



Each item should be assessed on a scale of (ε→.), where (· = completely deficient, (I = weak), (Γ = sufficient), (Π = good), and (ε = exceptional). To determine the rates of the criteria listed in Table, the researchers examined the terms in «ACTION PACK» for the tenth grade (I). In order to assess the rates of the fourth and fifth criterion, they also tallied the quantity of new vocabulary items throughout the four courses. The researchers themselves served as three of the raters who examined all of the language questions in the four modules. Each module was examined independently by the raters. To validate the accuracy of the analytic tool, the researchers then performed additional check on a few modules. According to the collaboration formula, there was a particularly high level of understanding seen between rating agencies:

$$\frac{\text{Number of agreed on by all raters}}{\text{(The number of all items the number of disagreed one)}} \times 100 =$$

$$\frac{664}{672+8} \times 100 = 0.95\%$$

The only statistical techniques employed to arrive at the study's conclusions were percentages. Since the objective of this study was to examine the novel vocabulary used in «ACTION PACK,» The term was selected by the authors as the analytical unit. The squares at the start of each section as well as supplementary vocabulary drills in the student's book are where the search terms for this analysis came from. The phrase may include one or more elements that fit into one of the categories listed in each box, such

as «noun,» «verb,» «adjective,» «adverb,» «phrasal verb,» or «idiom» (or expression as sometimes called).

## Findings of the Study

This section presents the analysis' findings in response to the study question, which asks how well the tenth grade text «ACTION PACK» satisfies the Celce-Muricia vocabulary analysis criteria (1991).

Table ٢. The Rates and Means of Vocabulary Analysis Criteria According to the Adopted Liker-Scale

| Criteria                      | Module4 | Module3 | Module2 | Module1 | Means |
|-------------------------------|---------|---------|---------|---------|-------|
| 1.Balanced distribution       | 3       | 3       | 3       | 3       | 3     |
| 2.Load suitability            | 4       | 4       | 4       | 4       | 4     |
| 3.Inclusiveness per syllabus  | 4       | 3       | 3       | 4       | 3.5   |
| 4. Accessibility              | 4       | 4       | 4       | 4       | 4     |
| 5. Appropriateness of context | 4       | 4       | 4       | 4       | 4     |

It may be inferred that these parameters are applied wonderfully provided that the primary characteristic of context—second criterion—accessibility, and fourth criterion—load worthiness the highest scores. According to Table ٢, the word analysis criteria rates vary from ٣ to ٤. The third criteria, inclusivity in accordance with the curriculum, scored (٣,0), indicating that the modules' vocabulary questions are extremely accessible. The fifth criteria,

«Balanced distribution,» scored a (٣), indicating that there is a reasonable balance of vocabulary units throughout modules. By counting the number of vocabulary items, the rates for the fourth and fifth criterion were determined, and the findings are displayed in Table (٣).

Table (٣) The Number and the Percentages of the Vocabulary Items in «ACTION PACK» for Tenth Grade, (Modules ٤-1).

| Module | Number of Vocabulary Items | Percentage |
|--------|----------------------------|------------|
| 1      | 173                        | 25.7       |
| 2      | 160                        | 23.8       |
| 3      | 177                        | 26.4       |
| 4      | 162                        | 24.1       |
| Total  | 672                        | 100        |

According to table, there are between 1٦٠ and 1٧٧ vocabulary items (٢٣,٨) .(٣ and ٢٦,٤). The greatest number is found in Module ٣, while the lowest number is found in Module ٢. The table includes the total amount of new vocab additions to each of the four modules, as well as a breakdown of those terms by word group, part of speech, and rate (٤).

Table (٤) «ACTION PACK for Tenth Grade: Numbers and Percentages of New Vocabulary Items in Modules One to Four»

| Module / Item            | Nouns | Verbs | Adjectives | Adverbs | Phrasal Verbs | Idioms / Expressions | Totals |
|--------------------------|-------|-------|------------|---------|---------------|----------------------|--------|
| 1                        | 89    | 38    | 31         | 8       | 7             |                      | 173    |
| 2                        | 86    | 40    | 19         | 7       | 8             |                      | 160    |
| 3                        | 83    | 15    | 33         | 8       | 5             |                      | 177    |
| 4                        | 79    | 13    | 36         | 6       | 4             |                      | 162    |
| Total                    | 337   | 47    | 199        | 29      | 24            |                      | 672    |
| Percentage of each Group | 50%   | 24%   | 18%        | 4%      | 4%            |                      | 100%   |



According to Table (ε), there were ٦٧٢ new vocabulary items that appeared in the vocabulary boxes and activities. Additionally, data demonstrates that Phrasal Verbs received the lowest number and percentage of new vocabulary items (٢٤ and %٤), whereas nouns made up the biggest percentage of them (٣٣٧ and %٥٠).

## Discussion of the Results

Table ٢ demonstrates that the curriculum designers accorded the second, fourth, and fifth criteria a special priority by showing that these criteria have the greatest rates.. It was discovered that the vocabulary terms were used in circumstances that would enable pupils to comprehend their meanings without consulting a dictionary with regard to the first criterion, «Appropriateness of context.» The phrases «get down,» «competitive,» and «revolutionary,» for instance, were employed in the following circumstances:

- I belonged to the legal society.
- I became enraged when he accused me of being wasteful.

When it comes to the second criterion, «Diversity and inclusion per syllabus,» Table (٢) shows that the language elements are comprehensive for attaining the aims of the modules. An example of one of the goals for module ٣ is to describe «appoint, bill, and degree.» Therefore, the module's vocabulary list includes terms like «biography, call the shots, competent, contemporary (WB), cooking, artisan, customarily, custom-made, degree, doctorate, fix, in parallel (WB), immobility, mail order, mass-produced,



master's degree, minister, neck, and parliament.» This is in line with El-Research Mustafa's research on vocabulary, which showed that the «ACTION PACK» textbook used vocabulary words that complemented its goals. It is obvious that vocabulary phrases with a similar characteristic are commonly grouped together to make studying them simpler for pupils when it comes to the third criterion, «Accessibility,» which is addressed below. For instance, the words «administration, annoyance, bureaucracy, collection points, come up against, commercially (WB), component, compost, concur, constant, constituent, crisis, criticism, cut down, get rid of, go along with, heartening, household waste, incineration, incinerator, irritation, keep up with, machinery, material, offence, packaging, paperwork, and partnership» can be used to describe the business and the foundation. In light of this, the second modules' adherence to the accessibility standards is strong. Regarding the last criteria, the vocabulary words seem to be spread throughout the modules in a way that is apparently fair and acceptable, in accordance with the idea of «balanced distribution.» For instance, module E only includes 172 new words whereas module I has 143 new vocabulary items. The «Balanced Distribution» requirement so seems to be true. In all courses, there are between 78 and 135 new vocabulary items, or 8% to 10% of the total, according to Table E. Additionally, it demonstrates that nouns made up more than half of the vocabulary. It shows that nouns make up 135 of the vocabulary items out of 172, or 78% of them, whereas adverbs are employed relatively seldom. Only two adverbs have a proportion of 8%. Table (E) explicitly shows that the distribution of the vocabulary items, which ranged from 170 to 145, and the parts of speech, which ranged



from  $\varepsilon$  to  $\text{٣٣٧}$ , was not divided equally throughout the modules.

## Conclusions

Based on the results of this investigation, it can be said that:

- ★ This textbook's vocabulary terms cover every topic covered in class.
- ★ The vocabulary terms are quite simple to understand.
- ★ The number of new vocabulary terms seems enough and acceptable for the kids' level.
- ★ Although the vocabulary is uniformly spread out, the proportion of terms that refer to various aspects of speech is uneven.
- ★ When appropriate, the vocabulary from the tenth grade «ACTION PACK» was used.

## Recommendations

The study's authors suggest the following in light of their findings:

- ★ It is advised that the “ACTION PACK « writers account for a reasonable distribution of vocabulary words from different parts of speech throughout the modules.
- ★ It is also advised that the “ACTION PACK « writers take into account the proper division of vocabulary items according to parts of speech across modules.
- ★ It is advised that book authors provide a glossary of the new vocabulary terms' definitions and phonetic transcriptions in the textbook.

- ★ With the additional vocabulary words in the textbook, teachers should be more accommodating.
- ★ Students should come up with their own methods for figuring out what the new vocabulary words signify.
- ★ To analyze the language and other skill components in this textbook, such reading and writing, further research studies must be conducted.

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