

Adequacy Of Esl Textbooks For Evolving Vocabulary Pedagogy In The Nigerian Context

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Abstract: *The study examines students' perceptions of the selected textbook for emerging vocabulary in the Ibadan metropolis. A mixed-methods research design, combining quantitative and qualitative data collection and analysis, was adopted. The sample included 200 SS II students and 20 ESL teachers in public secondary schools within the Ibadan metropolis. A self-developed questionnaire (for students) and an interview guide (for teachers) were used for data collection. Quantitative data were analysed using descriptive statistics, including frequency counts, percentages, means, and standard deviations, while qualitative data were content analysed. Findings reveal that students have a positive perception of the selected textbooks for emerging vocabulary (Weighted Mean = 2.93; Threshold = 2.50), and that teachers' opinions about the textbooks differed. While some teachers affirmed the adequacy of the selected textbook for emerging vocabulary, others held a contrasting view. It was recommended that teachers be provided with supplementary materials specifically focused on emerging vocabulary. These could include online resources, curated word lists, or activities designed for independent learning. Also, there should be regular assessment of the effectiveness of the textbook and teaching strategies for emerging vocabulary.*

Keywords— English as a Second Language (ESL), Nigeria, Evolving Vocabulary, Vocabulary pedagogy, Adequacy

1. INTRODUCTION

Language usage evolves. Therefore, contemporary social realities have added to the vocabularies of all languages, including English (Oladoyinbo et al., 2026). This change is driven by new experiences, technologies, and ways of thinking, which in turn affect how we communicate and express ourselves (Adeyinka & Akinsola, 2021). Words related to contemporary issues, such as technology, have become more integral parts of our everyday language. Technological advances continually introduce new terms and jargon into our vocabulary. Concepts like AI and fashion terms were once unfamiliar, but they have now become parts of our daily discourse as technology shapes various aspects of our lives. Hence, the language we use is always evolving to reflect the world around us.

According to Graves (1986) the origin of vocabulary can be traced back to the mid sixteenth century and can be traced to Medieval Latin and Latin roots. Vocabulary comes from the Latin word 'vocabularium' which means 'a list of word'. The concept of vocabulary itself has evolved over the years, and its meaning has been interpreted in different ways by various scholars. In ancient times, vocabulary was considered to be a collection of words used in a particular language, but by the Middle Ages, it was understood to be the entire body of words used by a particular community. The early modern period saw it as a shift of focus towards individual words and their meanings. In the 20th century, there were several important developments in the study of vocabulary. Which one of them

is the study of lexical semantics, which examines the relationships between words and their meanings. Vocabulary in English language covers different areas of life and helps exposing students to different fields. It aids the development of students' knowledge and skills in multiple aspects of language and literacy. It helps students' comprehension and fluency (Alqahtani, 2015).

Textbooks occupy an important position in the teaching and learning triangle of education. A textbook is an instructional material used in teaching the English language. Textbook is not only expected to cover the areas of vocabulary learning, but also to facilitate and cover the different areas of English language learning (Hughes, 2003). Textbooks are valuable in each language classroom, and it has several roles in the English language learning curriculum helping the process of teaching and learning. The use of textbooks adequately ensures that the students receive the proposed curriculum content and, therefore, can be tested accordingly. English language textbooks at all levels of education consist of speaking and listening. The passages in the English textbooks at all levels should articulate the different cultures, religions, celebrations, fashion, food and climate changes, their causes and effects on people, prevention and remedies. When students read this as a passage in the English language class, they get informed of the environment in which they live (Akinsola & Olaosebikan, 2021). Studies have also shown that textbooks play a significant role in exposing learners to vocabulary items needed for language development and communication competence (Musa et al., 2022). Adequate textbook content could therefore be a good instrument in the

hands of a good language teacher. The use of adequate textbooks also fits well with a learner-centred pedagogy based on the principles of existentialism, constructivism and cognitivism.

Over time, it has become clear that vocabulary is an important part of language learning. Nonetheless, this has not always been the case; teachers have not fully recognised the communicative advantage in developing an extensive vocabulary. Outdated textbooks are used to teach students, which contributes to poor student performance. There is a tendency that evolving vocabulary is given little attention in the secondary school prescribed English language textbook. However, students often face challenges when it comes to learning new and evolving vocabulary (Dalton-Puffer, 2007). As the English language continues to evolve, students may struggle to keep up with the latest terms and expressions, and this can lead to a lack of confidence in their ability to communicate effectively in English. To address this issue, it is important to assess the adequacy of the textbooks being used to teach the English language in secondary schools. Recent studies have equally revealed the importance of integrating modern vocabulary and technological expressions into language instruction to enhance students' language proficiency and relevance in communication (Alqahtani, 2015; Sulaiman & Hashim, 2021).

The researcher's personal teaching experience revealed that, there is no inclusion of some evolving vocabularies in the secondary school textbooks. Evolving vocabularies such as Fashion terms and AI terms are not included in the English textbooks prescribed for them. Over the years, secondary school students are struggling to keep up with evolving vocabulary due to the vagueness of the English language textbook they are using in teaching them. New vocabularies keep emerging but the English textbooks are not been updated and this has caused frustration, as the students are not familiar with some of the new vocabularies that keeps evolving over the years.

Also, the researcher discovered that the vagueness of this textbooks is exposing the students to the risk of reading comprehension difficulties and this will have an impact on their educational achievement. Since there is constant repetition in the vocabularies the students are exposed to, it makes the students to lack the motivation to learn. One thing the researcher believe is that, repeated exposure to vocabulary in many contexts aids words learning. This study will focus on the assessment of the prescribed English language textbook if it is adequate in exposing students to evolving vocabulary. Therefore, the study was mainly conducted to examine the adequacy of the selected textbooks in emerging vocabularies as perceived by teachers, and assess students' perception of the selected textbooks in emerging vocabularies.

2. RESEARCH QUESTIONS

The research answered the following questions;

1. What is the adequacy of selected textbook in emerging vocabulary as perceived by teachers?
2. What is the level of student perception of the selected textbook in emerging vocabularies?

3. LITERATURE REVIEW

3.1 Evolving vocabularies in English language

The vocabulary of the English language is dynamic and constantly changing, reflecting the ways in which society, technology, and culture are changing. A number of variables, including globalization, societal changes, technical improvements, and the blending of words from different languages, are responsible for this ongoing transition. Technology has been a major driving force behind the expansion of the English vocabulary. New terminology is created to characterize these events as new inventions and technological advancements occur. A few decades ago, terms like "smartphone," and "blog" were nonexistent; today, they are essential components of common speech (Carlo et al., 2008).

Globalization is also a major factor in the development of English vocabulary. More interconnectedness and cross-cultural communication result in the borrowing of vocabulary from other languages into English (Akinsola, 2025). This phenomenon, sometimes referred to as borrowings or loanwords, enhances language and illustrates how interrelated people are around the world. For example, French and Japanese vocabulary like "ballet" and "sushi" have blended in perfectly with English speech.

Novel vocabularies emerge as a result of social transformations and adjustments to cultural norms (Oyeladun et al., 2023). The vocabulary used to convey changes in cultural attitudes changes along with these views. For example, ideas about social justice, environmental sustainability, and gender identity have given rise to new terminology like "microaggression," "non-binary," and "carbon footprint." Another area of the English lexicon that is always evolving is slang and colloquial phrases. Slang terms, which have gained popularity throughout several generations and subcultures, frequently capture the free-form and inventive spirit of language development. For instance, terms like "lit" and "on fleek" have become more common in recent years, giving casual communication a more modern edge.

Numerous terminologies pertaining to the online space have emerged with the advent of the digital age (Aiyede, 2025). Words like "tweet," "hashtag," and "emoji" have become widely used, demonstrating how social media and digital communication have influenced the development of language. Furthermore, acronyms and abbreviations like "LOL" (laugh out loud) and "BRB" (be right back) are now commonly understood and used in both online and offline settings. The English language's changing vocabularies provide witness to the dynamic character of human communication. The language changes to incorporate new

ideas and expressions as a result of improvements in technology and cultural changes. This ongoing change underscores the English language's suppleness and variety while also reflecting the status of modern society (Sznajder, 2010). Studies on online language learning tools equally affirm that digital communication environments continue to shape emerging vocabularies and language use among learners (Sulaiman & Hashim, 2021).

Moreover, the lexicon of the English language is greatly influenced by the entertainment sector (Akinsola 2020; Akinsola & Olaosebikan, 2019). Popular culture, such as music, movies, and television, brings new vocabulary into daily conversation. Character names, memorable catchphrases, and fictitious concepts frequently become commonplace. For example, the terms "selfie" and "binge-watch" became popular due to the popularity of streaming services. The development of science and medicine also adds to the vocabulary of English. Words are created to characterize new discoveries as they happen in a variety of fields. Phrases such as "gene editing," "CRISPR," and "nanotechnology" are examples of how scientific advancements bring specialized vocabulary into the public domain.

Language reflects the attitudes and ideals of society, and changing vocabularies frequently reflect shifting viewpoints (Adebanjo & Aiyede, 2024). Concerns about identity, inclusion, and mental health have given rise to terms like "intersectionality," "mindfulness," and "pronouns," which indicate a greater understanding and dialogue about once undervalued or disadvantaged facets of the human experience. Newly created words, or neologisms, also contribute to the English language's continuous development. Neologisms are evidence of language's capacity to change and adapt to suit the requirements of its users, whether they are used to explain newly discovered phenomena or to concisely communicate difficult concepts. For instance, terms like "meme" and "google" as verbs are now commonplace in casual speech.

The development of the English language has varied throughout communities and geographical areas (Aiyede, 2026; Olaosebikan & Akinsola, 2023). Regional differences and dialects add to the language's diversity and richness. The vocabulary is shaped in different ways by regional idioms, slang, and expressions, which contribute to the rich diversity of languages found throughout the English-speaking globe. Fundamentally, the way that English vocabulary is growing is a result of the dynamic interaction between advances in technology, cultural influences, social dynamics, and linguistic invention. The language that represents our shared experiences and developing worldview will also advance and transform along with society (Sznajder, 2010).

3.2 Studies on English language textbook assessment

According to Tomlinson and Masuhara (2017), "Materials evaluation is a procedure that involves attempting to predict or measure the value of the effects of language-learning

materials on their users." Scholars have proposed several approaches for analyzing and assessing English textbooks. Most of these frameworks (e.g., McGrath 2016, Tomlinson and Masuhara 2017, Ellis 1998, Williams 1983) are context-dependent. Evaluation of textbooks often takes into account the requirements and interests of the students, as well as how relevant the material is to their age, English proficiency, context, capacity to spark interest and motivation, flexibility, and likelihood of achieving both short- and long-term objectives.

Akinsola & Olaosebikan (2021) examined the adequacy of oral literature content in ESL textbooks in Nigeria with a view to understanding how they inculcate moral and societal values in students. Their results indicate that the selected textbooks have three elements of oral literature – folktales, myths, and epics – that teach wisdom, compassion, bravery, loyalty, honesty, and contentment. In corroboration, teachers' perception of the adequacy of the oral literature content of the textbooks in instilling moral values into junior secondary school students was positive. However, Akinsola & Olaosebikan's work was on oral literature and not the extent to which the textbooks reflect emerging vocabularies. It is not surprising that the textbooks portray the societal values through oral literature since they were authored by Africans for Africans in Africa. It would only be laudable when the authors begin to be abreast of global language engineering and use their works to document and portray language development in terms of evolving vocabularies.

Nguyen (2016) assessed the communicative quality of an English textbook intended for upper-secondary education in Vietnam and offered some suggestions for enhancements. She discovered that although the textbooks are well-structured and have some nice features, some restrictions make it difficult to understand the material and negatively impact the teaching-learning process. Pre-use evaluation of the textbooks was carried out by Firiady (2018) in order to analyze the kinds of communicative activities provided in an English textbook used for Level 1 in Indonesia discovered that the textbook offers a range of communicative exercises that fall into the "functional communication and social interaction activities" category of Littlewoods' CLT activity framework. However, it was also discovered that the grammatical approach predominated in many of the activities; as a result, it was recommended that some of the textbooks' content be reexamined and revised.

The 10th grade textbook's reading and listening sections were examined by Assaly & Igbaria (2014). The purpose of the study was to look into how reading and listening foster the development of low (knowledge, comprehension, application) and high (analysis, evaluation, synthesis) thinking processes. In order to classify and analyze the activities, Bloom's Taxonomy was used. They discovered that a sizable portion of the exercises promoted lower order thinking abilities. A notably smaller number of tasks encouraged higher order cognitive abilities. The researchers made suggestions to reevaluate textbook instructions in order to improve learners' use of the volumes.

Ander (2015) examined the communicative qualities and CLT methodology of English high school textbooks in Turkey. The tasks were categorized by the researcher based on the abilities they developed, and the sorts of subskills they produced were examined. Additionally, it was discovered that there are significant inconsistencies between the CLT principles and the textbook instructions. The researcher also discovered that tasks are unclear and have no clear goal, which makes it difficult for teachers and students to use them. These studies highlight the value of textbook evaluation because they highlight problems that administrators and content developers might overlook. These shortcomings, though, may be a significant cause of issues with the teaching-learning process. After analyzing the research, it can be said that badly organized textbooks that don't align with the objectives and demands of the students won't be able to assist them in growing as it should.

Numerous scholars have been eager to do study in this area in order to improve and modify textbooks because evaluation is seen as a crucial component of the educational process. The literature on textbook evaluation is extensive. Consequently, the most pertinent literature will be offered. The empirical literature review summarized some related experimental studies on EFL/ESL textbook evaluation, with a focus on those that used comparable instruments, while the theoretical literature review examined the most recent studies adding to the theory of textbook evaluation.

For example, evaluation checklists should include criteria related to the physical attributes of textbooks, such as layout, organizational and logistical characteristics, methodology, aims, and approaches, as well as the extent to which a set of materials is not only teachable but also meets the needs of the organization's overall curriculum and the approach of each individual teacher. This was earlier agreed upon by Williams (1983) and Sheldon (1988). Materials for an evaluation checklist could be grouped into five areas bibliographical information, objectives and goals, topic content, terminology and structures, and layout and physical makeup. While assessing a textbook's content, three content categories should be taken into consideration: the teaching objectives, the depth and breadth of the information, and the necessity of supplementing the textbook.

Stradling (2001) created four primary categories as part of his analytical framework, each of which had forty in-depth questions. Stradling provided questions within each area that aided in the creation of the present EFL textbook evaluation criteria. The first category, which evaluated the content of textbooks, asked questions about their coverage, curricular sequencing, space allocation, inclusion of diverse perspectives, cultural and regional identity, and omissions. In the second category, which assessed the pedagogical value of the textbook, questions focused on students' past knowledge and abilities, whether the textbook promotes skill development or memorization, how charts and pictures are used, how historical concepts are explained in the text, and how to encourage students to think critically and critically. In the third category—identifying intrinsic traits in history

textbooks—questions focused on evaluating the pitch of textbooks, determining whether a text relies on reductionism, and determining if author bias can be detected in texts. The final category addressed external variables that could affect the textbook. In this category are inquiries about the book's publication date, its robustness and price, its target audience, whether it is meant for a particular set of students, and the degree to which the textbook will require supplementary materials (pp. 258-263). Stradling gave an example of criteria for textbook analysis that are based on questions and categories. It could be possible to reinterpret Stradling's categories and re-cluster the questions accordingly.

Furthermore, it would be necessary to tailor the questions to the particular topic of a certain study. This can necessitate creating new categories. For instance, Fetsko (1992, 132–133) proposed a set of generic categories, such as "Readability," "Format," and "Quality of the Text," that were distinct from Stradling's, but his inquiries were essentially the same. Similarly, in order to assess "the way the content is presented," Crismore (1989:133) argued in favor of adding categories that assess "the rhetorical form of textbooks" in addition to only analyzing the information that is and is not included. Fetsko and Crismore, like Stradling, mentioned analytical standards that educators and/or textbook selection committees should employ. Since their writing was not intended for academic textbook researchers, their concepts need to be modified. However, as intended by Stradling, his categories and questions for assessing textbooks provided an essential and much-needed example—a benchmark to start from, a place to find oneself, and an open-ended starting point for future discussion.

Tomlinson (2001) provided a succinct overview of the development of materials history. He clarified that before publications on the topic began to be published in the 1990s, the study of materials development was not accorded any true relevance. He asserted that further study was still required on the benefits of creating materials in various methods as well as the impacts of various material types. It is, therefore, crucial to thoroughly inspect new English language textbooks before choosing them to teach English to pupils in order to ensure that the content is appropriate for their specific educational environment. Numerous criteria were taken into account in this assessment, including the students' age and competence level, the course syllabus, the linguistic elements the students need to master, and more. Materials evaluation is the term for this process of material examination. This study concentrated on applying this message, which it attempted to validate.

4. METHODOLOGY

4.1 RESEARCH DESIGN

The study adopted the mixed methods (QUAN + qual) research design of concurrent embedded type. This study seeks to know how effective the prescribed English language

textbook is in teaching and learning process. The quantitative design will make use of the questionnaire to gather and analyze numerical data, in order to draw conclusions. The qualitative design involved the use of interview with teachers and content analysis of the selected textbooks. This method helps to obtain quality information regarding the challenges. Both quantitative and qualitative methods will be sufficient to understand the research problem.

3.2 POPULATION, SAMPLE AND SAMPLING TECHNIQUE

The population of the study comprised all secondary school students in selected local government areas in Ibadan metropolis, Oyo state, Nigeria. Two local government areas were selected out of which five secondary schools were selected from each local government area using the simple random sampling technique. This means that all secondary schools in Ibadan metropolis have same access to the prescribed English language textbook, which depicts that they would have the same experience with the adequacy of the textbook, as a detriment to their academic performance, as regarding evolving vocabularies. From each of the schools, 20 SS2 students who possess the prescribed textbooks were purposefully selected for this study. Therefore, 200 SS2 students participated in the study. Also, one SS2 English language teacher was selected in each of the school for an in-depth interview session.

3.3 Research Instruments

Questionnaire on Assessment of the adequacy of prescribed English language textbook in exposing secondary school students to evolving vocabularies

The instrument titled "Assessment of the adequacy of prescribed English language textbook in exposing secondary school students to evolving vocabularies in Ibadan metropolis" will be used to collect data for this study. It is a self-developed structured questionnaire. The questionnaire will have sections A, B and C. Section A of the questionnaire will be used to collect demographic data of the students. Section B will show the number of the English textbook used and its usage while section C contains students' academic performance. The instrument was designed in line with the modified Likert Scale type, and will be as follows:

SA – Strongly Agree (4), A – Agree (3), D – Disagree (2) and SD – Strongly Disagree (1) The questionnaire was designed to measure the view of the teachers and students about the adequacy of the prescribed English language textbook in exposing them to evolving vocabularies. The draft questionnaire will be given to the researcher's supervisor who will thoroughly examine the items for necessary corrections. Thereafter, all comments, suggestions and modifications made by him will be carefully utilized to improve the quality of the instrument. The questionnaire will be trial tested on 20 students in a school outside the area scope of this study and

Cronbach alpha method will be used to determine its reliability index of 0.71.

Interview Guide on Teachers' assessment of the adequacy of the prescribed English language textbook and how it exposes their students to evolving vocabularies

An interview will be conducted on the teachers to be able to access the effectiveness of the prescribed English language textbook in exposing their students to evolving vocabularies

Also, the interview guide will be presented to the researcher's supervisor for correction and modification. And all corrections and suggestions made by the supervisor will be considered for quality instrument.

5. RESULTS

Research question 1: What is the adequacy of selected textbook in emerging vocabulary?

Vocabulary development is a cornerstone of language acquisition. Textbooks play a significant role in classrooms, and the selected curriculum materials can influence how students learn new words. This study employs the qualitative analysis to gather data based on English language teachers' perceptions regarding the adequacy of the selected textbook in emerging vocabulary in Ibadan metropolis.

The research outcome of findings highlighted that teachers' opinions about the textbook for emerging vocabulary differs, with a huge percent of the selected teachers affirming the adequacy of the selected textbook in emerging vocabularies while others hold contrasting views. This diversity of perspectives presents an opportunity to understand the strengths and weaknesses of the textbook from the viewpoint of the selected English language teachers in Ibadan metropolis. The first teacher that was interviewed had a positive outlook towards the adequacy of the selected textbook in emerging vocabulary since the topics in the textbook cover a variety of life ranging from register words in banking industry, agriculture etc.:

Well, the topic that are taught has to do with even the various areas of human endeavors that the different fields in the society. It deals with medical line, even vocabularies that has to do with the banking industry like stock exchange, the banking world, and agriculture. So it covers all areas of human endeavors. So, I can say it is also adequate. It is very good

Another response from one of the teachers corroborated that of the teacher who had a positive perception of the adequacy of the prescribed English language textbook:

Yes, like the new Oxford English language textbook it has been revised. Though we are in the 2020 edition like I have an old edition with me 2012, I discovered that there are a lot of new words even we have some coinages, we

have compound words, we have new words that have been added and new exercises for other chapters like the aspects of vocabulary in English like ehhe when we talk of human trafficking, when we talk about drug abuse and other trending aspects like the issue kidnapping in Nigeria. You know before the other textbooks doesn't have anything relating to kidnapping and others. So we have a lot of new words, when we talk of HIV/AIDS, COVID 19 and others. This textbook has been very helpful in teaching learning in the school. One of the teachers also opined that the selected textbook helps the students' but also recommended that dictionaries coupled with the textbook will upgrade the students:

Well...Hmmm, I can say that it helps the students so far because using the textbooks we find out that most of our students' they do go out to other schools' seminars for debates, for quiz and so on. Then spelling bee, so and they always come with good grades... I think they will be upgraded even more than this...

However, one of the teachers raised a contrasting view on the adequacy of the selected English language textbook in emerging vocabulary. The teacher held that the textbooks are old and outdated:

No, no, no, no, because most of the textbooks are old and outdated. The one I'm using is a 2014 edition so there are some

words that... That are -probably not included, that is changing every day. So, I don't think it is all inclusive. For something like that to happen there has to be a revised edition from time to time. This one is almost ten years old now and I'm sure things have changed

Another teacher also supported the claim that the selected English language textbook is inadequate in emerging vocabulary:

It's only on the existing one, the ones that we are used to, the archaic ones like the ones we are using now talks of photography. In the area of vocabulary, the words that are associated with religion, with Christianity, Islam, photography, stock exchange and just few like that. And in the area of AI, technology and things like that, we don't really have that.

Research Question 2: What is the level of student perception of the selected textbook in emerging vocabularies?

Table 1: Level of student perception of the selected textbook in emerging vocabularies

S/N	Items	SA	A	D	SD	Mean	St. D
1	The textbook effectively introduce new words	92 (40.2%)	101 (44.1%)	7 (3.1%)	29 (12.7%)	2.99	1.26
2	The textbook adequately covers new vocabularies	67 (29.3%)	120 (52.4%)	12 (5.2%)	30 (13.1%)	2.85	1.23
3	The textbook contributes to my development of vocabulary knowledge	85 (37.1%)	106 (46.3%)	7 (3.1%)	2 (0.9%)	2.94	1.26
4	The textbook adequately expose me to new vocabulary	85 (37.1%)	94 (41.9%)	16 (7.0%)	1 (0.9%)	3.24	3.96
5	Textbooks with diverse vocabulary make your learning process more interesting	79 (34.5%)	103 (45.0%)	16 (7.0%)	1 (0.4%)	2.87	1.27
6	The textbook provides challenging vocabulary exercises to stimulate you	73 (31.9%)	96 (41.9%)	26 (11.4%)	4 (1.7%)	2.78	1.28
7	The textbook incorporate practical and relevance vocabulary	64 (27.9%)	94 (41.0%)	36 (15.7%)	4 (1.7%)	2.78	1.28
8	Adequate vocabulary exposure in textbooks helps me express myself more confidently	80 (34.9%)	103 (45.0%)	15 (6.6%)	2 (0.9%)	2.89	1.26
9	The use of appropriate vocabulary improves my comprehension	94 (41.0%)	96 (41.9%)	8 (3.5%)	0	3.21	2.69
10	English textbooks should focus on building both my academic and everyday vocabulary	89 (38.9%)	104 (45.4%)	7 (3.1%)	0	2.98	1.25

11	I should benefit from textbook that systematically introduce and reinforce my vocabulary	97 (42.4%)	89 (38.9%)	14 (6.1%)	0	2.98	1.28
12	The inclusion of culturally relevant vocabulary enhances my connection to English Language learning	67 (29.3%)	106 (46.3%)	22 (9.6%)	1 (0.4%)	2.76	1.28
13	The textbook adequately prepares me for real world communication	81 (35.4%)	102 (44.5%)	17 (7.4%)	0	2.90	1.25
14	English textbooks should address my specific vocabulary need	65 (28.4%)	108 (47.2%)	21 (9.2%)	4 (1.7%)	2.75	1.27
15	A strong emphasis on vocabulary in teaching leads to improved language retention	83 (36.2%)	96 (41.9%)	15 (6.6%)	2 (0.9%)	2.99	2.38
16	The effectiveness of English language teaching is hindered when textbooks lack diverse vocabulary	67 (29.3)	96 (41.9%)	26 (11.4%)	9 (3.9%)	2.69	1.30
17	Vocabulary rich English textbooks better prepares me for real world language use	93 (40.6%)	97 (42.4%)	8 (3.5%)	2 (0.9%)	2.97	1.27
18	An adequate English language textbook will help me build a strong vocabulary foundation	125 (54.6%)	65 (28.4%)	9 (3.9%)	1 (0.4%)	3.11	1.32
19	The prescribed English language textbooks are successful in exposing secondary school students to evolving vocabularies	86 (37.6%)	100 (43.7%)	14 (6.1%)	0	2.93	1.26
20	Teachers find it easier to convey language concepts when supported by well-designed prescribed textbooks	101 (44.1%)	80 (34.9%)	17 (7.4%)	2 (0.9%)	2.97	1.30
Weighted Mean = 2.93; Threshold=2.5							

Table 1 shows weighted mean of 2.93 which is greater than the threshold set at 2.5. This implies that there is high level of perception among the students towards selected textbook in emerging vocabularies. Out of 20 items, 10 items contributed to the high level of perception because their mean value is greater than the weighted mean. In order of magnitude the items are item 4, 9, 18, 1, 15, 10, 11, 20, 17 and 3. According to the items, it could be inferred that, the textbook adequately expose students to new vocabulary (3.24), the use of appropriate vocabulary improves student's comprehension (3.21), an adequate English language textbook will help student build a strong vocabulary foundation (3.110), the textbook effectively introduce new words (2.99), a strong emphasis on vocabulary in teaching leads to improved language retention (2.99), English textbooks should focus on building student academic and everyday vocabulary (2.98), students should benefit from textbook that systematically introduce and reinforce their vocabulary (2.98), teachers find it easier to convey language concepts when supported by well-designed prescribed textbooks (2.97), Vocabulary rich English textbooks better prepares student for real world language use (2.97), The textbook contributes to students development of vocabulary knowledge (2.94). Therefore it could be concluded that there is high level of perception among the student toward selected textbook in emerging vocabularies in Ibadan Metropolis.

6. DISCUSSION OF FINDINGS

This study investigated teacher perceptions regarding the adequacy of a prescribed textbook for emerging vocabulary instruction in Ibadan Metropolis. The outcome of the findings revealed a contrasting viewpoints, with some teachers perceiving the textbook as adequate and others expressing reservations. Although some teachers believed the required textbooks were adequate to help with evolving vocabulary learning, others had doubts. A plausible explanation for the differing perspectives could be that some teachers are reluctant to voice their ideas. Even if they have reservations about the textbooks' effectiveness, some teachers may be tempted to give them a positive review in a setting where following the curriculum is frequently stressed. Teachers' assessments of textbooks may be influenced by the tendency to keep to the standards and expectations that have been set within the educational system.

However, it is important to recognize the concerns raised by some teachers about the efficacy of the textbooks. These reservations could be caused by a number of things, such as restrictions on the vocabulary covered, the pedagogical strategies used, or a mismatch with the needs of the students. Teachers with these reservations might support the introduction of additional material or ways to teach along with the required textbooks, therefore addressing what they see as inadequacies in exposing students to evolving vocabularies in the textbooks. Gilakjani (2017) highlights that teachers bring their own expertise and pedagogical preferences to the

classroom. Some teachers might find the textbook structure and content align well with their teaching style, while others might prefer a more flexible or supplementary approach. It is important to cater for diverse student needs within a classroom. A textbook that caters well to some students' learning styles or prior knowledge levels might not resonate as effectively with others. This can lead to varying teacher perceptions of the textbook's overall adequacy.

A study by Klassen (2002) also argues that the textbook's effectiveness focuses not just on its content but also on how teachers integrate it into their lessons. Teachers who find the textbook inadequate might be struggling with implementation strategies, while those who perceive it as adequate might have developed successful integration methods. This study examined student perceptions of a selected textbook's effectiveness in teaching emerging vocabulary. The outcome of the findings revealed a positive perception, indicating that students professed that prescribed English language textbooks are successful in exposing secondary school students to evolving vocabularies.

Several studies support this outcome of findings that textbooks can be effective tools for learning new vocabulary, depending on their design and implementation. Textbooks with clear definitions, engaging exercises, and exposure to vocabulary in context can significantly improve vocabulary acquisition. If the chosen textbook incorporates these elements, it aligns with research on effective vocabulary learning resources, potentially explaining the positive student perception. Stahl & Nagy (2006) also emphasize the importance of teacher instruction when using textbooks for vocabulary development. Perhaps the way teachers integrate the textbook into their lessons enhances student learning and contributes to the observed perception. However, it's important to acknowledge studies highlighting potential limitations of textbooks for vocabulary learning. Schmitt (2000) argues that overreliance on textbooks can limit exposure to authentic language use. Perhaps students would benefit from additional exposure to emerging vocabulary beyond the textbook.

7. CONCLUSION

From the result of this study, it can be concluded that the students had a positive attitude on the adequacy of the selected English language textbook in emerging vocabularies. The teachers also have a varying perception on the adequacy of the selected textbook in emerging vocabularies. Also, there is no significant difference in male and female perception in the adequacy of the selected textbook in emerging vocabularies particularly within the context of Ibadan metropolis. The research suggests that while students find the textbook engaging, teachers have mixed perceptions about its adequacy for teaching emerging vocabulary. This highlights a need for professional development to equip teachers with strategies to better utilize the textbook and create supplementary resources rich in emerging vocabulary. Additionally, a school-wide strategy for exposing students to these terms and fostering a

more active learning environment would be beneficial for enhancing vocabulary acquisition. The study encountered limitation while eliciting data from the teachers. Most of the teachers were inaccessible and were also reluctant to give out their response on their outlook towards the adequacy of the selected English language textbook in emerging vocabularies.

8. RECOMMENDATIONS

Teachers should be provided with supplementary materials specifically focused on emerging vocabulary. These could include online resources, curated word lists, or activities designed for independent learning. There should be regular assessment of the effectiveness of the textbook and teaching strategies for emerging vocabulary acquisition. The feedback can bring about adjustments and improvements. Further studies should be carried out on the correlation between teacher experience and their perception of the textbook. Perhaps newer teachers find the textbook's content not capturing emerging vocabularies.

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