

## CHAPTER V: DISCUSSION OF FINDINGS

The present study aims to determine the instructional approaches reflected in the Omani EFL grade twelve reading curriculum for second language (L2) reading, and also, to investigate how this curriculum prepares students for the appropriate level of academic reading skills required at the university level. This chapter is a discussion of the findings of this study.

The results of the current study are discussed in two parts. Part one discusses the alignment of the curriculum with the communicative approach as it labelled via examining the theories of SLA and instructional approaches for theories of second language reading (learner's roles as well as teacher's role). Part two discusses the contribution of EFL reading curriculum to preparing Omani students for effective reading comprehension in English at the higher education level.

### **5.1 Part One: The Alignment of the Omani EFL Grade Twelve Reading Curriculum with the Communicative Approach**

The Omani EFL grade twelve English language curriculum is a communicative-based curriculum. The curriculum should also be in alignment with the characteristics of the communicative language teaching approach (CLT). In addition, it should adopt the CLT instructional approach due to its importance in curriculum planning and the implementation and evaluation of different methods and techniques (Richards & Rodgers, 2001). The communicative approach was also selected for the EFL Omani curriculum due to its vital role in constructing learner competence in processing the information from different types of texts.

This section discusses the findings of research questions 1, 2, 3, which examine whether the main features of the CLT features are reflected in the Omani EFL reading curriculum. The CLT features were studied based on three SLA theories: structural theory, cognitive theory, and sociocultural and socio-cognitive theories. As the Omani EFL curriculum was based on CLT, the findings should also be a reflection of socio-cognitive/sociocultural theories of SLA and the interactive L2 reading theories of information processing and the related instructional approaches, such as the CBI approach and the TBI approach. In the same context, the learner role and the teacher role should also be reflected in the learner-centred classroom.

#### **5.1.1 Second Language Acquisition (SLA) and Second Language (L2) Reading Theories and Related Instructional Approaches, Learner Role and Teacher Role**

Regarding SLA theories and L2 reading theories, the findings of the study as shown in Table (10) demonstrate that only 18.9% of the reading-related statements in the Omani EFL grade twelve coursebook, workbook, and reading classrooms practices reflected the sociocultural and socio-cognitive theory. In total, 81% reflected the cognitive information processing theory (20.7%) and structural theory (60.3%). Such findings do not match the nature of the EFL Grade Twelve reading curriculum as a communicative-based curriculum. The results of the current study show that the EFL Grade Twelve reading curriculum was primarily developed based on the structural theory, in which reading comprehension instruction reflects the learner role as an individual information processor.

The non-communicative instructional approaches were reflected in the EFL grade twelve workbook (63.7%, 60.6%) and classroom practices (46.1%) more than the communicative instructional approaches (14.4%, 16.6%, and 37.5% respectively). As such, one may reasonably conclude that non-communicative approaches of teaching the English language in Omani post-basic schools are still prevalent. Thus, the claim of shifting the instructional mode of the English language in the Omani setting from non-communicative to communicative instructional approaches was not evidenced in the findings of the current study.

The findings from classroom observation suggest the Omani EFL grade twelve reading teacher's instructional implementation primarily reflects the structural theory of SLA (60.3%) rather than the socio-cognitive/ sociocultural theory of SLA (18.9%). Reading tasks in the classrooms frequently reflected the bottom-up reading theory (46.1%) and top-down reading theory (17.4%), with little inclusion of the interactive reading theory (18.9%). These findings are in line with previous studies, where those studies reported that in the Omani post-basic school English classroom, the dominant focus is on teaching grammatical rules in a non-communicative manner. The data from classroom observation provide evidence that the Omani teachers still strictly adhere to the non-communicative method of explaining the text explicitly to students instead of discussing the text as CLT approach advocates it.

As shown in Table (12) the Omani EFL teachers significantly performed the role of directors (64.4%) in EFL grade twelve reading curriculum, which is evidence of the reflection of the structural theory of SLA and the bottom-up L2 reading theory. Such findings indicate a misalignment in the theoretical grounding of the curriculum in regards to its level as a communicative curriculum. If the curriculum were grounded

in the CLT approach, the socio-cognitive/ sociocultural theory, L2 reading interactive theory would be used at the reading comprehension instructional implementation level. Such findings of non-communicative instructional practices in the Omani EFL grade twelve reading curriculum could be explained by the teachers' pressure to drill students to perform well in the examinations, due to examination-oriented educational systems in Oman (Gudepu, 2013).

However, the non-communicative instructional approach could be less effective in assisting the students in using language in real-life situations; and in the case of reading its might produce students with poor reading comprehension skills (Gudepu, 2013). The findings of this study show that the Omani EFL reading teachers of grade twelve rely heavily on teaching student to process the text information through using bottom-up L2 reading theory, which is the theoretical foundation of the non-interactive WLA of L2 reading instruction. Without the inclusion of the communicative interaction and taking into account the reading context, the reading task in the curriculum seems to suffer greatly from the lack of communicative features that are necessary for reading comprehension (Sidek, 2010).

Although the English language curricula in most Arabic countries are claimed to be grounded in the CLT approach, classrooms practices are more inclined to non-communicative methods, where in reading context the learners only play the role of passive information-processors (Rababah, 2005). Samples of such non-communicative instructional practices are illustrated in Extracts (1, 2, 3) from the classrooms observation data.

However, teaching vocabulary in reading classrooms has been found to be helpful and effective in improving the student reading comprehension; also, the effectiveness of teaching vocabulary in reading instruction takes place via a commutative cooperative method (Lee, 2011). Hence, the findings of this study indicate that there is a misalignment in the EFL grade twelve curricula between what stimulates and promotes the teaching of EFL reading comprehension.

In brief, the results of the SLA theories and L2 reading theories analysis showed that the Omani EFL 12 grade reading curriculum was not developed based on the sociocultural and socio-cognitive theories, which is the core grounding principles of the commutative approach. As a result, EFL teachers in Omani classrooms continue to teach reading in a non-commutative manner, which is in alignment with the non-commutative approach presented in the curriculum.

Regarding the teacher and the learner roles, the findings also demonstrate that EFL grade twelve reading curriculum was not designed based on the CLT approach. Within the framework of the CLT, reading task are designed as pair/group work, which by practising the pair/group work the learners process the text information via commutative interaction and language function as a facilitating tool (Pignot-Shahov, 2012).

Based on the findings of classroom observation involved in this study, it is clear that reading classrooms in the Grade Twelve level in Oman are mainly teacher-centred, and the reading practice is performed by the learner loudly or silently. After the students finish reading the texts, they answer the teachers' question about the text.

The teachers greatly emphasise accuracy in pronunciation, often provide explicit explanations of grammar rules and vocabulary meanings in English and Arabic, and evaluate the students' answers as correct or incorrect.

As shown in Table (9), only 30% of the reading tasks in the EFL grade twelve teacher's book are designed to be conducted in pairs or group, while 69.9% of the reading task are designed to be individual tasks. At the same time, the EFL reading comprehension instruction shows that 65.7% of the classrooms activities are in the form of pair or group work.

The findings from reading task on the EFL grade twelve curriculum indicate that the teachers frequently act as directors (64.4%). Thus, this finding reflects the structural theory of SLA, which mainly focuses on the grammar translation structural method, emphasising that the Omani teachers depend primarily on using the non-commutative instructional method.

The most logical explanation for the reason Omani teachers use the non-commutative instructional approach in EFL reading classroom is the exam-oriented educational system in Oman. At the end of senior year, students must sit for a national examination that determines their competence for admission to the university. Regarding EFL students, a teacher's main goal is to prepare them to perform well in this test (during which students have to process the reading texts individually).

Another possible explanation of why EFL reading teachers depend on non-commutative instructional approach (which reflects the teacher role as director) is the students' low level of English language proficiency. Thus, these low levels display

that students do not know the meaning of even simple vocabulary that effects on English language proficiency.

Concerning the findings on the learner roles, the Omani grade twelve EFL reading curriculum did not present the learner role that conforms to the CLT patterns. This finding is in contrast to the educational philosophy of Oman, which was principally formed by taking into account the needs of learners and society and aims to prepare teachers and relate theory to practice (Hunt & Beglar , 2005).

Moreover, the analysis of the learner role in EFL reading curriculum (69.9%) means that in the Omani 12 grade reading curriculum; the learner role was not designed to conform to the CLT features. In CLT, the learners are given an appropriate consideration for their role in the classroom learning community. These findings agree with (Hunt & Beglar , 2005).

Also, Al-Issa (2014) conducted a descriptive study to investigate the factors that influence E/FL motivation in the Sultanate of Oman from a critical perspective. The sample of this study triangulates data from pertinent literature; from semi-structured interviews created with different informants involved in the Omani ELT system and representing different social, academic, and cultural backgrounds; and from the Philosophy and Guidelines for the Omani English Language School Curriculum – hereby mentioned as the National English Language Policy/Plan (NELP) and the national textbook, Our world Through English (OWTE). It was found that there are many factors influencing motivation for learning EFL, including degrees of knowledge, experience, and power stemming from their different social interactions and positions.

Furthermore, the results from learner role that show that the learner role was not given great importance as is suggested in CLT approaches of language teaching, while the EFL Grade Twelve curriculum refers to itself as a commutative-based curriculum aiming at preparing the learners for academic learning. Only a slight emphasis was placed on commutative skills in reading tasks.

In other words, while the commutative skills contents in the curriculum intend to promote commutative competence, the commutative skills instructional practice were not explicitly reflected in the classroom implementations and the reading tasks. These results contradict with the emphasis on building the learners communication competence through the pair group activities, as stated in the EFL grade twelve curriculum.

According to Sivaraman et al. (2014), the teachers had a major role to play in making the students understand the technical subjects, motivating the students to participate in class discussions, and providing additional examples that suit the Omani context which should make them understand the concepts better. The study reveals that students still lack English language communication skills. It was recommended to the Ministry of Higher Education and college authorities to introduce innovative schemes to encourage students to take the journey to becoming more proficient in English.

Developing and designing the EFL grade twelve curriculum based on CLT instructional approach and its underlying instructional method, such as content-based instructional method, task-based instructional method and whole interactive language

instructional approach means that the reading related tasks should be highly represented in the commutative interactive pattern. However, the elicited reading tasks from EFL Grade Twelve reading curriculum were an individual task in nature based on the teacher-centred classroom, in which the teacher plays a role as a director.

In summary, the findings on SLA L2 reading theories regarding the learner and teacher roles show that the current Omani EFL Grade Twelve reading curriculum is not in alignment with the main elements of the CLT approach. Also, the findings illustrate that reading classrooms practice non-commutative instructional models, structural theory, and cognitive theory.

An issue traced throughout the curriculum regarding the SLA theories and instructional approaches might be one of the fundamental causes of the continuation of EFL reading comprehension problems at the post-basic school level and the university level.

## **5.2 Part Two: The Preparation of the Omani EFL Grade Twelve Learners for Reading in English at the Higher Education Level**

This section discusses the findings of research questions 4, 5, 6, 7 and 8, which examined the emphasis on reading skills in EFL grade twelve curriculum, the types of reading tasks utilised, as well as the cognitive demands of reading tasks in terms of the extent to which EFL learners are prepared to read effectively in English at a higher level. Also, this research section examined the type and length of reading passages that are included in the grade twelve curriculum as well as determines the standard of lexical diversity in the reading passages in the EFL grade twelve curriculum.

### **5.2.1 The Emphasis of EFL Reading Skills**

To prepare EFL learners for reading at the higher education level, reading skill should be effectively emphasised as a specific skill throughout the EFL grade twelve curriculum as a means to achieve the listed learning outcomes in the curriculum. As shown in Table (13) on page 138, the findings of the emphasis on English language reading as the means to achieve the listed learning outcomes in the EFL coursebook and workbook demonstrated that reading skill was more significantly emphasised (72.4%) than all other English language proficiency; writing, listening and speaking.

This finding implied recognising essential roles for reading competencies in the Omani EFL grade twelve curriculum because reading skills are central to personal development and academic successes (Lesnick et al., 2010). Moreover, reading skills are the most important skill in providing the basis for a considerable amount of learning in post-basic school. Although reading skills were reflected as an implicit skill more than the other major English language competencies in the EFL grade twelve curriculum to achieve the listed learning outcomes in the curriculum, this does not necessarily mean that the curriculum fully prepares the Omani EFL learners to read successfully in their academic areas at the university level.

### **5.2.2 Types of Reading Tasks**

The three major reading task types (identifying main ideas, identification of details, and making inferences) were reflected in the EFL grade twelve reading curriculum. These three major reading task types (identifying main ideas, identification of details, and making inferences) are essential for successful reading comprehension

at the university level. Thus, to prepare Omani EFL grade twelve students to process academic reading texts, they must be well-equipped to tackle these three major types of reading tasks. In addition to the three major reading tasks, EFL secondary reading curriculum includes other categories of reading tasks, such as vocabulary, grammar, writing, and fluency.

As shown in Table 15 on page 142, the findings of the types of reading tasks in the EFL grade twelve reading curriculum suggest that reading curriculum emphasises the three vital reading tasks (52.2%): identifying main ideas (7.1%), identification of details (36.6%), and making inferences (8.5%). These tasks are essential for effective reading comprehension. In addition to the three major tasks, the other types of reading tasks, such as grammar and vocabulary (47.7%), were used.

The inclusion of the three major types of reading tasks as well as the other types of reading tasks added to the strength of the EFL reading curriculum and its preparation for EFL students to process the texts information at the university level, because academic reading comprehension requires such integration.

Figure 14 on page 143 shows two findings related to the types of reading tasks. Firstly, the EFL curriculum greatly emphasised the three major types of reading tasks (52.2%) (Identifying main ideas, identification of details, and making inferences), which are most important in reading comprehension. Inconsistency was found in the distribution of the main types of reading tasks between the EFL Coursebook, EFL workbook, and class observation, particularly regarding the distribution of identifying details and drawing inferences.

The high distribution of the three major tasks found in the EFL coursebook (Coursebook 12 A (64.8%), and coursebook 12 B (55.8%)), workbook (workbook 12 A (49.1%) and workbook 12 B (52.5%)), and EFL reading classroom observation (42.6%) suggest that EFL grade twelve reading curriculum emphasises training the EFL Grade Twelve learner on the three major types of reading tasks that are critical for effective reading comprehension at secondary and higher education level. Also, these results might conclude that the Omani EFL reading curriculum prepares EFL learners for effective reading at the academic level.

On the other hand, regarding difference that was found in the distribution of identifying details and making inferences, as shown in Table (15), might decrease students' reading comprehension. In the EFL grade twelve workbook, identifying details was less emphasised (workbook 12 A (41.1%) and workbook 12 B (30.6%)), compared to its emphasis in the EFL grade twelve coursebook (coursebook 12 A (50.2%), and coursebook 12 B (49%)), and classroom observation (18.4%). Drawing inferences were more emphasised (12.5%) in the EFL workbook 12 B than in the EFL coursebook 12 B (4.5%).

This irregular distribution of the major types of reading tasks in the Omani EFL grade twelve reading curriculum prove that it does not fully equip the learners with the ability to deal with all kinds of reading tasks. When the Omani EFL students enter the university level, they will need to develop the strategy to deal with the three types of reading tasks (Lesnick et al., 2010).

Reading tasks on identifying main ideas show a balanced distribution in the EFL reading curriculum documents and classrooms observation. Figure 14 shows that

the lowest emphasis was given to this type of reading task all over the EFL coursebook (coursebook 12 A (6.1 %), and coursebook 12 B (2.3%)), workbook (workbook 12 A (1.4%) and workbook 12 B (9.4%)), and classroom observation (15.7%). Such low emphasis on identifying main ideas in reading tasks in the EFL textbooks and classroom observation seems to be a glaring disadvantage of the Omani EFL grade twelve reading curriculum.

The significantly low emphasis on identifying main ideas in reading tasks in reading curriculum documents and classroom implementations leads to reading comprehension problems, which the EFL learners face in their academic reading at the university level. In the same context, past studies found that students usually encounter difficulty in extracting main ideas of the texts, particularly when they read the informative texts in content areas at the university level (Nambiar, 2007; Sidek 2010; 2010b; 2011; 2012a; 2012b; 2012c; 2012d; 2013a; 2013b; Sidek, Abdullah & Rahim, 2013b; Sidek, Abdullah, Rahim & Mohamed, 2014).

Understanding texts require students to be able to identify main ideas, make inferences, and identify details. Therefore, for EFL grade twelve learners should be able to process information in their content area at the university level. They need to be well prepared with these three major reading tasks. However, EFL grade twelve reading curriculum does not emphasise these three major reading tasks equivalently. This may affect their academic performance in the content areas regarding reading comprehension. Such an effect might be reflected in reading comprehension difficulties and low level of students' academic performance at the university level.

The reading curriculum with the three major task types is very helpful in training the students to perform well in both international and local exams. Therefore, for EFL grade twelve students to pass the national examination successfully and go further to the university level, they should be equipped with the three major types of reading tasks (Ferrier-Kerr , 2009).

Academic reading is a complex, multilevel task which differs from other kinds of reading. Therefore, when EFL learners engage in their academic studies, the deficiency in training on processing information from different types of reading tasks will make them suffer in reading comprehension. EFL learners will see reading comprehension as a tough and complicated task and will be challenged in processing reading text in the content area at the university level, affecting their academic studies negatively. Thus, the instructional design and balance of reading tasks on the EFL reading curriculum documents and classroom instruction should be designed more accurately and equivalently regarding the distribution of the three types of reading tasks (Nambiar, 2007).

The EFL grade twelve reading curriculum and classroom instruction reflect a severe emphasis on teaching vocabulary and grammar more than the three major types of reading tasks with some variation from one document to another. These findings come along with results from SLA theories in which classroom implementations show that the Omani grade twelve reading teachers focus on structural and cognitive theory and training the students to process the text information via top-down and bottom-up rather than through communicative interactive theory.

### 5.2.3 Cognitive Demand for Reading Tasks

The student's ability to manage reading tasks that require high cognitive demand is another essential element for effective reading comprehension, as academic reading tasks' complexity ranges from easy to difficult. For the learners, to achieve a higher level of success in their academic readings, they need to be able to accomplish reading tasks with different levels of cognitive demand, starting from coding written information (low level) to analysing personal experiences (high level) (Lesnick et al., 2010).

Language learning in the socio-cognitive and socio-cultural theory relies on both the communicative tool and the psychological tool to develop the learner's cognitive processes. The communicative interactive theories of information processing stress the interaction between low levels and high levels of a cognitive process (Nambiar, 2007). Such combinations of different levels of cognitive demand in processing the reading texts help students in building their reading competence as well as their ability to process reading texts with varying levels of cognitive demand. Thus, both the high and the low levels of cognitive skills are important for L2 readers to overcome the language difficulties, especially when reading difficult academic texts (Alderson, 2000). Training students only on lower cognitive demands tasks does not help them in processing the higher level of cognitive demand tasks. Training the students on the two levels of cognitive demand of reading tasks will aid in better reading at an academic level that is more complex and requires interaction among the reader's knowledge, cognitive skills, strategy use, and purpose of reading.

The findings on analysing the degree of cognitive demand of the reading tasks in EFL Grade Twelve reading curriculum showed that the reading tasks were primarily designed to require high levels of cognitive demand. A significant emphasis seems to be placed on reading tasks that require students to apply of cognitive skills, such as organising (28.8%), applying (8.4%), analysing (35%), synthesising (1.7%), generating (8.4%), integrating (1.9%), evaluating (75%), and representation (2%). The EFL Grade Twelve reading curriculum reading tasks that require students to apply low reading cognitive skills, such as a focus on specific information (7.7%), recalling text information (1.9%), and information gathering (3%).

The incorporation of the high cognitive reading task in the curriculum was considerably high compared to the low-level tasks allocating (35%) for analysing skills, as was found in the current study. This suggests that EFL grade twelve reading curriculum highly focuses on the learner's cognitive needs at the higher education level. The broad distribution of reading tasks with high-level cognitive demands in conjunction with the emphasis on EFL grade twelve reading tasks teaching low levels of cognitive demand in the EFL grade twelve reading curriculum contributes to a reduction in reading comprehension. This is a challenge that Omani EFL learners encounter at the higher education level.

Further analysis for the findings presented in Table 16 on page 145 on the cognitive demands of EFL reading, indicates that the cognitive requirements of the reading tasks on the EFL Grade Twelve Coursebook, workbook, and classroom observation were distributed unequally. The EFL workbook, coursebook, and classroom observation frequently incorporate reading tasks that require high levels of cognitive demand as (coursebook 12 A (88.7 %), and coursebook 12 B (93.1%)),

workbook (workbook 12 A (79.6%) and workbook 12 B (85.4%)), and classroom observation (93%). However, among the high cognitive reading tasks which were incorporated in the EFL coursebook, workbook, and classroom observation the inclusion of the analysis skill, organisation and applying skills were emphasised, while the other skills were abandoned.

Such findings suggest that the EFL grade twelve reading curriculum was designed to focus on high cognitive demand skills rather than the low cognitive demand. These findings on the inequity distribution pattern of cognitive demand of reading tasks as well as the incorporation of high cognitive demands are evidence that the EFL grade twelve reading curriculum does prepare students for reading comprehension at the university level, which mainly incorporates reading tasks requiring high level of cognitive demand. Nonetheless, training on tasks that require low cognitive demand should also be incorporated considerably to produce a balanced curriculum.

Moreover, these findings suggest that EFL reading curriculum designers might be unaware of the learners' needs to be trained and prepared for their reading at the university level, regarding processing reading tasks that require high levels of cognitive skills. The different distribution pattern for the levels of cognitive demand of the reading tasks, which were found in the three sources of data, shows that curriculum designers did not follow the actual producers in designing the curricula as well as in developing, implementing, and evaluating them (Noor, 2006).

Al-Issa and Al-Bulushi (2010) viewed another justification, which revolves around the fact that the Teacher's Book does not equip teachers with enough information or strategies to help them in dealing with students' prior knowledge to enhance text comprehension. The Teacher's Book should also take into consideration the different abilities of teachers and that there were new teachers who had limited experience.

Academic reading materials are relatively difficult and commonly require high levels of cognitive demand. Efficient reading requires the readers to manage high cognitive demands reading tasks, such as making predictions, hypothesising about text content, and examining their predictions (Ozek & Civelek, 2006).

#### **5.2.4 Types and Length of Reading Passages**

Since the textbooks of interest in the current study were designed for grade twelve EFL students, it was expected that the majority of reading texts in the Coursebook would be expository texts to assure the preparation of EFL students to read the expository texts in the content area at the university level. This expectation was based on the consensus of many researchers that reading passages in EFL textbooks are expository texts (Noor, 2006).

Nevertheless, the findings of the current study showed that the EFL comprises both types of reading passages: narrative and expository. The narrative texts presented in the EFL course book in only 17 passages, while the expository texts presented included 57 passages. Each text structure is processed differently. This was affirmed in a study conducted by Sharp (2004), who stated that the comprehension of reading materials takes place when the learners are either familiar with text or have been

instructed in comprehending the specific structure of the texts. Hence, if EFL grade twelve students are trained to process narrative texts more than expository texts, the students will be more familiar with processing narrative texts than the expository ones. With regards to reading in English at the higher education level, such practices will cause difficulty for Omani students in processing content area texts since they are not frequently trained to process the expository texts.

The EFL grade twelve curriculum contains 57 expository texts and 17 narrative texts. In the Omani setting, teachers are not given the flexibility to use texts apart from the passages, which are provided in the coursebook. As such from the classroom observation, the EFL reading teachers used only the materials in the textbook in their reading comprehension classes, which include many narrative texts.

From the findings of the types of the reading texts, it seems that EFL Grade Twelve states that the curriculum was mainly organised based on the learners' needs. Regarding the EFL programme, addressing the learners need requires equipping the EFL students with the skills to process expository texts to develop their abilities in processing expository texts in their content areas at the university level.

Academic readings were defined as complex, purposeful, and critical readings on a range of lengthy texts for completing the study of specific subject areas. Thus, the length of the texts in the EFL textbook is key to preparing the secondary student for academic reading at the higher education level (Read, 2000).

Further analysis for Table 17 on page 150, which presents the findings of the length of reading texts of EFL reading curriculum, indicates that the length of the

narrative passages were 426 words, while the length of the expository passages were 439 words.

The findings of the current study are in line with the results of many past studies. For instance, Park (2010) found a serious weakness in reading in English among university students because of the gap located between classroom instruction at the post-basic school level and the learners' need for reading at the higher education level.

### **5.2.5 The Level of Lexical Diversity in the Reading Passages**

Lexical richness is considered to include four dimensions, which are lexical density, lexical diversity, lexical sophistication, and proportion of errors between the words that are used by an L2 learner (Read, 2000). However, it is possible to measure lexical density as the proportion of semantically full words (or lexical words) as opposed to function words. Lexical diversity is determined by the Type-Token Ratio (TTR), which represents a ratio between the number of different words (types) and the number of total words (token). Lexical diversity both in oral speech and writing was found to differ regarding age and L2 proficiency. However, the main challenge with TTR is its sensitivity to text length (Lindqvist et al., 2013). As shown and indicated by McCarthy and Jarvis (2007), for a text with more words (tokens) it is less likely that new words (types) will appear. In the case of a text that is very long, certain words begin to be repeated. High-frequency words will be repeated more often than low-frequency words, and this tendency will increase the text length. Many different measures were suggested for solving the problem with the length of the text.

Further analysis for Table 19 on page 157, which presents the findings of the level of lexical diversity in the reading passages in the selected documents of EFL Grade Twelve reading curriculum, indicates that the lexical diversity of the reading passages in the EFL Grade Twelve Coursebook was 53.5%. Thus, that it is important in reading comprehension and that lexical diversity must take into consideration the learner's needs, the university level requirement, and to ensure providing the EFL coursebook has appropriate reading texts for the student's grade level in terms of their readability level.

McCarthy and Jarvis (2007) aimed to examine the lexical density and readability of four texts from English textbooks at four levels: elementary, pre-intermediate, intermediate, and upper-intermediate. The analysis proves there are three reading texts of high lexical density, apart from the text for the upper-intermediate level.