

AWL headwords	Sublist	Types	English 1	English 2	English 3	English 1&2
Occur	1	Occurs			3	9
Odd	10	Odd	2			
Paragraph	8	Paragraphs	5	1		19
Partner						76
Passive	9	Passive	13	6	1	
Percent	1					3
Period	1	Periods	1	2		5
Phase	4	Phases				3
Physical	3	Physically			5	4
Positive	2					2
Precede	6	Preceded, Precedes		2		
Predict	4	Predicted, Predicting, Prediction				9
Previous	2		1	3		1
Proceed	1	Procedures				2
Process	1	Processing, processes			4	3
Project	4	Projects			2	8
Promote		Promotion				2
Psychology	5	Psychologists			5	
Publish	3	Published		1	1	
Quote	7	Quotation			1	
React	3					2
Region	2					4
Reject	5	Rejecting	1			
Relax	9	Relaxed			8	6
Release	7					8
Relevant	2					3
Rely	3	Relies				2
Remove	3	Removing				2

AWL headwords	Sublist	Types	English 1	English 2	English 3	English 1&2
Require	1	Requires		6		1
Research	1	Researchers			9	9
Resource	2					1
Respond	1	Response	1			
Role	1				2	2
Section	1			1	2	
Series	4				2	
Similar	1			2	5	2
Site	2				4	
Source	1					1
Specific	1					2
Strategy	2					2
Stress	4	Stressed			20	
Structure	1	Structure	16	18		4
Style	5					1
Substitute	5	Substitution	11	12	22	
Sufficient	3			2		1
Summary	4					3
Survive	7					2
Tape	6	Tapes	1	2	1	
Task	3	Tasks			6	1
Team	9	Teams	2		2	3
Technology	3					14
Tense	8	Tense	6			1
Text	2	Texts	1	1		28
Topic	7	Topics		9	1	2
Transfer	2	Transfers				3
Transport	6	Transportation		2	1	1
Vehicle	8	Vehicles				4
Volume	3					3
Voluntary	7					3
Whereas	5			1		9



Appendix

The Academic word families present in textbooks

AWL headwords	Sublist	Types	English 1	English 2	English 3	English 1&2
Access	4					4
Adult	7					1
Aid	7					2
Alternative	3	Alternatives	1			
Appropriate	2					1
Area	1	Areas			3	18
Aspect	2	Aspects			2	2
Attach	6	Attaching	1			2
Available	1				2	2
Aware	5					3
Brief	6	Briefly			2	1
Capacity	5				2	
Channel	7	Channels			7	
Chemical	7	Chemicals			2	5
Classic	7	Classical				1
Clause	5	Clauses	3	6	5	3
Comment	3	Comments	3	5		1
Communicate	4	Communicating, Communications				17
Community	2					6
Complex	2					2
Compute	2	Computers, Computing			39	33
Concentrate	4	Concentration				4
Conclude	2	Conclusion				1
Consequent	2	Consequences		2		
Consist	1				2	3
Constant	3	Constantly			2	
Construct	2	Construction				2
Contact	5					12
Context	1		1			
Contrast	4					5
Core	3					4
Create	1	Creator, Creating	2			9
Cycle	4				2	
Data	1					3
Deduce	3	Deduction				1
Define	1	Definition				3
Definite	7	Indefinite	1			
Deny	7					
Design	2	Designed, Designer			10	
Device	9					10
Devote	9					4
Document	3					2
Domestic	4					2
Economy	1					3
Emphasis	3	Emphasis		1		5
Energy	5					23

AWL headwords	Sublist	Types	English 1	English 2	English 3	English 1&2
Enhance	6					1
Environment	1					8
Error	4					2
Establish	1					2
Estimate	1	Estimated				2
Evaluate	2	Evaluated				1
Feature	2	Features				4
File	7	Files				2
Final	2	Finally	7	2	4	
Finance	1	Financial				3
Flexible	6					7
Focus	2					7
Function	1	Functions	9	8	8	7
Fund	3					1
Furthermore	6				2	
Globe	7	Global				28
Goal	4				2	
Grade	7	Grades	4			
Grant	4	Granting	1			
Guarantee						2
Identify	1	Identifying, Identifiable	1	1	1	
Ignorance	6	Ignorant				1
Imply	3	Implies		1		
Income	1					1
Indicate	1	Indicates	1	2	1	1
Individual	1	Individuals, Individually	1		2	1
Injure	2	Injured			1	11
Instruct	6	instructions			4	7
Intelligence	6					1
Involve	1	Involved			3	8
Issue	1					5
Item	2					2
Job	4	Job, Jobs	3	6	12	17
Labour	1					42
Layer	3	Layers				4
Lecture	6					3
Link	3	Linking			2	4
Locate	3	Located				2
Mechanism	4					2
Mental	5	Mentally			2	3
Migrate	6	Migrate, Migration	12		1	
Modify	5	Modification				1
Negate	3	Negative	4	3		
Network	5					3
Norm	9	Norms				2
Normal	2	Normally				1

can be a major source of difficulty in reading academic texts. Laufer (1986) (cited in Kyongho & Nation, 1989) has shown that in order to achieve successful comprehension, learners need 95% lexical coverage of a text. That is, they need to know sufficient different words (types) to account for 95% of the running words (tokens) in a text. The high school graduates are definitely short of that criterion.

Plans for teaching academic vocabulary can include creating opportunities for multiple exposure to new words and in a variety of contexts. In teaching vocabulary, recreating the contexts in which words are used in settings and situations which the learner is more likely to encounter, is necessary. Moreover the contexts in which students encounter words and the frequency of those encounters influence the quality of students' vocabulary knowledge and use. This type of instruction leads to deep understanding of words and concepts. Furthermore, considering the importance of vocabulary in second language learning, empowering teachers with effective strategies of vocabulary instruction would have potentially positive effect on students' achievement.

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textbook. As in the case of percentage, academic words account for somewhere between 0.72% to 4.26% of the total number of words in the textbooks, offering coverage of approximately 26.71% of the Academic Word List.

● Discussion

Learners are exposed to a total of as few as 152 word families when all coursebooks are combined. A learner at the first year is exposed to just 29 word families, which is less than half of the 55 families present in *English 3*. 120 word families are introduced in *English 1&2*. Most of these words are not present in the other three textbooks.

Most of the academic word families from the AWL occur only once in the textbooks. For example words such as *attaching*, *adult* and *appropriate* occurred once and words such as *relax*, *tasks*, and *whereas* occurred five times or more. Even though one encounter with a new word can lead to partial learning of that word, the amount of exposure to many of the academic words in the textbooks is rather too small for learning. Considering the poor presentation of these words and the inadequacy of the accompanying exercises for teaching them vocabulary learning within high schools where English is a foreign language may be ineffective. Despite four years of study, a large percentage of the words of high im-

There is a specialized vocabulary list for second language learners aiming to do academic study in English. This is the Academic Word List, consisting of 570 word families that are not in the most frequent 2,000 words, but they occur regularly in a variety of academic texts

portance to learners may remain unfamiliar. This confirms the existence of a large gap between the vocabulary level of high school graduates and the academic texts they will encounter in their future studies. The results of the inquiry show that a learner who follows these textbooks, during four years, will be exposed to roughly 152 (26.71%) word families of the Academic Word List. This means that 418 (73.46%) of academic word families are left unfamiliar. Considering the importance of these words and the value they have for learners planning to do academic studies it will be of little surprise if high school graduates feel incompetent in reading academic texts.

Conclusions and Implications

Considering the results of qualitative data analysis, it can be suggested that the high school textbook series lack the adequate academic vocabulary that is assumed to be essential for students and therefore vocabulary learning opportunities need to be increased. In their shift from casual conversation to an analytical, academic register students are assumed to encounter more and more difficulties at school as the reading and writing demands increase. Academic vocabulary is a serious component in concept understanding and the limited vocabulary of high school graduates

the AWL that were taught and practiced in the four books, ranging from words with least possible occurrence such as *alternative, imply, conclusion* and *definite* to more frequently occurring ones such as *create, final, jobs, research* and so on. Among the four books, *English 1&2* for pre-university and *English 3* presented more academic words, 120 and 55 respectively than both *English 1* with 29 and *English 2* with 25 word families from AWL.

The total number of words in the text document containing all words appearing in *English 1* (excluding appendices) is 15954, from which 1493 words are different and the rest are repeated words. In this textbook, frequency and percentage of words from academic word list is 115 (0.72%) which means from 15954 words in the coursebook only 115 of them are included in the Academic Word List (AWL). These 115 words make 29 word families and 32 different words. This means that from 570 word families in the AWL, only 29 of them is present in *English 1* which makes as little as 5.10%. The result is summarized in the following tables. The sublists of the AWL are ordered in such a way that the words in the first sublist are the most frequent words and those in the last sublist are the least frequent.

Table 1: Frequency of AWL in English 1

	Families	Types	Tokens	Percent
AWL Words:	29	32	115	0.72%

in *English 2* from a total of 15518 words, 1630 were different words. Percentage of words from the Academic Word List in this textbook was only 0.63% which makes 97

words. Encompassing 25 AWL families and 35 types, which means from the AWL only 4.39% of it is present in this textbook.

Table 2: Frequency of AWL in English 2

	Families	Types	Tokens	Percent
AWL Words:	25	35	97	0.63%

As for *English 3*, there were 12552 words, 1675 of which were different. The percentage of academic word list in this textbook was 2.00% which is 251 words. These 251 words were from 55 families which means 9.67% of the AWL was present in the textbook.

Table 3: Frequency of AWL in English 3

	Families	Types	Tokens	Percent
AWL Words:	55	78	251	2.00%

Finally, *English 1&2* which is for pre-university students contains 15977 words, 2222 of which are different words. The percentage of AWL in this textbook was as twice as the previous year textbook. It has 681 words from the AWL which makes it 4.26% of the total words. There are 120 AWL families in this textbook encompassing 186 different words which is 21.09% of the AWL list.

Table 4: Frequency of AWL in English 1&2 Pre-university

	Families	Types	Tokens	Percent
AWL Words:	120	186	681	4.26 %

Findings revealed that textbooks under investigation contribute to learning as little as 32-35 academic words in *English 1* and *English 2*, 78 academic words in *English 3* and 186 academic words in pre-university

of texts. According to McEnery and Wilson (1996), "With regard to sample lengths, taking samples of sizes which are representative of that feature should mean that the samples are also representative of those features which show more variation in distribution" (p. 66). Thus, the corpus was constructed utilizing the complete texts of the aforementioned books. Front matter (e.g., publication information, tables of contents, forwards, and introductions) and appendices, indexes, and bibliographies were not included in the text files.

● Procedures

Four text documents were created which contained all texts of the coursebooks under inquiry. All textbooks were scanned into electronic form and saved as separate files. For the purpose of the study, the base list we used was the AWL which is part

of a commonly used version of the Range package which is sometimes referred to as the Range "classic". All the words appearing in the four textbooks were analyzed using frequency count descriptive statistics.

● Data Analysis

All the words appearing in the four textbooks were analyzed by the use of computer program Range. Range was created by Heatly and Nation (2002) and is available as a freeware. This software program

analyzes the text word by word and conveys what words in the text are or are not in the AWL, it then estimates the percentage of the vocabulary items in the text that are covered by the AWL, namely text coverage. In particular, it can also be used to compare the frequency of occurrence of the words in total and in each text. The frequency of words in the texts can also be compared to ready-made base lists and counting the overlap between the two. This program generates the number of families, types, tokens, and percentage that the AWL covers.

Coxhead's (2000)

570 Academic Word List has also been included in the Range program and this version of Range with AWL list was adopted for the current study to measure how frequently the academic words occur in a high school ELT textbook and to compare the extent to which a high

school ELT textbook provides opportunities for a learner for reading professional texts containing such vocabulary.

Results

This study focused on the frequency and coverage of academic words in high school ELT textbooks. Firstly, findings indicate that the textbooks under inquiry tended to cover a rather poor variety of academic vocabulary. The table provided in the Appendix shows a total number of words from

Plans for teaching academic vocabulary can include creating opportunities for multiple exposure to new words and in a variety of contexts. In teaching vocabulary, recreating the contexts in which words are used in settings and situations which the learner is more likely to encounter, is necessary

years of high school?

2. If so, to what extent are they representative of the academic lexical items in the domains which they are designed to represent?

Method

● Corpus

Sheldon (1988) refers to textbook as the heart of any ELT program, which demonstrates the importance of textbook. Further, in Iran where English is being taught as a foreign language, textbooks have an even more fundamental role.

The purpose of this study was to examine and evaluate the selected English language coursebooks from the viewpoint of vocabulary selection. The four textbooks chosen by the researchers are all educa-

tional books published by Iranian Ministry of Education intended for high school students, who have been studying English as a foreign language for three years by the time they reach high school. The textbooks are produced in Iran and are being taught nationally in high schools. The books are as follows:

English Book 1 (Birjandi, Soheili, Noruzi, & Mahmudi, 2012a),

English Book 2 (Birjandi et al., 2012b),

English Book 3 (Birjandi et al., 2012c),

English 1 and 2 for Pre-University Students (Birjandi, Anani sarab, & Samimi, 2012).

A strong argument has been made for sampling full rather than partial texts for corpora used for lexical studies, as linguistic features and lexical items have been shown to vary between different sections



university.

The academic word list is divided into ten sub-lists based on frequency and covers approximately 10% of any academic text, meaning 10 words in every 100 in an academic text may occur in the AWL. The sub-lists are arranged in a way that words in the first sublist are the most recurrent words and those in the last are the least frequent. The first 9 sublists with 60 word families and sublist 10 with 30 word families. Sublist 1 contains the 60 most frequent, sublist 2 the next 60 and so on.

Coxhead (2000) recommends to learners who have already gained control over the 2,000 high frequency words, to think about the use of English they are considering and if they intend to advance their studies at university, consider learning the

academic vocabulary which will be more beneficial instead of learning higher frequency words.

Purpose of the study

Considering the great impact of textbooks as they are the basis of most teaching programs, this study investigates the academic vocabulary learning opportunities in ELT course books and aims to evaluate English language coursebooks used in Iranian high schools from the perspective of their vocabulary, and the Academic Word List (Coxhead, 2000) was chosen as the basis. Hence, this study seeks to answer the following questions:

1. Do the high school coursebooks provide the learners with sufficient exposure to the Academic Word List over the four



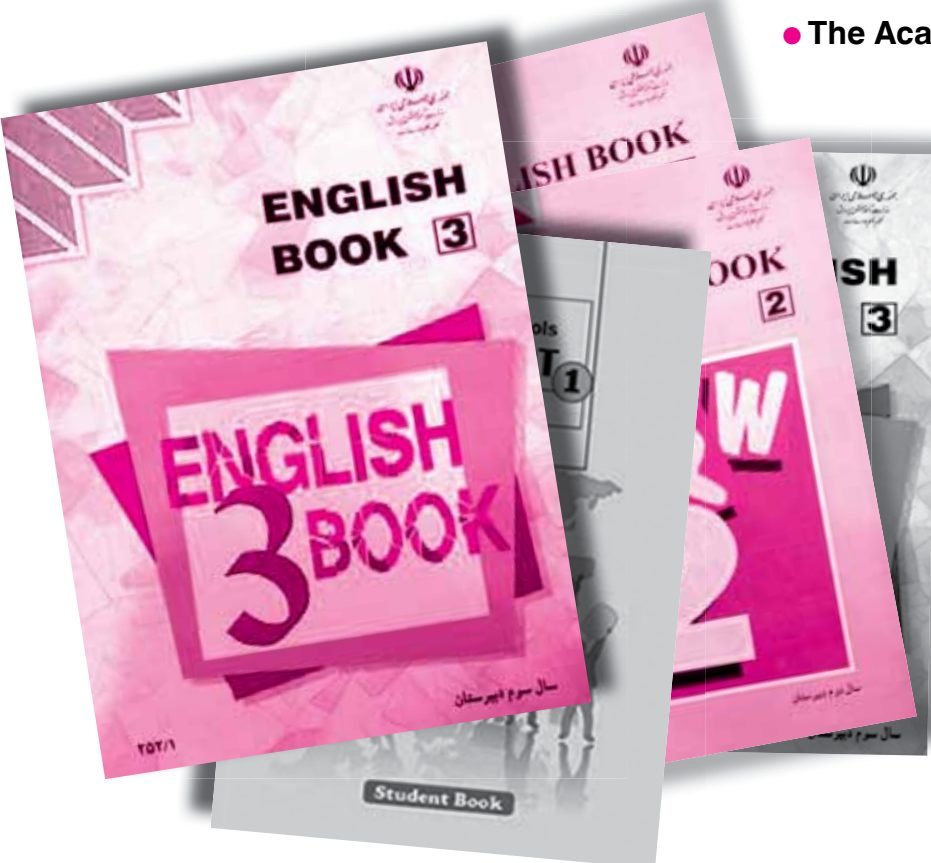
English. This is the Academic Word List, consisting of 570 word families that are not in the most frequent 2,000 words, but they occur regularly in a variety of academic texts. It means that the knowledge of the words in this list will be beneficial for students in various fields such as humanities, science or commerce. Academic Word List is not limited to a particular discipline. Some have referred to it as sub-technical vocabulary because it does not encompass technical words but rather some formal vocabulary.

Bogaards and Laufer (2004) propose that for students who study English as a second or foreign language in senior high school, teaching material should be based on the Academic Word List rather than British national corpus. As stated by them,

Coxhead's Academic Word List is of specific prominence for university students and knowledge of this word list along with 2,000 most frequent word families, will provide them control over 85% of the words that they will face in reading an academic text in English. They continue with saying that, although AWL word families are not frequently encountered in language in general, they are proven to be frequent in academic text genres, and knowledge over them can be a solution to the problem of acquiring the second language lexicon. Bogaards and Laufer (2004) consider that, knowledge of AWL, along with 1,000 and 2,000 high frequency words, provides the learners with control over 90% of words in academic texts.

● The Academic Word List (AWL)

According to Coxhead and Byrd (2007) the Academic Word List (Coxhead, 2000) was made by considering the frequency and range of words across the university subject areas of Humanities, Science, Commerce and Law. It contains 570 word families that are not technical words of a particular field but are frequent and of wide range in a wide variety of academic texts across many disciplinary areas and covers essential vocabulary for students who are in high school and



range of occurrence of words have on vocabulary learning (Laufer, 2003). Here lies the importance of textbooks and what they offer the learners. As stated by Richards (2001) in some situations, textbooks provide the source content of the lessons and exercises which students practice in the classroom making them the key factor providing exposure to the language along with the input provided by the teacher.

Given that English is being taught as a foreign language in Iran and textbooks can at times be the only source of input for some students, besides considering the importance of having a sufficient knowledge of academic words, this study investigates the opportunity for learning the words in the academic word list in a set of educational textbooks intended for high school students in Iran.

Review of the Related Literature

The dominant role of vocabulary knowledge in both first and second language reading comprehension has been proven prominent (Zhang, 2008). Besides, Nation (2001) indicates that learning vocabulary must occur in context and it doesn't happen by planning but the vocabulary should occur in texts and tasks and themes to be

learnt. According to Laufer (1997) without adequate knowledge of the vocabulary of the text, comprehension of the text will be impossible in both native and foreign language. She refers to reading as a psycholinguistic guessing game in which we must guess the words right to accomplish it.

Academic vocabulary includes the words that are critical to understanding concepts taught in school. Academic vocabulary focuses on specialized words. Our academic

Coxhead (2000) recommends to learners who have already gained control over the 2,000 high frequency words, to think about the use of English they are considering and if they intend to advance their studies at university, consider learning the academic vocabulary which will be more beneficial instead of learning higher frequency words

vocabularies consist of words that are quite different from those words we learned from our everyday interactions, through media, or just our daily lives. Academic vocabulary is concerned with the words associated with the content knowledge. Within every discipline there is a specific set of words representing concepts and processes of that content area, which

are conceptually more complex than everyday language making them pretty difficult to learn for second language learners. Learners' knowledge of academic vocabulary, relates to their academic success. In academic settings learners are expected to cope with many unfamiliar words in the course of their studies. There is a specialized vocabulary list for second language learners aiming to do academic study in

Introduction

As students progress through school, academic vocabulary becomes increasingly important. According to Nation (2001) for those students who want to do an academic study in English, learning academic vocabulary must be a high priority objective. Once learners acquire the academic vocabulary in addition to the 2,000 high frequency words, they will have control over 90% of the running words which academic texts cover (Nation, 2001). Success in school is dependent on academic achievement. As for students the textbook remains an essential tool for learning, without their capacity to read and understand the required texts from various disciplines, they will experience failure. For instance, Nation and Coady

(1988, cited in O'loughlin, 2012) have reported the major impact of students' vocabulary knowledge on their reading comprehension. In addition Laufer and Nation (1995), have reported crucial associations that exist between learners vocabulary size and their writing quality. Staehr (2009) too reports a significant correlation between vocabulary knowledge and listening comprehension among advanced Danish learners of English.

First language and second language vocabulary growth are different. In first language learning, most words are learned incidentally through repeated encounters in context. On the other hand, when it comes to second language learning, the limited amount of input reduces the impact that the frequency and

In teaching vocabulary, recreating the contexts in which words are used in settings and situations which the learner is more likely to encounter, is necessary



Academic Word List Frequency: A Corpus-based Analysis of High School ELT Coursebooks in Iran



Classroom
Techniques

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چکیده

با توجه به نقش مهم شناخت واژگان در تسلط بر زبان، تسلط کامل نداشتن به لغات آکادمیک یکی از مشکلات اصلی فارغ‌التحصیلان دوره دبیرستان در ایران است. مشکل در درک مطلب و یادگیری متون دانشگاهی، و همچنین مشکلاتی که آن‌ها در گذار از محاوره غیر رسمی به مباحث آکادمیک با آن مواجه می‌شوند تا حدودی به علت نداشتن دانش کافی درباره لغات آکادمیک است. مطالعه حاضر با در نظر گرفتن این نکته که برای اکثر این دانش‌آموزان، کتاب درسی منبع اصلی یادگیری است، مطالعه حاضر در نظر دارد واژگان ارائه شده در کتاب‌های زبان انگلیسی دوره دبیرستان را با توجه به لغات آکادمیک بررسی کند. نرم‌افزار استفاده شده در این مطالعه «برنامه رینج» است. نتایج تجزیه و تحلیل داده‌های کیفی نشان می‌دهد که در کتاب‌های مورد بررسی، تنها ۳۵ لغت در سال‌های اول و دوم، ۷۸ لغت آکادمیک در سال سوم و در نهایت ۱۸۶ لغت در دوره پیش‌دانشگاهی می‌توانند در یادگیری نقش ایفا کنند. از لحاظ درصد، این کتاب‌ها طی چهار سال تنها ۲۶.۷۱ درصد از واژگان آکادمیک را دربرمی‌گیرند. این نشان می‌دهد که کتاب‌های مورد مطالعه از لحاظ واژگان آکادمیک مورد نیاز دانش‌آموزان و دانشجویان بسیار محدودند.

کلیدواژه‌ها: فهرست واژگان آکادمیک، کتاب‌های آموزش زبان انگلیسی، پوشش واژگان آکادمیک، آموزش زبان انگلیسی در دبیرستان

Abstract

Considering the important role of vocabulary in language proficiency, the influence of limited academic vocabulary has been a major source of difficulty for most high school graduates in Iran. Problems related to reading comprehension and learning from academic texts, and the difficulties they face in transitioning from an informal register to an academic register are to a certain extent related to the lack of sufficient academic words knowledge. Given that for most of these students the school textbook is the primary source of learning material, the present study aims to compare the vocabulary input of English language coursebooks used in Iranian high schools against Academic Word List (Coxhead, 2000). The computer software used for the study was Range program with AWL list (Nation & Heatley, 2007). The results of qualitative data analysis revealed that textbooks under investigation contribute to learning as little as 32 and 35 academic words in English 1 and English 2, 78 academic words in English 3 and finally 186 academic words in pre-university textbook. Considering percentage, academic words account for somewhere between 0.72% to 4.26% of the total number of words in the textbooks, offering coverage of approximately 26.71% of the Academic Word List. This suggests that the textbooks under investigation, lack the sufficient academic vocabulary that is believed to be necessary for high school and university students.

Key Words: The Academic Word List (AWL); AWL coverage, ELT coursebooks, high school ELT