

## Vocabulary Exposure to Islamic Institute Students Through an EFL Coursebook

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ARTICLE INFO	ABSTRACT
<p><b>Article History:</b> Received: November 24, 2021 Revised: January 19, 2022 Accepted: March 13, 2022</p> <p><b>Keyword:</b> vocabulary; vocabulary exposure; vocabulary learning; EFL; coursebooks</p>	<p>The importance of vocabulary education in second and foreign language learning cannot be overstated. Teachers face a complex problem in teaching vocabulary because the English language contains hundreds of thousands of words, making it difficult to determine what to teach first. During their first semester at IAIN Ponorogo, students are exposed to English terminology by using a textbook required for English classes. The research aims to answer the following questions. They are 1) what are the coursebook's token types and sizes? (2) how many tokens, types, and word families are introduced in the coursebook? (3) what are the coursebook's vocabulary demands? (3) what vocabulary learning opportunities are offered in the coursebook? This study employed a corpus-based approach, and the analysis was carried out using RANGE, computer software. According to the findings, language learners who followed the coursebook were exposed to about 1,164-word families. Language learners need more vocabulary exposure from other sources to supplement the Nation's recommendation of focusing on the 2,000 most commonly used words.</p>
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**How to Cite:**

Kirana, Dhinuk. "Vocabulary Exposure to Islamic Institute Students Through an EFL Coursebook". *Cendekia: Jurnal Kependidikan dan Kemasyarakatan*, 20 No. 1 (2022): 46-57.  
<https://doi.org/10.21154/cendekia.v1i1.3506>

## INTRODUCTION

Acquiring vocabulary is one of the most critical aspects of learning English as a Second or Foreign Language. The success of teaching and learning second and foreign languages depends on the ability to teach vocabulary. Since there are hundreds of thousands of words in the English language, teachers consider what to teach their students first and foremost while teaching vocabulary. Teachers consider vocabulary instruction to be a challenging task. Teachers must prioritize what they teach their students before moving on to more complicated topics because English contains hundreds of thousands of words. Even though the average native speaker uses roughly 5,000 words per day in daily conversation, the need to pick what to teach, precisely based on the usefulness and frequency for the students' needs, in particular, is significant.<sup>1</sup> After teachers have selected what to teach, the next stage determines what pupils need to know about the topics.

Language students require a dictionary and a list of words rather than a grammar book. Students typically grasp the value of vocabulary in their language learning intuitively. "Learners carry along with dictionaries, not grammar books," Schmitt observed.<sup>2</sup> Learning vocabulary aids pupils in comprehending and communicating in English with others. It isn't to say that grammar isn't essential. Grammar is necessary, but the vocabulary is more important to grasp first. Language usage allows for expanding vocabulary knowledge, and language use allow for expanding vocabulary knowledge. Knowledge of the world allows for expanding vocabulary knowledge and language use, and so on.<sup>3</sup>

Commercially published coursebooks have long been the principal source of resources for students in many institutions and English courses. Foreign language students participate in language classes to enhance their English skills. The coursebook is one of the most crucial components.<sup>4</sup> Coursebooks have replaced textbooks as the principal teaching instrument in second and foreign language schools. For institutions and teachers to pick from, several publishers and publishing houses produce a variety of course books. Selecting the most acceptable course books to receive appropriate resources is not a simple task. Institutions and teachers must pay greater attention to the input distribution to learners, regardless of the most recent release, the beautiful covers, and the colorful pages. It's vital to ensure students can keep up with the rate at which new vocabulary is presented in the coursebooks and that the rate isn't too high or too low for them.

The Interchange 1 coursebook, written by Jack C. Richards, Jonathan Hull, and Susan Proctor and published by Cambridge University Press,<sup>5</sup> was chosen because students use it in the first semester at the State Islamic Institute of Ponorogo's English and other majors.

<sup>1</sup> Dale Brown, "What Aspects of Vocabulary Knowledge Do Textbooks Give Attention To?," *Language Teaching Research* 15, no. 1 (2011): 83-97.

<sup>2</sup> Norbert Schmitt, "Size and Depth of Vocabulary Knowledge: What the Research Shows," *Language Learning* 64, no. 4 (2014): 913-51.

<sup>3</sup> Laurie Bauer and Paul Nation, "Word Families," *International Journal of Lexicography* 6, no. 4 (1993): 253-79.

<sup>4</sup> Jack C. Richards, *The Role of Textbooks in a Language Program* (Cambridge: University Press Cambridge, 2001).

<sup>5</sup> Jack C. Richards, Jonathan Hull, and Susan Proctor, *Interchange: English for International Communication 1: Student's Book*, 4th ed. (Cambridge: Cambridge University Press, 2013).

The coursebook is required for the English Intensive Course in the first semester. Interchange 1, the fourth iteration, is a thorough overhaul of the previous edition. It is primarily recognized as the most popular adult and young adult English learning series globally.

Interchange Level 1 expands on the components learned in Intro level in terms of grammatical, lexical, and analytic abilities to provide accurate and fluent communication. The Student's Book includes 16 instructional units, progress checks, additional Interchange exercises, and grammar plus section that includes additional grammatical explanations and practice. The criteria governing the number of words introduced in the coursebook, both by unit and lesson, are being examined in light of the recent coursebook issue about input distribution. Are the pupils able to keep up with the introduction of terminology from the coursebook? Is that figure much higher or lower than the pupils' abilities? We can now choose which input to include in the course materials and how much of it to incorporate. Corpus studies and vocabulary research have produced fascinating and credible quantitative and qualitative evidence on vocabulary development.

There is no reason to settle for anything less than high-quality educational materials in today's world. The current research addresses the following questions based on the study's background. They are (1) what is the number of tokens, kinds, and word families covered in the textbook? (2) what are the vocabulary requirements in the coursebook? (3) what opportunities does the coursebook offer for learning vocabulary? This study aims to determine the vocabulary learning chances available to students in the EFL textbook Interchange 1 from tokens, kinds, and lemmas, emphasizing vocabulary learning opportunities provided in the coursebook. The analysis's pedagogical and practical implications will benefit teachers, language learners, institutions, and creators of EFL teaching materials.

## RESEARCH METHOD

Interchange 1 was chosen as the coursebook for the analysis.<sup>6</sup> The coursebook was chosen since it is required and explicitly utilized at Tarbiyah Faculty for English language learners seeking undergraduate degrees in English and other majors. The coursebook used for the first semester of the English Intensive Course is the student's book. Only Book A Level 1 is used in the English Intensive Course. Interchange 1 Fourth Edition is a four-level series for adult and young adult English learners spanning from beginner to high-intermediate. Units 1-16, the first part of the Student's Book, progress checks, additional Interchange exercises, grammar, and a section with more grammar explanations and practice are included in Student's Book A, Level 1. The study will look at the vocabulary size to see if a textbook has input that is more than 2,000-3,000 words and the frequency distribution and vocabulary distribution.

This study employed a corpus-based approach, and the analysis was carried out using RANGE.<sup>7</sup> This computer software allows researchers to calculate the number of words in a

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<sup>6</sup> Richards, Hull, and Proctor.

<sup>7</sup> Paul Nation and A. Coxhead, "Range and Frequency: Programs for Windows Based PCs," *Computer*

text and their frequency of occurrence (certain words frequently appear in a text) and frequency of occurrence. Prof. Paul Nation created the RANGE software, Emeritus Professor in Applied Linguistics and Applied Language Studies at Victoria University of Wellington in New Zealand.<sup>8</sup> Range software compares the vocabulary of multiple text files or a single massive corpus simultaneously to see how much similar vocabulary they use and how frequently the words appear in total and in each file.

The BNC 1<sup>st</sup> to 20<sup>th</sup> 1,000<sup>9</sup> identified word families, and the AWL comprises 570-word families.<sup>10</sup> The 1,000 most frequent words in English are represented by list one (hereinafter L1), the 2,000 most frequent words in English are represented by list two (hereinafter L2), and the 3,000 most frequent words in English are represented by list three (hereinafter L3).<sup>11</sup> This material was gathered using Michael West's Unpublished Memoirs of 1953<sup>12</sup> and Akademik Coxhead's Unpublished Memoirs of 1953,<sup>13</sup> "Every word form in a spoken or written text that is counted for each word" is how the token is defined.<sup>14</sup> These figures will give teachers and institutions data on the amount of raw input provided by the coursebook to pupils. Researcher counts a type when we find the same form more than once and don't count it again. Plurals or -ing forms are enough to categorize such forms as different words if we use the type as a quantification unit. Book/books and walk/walking, for example, are recognized as two separate nouns.

The base form of a word, inflected forms, and derivative forms created by affixes make up a word family.<sup>15</sup> If a learner learns both the base word and the affix, the base word and its inflected versions have the same basic meaning and can be considered learned words. Tokens, kinds, and families are the three items recognized by the application. As a result, the type category counts terms like car and cars as two words, and class and classroom are counted as the same word in families. We focus on the coursebook's tokens, kinds, word families, and vocabulary learning possibilities.

## RESULT AND DISCUSSION

How many words do language learners need to acquire to communicate the same way that native speakers do? To provide language learners a sense of how many words language learners need to know, English teachers and instructions may consider the size of native speakers' vocabulary. These figures will be even more critical for students who wish to study

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*Software Instructions, Wellington, NZ: School of Linguistics and Applied Language Studies, Victoria University, 2002.*

<sup>8</sup> Nation and Coxhead.

<sup>9</sup> Geoffrey Neil Leech, "100 Million Words of English: The British National Corpus (BNC)," *Language Research* 28, no. 1 (1992).

<sup>10</sup> Leech.

<sup>11</sup> Averil Coxhead, "A New Academic Word List," *TESOL Quarterly* 34, no. 2 (2000): 213-38.

<sup>12</sup> Michael West, "A General Service List of English Words with Semantic Frequencies and a Supplementary Word-List for the Writing of Popular Science and Technology" (Longmans, Green & Company, 1953).

<sup>13</sup> Averil Coxhead, *An Academic Word List*, vol. 18 (School of Linguistics and Applied Language Studies, Victoria University of Wellington, 1998).

<sup>14</sup> David Hirsh and Paul Nation, "What Vocabulary Size Is Needed to Read Unsimplified Texts for Pleasure?," *Reading in a Foreign Language* 8, no. 2 (1992): 689-96.

<sup>15</sup> Hirsh and Nation.

abroad and interact with native speakers. A natural speaker with a university diploma has a vocabulary of approximately 20,000-word families.<sup>16</sup> There are likely to be many variations in these numbers between people. These statistics do not include proper names, compound terms, acronyms, and foreign words.

Although English has approximately 54,000-word families, and educated adult native speakers only know about 20,000 of them, a far smaller amount of words, perhaps 3,000 to 5,000-word families, is required to give a foundation for comprehension. A smaller number of about 2,000 to 3,000 can be used for productive use in speech and writing. A 2,000 to 3,000 words vocabulary is a decent starting point for language use.

Many EFL learners in Indonesia, according to a study, do not have a large enough vocabulary to perform effectively in an English language environment.<sup>17</sup> Students require greater language exposure than what is already provided in textbooks. Students will not be able to understand or respond to those who speak English if they do not have a sufficient vocabulary. Researchers and teachers never forget the renowned and influential statement, "Although very little can be conveyed without grammar, nothing can be conveyed without vocabulary."<sup>18</sup> It is a good compromise. Learners will be unable to comprehend, let alone produce, language if they lack vocabulary. The building blocks of language are thought to be vocabulary. Educators and academics consider vocabulary knowledge the most essential component of genuine communication.<sup>19</sup>

Determining the level of vocabulary required for second language reading has attracted researchers' curiosity. According to a study by Hwang and Nation, L2 readers can recognize 84 percent of words in various types of authentic literature if they know the 2,000 most common word families.<sup>20</sup> Knowing the most commonly used 2,000 words will equip university EFL students to communicate effectively in both spoken and written forms.<sup>21</sup>

We may thus infer that the answer to the question "How much vocabulary does a second language learner require?" is that the learner requires a working knowledge of the language's 3,000 or so high-frequency words.<sup>22</sup> These are the most important numbers right now. Once the learner has mastered these 3,000 high-frequency words, they can go to other vocabularies. According to Nation, after the 3,000 high-frequency words have been taught, the teacher's next focus should be on helping students build skills for comprehending and learning the language's low-frequency terms.<sup>23</sup> Now we may set a goal vocabulary of at least 3,000 high-frequency terms for language learners to study in the first place.

<sup>16</sup> Robin Goulden, Paul Nation, and John Read, "How Large Can a Receptive Vocabulary Be?," *Applied Linguistics* 11, no. 4 (1990): 341-63.

<sup>17</sup> Ari Nurweni and John Read, "The English Vocabulary Knowledge of Indonesian University Students," *English for Specific Purposes* 18, no. 2 (1999): 161-75.

<sup>18</sup> David Arthur Wilkins, *Linguistics in Language Teaching*, vol. 111 (London: Edward Arnold London, 1972), 111-12.

<sup>19</sup> James Milton, "Measuring Second Language Vocabulary Acquisition," in *Measuring Second Language Vocabulary Acquisition*, vol. 45 (Multilingual Matters, 2009).

<sup>20</sup> Lee-Feng Chien, Rem-Yuan Lyu et al., "Golden Mandarin (III)—A User-Adaptive Prosodic-Segment-Based Mandarin Dictation Machine for Chinese Language with Very Large Vocabulary," 1995, 57-60.

<sup>21</sup> Norbert Schmitt, *Researching Vocabulary: A Vocabulary Research Manual* (New York: Springer, 2010).

<sup>22</sup> Goulden, Nation, and Read, "How Large Can a Receptive Vocabulary Be?"

<sup>23</sup> Goulden, Nation, and Read.

Vocabulary is crucial when studying a first, second, or foreign language. Understanding vocabulary is widely considered the most crucial component of learning a language. Schmitt defines vocabulary as the set of words that a single person knows and uses inside a language.<sup>24</sup> Specific terms are widely employed while dealing with vocabulary learning. Students must first learn the token (s), type (s), and word family to acquire a better knowledge of vocabulary (ies).<sup>25</sup>

Each occurrence of each word in a spoken or written text is counted as a token.<sup>26</sup> These figures will provide information to teachers and institutions on the amount of raw input that a coursebook provides to students. When we find the same form multiple times and don't count it again, we count it as a type. Plurals or -ing forms are sufficient to survey those forms as different words if we use the type as the quantification unit. Stamps/stamps and talk/talking, for example, are recognized as two separate terms. Yet, if a pupil has learned to stamp, we can guarantee they also know stamps. The base form of a word and its inflected forms and derived forms generated from affixes make up a word family.<sup>27</sup> The concept is that if a learner understands both the base word and the affix, a base word, and its inflected versions have the same basic meaning and can be termed learned words.

Tokens, types, and families are the three different categories that the program identifies. As a result, expressions like room and rooms are counted as two words by the type category, and bed and bedroom are counted as the same word in families. We primarily concentrate on the coursebook's tokens, types, lemmas, and vocabulary learning possibilities.

Consider the following scenario:

*'The monkey loves the banana.'*

In the previous example, there were five separate terms. As a result, there were five tokens in the statement. The number of different words in a text is counted using tokens (s). By learning how to count tokens, language learners can find out how many words they use in their passages or essays or how many tokens make up a given corpus. The type is the next crucial term to grasp. When it comes to the type (s) of words in the passage or essay, the number of different words in the sentence counts rather than the number of independent words throughout the passage or essay. Because the word 'the' appears twice in the sentence, we can see that there were four types of words in the preceding example, although there were five tokens:

*'The monkey loves the banana.'*

The term 'lemma (s)' refers to the head or root of a word and its inflections, but the

<sup>24</sup> Hilde Van Zeeland and Norbert Schmitt, "Incidental Vocabulary Acquisition through L2 Listening: A Dimensions Approach," *System* 41, no. 3 (2013): 609-24.

<sup>25</sup> Schmitt, *Researching Vocabulary*.

<sup>26</sup> Ian SP Nation, *Learning Vocabulary in Another Language* (Cambridge: Cambridge University Press, 2022).

<sup>27</sup> Hirsh and Nation, "What Vocabulary Size Is Needed to Read Unsimplified Texts for Pleasure?"

word's part of speech cannot be modified. In English, the term "entertain" would include "entertains," "entertaining," and "entertained," but "entertainment" is a noun, not a verb, and so does not belong in its lemma. The root word and its inflections and derivatives are usually concluded by word family, independent of their part of speech.<sup>28</sup>

The words "entertain," "entertaining," "entertained," and "entertainment" are all related to the word "entertain." When measuring the extent of a language learner's vocabulary, count the sorts of words they know rather than repetition. A learner's ability to form words is more significant than the repetitions they utilize in communicating. It agrees with Moghadam, Zainal, and Ghaderpour,<sup>29</sup> who argued that types are more relevant than tokens when measuring a second language learner's vocabulary size. They show how many words the learner can produce regardless of repeats.

According to Nation, creating the word lists represented the higher frequency end of a learner's vocabulary.<sup>30</sup> It is considered that both native and non-native speakers learn vocabulary in the order of its range and frequency. Low-frequency and narrow-range words are often learned first, followed by high-frequency and broad-range words. It is supported by evidence. According to Read and Laufer et al., students' scores on the Vocabulary Levels Test and similar examinations fell from higher to lower frequency levels.<sup>31 32</sup>

However, employing frequency lists in this test has significant drawbacks. The BNC was initially produced in the following ways. According to Nation<sup>33</sup>: British, formal, and adult, which determines the distribution of words in the lists. The first 1,000 words, for example, include words like commission, committee, invest, and labor, but the second 1,000 words include words like a crown, chamber, parliament, party, and Victorian, all of which indicate the corpus's nature. Words like hullo, goodbye, pal, and dammit appear in the fourth 1,000-word families because spoken language accounts for only 10% of the BNC.

Several words familiar to very young native speakers emerge late in the lists. The first 2,000-word families contain a reasonable amount of words that would not be found in courses for young English learners. A collection of lemmas from the BNC was utilized to produce the 1,000 vocabulary terms. As a result, the data utilized to classify the words into lists is based on lemmas rather than word families in terms of range, frequency, and dispersion. The abbreviate word family members include abbreviate, abbreviates, abbreviated, abbreviating, abbreviation, and abbreviations.

Vocabulary is perhaps the most crucial part of language teaching and learning when optimizing foreign language acquisition. Many challenges arise when teaching English as a

<sup>28</sup> Van Zeeland and Schmitt, "Incidental Vocabulary Acquisition through L2 Listening."

<sup>29</sup> Soodeh Hamzehlou Moghadam, Zaidah Zainal, and Mahsa Ghaderpour, "A Review on the Important Role of Vocabulary Knowledge in Reading Comprehension Performance," *Procedia-Social and Behavioral Sciences* 66 (2012): 555-63.

<sup>30</sup> Paul Nation, "Language Education-Vocabulary," *Encyclopedia of Language and Linguistics* 6 (2006): 494-99.

<sup>31</sup> Batia Laufer, Paul Meara, and Paul Nation, "Ten Best Ideas for Teaching Vocabulary," *The Japan Association for Language Teaching* 29, no. 7 (2005): 200.

<sup>32</sup> John Read, "Measuring the Vocabulary Knowledge of Second Language Learners," *RELC Journal* 19, no. 2 (1988): 12-25.

<sup>33</sup> I. S. P. Nation, "A Study of the Most Frequent Word Families in the British National Corpus," *Vocabulary in a Second Language: Selection, Acquisition, and Testing* 10 (2004): 3-13.

second language, but necessary course books and materials. In the course texts and materials, vocabulary plays a vital part. The essential components for a language learning course are contained in a coursebook. Coursebooks serve an essential part of English language teaching and learning. They are a valuable resource for teachers, instructors, and students.

In English as a Foreign Language (EFL) learning, a coursebook can be thought of as a container of information. Thornbury, a vocabulary specialist who has investigated the relationship between textbooks and vocabulary, views the coursebook as a source of words.<sup>34</sup> Furthermore, analyzing language instruction coursebooks is an essential step toward improving EFL education (English as a Foreign Language). The coursebook is an essential resource for EFL teaching and learning and a container for vocabulary input.<sup>35</sup>

The coursebook should be prepared before beginning the teaching and learning process. This choice is necessary to increase student engagement and positively impact learning. On the other hand, according to O'Loughlin, little research has been done into the terminology offered in textbooks.<sup>36</sup> According to some research, the vocabulary presented in textbooks is highly biased toward low-frequency words.<sup>37</sup> Other research has indicated that even when high-frequency terms are covered in coursebooks, language learners only have a few opportunities to encounter words that are more than 2,000 words long.<sup>38</sup> The activities supplied to language learners to help the vocabulary learning process should focus on the course books chosen for teaching and learning.

Language learners must expand their vocabulary to communicate effectively in a foreign language. It is critical to have a large vocabulary to understand written and spoken communication. In addition, to support the first 2,000 words, the following level requires the acquisition of 1,000 additional vocabularies. To manage authentic texts at the tertiary level, 3,000 words are required.<sup>39</sup> Including all 3,000 vocabularies in the teaching materials or coursebook simultaneously is unfeasible. As a result, students and teachers will benefit from selecting course books that allow language learners to learn those 3,000 words.

How many tokens, kinds, and word families are introduced in the coursebook? According to the results, there were 36,827 tokens in total. The 36,827 running words would have been exposed to a student who read the complete coursebook. There were four types of word lists in these running words: word list one, word list two, word list three, and not in the list. There were 3,080 kinds in the entire course book, divided into 1,164-word families.

There were 1,287 different types of Word List One in the coursebook, accounting for 41.8 percent of the total types. Article A, for example, appears 1,440 times throughout the coursebook. Article A is used before singular, countable nouns beginning with consonant

<sup>34</sup> Scott Thornbury, *How to Teach Vocabulary* (Essex: Pearson Education Limited, 2002).

<sup>35</sup> James Milton and Thomaï Alexiou, "Vocabulary Input, Vocabulary Uptake and Approaches to Language Teaching," *The Language Learning Journal* 40, no. 1 (2012): 1-15.

<sup>36</sup> Richard O'Loughlin, "Tuning in to Vocabulary Frequency in Coursebooks," *RELC Journal* 43, no. 2 (2012): 255-69.

<sup>37</sup> Mark Davies and Timothy L. Face, "Vocabulary Coverage in Spanish Textbooks: How Representative Is It," in *Selected Proceedings of the 9th Hispanic Linguistics Symposium* (Citeseer, 2006), 132-43.

<sup>38</sup> Don Miller, "ESL Reading Textbooks vs. University Textbooks: Are We Giving Our Students the Input They May Need?," *Journal of English for Academic Purposes* 10, no. 1 (2011): 32-46.

<sup>39</sup> Nation, *Learning Vocabulary in Another Language*, 200.



sounds. Wordlist one has 30,288 tokens, accounting for 82.2 percent of all running words. The first 1,000 most commonly used words make up word list one. The second 1,000 most often used terms were represented by 2,629 tokens, accounting for around 7.1 percent of all the words in the coursebook. The third-word list contained 634 tokens, or 1.7 percent of all running words in the coursebook. Furthermore, 3,276 tokens (about 8.9%) are from word list four (not in the list).

The 2,629 tokens belong to Word List Two.<sup>40</sup> It is approximately 7.1% of all the tokens found in the coursebook. Among 2,629 tokens, there were 483 types and made up 276-word families. There were 634 tokens from word list three, or approximately 1.7 % of the whole running words. The word list three is the third 1,000 most frequently used words. 133 types of the third 1,000 most frequently used words or about 4.3% of all the words found in the coursebook. The word list three were about 98-word families.

The third 1,000 most commonly used words are on the base list three. As a result, the categories were less commonly used or regarded as difficult words. For instance, change, adapt, appropriate, challenge, environment, and so on. Wordlist 4 or Not in the List is a word list that does not include the first through third 1,000 most common terms. It's a collection of words that don't appear in the first, second, or third-word lists. This list may include proper nouns, acronyms, abbreviations, alternate spelling, letters with numbers, exclamations, errors, and non-English terms less common than the 14,000-word level.

Many proper nouns from the coursebook were used in Not in the list, including names of specific brands, books, or things: *INTERCHANGE*, *FACEBOOK*, etc.; names of people: *ADAM*, *ADAMS*, *AKIRA*, etc.; names of countries: *AMERICA*, *ARAB*, *ARGENTINA*, etc.; and names of specific places, oceans, or cities: *AMAZON*, *ARCTIC*, *ATLANTIC*, etc. List 4 featured acronyms such as *ER* (Emergency Room), *ETC* (et cetera), *LA* (Los Angeles), *TV* (Television), and so on.

What do the coursebook's vocabulary requirements entail? A total of 32 917 tokens or running words were included in the coursebook. When the number of word families is fewer than 2,000, the tokens, on the other hand, are useless. Due to the research, the overall number of word families in the coursebook was 1,066. It signifies that 934-word families had not yet been exposed. In presenting the first 1,000 most commonly used words, the coursebook employed 82.2 percent of the total running words. Additional materials, such as substantial reading, can help pupils learn the remaining 17.8% of the first 1,000-word families.

The coursebook's vocabulary requirement, according to the data, was roughly 1,066-word families. Language learners who plan to use this coursebook should have a vocabulary of around the first 1,000 most frequently used words. The coursebook exposed them to 730-word families from the first 1,000 most frequently used words and around 336-word families from the second 1,000 most frequently used words. Language learners who do not have a minimal vocabulary of about the first 1,000 most often used terms will have difficulty understanding the lessons in the coursebook.

What opportunities does the coursebook offer for vocabulary learning? Language

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<sup>40</sup> Coxhead, *An Academic Word List*.

learners who follow the course book's instructions will be able to study around 1,164-word families. The exposure to the top 2,000 English terms was still insufficient. Around 836-word families remained to be improved. It left the language students with about 836-word families to work with. If language learners were not given additional exposure to the target vocabulary, the exposure provided by the coursebook would be insufficient. The language student who follows the coursebook has insufficient exposure to the most common 2,000 words in English, according to the analysis, because the coursebook only offered 1,164-word families out of 2,000-word families. With 730-word families from the coursebook's first 1,000 most frequently used words, instructors or teachers will need to add roughly 270-word families from the first 1,000 most frequently used words. The coursebook also includes 336-word families from the second 1,000 most common terms. Apart from the coursebook, it left 664-word families from the second 1,000 most commonly used terms, which can be added from the extensive contents as extra materials.

The coursebook introduces students to the most common 2,000 words grouped into 1,164-word families.<sup>41</sup> Around 836-word families were left to look into further. The coursebook's strength is that it presents roughly 98-word families from the third 1,000 most commonly used terms to help language learners learn less frequently used vocabulary. Other materials will need to be added to the coursebook to fill in the gaps in vocabulary exposure that the coursebook does not cover.

## CONCLUSION

There are around 36,825 tokens or running words exposed to the vocabulary across the complete units of the coursebook under inquiry. Language learners who read all of the lessons were exposed to 36,825 running words. The vocabulary from the first list (1,000 regularly used terms) is represented by 82.2 percent of the vocabulary in the coursebook. The vocabulary from the second list is represented by 7.1 percent (1,000 seconds of most frequently used words). There are 1,164-word families associated with textbooks.

Furthermore, the vocabulary provided in the textbook is made up of approximately 1,164-word families drawn from the top 2,000 most popular words. The coursebook contains approximately 30,288 tokens listed in the first 1,000 words, accounting for 82.2 percent of the running words. The results also revealed a total of 3,080 different types of vocabulary exposure. This coursebook also included 1.7 percent of the word list 3 (the third 1,000 most common words) or approximately 98-word families. Language learners who followed the coursebook would be exposed to approximately 1,164-word families. This vocabulary size was insufficient for exposure to the top 2,000 English words. It still needs to work on the 836-word families. Students are introduced to about 1,164-word families in the coursebook. It still leaves about 836-word families to study further. The current situation is that the study has substantial pedagogical implications for material authors and teachers who want to give language learners more vocabulary exposure. To achieve the Nation's goal of 2,000 most commonly occurring words, language learners will require more exposure to vocabulary from other sources or more resources. The most often occurring 2,000 words are

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<sup>41</sup> Richards, Hull, and Proctor, *Interchange*.

fundamental for any language use.

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