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Academic Word List: Coverage Range in Local/Global Textbooks and Exploring Effective Ways of Teaching and Testing of AWL

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Abstract

Coxhead's (2000) Academic Word List (AWL), consists of 570 word 'families', each including a headword (stem noun or verb forms) and other family members. This paper highlights the pedagogical value of the AWL, specifically applied in setting vocabulary goals for English for Academic Purposes (EAP) or English for Specific Purposes (ESP). What led the researchers to conduct this study was an aim to profile the presence of the AWL items in local (General English for Science and Engineering Students, 2010) and global (Active 4, 2008) EAP textbooks taught in Iran. The textbook corpus of these two books was analyzed using the concordance program which is a vocabulary analysis program. The chi-square value of 200.42 ($P = .000 < .05$) made it clear that a significant difference exists between the two books. The local textbook has used more words (Residual = 493.9) while the global book covered less AWL (Residual = -493.9). Our next purpose was to consider an aspect of this work that has been little researched: exploring some effective ways of teaching and testing of AWL in EAP textbooks to facilitate the pedagogical purposes. In conclusion, we found that the local book did much better than the global book in EFL context and we could come up with some suggestions on teaching and testing of AWL in textbooks. In addition, the results of this study would have important implications for textbook developers, material designers, EFL teachers and even EFL students to have a more cautious look at local books prepared in the context of their own country.

Key words: local/global textbook evaluation, AWL, General English for Science and Engineering Students, ACTIVE skills for reading

Introduction

Almost all English teachers who teach at the academic level would agree that having a good command of subject-specific vocabulary is an integral part of any course. The same is also true of learners of English, especially in the context of Iran. In an EFL (English as a Foreign Language) context, vocabulary teaching and learning have tended to be a crucial component of ELT pedagogy and testing systems. Vocabulary has been identified as one of the main problems for learners of English as a Foreign Language (EFL) as they are trying to read and write academic discourses (Shaw, 1991, cited in Vongpumivitch, Huang, & Chang 2009).

Acquiring a foreign lexicon is a daunting task for language learners, especially if the goal is to achieve high literacy in the foreign language (Cobb & Horst, 2002, cited in Chen & Ge, 2007). According to Shaw (1991) the most predominant language problem of non-native learners as well as native learners in academic reading and writing, is perceived to be vocabulary acquisition. Memorizing the whole dictionary has been a tempting goal for many language learners. This has even forced them to try a diversity of strategies and techniques, spending lots of money, and investing much time and effort. This insatiable desire had a considerable impact on EFL teachers and their teaching methodology.

As Vongpumivitch (2009) points out, yet, deciding which words are worth teaching has not been a simple matter. According to Li and Qian (2010), during the past years many different word lists like the General Service List (GSL) (West, 1953) which contains 2000 widely used word families in English, the Academic Word List (AWL) (Coxhead, 2000) which established a word list systematically based on computerized academic corpus, and finally word lists based on specific disciplines, e.g., medicine (Wang et al., 2008), engineering (Mudraya, 2006), and applied linguistics (Vongpumivitch et al., 2009) have emerged.

From among these wordlists, the one by Coxhead is the most well-regarded. Coxhead (2000) has created the Academic Word List (AWL) by compiling an academic corpus from four disciplines: Law, Arts, Commerce, and Science. Since then, research has shown that the AWL plays a significant role in academic writing (Vongpumivitch et al., 2009). Many researchers have based their studies on AWL from different perspectives. Some corpus-based lexical studies investigated frequency and distribution of Coxhead's AWL word families in different fields of study. For example Chen and Ge (2007) did a study on medical research articles. Also studies on the coverage rate of AWL across different course books have interested teachers, syllabus designers and course book developers.

Nonetheless, use of the AWL remains an under-researched area which needs more investigation in comparative studies, including comparing local and global textbooks to evaluate their effectiveness. This study is aimed at exploring the frequency and coverage of the AWL words in a local and global textbook taught in Iran to evaluate their effectiveness. The other concern of this study, which still needs more

investigation, is exploring some effective ways to teach and test AWL knowledge in EAP textbooks.

Review of Literature

The Role of Textbooks in the EFL/ESL Classroom:

As Hutchinson and Torres (1994:315) state, the textbook is an "almost universal element of ELT teaching". Every year, millions of these textbooks are sold around the world. Textbooks made such a great change that it seems a teaching-learning situation is not complete until it is accompanied with a relevant textbook. The authors add that although ELT textbooks have had such a significant impact on ELT, research on them has been neglected.

Azizifar, Koosha, and Lotfi (2009) consider textbooks as essential resources for teachers to aid students in the learning process of every subject, including English, which plays a rudimentary role in school instruction. They argue, in Iran, that most of the input and language practice received by learners is through textbooks. "For the EFL learners, the textbook becomes the major source of contact they have with the language, apart from the input provided by the teacher" (p.36).

McGrath (2002) believes that textbook evaluation is of an important value for the development and administration of language learning programs. Sheldon (1988) suggests that textbooks represent for both students and teachers the visible heart of any ELT program and also offers advantages for both of them when they are being used in the ESL/EFL classroom.

Ur (1996, cited in Kayapinar, 2009:69) states the advantages of course books as follows:

- a) they provide a clear framework which the teacher and the students know where they are going and what is coming next,
- b) mostly, they serve as a syllabus which includes a carefully planned and balanced selection of language content if it is followed systematically,
- c) they provide readymade texts and tasks with possible appropriate level for most of the class, which save time for the teacher,
- d) they are the cheapest way of providing learning material for each student,
- e) they are convenient packages whose components are bound in order,
- f) they are useful guides especially for inexperienced teachers who are occasionally unsure of their language knowledge,
- g) They provide autonomy that the students can use them to learn new material, review and monitor progress in order to be less teacher-dependent.

Many different views have been expressed by different scholars concerning textbooks. Some researchers (Allwright, 1981; Littlejohn, 1998; O'Neil, 1982) argue that textbooks are helpful tools which make learners achieve progress and success

in learning and also provide systematic and cohesive learning atmosphere. Nevertheless, some others (Basturkman, 1999; Byrd, 2001; Hutchinson & Torres, 1994; Tomlinson, 1998) consider textbooks superficial and not comprehensive in their coverage of language items which takes away creativity from the teachers by imposing the same syllabus format. McGrath (2006) states that textbooks dictate what should be taught to teachers and has an important influence on them. According to Ajayi (2005), textbooks are considered necessary tools for the instruction of language. However, not many studies have investigated their appropriateness concerning meeting teachers' and learners' needs and interests.

Vocabulary in a Second Language Learning Textbook:

Vocabulary knowledge is at the core of language learning. It is doubtful that anyone would disagree with the idea that it is very difficult to learn and use a language without a large base of vocabulary (Poupard, 2010). Text comprehension (in one's native language or foreign/second language) would be impossible without understanding the key words of a text. Though, one can search for meanings as encountered to the words.

The English vocabulary has a very important role in English learning. Nation (2001) states, an integral part of learners' general proficiency in second/foreign language (L2) concerns knowledge of vocabulary which is also necessary for successful communication. Many researchers have examined English learning or evaluated textbooks or curriculums, emphasizing on the vocabulary learnt by English learners (DeCarrico, 2001). To have a good understanding of English sentences, an excellent command of vocabulary is essential (Harmon, 1998, 2002; Rupley, Logan, & Nichols, 1999).

According to Nation (2001, cited in Hsu, 2009:45), words in non-fiction texts can be divided into four categories: "(1) high-frequency or general service vocabulary, (2) academic vocabulary (also called sub-technical or semi-technical vocabulary), (3) technical vocabulary, and (4) low-frequency vocabulary. High-frequency words refer to those basic general service English words which constitute the majority of all the running words in all types of writing".

In fact native speakers of a language have spent their entire lives building and learning their first language vocabularies, but a second language learner has a much more restricted time to learn the new words. This has made teachers and materials-developers more careful about what they include in their textbooks.

Vocabulary Knowledge and Reading Comprehension

It is believed that poor reading comprehension performance of EFL learners is related to different variables such as "good knowledge of vocabulary or grammar and/or familiarity with reading comprehension strategies" (Mehrpour & Rahimi, 2010:292).

According to Alderson (2000), there are two major categories of variables that affect reading comprehension performance of individuals: (1) *reader variables*, and (2) *text*

variables. The first group, reader variables, deals with internal factors of readers among which the most important one is the knowledge of the readers. The second category, text variables, deals with issues such as text content, text types and genre, text organization, sentence structure, and lexis.

Language comprehension is an extremely intricate process. As it is claimed (Davis, 1968; Kintsch & Rawson, 2005; Perfetti, 2007), it basically depends on the efficient recovery of word meaning. Furthermore, Chall (1987) argues that, this relationship is not one way, i.e. knowledge of vocabulary can be helpful in accelerating reading comprehension, and reading can lead to an improve in vocabulary knowledge. For example, it is demonstrated that an increase in knowledge of vocabulary can lead to a more efficient reading comprehension performance (Beck, Perfetti, & McKeown, 1982; Kameenui, Carnine, & Freschi, 1982; Stahl, 1983).

It is agreed by many scientists (e.g., Nation & Snowling, 1998; Nation, Marshall, & Snowling, 2001) that differences in comprehension ability of individuals depend to a great extent on a number of tasks which mainly are based upon meaning judgment or providing definitions. Matsuoka & Hirsh (2010) claim, there is a strong link between vocabulary knowledge and reading comprehension. Alderson and Freebody (1981) demonstrate that more than anything else (e.g. sentence variables such as grammatical complexity of sentences in a text or the ability to understand the main idea, knowledge of vocabulary can predict comprehension of individuals. Interestingly in a study done by Yorio (1971), L2 learners themselves said that their main problem in reading L2 authentic texts was lack of access to a wide range of vocabulary.

To sum up this section, all these studies observe the relationship and correlation between learners' general knowledge of vocabulary and their reading comprehension ability. What should be considered more with care is ways of teaching such vocabularies. It is argued (Tomeson & Aarnoutse, 1998; White, Graves, & Slater, 1990) that both intentional, explicit teaching of specific words and also implicit methods of teaching words can expand learners' vocabulary. That is to say, when teaching vocabulary, both explicit and implicit methods of vocabulary teaching must be utilized. Textbooks are wonderful sources of implicit vocabulary acquisition which must be prepared with much more care and attention to be of use to the learners.

Coxhead's Academic Word List

There is a very important specialized vocabulary for learners intending to pursue academic studies in English at the secondary and post-secondary levels. The Academic Word List, collected by Coxhead (2000), consists of 570 word families which occur frequently over a very wide range of academic texts with different subjects. These 570 words are classified into ten sublists based on word frequency and range, with 60 word families in sublist 1–9 respectively, and 30 word families in sublist 10. For instance a word like *analyze* falls into Sublist 1, which contains the most frequent words, while the word *adjacent* falls into Sublist 10 which includes the least frequent.

The AWL word families were screened out of Coxhead's corpus covering a wide range of subject disciplines for the reason that these word families were frequently used across a variety of scientific fields (Chen & Ge, 2007).

As Li and Qian (2010) point out, Coxhead's (2000) Academic Word List (AWL) was based on a corpus of 3.5 million words out of texts selected from academic journals and university textbooks in four main areas: arts, commerce, law and science. They continue the three main criteria used in developing the word families in the AWL include:

- "1) *specialized occurrence*, i.e., not included in the 2000 word families represented by West's (1953) General Service List (GSL)
- 2) *range*: a member of a family occurring 10 times or above in each of the four areas of the corpus and in more than half of the 28 subject areas
- 3) *frequency*: Members of a family occurring 100 times or above in the corpus."

Finally, 570 word families were selected which met these criteria. Each headword consists of a headword and some family members.

Coxhead (2000) also delineates the values and implications of AWL for teachers and learners. He claims that "it might be used to set vocabulary goals for EAP courses, construct relevant teaching materials, and help students focus on useful vocabulary items" (Coxhead, 2000: 227).

It is true that many studies have been done on AWL from many different aspects and also in many different fields of study. But few studies have investigated the frequency of AWL in ESP textbooks to evaluate their effectiveness in presenting the most valuable vocabulary needed for students. To fill this gap and attain a better understanding of perceived significance and performance of AWL among Iranian EAP textbook developers, the present study tried to investigate a lexical study on the word families from Coxhead's AWL and their coverage in a local and a global textbook. This study is also a response to the lack of studies done in the area of teaching, learning, and testing of AWL.

Hence this study poses the following research questions:

1. Is there any significant difference between the frequency of Coxhead's (2000) Academic Word List in a global and local EAP textbook used in universities in Iran?
2. What are some effective ways in teaching and testing of AWL in EAP textbooks?

Methodology

We adopted a corpus-based research approach to study the 570 academic word families from Coxhead's AWL in the EFL context of Iran and mainly with an emphasis on their frequency and coverage in a local and a global EAP textbook.

Instrument

Averil Coxhead's Academic Word List (2000)

One of the main instruments in this study was Coxhead's AWL (2000) which contains 10 contains 10 main sublists, with 60 word families in sublist 1–9 respectively, and 30 word families in sublist 10.

Concordance software

This program which after registration, was downloaded from <http://www.concordancesoftware.co.uk/>, is a very efficient software utilized in making an account of frequency and percentage of different words in written texts. This user-friendly software gives you two options in searching for the headwords: either do the search based on an exact match headword or headwords beginning with the word. This program also has the capability of showing the target word in the context next to its neighboring words. That means it has the capability to provide precious access to the important collocational aspect of the AWL items which can serve important pedagogical functions.

The local and global textbooks

The two textbooks that are analyzed in this article were selected on the basis of their widespread usage at academic level in Iran and specifically at Sharif University of Technology among undergraduate engineering students. They are primarily reading textbooks with a vocabulary component, consequently aiming at developing both different types of reading skills and vocabulary learning. They include the Local one, "*General English for Science and Engineering Students*" (Salehi et al., 2011) and the global one, "*Active Skills for Reading: Book 4*" (Anderson, 2008). Of course what needs to be taken into account is that these books serve different purposes. Therefore we do not expect them to do the same thing as covering of AWL. This study mainly aimed at seeing how these two books used AWL.

The local textbook

"*General English for Science and Engineering Students*" (Salehi et al., 2011) is a textbook for a three-credit general English course. As the authors claim, it promotes the development of the four language skills in a variety of ways throughout one semester and enables learners to proceed smoothly from one lesson to another. As the writers point out, the purpose of this book is to prepare students for EAP courses. In addition its design is primarily based on academic topics and follows an integrated syllabus, covering academic topics, language structure, and reading skills. A needs analysis was run to select proper topics in terms of intended learners' interest, their proficiency level, and the difficulty of the passages. As a result, texts allow the communicative aspects of learning to be fostered and linguistic competence to be developed. Further, the authentic and interesting nature of the reading passages

stimulates the expression of ideas in both controlled and free discussions. It follows that the lessons focus on both the process and the product of language learning.

The global textbook

"ACTIVE skills for reading" (Anderson, 2008) is a five-level reading series that aims at developing learners' comprehension and vocabulary skill. The creative selection of the title of the book actually suggests what main factors and elements are necessary in a successful reading comprehension. In fact as the author claims, **A** stands for: activate prior knowledge, **C** stands for: cultivate vocabulary, **T** stands for: think about meaning, **I** stands for increase reading fluency, **V** stands for: verify strategies, and **E** stands for evaluate progress. ACTIVE 4 includes 12 units, each containing 2 chapters on the same topic. Each unit is supposed to practice three different types of skills: reading skills, vocabulary skills, and real life skills. The two chapters in the same unit address the same real life skills but different reading and vocabulary skills. On the whole the book contains 4 review sections focusing mainly on some fluency strategy and practice.

Each chapter follows a predetermined pattern and format in presenting the lesson which constitutes five main parts. They include: *before you read*, *reading skill*, *reading comprehension*, *vocabulary comprehension*, and *vocabulary skill*. The same format is repeated in all units. The two parts *before you read* and *reading skill* are presented before the reading article. After presenting the article, the part reading comprehension comes along directly which contains a part considered to be as one of spectacular features of this book, *critical thinking*.

Results and Discussion

To do this research, the researchers had to go through a lengthy process of counting the different word families of the AWL in the two books. That is the nature of work is based on frequencies. This part was actually done by the Concordance software.

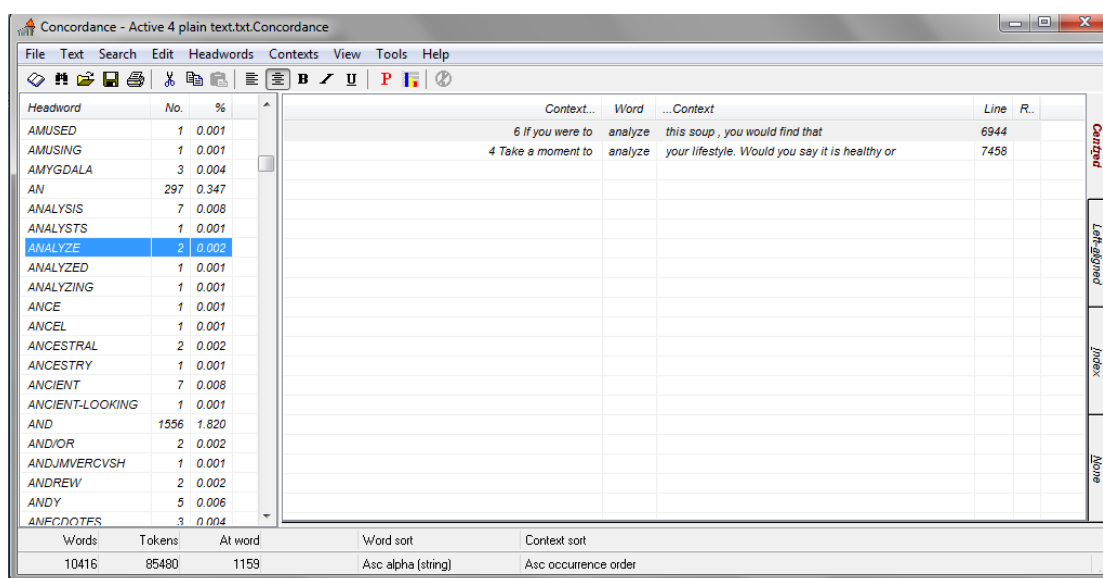


Figure 1. Concordance software

As Figure 1 illustrates this software is able to report the frequency of target words by *number* as well as *percentage*. The results showed that out of 85427 total words in "ACTIVE skills for reading" (Anderson, 2008), 3629 words or 4.24% were from the AWL, whereas 6.20% (2221 words) of 35785 words of the "General English for Science and Engineering Students" (Salehi et al., 2011) could be found among the words of AWL.

To answer the first research question Chi-square was run to see whether any difference existed between the two books in terms of AWL coverage or not. The chi-square value (tables 1 and 2) was 200.42 ($P = .000 < .05$), which showed that there is a significant difference between the two books. The local book has used words from Academic Word List more than what was expected (Residual = 493.9) while the global book has used words less than expectation (Residual = -493.9).

Table 1. Test statistics

	Observed N	Expected N	Residual
global	3629	4122.9	-493.9
local	2221	1727.1	493.9
Total	5850		

Table 2. Test Statistics

VAR00001	
Chi-Square	200.429 ^a
df	1
Asymp. Sig.	.000
a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 1727.1.	

Before answering the second research question it should be pointed out that nowadays with the increasing availability of computer programs which can be found on the Internet, it is much easier for teachers and textbook developers to make sure of the coverage of AWL and also they have more options for teaching AWL words. The AWL is commonly used as a standard for developing teaching material for EAP and ESP courses.

There are mainly two programs which are, predictably, recommended by Coxhead and Byrd (2007) that can be utilized in this sense. The first is the AWL Highlighter (Figure 2), available at <http://www.nottingham.ac.uk/walzsh3/acvocab/awlhighlighter.htm>.

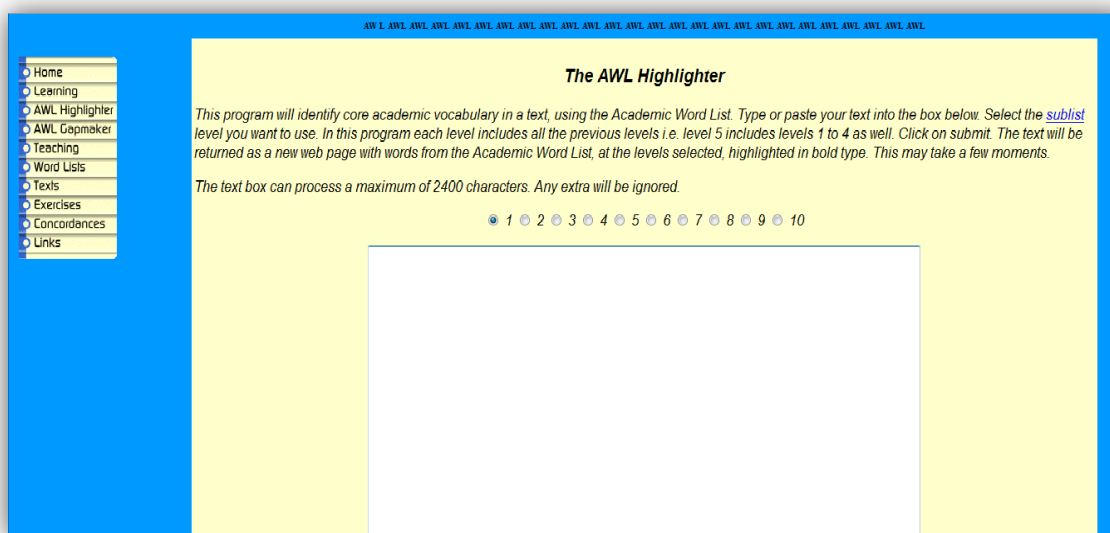


Figure 2. AWL highlighter website

Figures 3 and 4 show an extract from unit one of the local and global book processed by the AWL highlighter (it can process a maximum of 2400 words in each cycle of processing), at level 10 (i.e., including levels 1 to 10 each of which represents a sub list as defined by Coxhead (2000)). The results of this section include highlighting of the AWL words in bold type.

File produced at level 10Unit 1 **Chapter** 1: The Idol Life: Entrepreneurial Geniuses

The Idol Life: Entrepreneurial Geniuses

When you think of the word "entrepreneur," who comes to mind? Whether you look at historical **innovators** such as Henry Ford or John D. Rockefeller or at today's headlines, there are just a handful of entrepreneurs who stand out in each **generation**. We recently talked to two of today's entrepreneurial icons%97people whose names are synonymous with success, risk-taking, and independent thinking. How have they changed from their early days in business through today's volatile market, ever-changing **technology**, and crowded business landscape? And how has their entrepreneurial spirit endured? Let's find out

Michael Dell

As a college student, Michael Dell declared that he wanted to beat IBM. In 1983, he began **conducting** business out of his dorm room at the University of Texas in Austin, selling custom-made PCs and **components**. A year later, with %241,000 in start-up capital, Dell officially set up his business and left school. "Being an entrepreneur wasn't on my mind," insists Dell. "What was on my mind was the opportunity I saw ahead, which was so compelling."

He had no idea how big that opportunity really was. Dell **Computer Corporation** is now a %2431.9 billion company. Though Dell himself had "no idea the Internet would come along," his company now runs one of the world's largest Windows-based e commerce websites. These days, Dell spends most of his time planning company **strategy**. "**Strategy** is the biggest point of **impact** I can have as the company is much, much larger%97it has 40,000 employees," he says. "So my ability to make an **impact** on anything else is pretty small."

Dell says he feels as entrepreneurial now as when he started. "There are plenty of markets to discover," he says, "and each new venture **requires** tenacity and a willingness to take risks." Dell shares his thoughts on what being an entrepreneur is about below.

Anita Roddick

This interview was **conducted** in 2002. Anita Roddick died in 2007. She was 64 years old.

As a young girl, starting a business was the last thing on Anita Roddick's mind. "I wanted to be an actress," she says. Even when she began to **pursue** what would become The Body Shop, her environmentalism-minded skin- and hair-care with more than 1,800 stores around the world, Roddick's **goal** was to be an icon.

Roddick opened her first shop in 1976 with twenty-five hand-mixed products, **eventually** franchising The Body Shop, and then going public in 1984. The Body Shop now offers more than 1,000 **items** and reached sales of more than one billion dollars in 2001/2002.

In 1997, Roddick helped launch a master's degree program in conjunction with Bath University in England, with the aim of making business education more socially responsible. More recently, she **established** The Body Shop's Human Rights Award, which recognizes **individuals** and organizations that **focus** on social, **economic**, and **cultural** rights.

The biggest **challenge** has been people's cynicism. "People feel there has to be an ulterior **motive** to The Body Shop's activism, as though our **principles** are a marketing ploy," Roddick says. Have the **challenges affected** Roddick's feelings about entrepreneurship? Not even slightly. "I don't think being an entrepreneur is something you question," says Roddick. "It's just something you are."

Figure 3. Extract from the global book - AWL words in bold.

File produced at level 10

Unit One

Language Is **Communication**

Pre-reading questions:

1. What is non-verbal **communication**?
2. How is eye **contact** important as a non-verbal system of **communication**?
3. What is the **significance** of "proxemics," or **physical** distance?

Language Is **Communication**

Language is a set of **visual**, auditory, or tactile **symbols** of **communication** and the **elements** used to **manipulate** them. Language can also refer to the use of such systems as a general **phenomenon**. Strictly speaking, language is considered to be an **exclusively** human **mode** of **communication**. The literary **definition** of language includes the word **'communication'** and the term **'language'** cannot be explained without using the **concept**. **Hence**, we can say that language is the most basic and developed form of **communication** in a society. In a real sense, we cannot **communicate** by any other means. People may argue that **visual** and performing arts like dance, painting, and sculptures are non-verbal **sources** of **communication** but the culmination of true, articulate **communication** is through language. This **communication** could take a number of forms, such as **drama**, prose, poetry etc, but all of these forms are written or spoken. When we refer to language we cannot limit it to reading, writing and speaking. When we use the term language, we refer to body language, sign language, paralanguage, touch and all the other forms of personal **communication**. In this respect, we can **definitely** argue that language is the only form of **communication**. For **instance**, to **communicate** in even the most basic manner, such as calling someone across the room, you have to use language, either a verbal cue or a gesture **indicating** to the person that you want him or her to come towards you. Therefore, language is basically the most **integral source** of **communication**. It is the most **precise** and personal way of **communicating**.

There are various types of languages, such as sign language, but gestures can play an important **role** in making meaning clearer in any language. Body language refers to **communication** through body postures and gestures. Eye **contact** is another form of non-verbal **communication**, and includes some facial movements, such as raising eyebrows and yawning, which people are usually **unaware** of, but are **nevertheless** forms of **communication**. For example, if you yawn, you are **indicating** that you are bored or do not enjoy what you are doing. Sometimes this form of non-verbal **communication** is actually very effective without your knowing it. For **instance**, in an interview the interviewers can mirror the interviewee's body language to put the interviewee at ease. Other examples of **communicating** through body language include crossing your arms and scratching your ears or rubbing your nose when you lack interest in something. Continuously fiddling with your belongings or chewing your nails shows nervousness.

On the other hand, sign language uses **visually transmitted** signs to convey meaning by simultaneously making shapes with the hands and **adjusting** the movement of the hands and facial expressions to express the speaker's thoughts gracefully and lithely. Sign language is generally used to **communicate** with the hearing impaired. Sign languages **vary** from place to place, just like oral **communication**, depending on the type of people living in the **community**. Sign language is also used by **normal** people to show certain meanings; for example, a thumbs up means **'way to go right on'**, and showing the number two on your hands can convey **'Peace'** or can also be a sign for **'Victory'**. Thus, we can say that sign language is not universal. It is influenced by **cultures**, as are other languages, and **hence** tends to **vary**.

Figure 4. Extract from the local book - AWL words in bold.

In this stage of the research, the researchers went through finding the percentage of AWL word coverage in each unit of the two mentioned textbooks. First of all the whole words per unit was counted, then the researcher counted the bold words (i.e. the AWL words highlighted by AWL highlighter). Finally a table was drawn to show the percentage of AWL coverage in each unit. Tables 3 and 4 summarize the results.

<i>Units</i>	<i>Percentage of AWL coverage</i>
1	7.02%
2	7.59%
3	5.36%
4	2.29%
5	4.17%
6	5.65%
7	5.53%
8	6.37%
9	5.92%
10	7.20%
11	4.83%
12	5.92%
13	2.55%
14	4.53%

Table 3. AWL coverage in different units of the local book

<i>Units</i>	<i>Percentage of AWL coverage</i>
1	4.47%
2	5.56%
3	2.92%
4	2.68%
5	2.85%
6	5.20%
7	4.46%
8	3.35%
9	4.38%
10	4.12%
11	3.31%
12	3.75%

Table 4. AWL coverage in different units of the global book

Gap File produced at level 10

Unit 1 1: The Idol Life: Entrepreneurial Geniuses

The Idol Life: Entrepreneurial Geniuses

When you think of the word "entrepreneur," who comes to mind? Whether you look at historical such as Henry Ford or John D. Rockefeller or at today's headlines, there are just a handful of entrepreneurs who stand out in each . We recently talked to two of today's entrepreneurial icons%2597people whose names are synonymous with success, risk-taking, and independent thinking. How have they changed from their early days in business through today's volatile market, ever-changing , and crowded business landscape? And how has their entrepreneurial spirit endured? Let's find out

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Dell says he feels as entrepreneurial now as when he started. "There are plenty of markets to discover," he says, "and each new venture tenacity and a willingness to take risks." Dell shares his thoughts on what being an entrepreneur is about below.

The following words will fill the gaps:

chapter	components	computer	conducting	corporation	generation	impact	impact
innovators	requires	strategy	strategy	technology			

Figure 5. AWL gap maker

The other programme, which can be found at the webpage of the AWL Highlighter, is AWL Gapmaker, at <http://www.nottingham.ac.uk/walzsh3/acvocab/awlgapmaker.htm>. This program creates a gap fill exercise using the AWL. Instead of any AWL word in the text, a gap will be placed. We submitted the same extract from the text of unit 1 of the global book to the programme and selected the sublist level 10 to use. The output is shown in Figure 5. As it can be seen, the list of words that can fill the gaps based on the text submitted appears at the end. Clearly, the AWL Highlighter and Gap maker provide fast and really interesting tools for learning the AWL words in a text. They can be of great help to the EFL teachers seeking to teach AWL in their classes and also to the textbook developers. Furthermore, EFL/ESL learners may utilize the aforementioned softwares as a self study tool.

Also, one way through which AWL items can be taught and learnt is in the context of "common collocations and recurrent phrases of the AWL" (Coxhead and Byrd, 2007:133, cited in Li & Quian, 2010).

Take an AWL word type, *sign*, which occurred eight times and *without* which occurred two times, in the extract we took from the local book, for example. A running

of the Concordance program easily shows which words collocate with the two words (Figures 6 and 7).

These concordance lines provide a valuable means of learner-centered analysis of the phraseology of the AWL (Coxhead, 2008, cited in Li & Quian, 2010).

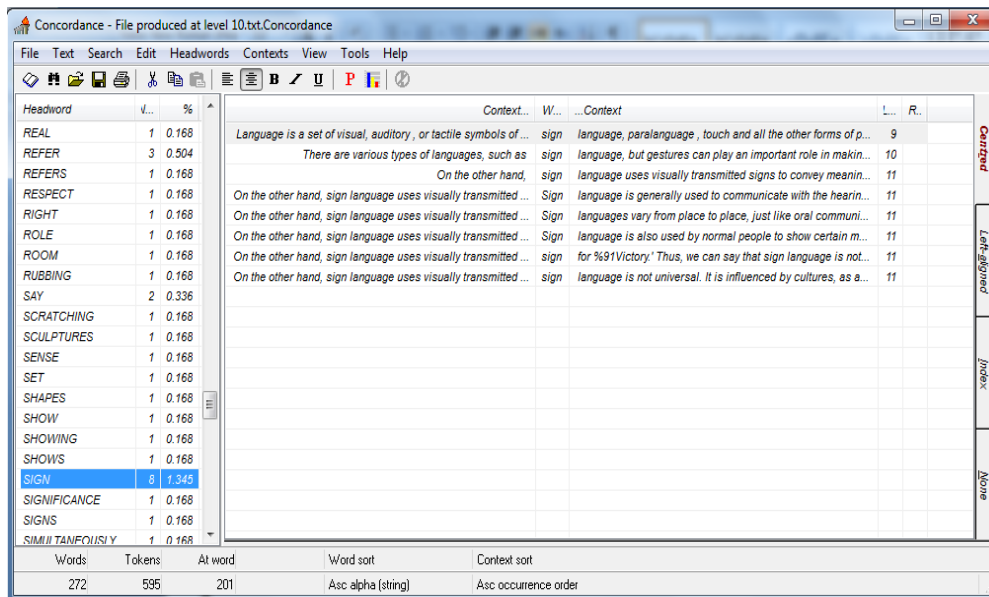


Figure 6. File produced to show collocations of "sign"

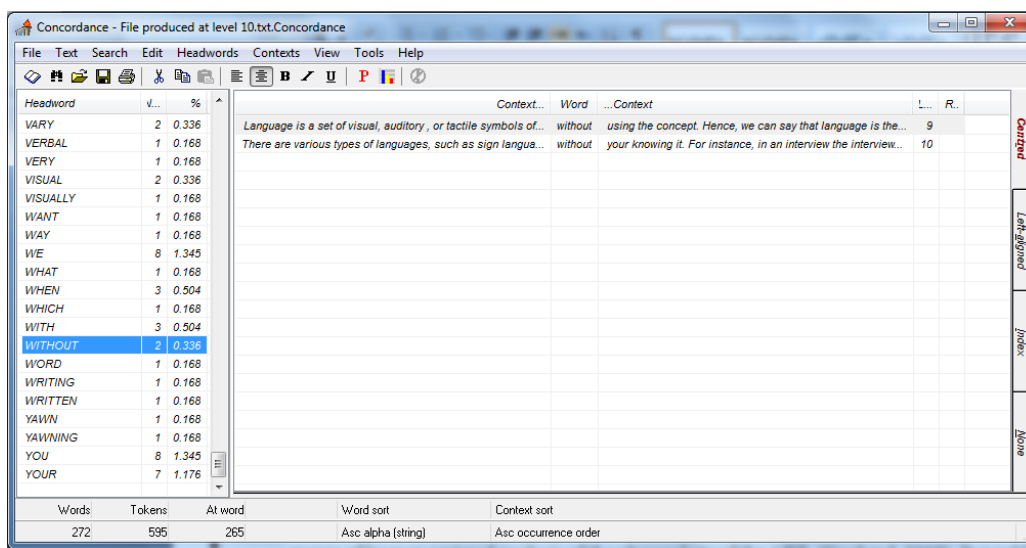


Figure 7. File produced to show collocations of "without"

Conclusion

As the results of study showed, the local book covered AWL at a higher level than the global textbook. But this is not to say that the global book was not efficient in teaching reading. It must be pointed out that the books are not equally dedicated to vocabulary building and they serve different purposes. We mainly aimed to compare

them for how they used AWL. That is to say, the researchers actually investigated this research from the point of view of AWL coverage.

What the researchers are aiming to show, is reminding the reader of the fact that local books are prepared on the basis of a local needs analysis. Local writers are present in the immediate context of teaching and they surely are more aware of the real needs of that particular group they are teaching. This may lead to a better connection and relation between the student, the teacher, and the textbook. On the other hand, authentic textbooks written by native English speakers have other priorities and advantages which should not be neglected.

Limitation and future areas of research

The main limitation of this study is that the researchers compared these two textbooks from only one perspective: AWL coverage and inclusion. Moreover it must be noted that the two textbooks serve different purposes and dedicated differing degrees of concern to vocabulary acquisition. Also, further studies need to be done to compare them from other perspectives.

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