Comparing Iraqi EFL learners' lexical production and vocabulary profile of their respective textbooks: A Study in Second Intermediate Grade

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Article Info	Abstract
	The current study is concerned with comparing the lexical production of the second intermediate grade Iraqi EFL learners to the vocabulary profile of their respective textbook, English for Iraq grade 2. It shows how much these learners have learned of English vocabulary of the textbook and to what extent the textbook addresses the most frequent English words. In this endeavor, the research has utilized a sample of 50 Iraqi students, who were given a lexical availability task consisting of 5 family English words. The lexical availability task can detect the level of mastering English vocabulary through showing the lexical repertoire that the students have raised during the course of their study. In addition, the vocabulary content of the textbook has been analyzed by the RANGE software to be compared with the students' responses to the lexical availability task. The results show that the textbook includes undeniable proportion of vocabulary (i.e., around 99 percent of the running words in the text) lying within the first 10 high frequency level lists of the most frequent English words affecting as such the progress of the students' learning of English vocabulary. The textbook, therefore, contains to some extent the essential feature of the proper vocabulary profiling necessary for the current Iraqi EFL learners.

Introduction

The present thesis is concerned with comparing Iraqi Second Intermediate Grade EFL learners" lexical production and vocabulary profile of their respective textbook. Learning the vocabulary of the target language often means the learning of the entire language, because it fulfils the ultimate objective of learning, i.e., the ability to communicate. It makes the flow of communication smooth and therefore it is possible for the learner to comprehend and to react to various communicative situations including the learning situation. Since the textbook is always the main source for providing the vocabulary knowledge to learners, it becomes subject to extensive studies in terms of its vocabulary contents and their presentations. In the light of these criteria, this study tackles *English for Iraq*, the textbook assigned for the second intermediate grade in Iraq.

It uses the RANGE application to analyze the vocabulary profile presented in each unit of the textbook to show how much the vocabulary content addresses the most useful words. In terms of the facts that the RANGE provides, the thesis investigates the effectiveness of the vocabulary profiling of the textbook designated for the learners on their vocabulary learning. The learners" vocabulary knowledge is assessed by a lexical availability task. The learners" performances are assessed at the end of the first semester in Iraq as well as at the end of second semester to attain reliable results. The learners" responses of the two lexical availability tasks are analyzed suing a Pearson Product Correlation.

Statement of the Problem

Studying the lexical outcome of EFL learners in terms of the vocabulary profile contained in their textbooks is a practical process that may result in enhancing English learning experience. The textbooks often reflect what the educational authorities expect the learners to learn (Alcaraz, 2009, p.62) which are normally expressed in students" performances. They therefore represent a "hub around which all teaching centred" (Nordlund, 2016, p.46). Textbooks are also viewed as teachers" time-saving devices that often reflect "the current trend in applied linguistics" (Jiménez, 2009, p.61). Learning a language is to a large extent learning the vocabulary of this language, which mainly refers to the learning of breadth and depth of words in addition to their "receptive and productive knowledge" (Nordlund, 2016, p.50). This condition focuses the studies of textbooks on tracing the misrepresentation of vocabulary in textbooks. Jiménez (2009, p.61) explains that there is "a lack of systematicity in the selection and presentation of vocabulary" in some L2 textbooks.

One significant way of assessing the effectiveness of textbook vocabulary material is the use of lexical availability. Using lexical availability tasks provide reliable measures to the learners" vocabulary knowledge acquired after exposing L2 learners to particular textbooks representing "efficient instruments to assess the available lexicon of learners" (Orío and Catalán, 2015, p.104).

Broadly speaking, lexical availability refers to the ability of listing a series of words related to a lexical prompt. Catalán and Fontecha define "Lexical availability…as the words that come to mind in response to topics related to daily situations" (2019, p.77). Employing LA in measuring the learning of L2 learners provides the researchers in EFL with reliable feedback both about learners" advance and textbook efficiency in the process of learning. This aspect varies depending on the vocabulary focus presented in the textbooks the students assigned during their study. In addition, investing in the lexical availability studies reveals "the factors that may influence lexical retrieval and production in the target language" (Catalán and Fontecha, 2019, p. 77). In so doing, the shortcoming in teaching vocabulary may be reduced to a reasonable level. Further, the students" performances in relation to lexical availability also informs the researchers about how learners view their learning experiences. It follows that the researchers can take an action that would enhance EFL learning. Furthermore, studying LA will also "provide relevant data regarding the vocabulary performance of groups with different linguistic profiles" (Catalán and Fontecha, 2019, p. 77). This means that LA studies will show how the mother tongue affects the learning process of a foreign language.

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Significance of Study

Investing in the vocabulary studies of L2 is highly significant in improving the students" performances. Such studies target the backbone of L2 teaching and learning, i.e., the lexemes of L2. With the mastering of as many as the textbook contains of the language lexemes, the learners will be equipped with the building bricks of any communicative experience. It follows that the present thesis touches upon the essential area of knowledge needed by the Iraqi students in advancing their learning by exploring the vocabulary profile presented to them.

Through analyzing the vocabulary profile of the textbook assigned to the Iraqi students at the level of second intermediate, it is anticipated that the present thesis will identify the effectiveness of these textbooks in teaching English. In conducting this study, teachers and textbook designers will be equally informed about the nature of vocabulary

profile in this textbook. They will be alerted about the cons and pros of the linguistic knowledge presented to the students as to make adjustments both to the instructional materials and teaching procedures. The analysis of the vocabulary profiling will help focus the students" learning experiences on the most useful words needed to advance in comprehending the second language. It is estimated that the present study will raise awareness of the vocabulary profile of the second-grade Iraqi students in such a way as to signifies the efficiencies and/or the deficiencies in the lexical learning of students.

Purpose of Study

The present study is concerned with lexical production and vocabulary profile in textbooks for Iraqi students at second intermediate grade. It analyzes the vocabulary profiling in L2 textbooks in order to check their validity in teaching English. It will analyze the textbook assigned for Iraqi students at this level, *English for Iraq*, in order to trace the vocabulary profiles found in this textbook as well as measuring the efficiency of such profiles to students" learning progress. The thesis will test the effectiveness of textbook in terms of the lexical availability the students show in their performances. The present study will tackle the effectiveness of the vocabulary profiles included in the second-grade textbook to the Iraqi students.

Research Questions

1- To what extent does the textbook *English for Iraq* at grade 2 cover the most frequent words?

2- To what extent have the students in grade 2 learned of vocabulary profile of this textbook?

Literature Review

Lexical availability (LA) is a substantial field of study for those involved in teaching second language (L2) due to the importance of lexemes for learners. The lexicality of a language, mother or second, has the decisive role in maintaining communication. When involved in any communicative experiences, speakers naturally rely on the lexical repertoire which they have already raised and maintained either by acquisition or learning. It follows that the teachers of L2 make it their main task to feed their learners with as many as possible of the lexemes of the target language. However, the nature of lexical distribution and variation in a textbook are often based in terms of a set of vocabulary profiles viewed as essential to learners" progress in comparison to the others.

Researchers in the field of language lexicality, such as Bauer and Nation, have attached the vocabulary knowledge of a language to the students" learning of word families. The latter are viewed as sets of words related to specific roots. Bauer and Nation (1993) see that "a word family consists of a base word and all its derived and inflected forms" (p. 254). Relaying on the knowledge of the word base, the learner will be able to guess the meanings of the other members of the word family. This is so because the inflected and derived words "can be understood by a learner without having to learn each form separately" (Bauer and Nation, 1993, p.254).

It is estimated that English language has around 54,000 word-families, which "is a learning goal far beyond the reaches of second language learners and…most

native speakers" (Nation and Waring, 1997, p. 7). Nonetheless, vocabulary profiles are included in terms of their usefulness in making learners advance their learning. To say that a certain word is useful means that this word has a high occurrence frequency, as Nation and Waring (1997) explain. The two writers reveal that "with a vocabulary size of 2,000 words, a learner knows 80 per cent of the words in a text" (Nation and Waring, 1997, pp. 9-10). However, the same number of such basic words has also been included in *General Service List* (GSL) developed by Michael West (1953), which Nation and Waring see as being "of practical use to teachers and curriculum planners" (1997, p. 14). Such a hypothesis reveals an explicit content for the English lexemes in any L2 textbooks presenting simultaneously a valid measure for the effectiveness of them.

Methodology

Design of the Study

This research is an exploratory corpus based much, or a study, to compare the vocabulary profile of the 2nd Intermediate textbook, *English for Iraq*, against the vocabulary knowledge of students at this level.

Participants

The sample in this study consisted of 50 Iraqi students studying English as a second language. All of the students involved in the study went to one public school. Such schools are directed and supported with pedagogical equipment by the government. All of the students in this sample are taught English by the same

teacher, a male, experienced teacher with a bachelor degree in English who has been in service for about twenty years.

The students taken as sample in this study are between the ages of 13 and 14 years old who live in Al-Diwaniyah city in the middle of Iraq, about 200 km to the south of Baghdad. The population of this city is a little more than one million. All these students speak Arabic as their mother tongue and they are learners of English as a second language at the 2nd Intermediate level, which is a stage of three years following the six-year study of the Primary level. All of them relatively have the same social and economic conditions.

The students in this stage of study have officially studied English for three years so far, beginning from the Fifth Primary year to the current 2nd Intermediate one with an exposure for two years extending over the Third and Fourth Primary levels. The curriculum for 2nd Intermediate stage has been designed by Garnet Education Company and it consists of four components: Student‟s Book, Activity Book, Teacher‟s Book and Audio CD. This curriculum is assigned by the Ministry of Education with an official yearly plan. In the first semester, the students have to cover the first group of units consisting of three units and the revision unit, and, in the second semester, the last three units as well as the revision are covered. The sample does not count for the individual differences among the students in terms of the learning materials. It is taken randomly among the students in this stage.

Instrumentation

The main instruments used in this thesis are the RANGE software and Lexical Availability task. First, the RANGE application is employed to analyze the textbook of *English for Iraq*, assigned for the 2nd Intermediate students in Iraq. Second, the Lexical Availability task is given to the students in this level to assess their vocabulary performances.

RANGE

The present study uses the RANGE software to analyze the vocabulary profile of the Iraqi second-grade textbook, *English for Iraq*. This software analyzes the vocabulary content of a text in terms of two lists each of which containing a 1000 of the most 2000 frequent words. The words not listed in these two categories will be shown in a separate list. In addition, this application classifies the English words found in the text into three major classes: type, token and family. A type is any word that occurs for once in a text, but a token is a word whether repeated or not. The family is a headword out of which many other words can be derived or inflected.

Lexical Availability Task

A sample of the Lexical Availability tasks is highly indicative to the students‟ performances in the vocabulary area of English language. In this study, the Lexical Availability task contains five word-families, which are „School‟; „Food and Drinks‟; „Jobs; Health‟; and „Communication‟. These word families fall within the most frequent words in English and they are highly important for EF learners in the real-world interactions. The Lexical Availability task also collects such information as the student‟s name, class and the date of doing the task. There is also a time limit

of ten minutes to accomplish the task. The students" performances to this task measure the effectiveness of the vocabulary knowledge of the textbook.

Procedure

After converting it into a Microsoft Word file, the researcher will have the vocabulary content of the 2nd Intermediate textbook, *English for Iraq*, analyzed with the RANGE application. The study will investigate the outcome of the analysis for the most frequent words in order to check to what extent the contents of the textbook meet the list of these words. The list of the infrequent words that may occur in the textbook will be isolated to check their role in the students" learning of English language.

The Lexical Availability task will be used in order to attain the students" vocabulary knowledge. The task will use the five prompts of „School", „Food and Drinks", „Jobs", „Health", and „Communication". Such prompts belong to the word- families list of English language vocabulary and they are inclusive to various other words sharing some lexical relationships with them. They are also within the most frequent words in English language and within the most useful words for EF learners, because these words are essential in everyday-life interaction.

Finally, the students" responses to the Lexical Availability task will be compared to the textbook vocabulary content utilizing the RANGE program. In this phase of the study, the measure will be in terms of the relevance of the students" answers to the vocabulary profiling of the textbook. Each response to the headings of the Lexical Availability task should match the meaning scope of the prompt given. The

relationship between the content of vocabulary profile and the students" answers will be measured in terms of the strong lexical association between the two.

Data Analysis

The students" performances in the Lexical Availability task will manually be analyzed before they are compared to the textbook vocabulary content in order to check the students" advance in vocabulary learning. The linguistic content of the students" responses will be analyzed into types, tokens and word families in order to check the students" vocabulary learning in terms of each of the prompts. In addition, the highest productive prompt and the lowest one will be signalled in students" answers to the task in order to be compared to their recurrences in the textbook. This process will help assess the validity of the textbook profiling in terms of the most frequent words.

Results

4.1. Overview

This study attempted to explore the extent to which the textbook *English for Iraq* at grade 2 cover the most frequent words. In other words, which levels cover the words existing in grade 2 of this textbook. Moreover, it aims to estimate the extent to which the students in grade 2 learned of vocabulary profile of this textbook. This is accomplished through a lexical availability task, administered to Iraqi EFL learners at grade 2. The data, gathered through textbook profiling and lexical retrieval, were analyzed through frequency analysis.

4.2. The Proportion of the Words Displayed on Iraqi Textbook (Grade 2)

To answer the first research question, which dealt with the profile of the words existing in *English for Iraq* (grade 2), we used the RANGE program. It produced the following profile for the corpus from the textbook. As Table 4.1 shows, there are on the whole 30,420 words, or tokens, exiting in the textbook above. This number accounts for 2,441 different words, or types. There are also around 1,606 word families. The table shows that 99.94 percent of the words belong to the 25 word-frequency levels of BNC/COCA, with only 103 words falling on the off-list words. Another close inspection reveals that the first two levels of the BNC/COCA frequency lists (i.e., K-1 to K-2 levels), which include the first 2,000 most frequent words, give around 96 percent of the coverage of the words in the textbook. The next two levels (i.e., K-3 to K-4 levels) add another 2.1 percent of coverage to the words accounting for the words existing in the book. The next levels (i.e., K-5 to K-25 levels) also provide the remaining coverage of the words existing in the book. It means that the words in the book pertain to the corpus-based word processing. However, further researches should address the quality of the words that exist in the book.

Table 4.1

Total Number of Words Displayed on Iraqi Textbook (Grade 2) across 25 Frequency Levels

Frequency Level	Families (%)	Types (%)	Tokens (%)	Cumulative Token (%)
K-1:	1023 (63.7)	1642 (67.27)	27466 (90.3)	90.3
K-2:	306 (19.1)	407 (16.67)	1701 (5.6)	95.9
K-3:	98 (6.1)	126 (5.16)	427 (1.4)	97.3
K-4:	65 (4.0)	74 (3.03)	198 (0.7)	98.0
K-5:	43 (2.7)	52 (2.13)	182 (0.6)	98.6
K-6:	19 (1.2)	22 (0.90)	70 (0.2)	98.8
K-7:	12 (0.7)	15 (0.61)	58 (0.2)	99.0
K-8:	10 (0.6)	11 (0.45)	39 (0.1)	99.1
K-9:	6 (0.4)	6 (0.25)	24 (0.1)	99.2
K-10:	5 (0.3)	6 (0.25)	41 (0.1)	99.3
K-11:	5 (0.3)	7 (0.29)	38 (0.1)	99.4
K-12:	1 (0.1)	1 (0.04)	2 (0.0)	
K-13:	2 (0.1)	2 (0.08)	3 (0.0)	
K-14:	3 (0.2)	4 (0.16)	25 (0.1)	99.5
K-15:				
K-16:	3 (0.2)	3 (0.12)	6 (0.0)	
K-17:				
K-18:	1 (0.1)	1 (0.04)	1 (0.0)	
K-19:				
K-20:	2 (0.1)	2 (0.08)	34 (0.1)	99.6
K-21:				
K-22:	1 (0.1)	1 (0.04)	1 (0.0)	
K-23:				
K-24:	1 (0.1)	1 (0.04)	1 (0.0)	
K-25:				
Off-List:	??	68 (2.79)	103 (0.34)	99.94
Total (unrounded)	1606+?	2441 (100)	30420 (100)	≈100.00

The following include the words from the textbook, not included on the 25 word-frequency levels. The number words produced also appear after the word: User Re- Cats + Propers (Off-List Mid-Sentence Capped Words) => 1k: (246 types / 1632 tokens):

AAB_1 AB_99 ABDULLAH_10 ASHBY_6 Aaaaaarrrgghhh_1 Aaaaarggghhh_1 Abdullah_10 Abla_4 Adam_5 Adel_3 Africa_3 African_1 Ah_5 Ahhh_1 Ahmed_3 Aisha_4 Al_28 Albarid_1 Alexander_1 Algeria_2 Ali_17 Alianz_1 Amcrica_1 Amelia_2 America_3 American_2 Americans_1 Anbar_4 Andrews_9 Ann_1 Ansam_5 Arab_6 Arabic_5 Ashby_6 Ashford_4 Austria_1 Ayad_1 Aziz_17 BAB_5 Babil_4 Badria_5 Baghdad_10 Bahrain_4 Baird_6 Bashir_1 Basra_4 Bayern_6 Beamon_1 Ben_2 Bilal_6 Bob_1 Brazil_1 CALAIS_5 CDs_2 CI_1 Cairo_8 Calais_5 Canada_1 Carim_2 China_3 Clara_6 Coubertin_4 Dalia_8 Damascus_1 Dania_6 Danish_1 Dave_10 Egypt_4 Eiffel_7 Emma_4 England_4 English_32 EnglishTom_1 Er_6 Erm_1 Europe_5 European_1 Farmland_1 Firas_2 Florence_1 France_2 FrancoisF_1 French_6 Frenchman_1 Germany_4 Greece_1 Griffith_1 Guglielmo_1 HIGHFLYING_1 Hadeel_2 Haditha_1 Halla_4 Hanan_1 Harry_4 Hassan_2 Headlines_1 Helga_2 Hilal_14 Hm_3 Hmm_1 IL_2 Iare_1 Ibrahim_9 Ihave_1 Il_2 India_1 Inge_1 Iraq_21 Iraqi_1 Italian_6 Italy_3 Itl_1 Jack_2 Jad_68 Jaipur_1 Jalal_13 Jamal_13 Jameel_5 James_15 Jane_17 Janeiro_2 Janette_6 Japan_1 Jill_2 John_34 Johnny_33 Joyner_1 Kamal_6 Karbala_2 Kareem_2 Karrada_1 Kate_1 Kenya_1 Khalid_9 Kirkuk_4 Korea_1 Kuwait_1 LONDON_19 Landline_2 Layla_13 LaylaIraq_1 Layth_11 Liz_16 London_19 Ma_75 Madagascar_1 Madrid_1 Marconi_5 Marcus_34 Mason_3 Maysam_15 Mazin_15 Meena_9 Mexico_1 Michael_1 Mm_3 Mmmm_1 Mona_2 Muhammad_5 Muna_3 Munich_10 Mustafa_3

Mutanabbi_1 Muthanna_1 Nadia_12 Nasiriya_1 Nasser_4 Newsreader_3 Noor_30 Noora_28 Oh_43 Olympian_1 Olympic_27 Olympics_5 Otto_3 Ow_1 PARIS_13 PE_5 Pacific_1 Paolo_21 Paris_13 Peru_2 Peter_2 Phelps_1 Phew_1 Pierre_3 PollyP_1 Qasr_1 RSHFORD_1 Ramadi_1 Ranya_1 Rasha_17 Rawan_5 Rio_2 Saad_9 Saladdin_1 Salih_1 Sally_9 Salwa_1 Sam_18 Samir_16 Sara_32 Sarah_1 Schoolgirl_1 Scotland_1 Scottish_1 Serena_1 Skateboarding_2 Smith_5 Spanish_1 Stonehenge_6 Suhad_6 Sulaymaniyah_1 Susan_12 Swahn_1 Sweden_2 Syria_1 Tamara_4 Tanya_2 Tarig_4 Tayyeb_1 Thames_2 Thur_4 Tibet_2 Tom_21 Tonguetwisters_1 Toothpaste_1 UK_1 USA_19 Um_19 Umar_13 Usama_13 Venice_6 Volleybal_1 Waleed_6 Weekend_2 Wendy_13 Wh_3 Widad_7 Williams_1 Wisal_6 Woodwork_1 Wow_2 Yassir_12 Zaid_1 Zeena_10

4.3. Proportion of the Words Produced on Total Prompts on Lexical Availability Task

To answer the second research question, which dealt with the extent to which the students in grade 2 had learned of vocabulary profile of the textbook *English for Iraq* (grade 2), we also used the RANGE program to obtain a profile of the corpus, emerging from the responses of the participants to the lexical availability task. It produced the following profile for the corpus from the participant responses. As Table 4.2 shows, the participants produced on the whole 1,259 words, or tokens, to the total prompts on the task. This number accounts for 289 different words, or types. On the other hand, there are around 273 word families. The table thus shows that 99.7 percent of the words belong to the 25 word-frequency levels of BNC/COCA. There are only 3 words falling on the off-list words.

A close inspection further showed that the first two levels of the BNC/COCA frequency lists (i.e., K-1 to K-2 levels), which include the first 2,000 most frequent words, give around 81.5 percent of the coverage of the words in the textbook. The next two levels (i.e., K-3 to K-4 levels) add around 8.9 percent of coverage to the words accounting for the words existing in the book. Therefore, on the whole the first four levels provide 90.4 percent of the coverage of the words produced. In comparison, this percentage is lower. This is of course a piece of good news. It means that the students know more of the low frequency words whereas the first four levels of the book provided 98 percent of the words (see Table 4.3).

The next levels (i.e., K-5 to K-25 levels) also provide the remaining coverage of the words existing in the book. That is, these levels provide the 4.7 percent of the lexical coverage in the answers provided to the total prompts on the lexical availability task. However, further researches should address the quality of the words that these students have produced as their responses to the prompts.

Table 4. 3

The Total Number of Words Produced by Iraqi Participants on Total Prompts across 25 Frequency Levels

Frequency Level	Families (%)	Types (%)	Tokens (%)	Cumulative Token (%)
K-1:	190 (69.6)	209 (69.90)	803 (63.8)	63.8
K-2:	41 (15.0)	44 (14.72)	268 (21.3)	85.1
K-3:	8 (2.9)	8 (2.68)	17 (1.4)	86.5
K-4:	9 (3.3)	9 (3.01)	49 (3.9)	90.4
K-5:	8 (2.9)	8 (2.68)	58 (4.6)	95.0
K-6:	1 (0.4)	1 (0.33)	1 (0.1)	95.1
K-7:	2 (0.7)	2 (0.67)	9 (0.7)	95.8
K-8:	5 (1.8)	5 (1.67)	34 (2.7)	98.5
K-9:	2 (0.7)	2 (0.67)	3 (0.2)	98.7
K-10:				
K-11:	2 (0.7)	2 (0.67)	4 (0.3)	99.0
K-12:				
K-13:				
K-14:				
K-15:				
K-16:	2 (0.7)	2 (0.67)	3 (0.2)	99.2
K-17:	1 (0.4)	1 (0.33)	1 (0.1)	99.3
K-18:				
K-19:				
K-20:	1 (0.4)	1 (0.33)	2 (0.2)	99.5
K-21:				
K-22:				
K-23:				
K-24:				
K-25:	1 (0.4)	1 (0.33)	3 (0.2)	99.7
Off-List:	??	4 (1.34)	4 (0.32)	100.00

Total (unrounded)	273+?	299 (100)	1259 (100)	≈100.00

The following include the words from the learner-produced words on the lexical availability task, not included on the 25 word-frequency levels. The number words produced also appear after the word: User Re-Cats + Propers (Off-List Mid- Sentence Capped Words) => 1k: (53 types / 112 tokens): Aclock_1 Anastgram_1 Arabic_5 Backbag_1 Braed_1 Builer_1 Busdriver_1 Carate_1 Choco_1 English_8 Facebook_10 Fisher_1 Flatbread_1 French_2 Furit_1 Headache_1 Headmaster_2 Housewife_1 Ibad_3 Im_2 Instagram_6 Ipad_1 Itprogrammer_1 Kabab_1 Kleacha_1 Lamonada_1 Laptop_1 Latus_1 Lemonda_3 Maneger_2 Masenger_4

Masgof_2 Massenager_1 Mendy_1 Midicin_4 Netball_2 Notebook_1 PE_8 Pasturma_1 Pencilcase_1 Pepsi_5 Playbascktball_1 Policeman_1 Snapchat_1 Sope_1 Speek_1 Suger_3 Ticktock_2 TikTok_1 Tweter_3 Weekend_1 Whatsapp_3 WiFi_1.

Table 4. 5

Comparative Profile of the Words Produced by Iraqi Participants on Total Prompts Across 25 Frequency Levels and the Words on the Textbook

Frequency Level	Families (%)	Types (%)	Tokens (%)	Cumulative Token (%)	Families (%)	Types (%)	Tokens (%)	Cumulative Token (%)
	(69.6)							
K-1:	(69.90)	209	803 (63.8)	63.8	(63.7)	1042 (67.27)	27466 (90.3)	90.3
K-2:	41 (15.0)	44 (14.72)	268 (21.3)	85.1	306 (19.1)	407 (16.67)	1701 (5.6)	95.9
K-3:	8	8 (2.68)	17 (1.4)	86.5	98 (6.1)	126 (5.16)	427 (1.4)	97.3
K-4:	9	9 (3.01)	49 (3.9)	90.4	65 (4.0)	74 (3.03)	198 (0.7)	98.0
K-5:	8 (2.9)	8 (2.68)	58 (4.6)	95.0	43 (2.7)	52 (2.13)	182 (0.6)	98.6
K-6:	(2.9)	1 (0.33)	1 (0.1)	95.1	19 (1.2)	22 (0.90)	70 (0.2)	98.8
K-7:	2 (3.3) (0.7)	2 (0.67)	9 (0.7)	95.8	12 (0.7)	15 (0.61)	58 (0.2)	99.0
							39 (0.1)	99.1
							24 (0.1)	99.2
							41 (0.1)	99.3
							38 (0.1)	99.4
							2 (0.0)	
	(0.4)	8)					3 (0.0)	
							25 (0.1)	99.5
			5 (1.67)			34 (2.7)	6 (0.0)	10 (0.6)
K-8:	5 (1.						98.3	

688

	1	0			
1	(	.		45)	
K-9:	**K-22:**	2	4)		2
		(			(0.67)
K-10:	**K-23:**	0			
		.			
	K-24:	7	1		2
K-11:		)	(0.4)		(0.67)
K-12:		2			
		(			
K-13:		0			
		.			
		7			
K-14:		)			2
					(0.67)
K-15:					1
					(0.33)
K-16:					
K-17:					1
		2			(0.33)
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	1 (0.33)		3 (0.2)	99.7			
Off-List:	??	4 (1.34)	4 (0.32)	100.00	??	68 (2.79)	103 (0.34)	99.94

4.4. Related Ratios and Indices Related to the Two Corpora Profiled

We also calculated the following indexes for the data. For instance, the proportion of the types to tokens is 0.08 for the words on the textbook whereas it is

0.24 on the words produced on the prompts. That is, there are 12.46 tokens against each type on the textbook whereas there as 4.21 tokens against each type on the words produced on the prompts by the learners. Further indexes can be observed on Table 4.5 for the tokens and types for the interested readers.

Table 4. 7

Related Ratios and Indices Related to Textbook and Lexical Availability Task

	Words on textbook	Words produced on prompts
Words in text (tokens)	30,420	1,259
Different words (types)	2441	299
Type-token ratio (TTR)	0.08	0.24
Tokens per type	12.46	4.21
Tokens per family	18.88	4.60

4.5. The 10 First and Most Frequent Words Produced on Total Prompts and Displayed on the Textbook

The analysis was further extended to identify the 10 first and most frequent words among the words generated in response to our prompts given in the lexical availability task and the textbook. As Table 4.6 shows, the most frequent words all belong to the most frequent BNC/COCA lists. The 10 first and most frequent words include the following words in order of frequency. The number of the times each word was produced also appears within the brackets following each word:

Table 4. 9

Twenty First and Most Frequent words on Textbook and Lexical Availability Task

Learner-produced words			Words from textbook		
TYPE	RANGE	FREQ	TYPE	RANGE	FREQ
Teach	1	75	Be	1	65
Doctor	1	44	I	1	39
Water	1	39	Have	1	31
Engineer	1	37	A	1	28
Pizza	1	31	Not	1	27
Apple	1	28	Word	1	16
Book	1	28	Document	1	4
Cola	1	27	Theme	1	4
Telephone	1	22	Content	1	2
Farm	1	21	Core	1	2

The 10 first and most frequent words on Table 4.6 for both the words on the prompts and the words from the textbook do not show any correspondence. Given that the words mostly produced on the task belong to the content words where as we can observe a couple of function words as well.

Discussion

Comparing the learners" performances to the vocabulary profile of their respected textbooks is highly influential in measuring the effectiveness of the textbook in EF learning progress. The current research has analyzed the textbook *English for Iraq* for the second grade in terms of its vocabulary profiling relating them to the students" performances in a lexical availability task in order to measure the extent to which this particular textbook is effective in teaching the vocabulary of the language. Within this context, the first aim of the study, the textbook *English for Iraq* for grade 2 falls short from covering the most frequent English words, based on the findings of the study. It seems that the textbook of grade 2 includes a total of 30,420 words and there is 99,94 percent of words belonging to the high- frequent word lists of British National Corpus (BNC) and Corpus of Contemporary American English (COCA). In addition, the textbook vocabulary profiling includes 103 words not belonging to neither BNC/COCA. The

findings of this thesis do not agree with several studies, such as Alcaraz (2009), Nordlund (2016), and Lopez-Jiménez (2009), who also conclude that the majority of EFL textbooks pay little attention to including the most frequent words in their vocabulary profiles, which is an issue negatively affecting the vocabulary learning of English.

One reasonable explanation to support this issue can be given in that the textbook *English for Iraq* grade 2 focuses more on the functionality of words rather than on their frequency. This aspect reveals that the deviation from providing the most frequent English words traced in the vocabulary content of the textbook has been due to targeting the learners‟ immediate communicative needs. At the grade-2 level, the students need to learn English more in relation to the natural uses of words than their presupposed high-frequent occurrences. This justification identifies with Alcaraz (2009), who shows that in many textbooks of English, functionality prevails frequency. It is true that both functionality and frequency of a word are important to learning progress, but these two word-aspects may conflict with each other. In other words, some words are marked as being useful for communicative purposes but they nonetheless do not fall within the lists of the most frequent words. To maintain the students‟ communicative needs, such words are included in the textbooks of English. This condition explains the high level of occurrence of the frequency off-list words in the textbook *English for Iraq* for the second grade.

Another possible explanation valid in addressing this issue is related to an economic orientation. The teaching textbooks are in fact commodities that need to be sold for more for materialistic gain than pedagogical achievement. This issue makes the publishers count for the number of books they sell in any process of textbook designing including the vocabulary content. They become more preoccupied with producing interesting and attractive textbooks than more useful for the process of learning. This aspect matches the findings of Nordlund (2016), who sees a possibility of hindering learning in the

commercial teaching materials realized in the low number of high-frequency words. In the unproportioned vocabulary profiling of the commercial textbooks, it becomes up to the teachers to assess the validity of such a profiling, who may add, omit or stick to it.

A final explanation to the shortcomings of the vocabulary profiling the textbook *English for Iraq* would be related to the presence of the Iraqi editorial and adaptation committee consisting of four Iraqi experts. This committee should have interfered in the design of the textbook *English for Iraq* affecting as such the vocabulary profile of this textbook. This aspect explains the presence of the words appearing in the off-list, in particular those with Iraqi origin, especially names of people and food adding as such a traditional touch to the vocabulary selection of the textbook. This justification is in match with Lopez-Jiménez (2009), who suggests that the selection of vocabulary content should be conducted away from the those with traditional orientations. Through undergoing the traditional touches, the textbook also leaves about the recent empirical researches concerning the presentation and systematicity of vocabulary profiling. While avoiding the most frequent words in English, the textbook will fall short from informing the modern, most sounding theories in the field of teaching and learning.

The lexical availability task gives valid access to the learners" vocabulary knowledge measuring simultaneously the effectiveness of the textbook in teaching the language. The findings of the study have supported the second aim of the research, which is the students in grade 2 have not learned of vocabulary profile of this textbook. The students" performances to the lexical availability task show little vocabulary knowledge gained by the learners. The findings show that the corpus produced by the students consists mostly from tokens with a small number of word families. It is noteworthy that the students" responses mostly contain words from the bottom of the most frequent word lists, i.e., K 25. The lexical availability is the learner"s ability to produce words in relation

to a given cue. The higher the number of words the learners can produce, the more vocabulary knowledge the students gain. However, the participants in the lexical availability task in the present research show a poor lexical availability. This aspect points at the deficiency of the textbook *English for Iraq*, which has been already stated above, in addressing the most frequent English words in its vocabulary profiling. This issue is also emphasized by Jimenez Catalán and Fontecha (2019), who shows that the lexical retrieval of English words mainly depends on the vocabulary profile of the textbook.

Yet, another explanation to this issue can be related to students" attitudes both to English learning and the lexical availability task itself. In the learning and teaching processes, attitudes are often taken into consideration. This issue is in accordance with Jiménez Catalán (2009) who puts an emphasis on working students" attitudes towards vocabulary learning. Jiménez Catalán (2009) shows that the positive attitude to vocabulary learning accelerates and enhances their learning of the target language.

Conclusion

The study primarily focuses on comparing the learners" vocabulary performances in relation to their textbook English for Iraq for second intermediate students. The research explores (1) the extent to which the textbook *English for Iraq* at grade 2 covers the most frequent words, and (2) the extent to which the students in grade 2 have learned of vocabulary profile of this textbook. Regarding the availability of the most frequent words in the textbook *English for Iraq* grade 2, the study concludes that this textbook lacks the proportioned vocabulary profile in presenting more words falling in the last lists of the most frequent words than supposed to be. This aspect means that the textbook mainly targets less useful words and therefore provides little vocabulary knowledge to the learners at this level. This means that the textbook vocabulary profiling needs to be

reconsidered in such a way as to balance the functionality of words and their own frequency.

As far as the students are concerned, the vocabulary profiling of the textbook *English for Iraq* grade 2 provides little vocabulary knowledge. This aspect is supported by the students‟ responses to the lexical availability task, which show very little, or even no, match with the vocabulary profiling of the textbook. This aspect also signals the weak presentation of the vocabulary contents of the textbook

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