



مجلة العلوم الإنسانية  
بجامعة حائل



جامعة حائل  
UNIVERSITY OF HAIL

# مجلة العلوم الإنسانية

دورية علمية محكمة تصدر عن جامعة حائل



السنة السابعة، العدد 22

المجلد الأول، يونيو 2024

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للتواصل:

مركز النشر العلمي والترجمة

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## نبذة عن المجلة

### تعريف بالمجلة

مجلة العلوم الإنسانية، مجلة دورية علمية محكمة، تصدر عن وكالة الجامعة للدراسات العليا والبحث العلمي بجامعة حائل كل ثلاثة أشهر بصفة دورية، حث تصدر أربعة أعداد في كل سنة، وبحسب اكتمال البحوث المجازة للنشر. وقد نُحِتَت مجلة العلوم الإنسانية في تحقيق معايير اعتماد معامل التأثير والاستشهادات المرجعية للمجلات العلمية العربية معامل " آرسيف Arcif " المتوافقة مع المعايير العالمية، والتي يبلغ عددها (32) معياراً، وقد أُطلق ذلك خلال التقرير السنوي الثامن للمجلات للعام 2023.

### رؤية المجلة

التميز في النشر العلمي في العلوم الإنسانية وفقاً لمعايير مهنية عالمية.

### رسالة المجلة

نشر البحوث العلمية في التخصصات الإنسانية؛ لخدمة البحث العلمي والمجتمع المحلي والدولي.

### أهداف المجلة

تهدف المجلة إلى إيجاد منافذ رصينة؛ لنشر المعرفة العلمية المتخصصة في المجال الإنساني، وتمكن الباحثين -من مختلف بلدان العالم- من نشر أبحاثهم ودراساتهم وإنتاجهم الفكري لمعالجة واقع المشكلات الحياتية، وتأسيس الأطر النظرية والتطبيقية للمعارف الإنسانية في المجالات المتنوعة، وفق ضوابط وشروط ومواصفات علمية دقيقة، تحقيقاً للجودة والريادة في نشر البحث العلمي.

## قواعد النشر

### لغة النشر

- 1- تقبل المجلة البحوث المكتوبة باللغتين العربية والإنجليزية.
- 2- يُكتب عنوان البحث وملخصه باللغة العربية للبحوث المكتوبة باللغة الإنجليزية.
- 3- يُكتب عنوان البحث وملخصه ومراجعته باللغة الإنجليزية للبحوث المكتوبة باللغة العربية، على أن تكون ترجمة الملخص إلى اللغة الإنجليزية صحيحة ومتخصصة.

### مجالات النشر في المجلة

تتم مجلة العلوم الإنسانية بجامعة حائل بنشر إسهامات الباحثين في مختلف القضايا الإنسانية الاجتماعية والأدبية، إضافة إلى نشر الدراسات والمقالات التي تتوفر فيها الأصول والمعايير العلمية المتعارف عليها دولياً، وتقبل الأبحاث المكتوبة باللغة العربية والإنجليزية في مجال اختصاصها، حيث تعنى المجلة بالتخصصات الآتية:

- علم النفس وعلم الاجتماع والخدمة الاجتماعية والفلسفة الفكرية العلمية الدقيقة.
- المناهج وطرق التدريس والعلوم التربوية المختلفة.
- الدراسات الإسلامية والشريعة والقانون.
- الآداب: التاريخ والجغرافيا والفنون واللغة العربية، واللغة الإنجليزية، والسياحة والآثار.
- الإدارة والإعلام والاتصال وعلوم الرياضة والحركة.

## أوعية نشر المجلة

تصدر المجلة ورقياً حسب القواعد والأنظمة المعمول بها في المجالات العلمية المحكمة، كما تُنشر البحوث المقبولة بعد تحكيمها إلكترونياً لتعم المعرفة العلمية بشكل أوسع في جميع المؤسسات العلمية داخل المملكة العربية السعودية وخارجها.

## ضوابط النشر في مجلة العلوم الإنسانية وإجراءاته

### أولاً: شروط النشر

#### أولاً: شروط النشر

1. أن يتسم بالأصالة والجدّة والابتكار والإضافة المعرفية في التخصص.
2. لم يسبق للباحث نشر بحثه.
3. ألا يكون مستقلاً من رسالة علمية (ماجستير / دكتوراة) أو بحوث سبق نشرها للباحث.
4. أن يلتزم الباحث بالأمانة العلمية.
5. أن تراعى فيه منهجية البحث العلمي وقواعده.
6. عدم مخالفة البحث للضوابط والأحكام والآداب العامة في المملكة العربية السعودية.
7. مراعاة الأمانة العلمية وضوابط التوثيق في النقل والاقتباس.
8. السلامة اللغوية ووضوح الصور والرسومات والجداول إن وجدت، وللمجلة حقها في مراجعة التحرير والتدقيق النحوي.

### ثانياً: قواعد النشر

1. أن يشمل البحث على: صفحة عنوان البحث، ومستخلص باللغتين العربية والإنجليزية، ومقدمة، وصلب البحث، وخاتمة تتضمن النتائج والتوصيات، وثبت المصادر والمراجع باللغتين العربية والإنجليزية، والملاحق اللازمة (إن وجدت).
2. في حال (نشر البحث) يُزود الباحث بنسخة إلكترونية من عدد المجلة الذي تم نشر بحثه فيه، ومستقلاً لبحثه .
3. في حال اعتماد نشر البحث تؤول حقوق نشره كافة للمجلة، ولها أن تعيد نشره ورقياً أو إلكترونياً، ويحق لها إدراجه في قواعد البيانات المحليّة والعالمية - بمقابل أو بدون مقابل - وذلك دون حاجة لإذن الباحث.
4. لا يحق للباحث إعادة نشر بحثه المقبول للنشر في المجلة إلا بعد إذن كتابي من رئيس هيئة تحرير المجلة.
5. الآراء الواردة في البحوث المنشورة تعبر عن وجهة نظر الباحثين، ولا تعبر عن رأي مجلة العلوم الإنسانية.
6. النشر في المجلة يتطلب رسوماً مالية قدرها ( 1000 ريال) يتم إيداعها في حساب المجلة، وذلك بعد إشعار الباحث بالقبول الأولي وهي غير مستردة سواء أجاز البحث للنشر أم تم رفضه من قبل المحكمين.

### ثالثاً: توثيق البحث

أسلوب التوثيق المعتمد في المجلة هو نظام جمعية علم النفس الأمريكية (APA7)

## رابعاً: خطوات وإجراءات التقديم

1. يقدم الباحث الرئيس طلباً للنشر (من خلال منصة الباحثين بعد التسجيل فيها) يتعهد فيه بأن بحثه يتفق مع شروط المجلة، وذلك على النحو الآتي:
    - أ. البحث الذي تقدمت به لم يسبق نشره (ورقياً أو إلكترونياً)، وأنه غير مقدم للنشر، ولن يقدم للنشر في وجهة أخرى حتى تنتهي إجراءات تحكيمه، ونشرة في المجلة، أو الاعتذار للباحث لعدم قبول البحث.
    - ب. البحث الذي تقدمت به ليس مستلاً من بحوث أو كتب سبق نشرها أو قدمت للنشر، وليس مستلاً من الرسائل العلمية للماجستير أو الدكتوراة.
    - ج. الالتزام بالأمانة العلمية وأخلاقيات البحث العلمي.
    - د. مراعاة منهج البحث العلمي وقواعده.
  - هـ. الالتزام بالضوابط الفنية ومعايير كتابة البحث في مجلة العلوم الإنسانية بجامعة حائل كما هو في دليل المؤلفين
- كتابة البحوث المقدمة للنشر في مجلة العلوم الإنسانية بجامعة حائل وفق نظام APA7
2. إرفاق سيرة ذاتية مختصرة في صفحة واحدة حسب النموذج المعتمد للمجلة (نموذج السيرة الذاتية).
  3. إرفاق نموذج المراجعة والتدقيق الأولي بعد تعينته من قبل الباحث.
  4. يرسل الباحث أربع نسخ من بحثه إلى المجلة إلكترونياً بصيغة (word) نسختين و (PDF) نسختين تكون إحداها بالصيغتين خالية مما يدل على شخصية الباحث.
  5. يتم التقديم إلكترونياً من خلال منصة تقديم الطلب الموجودة على موقع المجلة (منصة الباحثين) بعد التسجيل فيها مع إرفاق كافة المرفقات الواردة في خطوات وإجراءات التقديم أعلاه.
  6. تقوم هيئة تحرير المجلة بالفحص الأولي للبحث، وتقرير أهليته للتحكيم، أو الاعتذار عن قبوله أولاً أو بناء على تقارير المحكمين دون إبداء الأسباب وإخطار الباحث بذلك
  7. تملك المجلة حق رفض البحث الأولي ما دام غير مكتمل أو غير ملتزم بالضوابط الفنية ومعايير كتابة البحث في مجلة حائل للعلوم الإنسانية.
  8. في حال تقرر أهلية البحث للتحكيم يخطر الباحث بذلك، وعليه دفع الرسوم المالية المقررة للمجلة (1000) ريال غير مستردة من خلال الإيداع على حساب المجلة ورفع الإيصال من خلال منصة التقديم المتاحة على موقع المجلة، وذلك خلال مدة خمس أيام عمل منذ إخطار الباحث بقبول بحثه أولاً وفي حالة عدم السداد خلال المدة المذكورة يعتبر القبول الأولي ملغى.
  9. بعد دفع الرسوم المطلوبة من قبل الباحث خلال المدة المقررة للدفع ورفع سند الإيصال من خلال منصة التقديم، يرسل البحث لمحكمين اثنين؛ على الأقل.
  10. في حال اكتمال تقارير المحكمين عن البحث؛ يتم إرسال خطاب للباحث يتضمن إحدى الحالات التالية:
    - أ. قبول البحث للنشر مباشرة.
    - ب. قبول البحث للنشر؛ بعد التعديل.
    - ج. تعديل البحث، ثم إعادة تحكيمه.
    - د. الاعتذار عن قبول البحث ونشره.
  11. إذا تطلب الأمر من الباحث القيام ببعض التعديلات على بحثه، فإنه يجب أن يتم ذلك في غضون (أسبوعين) من تاريخ الخطاب) من الطلب. فإذا تأخر الباحث عن إجراء التعديلات خلال المدة المحددة، يعتبر ذلك عدولاً منه عن النشر، ما لم يقدم عذراً تقبله هيئة تحرير المجلة.
  12. في حالة رفض أحد المحكمين للبحث، وقبول المحكم الآخر له وكانت درجته أقل من 70%؛ فإنه يحق للمجلة الاعتذار عن قبول البحث ونشره دون الحاجة إلى تحويله إلى محكم مرجح، وتكون الرسوم غير مستردة.

13. يقدم الباحث الرئيس (حسب نموذج الرد على المحكمين) تقرير عن تعديل البحث وفقاً للملاحظات الواردة في تقارير المحكمين الإجمالية أو التفصيلية في متن البحث
14. للمجلة الحق في الحذف أو التعديل في الصياغة اللغوية للدراسة بما يتفق مع قواعد النشر، كما يحق للمحررين إجراء بعض التعديلات من أجل التصحيح اللغوي والفني. وإلغاء التكرار، وإيضاح ما يلزم. وكذلك لها الحق في رفض البحث دون إبداء الأسباب.
15. في حالة رفض البحث من قبل المحكمين فإن الرسوم غير مستردة.
16. إذا رفض البحث، ورجب المؤلف في الحصول على ملاحظات المحكمين، فإنه يمكن تزويده بهم، مع الحفاظ على سرية المحكمين. ولا يحق للباحث التقدم من جديد بالبحث نفسه إلى المجلة ولو أجريت عليه جميع التعديلات المطلوبة.
17. لا تردّ البحوث المقدمة إلى أصحابها سواء نشرت أم لم تنشر، ويخطر المؤلف في حالة عدم الموافقة على النشر
18. يحق للمجلة أن ترسل للباحث المقبول بحثه نسخة معتمدة للطباعة للمراجعة والتدقيق، وعليه إنجاز هذه العملية خلال 36 ساعة.
19. هيبة تحرير المجلة الحق في تحديد أولويات نشر البحوث، وترتيبها فنياً.





## An Analysis of Exercise Design in EFL Textbooks from a Vocabulary Perspective

تحليل تصميم التمارين في كتب اللغة الإنجليزية كلغة أجنبية من منظور المفردات

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(تاريخ الاستلام: 2024/05/15، تاريخ القبول: 2024/07/07، تاريخ النشر: 2024/08/26)

### Abstract

Vocabulary acquisition is a fundamental component of language learning. Consequently, researchers emphasize the necessity of enhancing vocabulary development by providing explicit support to students. Although teaching materials are equipped to provide structured vocabulary support for all students within a classroom, only limited research explores the specific role that these resources play in such educational advancements. This study examined the exercises included in three series of English-as-a-foreign-language (EFL) materials designed for intermediate-level learners in Saudi schools. The investigation was centred on the target vocabulary and its reinforcement through corpus-based methodologies. The findings revealed that these exercises offer minimal support for substantive vocabulary enhancement, primarily focusing on high-frequency words which learners are presumed to be familiar with rather than extending into mid-frequency vocabulary. Furthermore, despite most exercises aiming at incidental learning—a method that necessitates repeated exposure to new words—there was an inadequate recycling of targeted vocabulary across the learning materials. Instead, repetition predominantly involved lexical items already known to the students. Considering these observations, it becomes imperative for curriculum developers to adopt more systematic methods when integrating vocabulary tasks into educational content. Thus, ensuring that word-focused activities make significant contributions to effective student learning is essential for deeper language acquisition and proficiency.

**Keywords:** EFL materials, vocabulary development, mid-frequency words, recycling, vocabulary exercises.

### الملخص

اكتساب المفردات مكون أساسي لتعلم اللغة وبناء على ذلك يؤكد الباحثون على ضرورة تعزيز تنمية المفردات لدى الطلاب كونها عنصرًا أساسيًا في تعلم اللغة. فعلى الرغم من أن المواد التعليمية مجهزة لتدريس المفردات لجميع الطلاب داخل الفصل الدراسي، إلا أن هناك عدد محدود من الأبحاث التي تستكشف الدور الذي تلعبه هذه المواد في مثل هذه التطورات التعليمية. تناولت هذه الدراسة التمارين المتضمنة في ثلاث سلاسل من مواد اللغة الإنجليزية كلغة أجنبية المصممة للمتعلمين في المرحلة المتوسطة في المدارس السعودية. وقد تركز البحث على المفردات المستهدفة وتعزيزها من خلال المنهجيات القائمة على المتون. تشير النتائج إلى أن هذه التمارين تقدم الحد الأدنى من الدعم لتعزيز المفردات الموضوعية، مع التركيز في المقام الأول على الكلمات عالية التردد التي من المفترض أن يكون المتعلمون على دراية بها بدلاً من التوسع إلى مفردات متوسطة التردد. علاوة على ذلك، على الرغم من أن معظم التمارين تحدف إلى التعلم العرضي -وهي طريقة تتطلب التعرض المتكرر لكلمات جديدة- إلا أنه كان هناك إعادة تدوير غير كافية للمفردات المستهدفة عبر المواد التعليمية. وبدلاً من ذلك، كان التكرار يشتمل في الغالب على عناصر معجمية معروفة للطلاب بالفعل. وبالنظر إلى هذه الملاحظات، يصبح من الضروري لمطوري الكتب اعتماد أساليب أكثر منهجية لتدريس المفردات والتي بدورها ستقدم مساهمات كبيرة في التعلم الفعال للطلاب واكتساب اللغة وإتقانها بشكل أعمق.

الكلمات المفتاحية: مواد اللغة الإنجليزية كلغة أجنبية، تطوير المفردات، الكلمات متوسطة التردد، إعادة التدوير، تمارين المفردات.

**Cite as:** Alshammri, Awatif. (2024). An Analysis of Exercise Design in EFL Textbooks from a Vocabulary Perspective. *Journal of Human Sciences at the University of Hail*, 01(22), 257–270.

**Funding:** "There is no funding for this research".

التمويل: لا يوجد تمويل لهذا البحث.

## 1. Introduction

One of the challenges confronting language learners entails cultivating an adequate vocabulary that paves the way for effective communication (Nation, 2022). Such an endeavour mandates a significant investment of time and effort. This is particularly true given the high demands for extensive vocabulary knowledge essential for successful language comprehension and usage. Research findings have indicated that having knowledge of approximately 98% of text words is vital to understand a language efficiently (Schmitt et al., 2011). Moreover, language learners should be familiar with word families of approximately 8000–9000 words to successfully comprehend written English (Nation, 2006). However, it is not an easy task for language learners to develop such a large vocabulary size. Thus, support is required to help learners to achieve such evolution in their vocabulary learning (Schmitt, 2008). Vocabulary learning in the classroom should be given attention by providing language learners with different vocabulary activities (Newton, 2020). Such focus should not be limited to vocabulary activities in the classroom but also in language teaching materials as the main source for language learning (Nation, 2007). Vocabulary-focused exercises in teaching materials should be constructed in a manner that supports and enables language learners to succeed in their vocabulary development.

Language teaching materials are considered the main source for teaching language in the classroom (Gray, 2016). Moreover, they play an important role in promoting vocabulary learning and development through exercises provided to the learners (Laufer, 2020). Research reveals that EFL teachers do not provide adequate focus on vocabulary teaching in the classroom (Bergström et al., 2022). Thus, it has become increasingly evident that the structure and organization of educational materials, particularly with reference to vocabulary, hold paramount significance in language learning.

Research studies focusing on vocabulary development have yielded valuable insights into factors that aid in word acquisition (Nation, 2011). An essential principle emerging from this research is the frequency principle. This suggests that beginner learners should primarily focus on high-frequency words, while advanced learners should focus on lower frequency words (e.g., Vilkaitė-Lozdienė & Schmitt 2020; Schmitt &

Schmitt, 2014). Hence, the selection of words for learning process should be strategically determined based upon the learner's existing vocabulary capacity. Research has also revealed that there should be recycling of the target vocabulary in the texts, as providing learners with an adequate number of repetitions for target words is significant for learners' vocabulary development (Waring & Takaki, 2003). However, the investigation of the vocabulary component has predominantly been through textual analysis and its respective input (Sun & Dang, 2020; Yang & Coxhead, 2020). However, studies that specifically observe exercises in EFL materials are rather limited (see, however, Nordlund & Norberg, 2020; Bergström, 2023). Therefore, additional research is imperative to comprehend the potential impact of vocabulary exercises on EFL learners' vocabulary development. The current study aims to shed light on this aspect by scrutinizing the vocabulary exercises embedded within three series of Saudi EFL intermediate materials.

## 2. Literature Review

### 2.1 The Impact of Word Frequency on the Development of Vocabulary Learning

The objective of vocabulary learning extends beyond learning a large number of words; rather, it requires mastery of the most valuable words for understanding and communication. Due to inherent linguistic variances, not all terms hold equal frequency in generic discourse—on the contrary, only a select repertoire represents a major proportion of the language. Recent research (Webb & Nation, 2017) suggests that approximately 85% of general English is encapsulated within just 1,000 top-ranking word families, thereby emphasizing their undeniable precedence in early learning stages. Leading academics within the field of lexical studies (e.g., Nation, 2013) advocate for an articulate syllabus organized on the basis of principles related to word frequency as the key means for curating target vocabulary subsets. Empirical investigations suggest that competency with high-frequency lexis is positively correlated with elevated overall linguistic proficiency. For example, Sakata (2019) conducted a study to explore the relationship between Japanese EFL students' language capabilities and their existing lexical knowledge base. The findings revealed that the students who comprehended more frequent words showcased higher

general language competency compared to others less knowledgeable in similar circumstances. This outcome advocates for curriculum developers and educators contemplating how vital it is to closely heed the frequency factor while formulating target vocabulary strategies.

To enable a frequency-based approach to vocabulary acquisition, word lists premised on frequency have been developed (Nation, 2016). These lists include words based on their prevalence in general corpora, such as the Corpus of Contemporary American English (COCA) and the British National Corpus (BNC). Each list is categorized into frequency bands; for example, the first band contains 1,000 most frequently appearing word families in a given corpus, with subsequent bands each comprising an additional set of the next 1,000 frequent words. Leveraging these lists not only serves to reflect everyday language use but also structures classroom instruction and supports the development of learning materials. Moreover, such lists provide a comparison between general English and lexical inputs and enable the establishment of textual demands posed by disparate content. For example, Coxhead et al. (2010) employed such wordlists to determine difficulty levels within science textbooks via identification of necessary vocabulary size required to achieve a text coverage ratio of 98%. Consequently, these wordlists can contribute to making an effective analysis of educational materials and help to check the suitability of the materials for target learners.

With regard to vocabulary development in an EFL classroom, it has been recommended that learners should prioritize high-frequency words (Nation, 2013). However, Schmitt and Schmitt (2014) emphasise the significance of giving equal attention to mid-frequency words. They contend that mid-frequency words equip students to engage in the use of authentic language. As such, they advocate that teaching methods should cater to mid-frequency words just as they do to high-frequency ones in order to effectively assist learners in language acquisition. According to the framework proposed by Schmitt and Schmitt (2014), it is advocated that the initial word families of 3,000 words are categorized as high-frequency while those ranking from 3,001 to 9,000 stand within the mid-frequency range. EFL learners who commence their studies at the intermediate level are expected to know fundamental English vocabulary (Bergström et al., 2022). Given that educational materials should align with students' requirements, it is essential for EFL materials used

to teach Saudi EFL learners to comprise not only high-frequency words but also an appropriate number of mid-frequency words.

### 2.2 The Role of Recycling in Vocabulary Learning

Ellis (2002) and Webb (2014) emphasize the significance of recurrent encounters in vocabulary acquisition. However, it should be noted that the degree of repetition required for effective learning varies based on the type of learning activity. Vocabulary activities can primarily fall into two distinct categories: intentional and incidental learning activities. Intentional learning designates activities in which vocabulary proficiency is the explicit intended outcome, while incidental learning implies a situation in which vocabulary enhancement occurs as an ancillary result during another task, like reading for comprehension purposes (Hulstijn, 2003). The current study aims to focus specifically on EFL workbooks which have commendable potential to offer both types of vocabulary learning opportunities through vocabulary exercises. This research delves deeply into EFL materials regarding the vocabulary-focused exercises along with scrutinizing their strategy in recycling target words. With regard to recycling, incidental vocabulary learning requires a greater recycling frequency of target vocabulary than intentional vocabulary learning (Webb, 2020). Thus, exercises that are part of the teaching materials should be designed to ensure that they provide learners with repeated exposure to target vocabulary for optimal progress in their language learning.

Several studies have aimed to determine the definitive number of repetitions conducive for incidental vocabulary acquisition, but no consensus on a specific figure has been attained. Pigada and Schmitt's (2006) case study, featuring a sole Greek-speaking participant, suggested that it may take upwards of 20 encounters to deeply internalize new words. In contrast, Webb's study (2007) included 121 Japanese students learning English as a foreign language (EFL) and determined that substantial vocabulary enhancement could occur after 10 encounters. However, he noted more than this number may be necessary for the development of comprehensive word knowledge. Similarly, Pellicer-Sánchez and Schmitt (2010) examined vocabulary development among 20 Spanish individuals learning English as a second language (ESL) through novel-reading processes. Their findings illustrated incremental learning improvements following merely five-to-eight

encounters, while indicating that more than 10 encounters were likely essential for effective learning of vocabulary. Consequently, while it is impossible to conclusively determine a precise numerical quantity, it is evident that multiple exposures to a word are required for effective vocabulary learning. The importance of the repetition of words for vocabulary acquisition has been confirmed by Brown's study (2021) that included Japanese learners in which the findings suggest that the recurrence rate of specific words affects students' spontaneous vocabulary enrichment. Therefore, incorporating repetition of lexical elements when designing EFL materials emerges as a fundamental principle that must be emphasized.

### 2.3 Related Studies

Despite the limited research that specifically addresses the vocabulary aspect of EFL teaching materials, there exist several studies that explore the opportunities for vocabulary acquisition in EFL materials. These studies examine the characteristics of vocabulary input in the materials, particularly in terms of word frequency and the extent to which vocabulary content is recycled throughout educational materials. These studies are predominantly conducted in Chinese and Swedish contexts. In Chinese context, Sun and Dang (2020) conducted a comprehensive analysis of 11 EFL materials currently utilized in Chinese secondary schools. The evaluation highlighted that these textbooks satisfactorily incorporate a significant proportion of the top 1,000 most recurrently used word families, with these terms being extensively reiterated throughout. Nonetheless, the authors also ascertain that there appears to be deficient exposure to vocabulary residing in the second and third frequency bands inside these EFL materials. This deficiency is further compounded by an insufficient recycling rate for words from these frequency bands. The two researchers thereby postulate that this discrepancy could elucidate why Chinese students graduating high school generally exhibit an incomplete grasp over the first 3,000 words, which should have ideally been acquired during their study. In the same context, Yang and Coxhead (2020) analysed two textbooks in a Chinese EFL series used in secondary schools in terms of the lexical requirements they present. Their findings indicate that satisfactory text coverage of 98% is realized within the fifth and sixth frequency bands, respectively.

With regard to the Swedish context, Nordlund (2015) conducted a detailed analysis of three

textbooks intended for learners in the age range of 10–12 years. The findings revealed a minimal presence of recycling within these texts. The repetition of nouns and adjectives were found to be as low as 4%, while lexical verbs recurred slightly higher at just 12.5%; this frequency surfaced no more than 12 times throughout these academic resources. Furthermore, it was observed that there is a significant representation of lexical content originating from the third frequency band or even below. In a similar study, Norberg and Nordlund (2018) conducted an evaluation of seven EFL textbooks designed for elementary school students. Their findings suggested that merely 40% of the content words originated from the first frequency band. Furthermore, they recognized a notable lack of content recycling within these textbooks. In another study, Bergström, et al. (2022) examined the vocabulary component in the texts of five EFL series used for teaching learners in high schools. The findings revealed that there are representations of mid-frequency words in the texts. However, it has been observed that these words are not adequately recycled. Instead, the materials predominantly recirculate high-frequency words, which students may already be familiar with.

The studies discussed here were focused on the analysis of the vocabulary component in the texts. There are other studies that focus on the analysis of the vocabulary component in the design of exercises. Nordlund and Norberg (2020), for example, analysed exercises in seven Swedish EFL workbooks. Their analysis revealed that most exercises focus on incidental vocabulary learning and on teaching high-frequency words. Moreover, a large number of words in the exercises are not recycled from textbooks. Their study concluded that EFL teaching materials are not designed well for effective vocabulary learning. In addition, Bergström (2023) examined learning conditions and frequency distribution of the target vocabulary exercises in three EFL series used for teaching Swedish intermediate learners. The findings revealed that there is implementation of extensive retrieval opportunities within the learning material for enhancing the learning process. Moreover, it was found that most of the vocabulary represented in the exercises are high-frequency words, which are the words that are already likely to be familiar to learners. Thus, these studies revealed that vocabulary-focused exercises did not contribute to effective vocabulary learning and a systematic approach is required when designing vocabu-

lary-focused exercises in EFL teaching materials. Although these two studies examined vocabulary learning opportunities in the exercises, the number of studies that sought to examine exercises in terms of providing to opportunities of vocabulary learning are rather scarce.

In the Saudi context, the literature search revealed that there is a study conducted by Alsaif and Milton (2012) that examined EFL textbooks employed for teaching Saudi learners in grades 6–12. The findings revealed that these textbooks comprehensively encompass over 80% of the most frequent 2,000 word families in English. However, a relative shortfall was noted when considering the inclusion rate of the most prevailing word families of 5,000 words, in which approximately half were incorporated, which indicates that these textbooks did not provide learners with sufficient vocabulary learning opportunities required for language acquisition. To best of my knowledge, this study is the only one that investigated the vocabulary component in EFL textbooks used in Saudi public schools and it was conducted utilizing textbooks that are presently not in active use. Thus, the current study aims to fill the gap in the literature in the general and Saudi contexts, particularly through examining vocabulary learning opportunities provided in exercises in three workbooks of three series of EFL materials used for teaching Saudi

learners in intermediate schools.

### 3. Research Questions

This study aims to examine the extent to which the lexical input in Saudi EFL materials for intermediate schools promotes vocabulary learning for Saudi learners. The following are the research questions that are addressed in this study:

1. What are the frequency distributions of target vocabulary in workbook exercises?
2. To what extent is the target vocabulary in the textbooks recycled in workbook exercises?
3. To what extent are the mid-frequency words in the textbooks recycled in workbook exercises?
4. To what extent are the workbook exercises focused explicitly on target vocabulary learning?

### 4. Materials and Methods

This study analyses three workbooks and three textbooks of three series of EFL materials for Saudi public intermediate schools (Grade 7). These series are entitled Lift Off, Full Blast, and Super Goal. As this study mainly focuses on the analysis exercises, the main source of the data are the workbooks. Information regarding the exercises analysed in this study are presented in Table 1.

**Table 1**  
*Number of Exercises in the Workbooks*

<b>Lift Off</b>	61
<b>Full Blast</b>	76
<b>Super Goal</b>	88

All the exercises in the workbooks were manually scanned and all the target vocabulary was identified. Thereafter, vocabulary lists identified from the exercises were compiled. Before conducting the analysis, all the target vocabulary identified from the exercises was lemmatised. Following Kremmel (2016), the process of lemmatisation implies that the words are represented in their dictionary form. For example, the lemma of the words “run, runs, running” are all encompassed by the lemma “run.” Thus, vocabulary lists identified from the exercises were converted to their lemma forms regardless of their inflectional variations. The vocabulary lists were compiled by Sketch Engine (Kilgarriff et al., 2004) to prepare them for analysis.

To identify the frequency distribution of the target words (the first research question),

VP-Compleat on the Lextutor website (Cobb n.d.) was used. The compiled lists of the words were mapped with VP-Compleat in which the frequency distribution of the words was identified according to BNC-COCA 1–25K frequency lists (Nation, 2017). Following this method enabled an assessment of the appropriateness of the words emphasized in the exercises to intended learners. As the textbooks analysed in this study are used for teaching Saudi intermediate school learners (Grade7), the learners are expected to have knowledge about English high-frequency and mid-frequency words suitable for their learning progression (Alsaif & Milton, 2012). The results regarding the frequency distribution of the vocabulary in the textbooks are presented by following Schmitt and Schmitt’s (2014) division, including high-frequency words (first 3000 words), mid-frequency words (3001–9000 words), and low frequency words (9001–).

To investigate the extent to which the target vocabulary in general and the mid-frequency words in particular in the textbooks reoccur in the workbooks (the second and third research questions), the textbooks were scanned and then converted into text (.txt) files. To facilitate the search, the files were automatically tagged according to part-of-speech—including nouns, lexical verbs, adjectives, and adverbs—by using the corpus tool Sketch Engine (Taylor et al., 2003; Kilgarriff et al., 2004). Moreover, the texts in the files

were analysed at a lemma level by utilizing the word list function in Sketch Engine, where the word and its different forms are treated as one item. Prior to the analysis, the number of lemmas per word class—including nouns, lexical verbs, adjectives, and adverbs—in both textbooks and workbooks were identified (Table 2). In addition, when investigating recycling, the number and proportion of lemmas per word class that exist only in the textbooks and workbooks were compared.

**Table 2**  
*The Number of Lemmas Per Word Class in Textbooks and Workbooks*

	Adjectives		Nouns		Lexical verbs		Adverbs		Total	
	TB	WB	TB	WB	TB	WB	TB	WB	TB	WB
<b>Lift Off</b>	97	88	258	277	95	97	45	48	495	510
<b>Full Blast</b>	36	47	199	223	67	69	32	34	334	373
<b>Super Goal</b>	143	128	389	397	125	121	69	66	726	712

To answer the fourth research question, all the exercises in the textbooks were divided into two groups. The first group included exercises with an explicit vocabulary-learning focus and exercises with an incidental vocabulary-learning focus. Exercises with an explicit vocabulary-learning focus included the activities that have a straightforward focus on teaching vocabulary, such as the activities that required the learners to match synonyms or complete the sentences with a suitable word from a given list; in contrast, exercises with an incidental vocabulary-learning focus included those that teach students language skills—such as writing, reading, listening, and speaking with no clear focus on teaching vocabulary—where the students were exposed to the target vocabulary from, for example, reading passages and answering ques-

tions related to the passage (Criado, 2009). When answering the fourth research question, the grammar activities were treated as the same as the activities that have a stronger vocabulary focus, as both kinds of activities provided opportunities to encounter and recycle vocabulary.

## 5. Results

### 5.1 Frequency Distribution

To check the opportunities provided for learning vocabulary in the exercises, the frequency distribution of the target vocabulary was analysed. As evident in Table 3, the results reveal that there is a large proportion of high-frequency words, followed by mid-frequency words; however, low-frequency words represent a rather low percentage.

**Table 3.**  
*The Number and Percentages of Lemmas in Frequency Bands*

	High	Mid	Low	Total
<b>Lift Off</b>	391 (77%)	84 (16%)	35 (7%)	510 (100%)
<b>Full Blast</b>	254 (68%)	76 (20%)	43 (12%)	373 (100%)
<b>Super Goal</b>	523 (73%)	155 (22%)	33 (5%)	712 (100%)

Unlike the analysis of running texts where the frequency distribution of the words is affected by the nature of language and, consequently, a large percentage of the words are found to be high-frequency words, the frequency distribution of the target vocabulary in the exercise cannot be affected by the nature of English. This is because these words are selected explicitly and individually from the exercises—for example, match the words with the definitions in the exercises. Considering that learners probably already know numerous high-frequency words, it is expected that the percentage of high-frequency words is over 50% of the total percentage of the target vocab-

ulary in the exercises in Lift Off, Full Blast, and Super Goal. In Lift Off, 77% of all the lemmas belong to high-frequency bands. The smallest percentage of high-frequency words is found in Full Blast, where the percentage is 68%. By examining the percentage of mid-frequency words, the words which are useful for learners and probably help to increase their vocabulary, it can be observed that the percentages of these words range between 16% and 22%. As evident in Table 3, Super Goal contains the largest percentage of mid-frequency words of the total number of target vocabulary provided for the learners in the exercises (22%), followed by Full Blast (20%), and then Lift Off

(16%). These results indicate that most of the words which are practiced by learners in the three workbooks are probably already known by them. By examining the number of useful target vocabulary that the learners can learn from the word-focused exercises, it can be observed that the number of mid-frequency lemmas range between 76 and 155 words per workbook in the different series, which implies that the workbooks in the three series provide opportunities for learning mid-frequency words. However, these opportunities are limited compared to the opportunities provided for learning high-frequency words, which range between 254 and 523 words per workbook in the series.

### 5.2 Recycling

The educational texts provided to EFL learners should not be only designed to meet the needs of the learners in terms of exposure but they should also provide learners with effective learning opportunities through recycling. This section illustrates findings related to the recycling of target vocabulary in general in the exercises (RQ2) and recycling of mid-frequency words in particular (RQ3). Before examining the target vocabulary in the textbooks recycled in the exercises in the workbooks, the words unique to the textbooks and workbooks were first identified. The numbers and percentages regarding the words unique to the textbooks and the workbooks are presented in

Table 4, while Tables 5 and 6 introduce the total numbers and percentages of all lemmas and numbers and percentages of lemmas per word classes, respectively, that are introduced in the textbooks and recycled in the exercises in the workbooks. In all the tables, the percentages are calculated from the percentages of total numbers of lemmas per word class (see Table 2).

As is evident in Table 4, the total percentage of the lemmas exclusive to the textbooks ranges between 35% and 40%, thereby indicating that more than half of the total number of the target vocabulary presented in the textbooks are repeated in the workbooks. With regard to the word classes, there are higher percentages of unique adverbs and adjectives in Lift Off and Full Blast that those in Super Goal. Further, lexical verbs have a slightly high number of unique words to the three textbooks ranged between 46% and 58%, whereas there are low percentages of unique nouns in the three textbooks compared to the other three types of word classes, which implies that many of the nouns are recycled in the workbooks. Similarly, the total number of lemmas unique to the workbooks are less than half, which implies that a high percentage of the words in the workbooks are already found in the textbooks. Moreover, the nouns found to be unique in the workbooks represent the small percentages compared to the other three types of word classes.

**Table 4**  
*The Number and Percentage of Unique Lemmas Per Word Class in Textbooks and Workbooks*

	Adjectives		Nouns		Lexical verbs		Adverbs		Total	
	TB	WB	TB	WB	TB	WB	TB	WB	TB	WB
<b>Lift Off</b>	54 (56%)	45 (51%)	44 (17%)	63 (23%)	54 (57%)	56 (58%)	36 (80%)	39 (81%)	188 (38%)	203 (40%)
<b>Full Blast</b>	27 (75%)	38 (81%)	58 (29%)	82 (37%)	30 (45%)	32 (46%)	16 (50%)	18 (53%)	131 (40%)	170 (46%)
<b>Super Goal</b>	62 (43%)	47 (37%)	110 (28%)	118 (30%)	62 (50%)	58 (48%)	20 (29%)	17 (26%)	254 (35%)	240 (34%)

In terms of recycling the target vocabulary, the findings reveal that the number of recycled words in the three workbooks is more than half the total number of lemmas presented in each workbook. To consider a lemma as recycled, it should be recycled over nine times (cf. Webb, 2007), where its repeated exposure in the materials helped it to be acquired incidentally. As evident from Table 4, between 11% and 15% of all lemmas in the materials

are recycled ten or more times. Thus, these figures reveal that only a limited percentage of the words in the materials can probably be learned from the exercises in the workbooks. Moreover, over 40% of the lemmas found were repeated four times or fewer. This finding indicates that there is no support in the materials through recycling for the students to learn a large percentage of the target vocabulary.

**Table 5**  
*Number and Percentage of all Lemmas Recycled in WBs*

Times	All lemmas	
	1-4	9<
<b>Lift Off</b>	250 (49%)	57 (11%)
<b>Full Blast</b>	153 (41%)	50 (13%)
<b>Super Goal</b>	363 (51%)	109 (15%)

With regard to the word classes, the smallest percentages of sufficient recycling were noticed for lexical verbs, where 13% or less of the lemmas were recycled over nine times. Nouns and adjectives have slightly higher figures—between 13% and 15% of recycled lemmas for

nouns and between 6% and 16% recycled lemmas for adjectives (see Table 6). For adverbs, more lemmas were found to be repeatedly recycled. Thus, the learners have more opportunities to learn adverbs than other three types of word classes.

**Table 6**  
*Number and Percentage of Lemmas Per Word Class Recycled in Workbooks*

	Adjectives		Nouns		Lexical verbs		Adverbs		Total
	1-4	9 <	1-4	9 <	1-4	9 <	1-4	9 <	
<b>Lift Off</b>	35 (40%)	8 (9%)	178 (64%)	36 (13%)	34 (35%)	7 (7%)	3 (6%)	6 (13%)	307 (60%)
<b>Full Blast</b>	6 (13%)	3 (6%)	112 (50%)	29 (13%)	28 (41%)	9 (13%)	7 (21%)	9 (26%)	203 (54%)
<b>Super Goal</b>	60 (47%)	21 (16%)	219 (55%)	60 (15%)	53 (44%)	10 (8%)	31 (47%)	18 (27%)	472 (66%)

However, it is important to note that the number of lemmas per word class is not the same in all the materials and this may be the reason that word classes that include fewer words are repeated more often. This may illustrate why there are high numbers for recycling adverbs in the materials. It is also notable that Super Goal includes the highest percentages of sufficient recycled lemmas per word classes, except for lexical verbs where Full Blast has the highest. This implies that the exercises in Super Goal provide the learners with more opportunities for learning target vocabulary com-

pared with the other two workbooks.

In terms of the extent to which the mid-frequency words in the textbooks are recycled in the exercises in the workbooks, the findings indicate that there are few mid-frequency words in the textbooks that are recycled in the exercises. As evident from Table 7, the total percentages of the recycled words range between 37% and 44%, which implies that over half of these words are not recycled. The total percentages of recycled mid-frequency words presented in Table 7 are calculated from the total number of mid-frequency words presented in Table 3.

**Table 7**  
*The Number and Percentage of Lemmas Recycled Per Word Class in Mid-Frequency Bands in Workbooks*

	Adjectives		Nouns		Lexical verbs		Adverbs		Total
	1-4	9 <	1-4	9 <	1-4	9 <	1-4	9 <	
<b>Lift Off</b>	8 (23%)	2 (6%)	13 (38%)	3 (9%)	5 (15%)	1 (3%)	2 (6%)	-	34 (40%)
<b>Full Blast</b>	2 (7%)	-	15 (54%)	3 (11%)	5 (18%)	2 (7%)	1 (3%)	-	28 (37%)
<b>Super Goal</b>	9 (13%)	3 (4%)	29 (43%)	8 (12%)	14 (21%)	2 (3%)	3 (4%)	-	68 (44%)

Moreover, the number of mid-frequency words recycled over nine times is too low in the three textbooks. The occurrence of mid-frequency words recycled over nine times is consistently limited to a maximum of eight times or fewer in the workbooks. Consequently, the materials fail to provide effective opportunities for students to acquire mid-frequency words through exercises. In terms of the word class, the figures reveal that the number of recycled nouns is found to be better compared to other types of word classes. Moreover, it is important to note that there are no adverbs recycled over nine times among mid-frequency words in all the workbooks. These findings can be contrasted with the results obtained in Sun and Dang's (2020) examination of Chinese EFL textbooks in which they found that a large number of

mid-frequency words were repeated 10 or more times. This study demonstrates that EFL materials can exhibit higher proportions of mid-frequency word recycling. Thus, the extent to which the mid-frequency words in the textbooks are recycled in the exercises in the workbooks is found to be unexpectedly low.

### 5.3 Types of Exercises in Terms of Their Vocabulary—Learning Focus

To examine to which extent the exercises focus on teaching the target vocabulary in explicit way, all the exercises in the workbooks were identified based on their explicit and incidental focus on teaching vocabulary. Table 8 displays information regarding number and percentages of both explicit learning focus exercises and Incidental learning focus exercises.



**Table 8.**  
*The Number and Percentage of Explicit and Incidental Learning Focus Exercises*

	Explicit learning focus exercises	Incidental learning focus exercises	Total
<b>Lift Off</b>	19 (31%)	42 (69%)	61
<b>Full Blast</b>	22 (29%)	54 (71%)	76
<b>Super Goal</b>	26 (30%)	62 (70%)	88

As evident in Table 8, the figures illustrate that most of the exercises included in the workbooks are incidental, where the percentages of exercises with incidental learning focus constitute approximately 70% of the total percentages of the exercises in the three workbooks. This implies that the structure of the exercises is designed to help learners to learn the target vocabulary subconsciously by engaging them in the activities without specific intention to emphasise on vocabulary. However, the number of exercises with explicit learning focus is too small compared to the incidental ones where their percentages in the three workbooks do not exceed 31% of the total percentages of the exercises in these workbooks. Incidental vocabulary learning needs more recycling frequency of target vocabulary than intentional vocabulary learning (Webb 2020). Thus, exercises in the teaching materials should be designed to ensure that they provide learners with repeated exposure to target vocabulary for their optimal language progress. However, the results regarding recycling showed above indicated that vocabulary are not recycled on the target level in the exercises in the workbooks. Repeated exposure to new vocabulary is important for effective learning. However, our analysis revealed that mid-frequency terms in exercises do not receive adequate repetition for vocabulary development in textbooks. Further, the findings indicate that there is recycling of high-frequency words, which are the words that learners already know and are familiar with.

## 6. Discussion

As language learning is based mainly on vocabulary learning that requires organized assistance (Schmitt, 2008), the current study examined the vocabulary component in the exercises in EFL teaching materials to investigate whether they assist the learning process in this regard. As stated earlier, EFL learning materials including textbooks and workbooks are considered the main source for teaching foreign language in the classroom and they play an effective role in teaching vocabulary if they are constructed well. A well-constructed method for teaching vocab-

ulary in the materials is important as no prominent attention may be given by EFL teachers to teaching vocabulary as a specific learning goal (Bergström et al., 2022; Gao & Ma, 2011). The aim of the current study was to analyse vocabulary learning opportunities in exercises in Saudi intermediate EFL materials in terms of their frequency distributions in practice exercises, their recycling, and the extent to which the exercises in the workbooks explicitly focused on learning the target vocabulary. The results reveal that the exercises in the materials mainly provide the learners with practice of high-frequency words, which are words that the learners are expected to already know (Alsaif & Milton, 2012). This implies that the exercises in the materials are not designed to suit the target learners in terms of the frequency of the target vocabulary. Thus, there is a lack of target vocabulary adaptation in the exercises for target learners. This finding is similar to the finding of Bergström (2023), which indicated that vocabulary exercises mainly comprise high-frequency words, which are commonly known by the learners. This finding is also similar to the finding of other previous studies which, although concerning texts, found a deficiency in vocabulary adaptation for targeted students (e.g. Bergström, et al., 2022; Norberg & Nordlund, 2018; Sun & Dang, 2020). Such a failure of exercise design in the materials to consider learners' extended target vocabulary demands impedes learners' vocabulary development (Alsaif & Milton, 2012). It is important to acknowledge that the implications discussed here are based on the vocabulary size of an average student. It is worth mentioning that there may be students in the EFL classroom whose vocabulary sizes are smaller; for them, a concentration on high-frequency words can be beneficial. However, considering that teaching materials should be tailored to meet the needs of the average student, these findings indicate that the exercises are not designed in consideration of the intended learners. Additionally, prioritizing high-frequency words may be acceptable if the exercises enhance learners' understanding by encompassing various aspects of word knowledge or improving fluency development,

thereby expanding their vocabulary proficiency.

In terms of recycling, the results indicate that vocabulary is not recycled at the target level in the exercises in the workbooks. For effective learning, repeated exposure to new vocabulary is important. However, our analysis has revealed that mid-frequency terms within exercises do not receive adequate repetition for vocabulary development from textbooks. Thus, the findings indicate that there is recycling of high-frequency words, which are words which learners already know and are familiar with (e.g. Webb, 2007). The challenge lies in the teacher's ability to continually reintroduce all target terminologies within classroom sessions (Schmitt, 2019). Hence, the revelation of insufficient focus on mid-frequency words is significant; these words are less likely to be retained in students' long-term memory. Similar conclusions were drawn by Matsuoka and Hirsh (2010) and suggested that such curricular material inadequately supports vocabulary development. Moreover, Yang and Coxhead's study (2020) mirrored these observations as well. Similar results were also found in previously conducted Swedish studies, which indicate substantial inconsistencies in the recurrence of mid-range frequency terms in learning materials (Bergström et al., 2022; Nordlund, 2015). Based on the observations of the findings of this study and previous studies, it is evident that EFL materials worldwide predominantly exhibit lower levels of recycling; this persists regardless of the target age group.

The findings of this research indicate that recycling is overlooked in the formulation of workbook exercises. This suggests an incongruity between the EFL material designed for intermediate learners and their respective vocabulary learning objectives. Although extramural English activities may be considered an effective means for learners as they repeatedly encounter many words from the target-level vocabulary (Sundqvist, 2009), the teaching materials for those learners are not the main source for target vocabulary learning and this may contribute to mitigating its negative impact. However, acknowledging that schools bear responsibility for each student's educative journey emphasises the importance of teaching materials to provide plentiful opportunities to align with established vocabulary learning objectives—particularly when factors like recycling prove difficult to ensure externally (Schmitt, 2019). It is crucially important for students who do not participate in extracurricular activities to have adequate

academic exposure within the classroom environment itself, particularly for the development of their vocabulary skills. Thus, a gap might be created over time between learners who benefit from supplementary English exposure—such as through extramural English activities—and those who do not, particularly because learning a large number of vocabulary words provides a significant advantage in further language acquisition (Elgort et al., 2015).

In terms of the types of exercises that must be included in the workbooks, the findings indicate that a large number of the exercises are incidental learning focus exercises. Naturally, language acquisition can occur without the learner's conscious awareness, a process referred to as incidental learning. However, this method requires frequent encounters with words for effective comprehension. These interactions often demand copious amounts of linguistic input through reading or listening (Brown et al., 2008; Webb & Rodgers, 2009). Unfortunately, fitting such extensive linguistic exposure into an EFL curriculum presents a challenge, particularly if teaching resources lack built-in opportunities for word repetition and reinforcement. Therefore, it may prove more advantageous to implement exercises that intentionally highlight targeted vocabulary intended for absorption by students. These direct approaches enhance language comprehension and usage considerably more than relying on incidental learning alone. The workbooks analysed in this study have both exercises with an overt emphasis on vocabulary acquisition and those that do not directly prompt student awareness of the target vocabulary. As stated earlier, incidental learning focus exercises which require repeated recycling of the target vocabulary dominate the content of the workbooks. Thus, these incidental exercises in the material examined in this study are not effective for learning the target vocabulary, as the findings indicate that recycling of the words is neglected in the formulation of the exercises.

While the basis of this study may be derived from a limited sample—specifically, three workbooks of three series of EFL materials used for teaching one grade—the consequential results are nonetheless significant. Given that teaching materials play an instrumental role in educational settings, it can be inferred that the configuration of tasks presents pivotal implications for vocabulary learning prospects within the school environment. EFL students encounter significant educational challenges. Utiliz

ing well-organized vocabulary exercises can remarkably alleviate these complexities, thereby enabling more efficient learning processes. This study conclusively reveals that instructional resources do not consistently embody exercises deliberately designed to bolster learning, despite relevant scholars in the vocabulary research field offering well-defined principles and guidelines dedicated to effective learning of foreign language (e.g. Nation, 2011).

Based on the findings of this study, several recommendations have been identified to enhance the effectiveness of EFL materials in supporting vocabulary development. Firstly, it is essential for textbook developers to incorporate exercises that deliberately target mid-frequency words, ensuring these terms receive adequate repetition and recycling. This can be achieved by embedding mid-frequency vocabulary in various contexts across multiple exercises and sections within workbooks. Secondly, educators should supplement textbook content with additional resources and activities designed to reinforce targeted vocabulary, particularly focusing on mid-frequency words. Strategies may include creating word lists, flashcards, or conducting interactive classroom activities that emphasize these terms. Thirdly, professional development programs for EFL teachers should encompass training on effective vocabulary teaching strategies as well as the importance of word recycling. Lastly, further research is warranted to develop and evaluate new methodologies for integrating both high-frequency and mid-frequency vocabulary into EFL materials while ensuring alignment with best practices in vocabulary acquisition and pedagogical theory. By implementing these recommendations, educators and material developers can better support students in expanding their vocabularies and enhancing their overall language proficiency.

### 7. Conclusion

This study revealed that the content in exercises included in Saudi EFL teaching materials provides limited reinforcement for the vocabulary enhancement of language learners. While certain beneficial aspects are evident in these materials, such as a satisfactory ratio of familiar words, it is apparent that the positive impact on learning can be reduced due to an inadequate frequency of mid-frequency words. Moreover, there is no systematic approach toward recycling, as many words that exist in textbooks are not found in workbooks and nu-

merous new words are added only in exercises in the workbooks. Most exercises found within these instructional resources unintentionally emphasize incidental vocabulary learning. Consequently, student focus is not guided towards specific linguistic attributes intended for comprehension but largely relies on language acquisition through uninterpreted input. The conclusion drawn from this analysis suggests that exercise construction lacks a systematic approach to vocabulary learning in terms of word selection, systematic recycling, and exercise constructions. The findings illustrate that there is a need for enhanced prioritization of effective vocabulary development by publishers and developers alike in the process of developing EFL materials for word-focused exercises which can significantly augment learning outcomes in an EFL classroom.

This research conclusively highlights the significant advantage of using corpus-based methods in scrutinizing language learning materials. To delve further into understanding the role textbooks play in student's language acquisition, conducting additional studies—particularly those that explore how instructors employ educational resources for vocabulary instruction—could provide valuable insights.

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Seventh year, Issue 22  
Volume 1, June 2024

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