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Unlocking the Vocabulary Input: A Corpus Analysis of Young Learners' English Coursebooks

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ABSTRACT This study conducts a corpus-based analysis of Grade 3 English coursebooks' vocabulary input, focusing on *Gulmohar*, *New Oxford Modern English*, and *Marigold*. The corpus of these coursebooks was compiled and analysed using corpus tools such as *Vocab-Profile* and *RANGE* to assess vocabulary range, lexical diversity, complexity, word frequency, and the presence of high-frequency vocabulary lists like the Academic Word List (AWL) and the General Service List (GSL). The findings reveal that 17 percent of tokens, 44 percent of token types, and 38 percent of word families in these coursebooks may be challenging, potentially exceeding learners' existing vocabulary knowledge. This suggests that factors such as learners' age, language proficiency, and educational context should be carefully considered when selecting coursebooks. The study also recommends that educational boards review and validate coursebooks from private publishers to ensure they are suitable for young ESL learners, helping to align the vocabulary content with students' needs and abilities.