headwords make up 73.6% of the text. There are four words (*items*, *language*, *likelihood*, and *occur*) from the second 1000 headwords in the excerpt, and three (*encounter*, *frequency*, and *frequently*) from the third 1000 headwords. The excerpt contains mid-frequency items: *grammatical* and *lexical*.

Excerpt 1.2   The frequency principle

> One reason why learners do not have sufficient opportunities to encounter or use new lexical (or grammatical) items is that coursebook writers have not applied the frequency principle which says, "A language course should provide the best possible coverage of language in use through the inclusion of items that occur frequently in the language, so that learners get the best return for their learning effort" (Nation and Macalister 2010, p. 40). Common sense suggests that the higher the frequency of occurrence in a language, the greater the likelihood that learners will meet it again. That repeated meeting may be in the coursebook, or in the classroom, or beyond the classroom. The more frequently encountered, the more likely it is to be learned.
>
> (Macalister, 2016, p. 47)

You may have also noticed that there is an in-text reference in the excerpt (*Nation and Macalister 2010, p. 40*). This is a feature of academic written texts.

3.1 Written corpora

Most corpora that have been used in connection with language teaching and learning have been made up of written texts. These texts might be written by published authors, for example