

**THE MOST FREQUENT VOCABULARY IN ENGLISH  
TEXTBOOKS FOR GRADES 1-3**

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คำศัพท์ที่มีความถี่สูงสุดในหนังสือเรียนวิชาภาษาอังกฤษสำหรับ  
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Suranaree University of Technology has approved this thesis submitted in partial fulfillment of the requirements for a Master's Degree.

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คำศัพท์ เป็นองค์ประกอบที่สำคัญสำหรับการประสบความสำเร็จในการเรียนรู้ภาษา ทั้งนี้ เพราะคำศัพท์เป็นหัวใจของความสามารถในการสื่อสาร ดังนั้น คำศัพท์ควรจะได้รับ การคัดสรร อย่างดีเพื่อการเรียนการสอนที่มีประสิทธิภาพ เนื่องจากพบว่ายังไม่มีกลุ่มคำศัพท์ที่ มาจากการวิจัย เป็นพื้นฐาน การวิจัยครั้งนี้จึงมีวัตถุประสงค์เพื่อค้นหาคำศัพท์ที่พบบ่อยที่สุดจำนวน 500 คำ ใน แบบเรียนวิชาภาษาอังกฤษสำหรับชั้นประถมศึกษา และเพื่อเปรียบเทียบกับกลุ่มคำศัพท์อีก 3 กลุ่ม ที่มีการอ้างอิงมากที่สุด

สำหรับการศึกษาค้นคว้าครั้งนี้คลังข้อมูลภาษาอังกฤษจำนวน 146,192 คำ ซึ่งได้รวบรวมจาก บทเรียนทั้งสิ้น 501 บทเรียนจากแบบเรียนของสำนักพิมพ์ 14 แห่ง จากคลังดังกล่าวพบคำทั้งสิ้น 3,818 ชนิด ตามที่จำแนกไว้โดยกลุ่มคำศัพท์ทั่วไป (The GSL) และมีการคัดกรองคำศัพท์ตามฐาน คำเช่นการตัดคำนามเฉพาะ การเปลี่ยนรูปพหูพจน์ และคำแสดงความเป็นเจ้าของให้เป็นตามฐาน คำ (head word) ที่ยังไม่มี การเปลี่ยนแปลงใดๆ หลังจากนั้นจึงคัดเลือกคำที่พบมากที่สุด 500 คำและ นำไปให้ครูผู้เชี่ยวชาญชาวไทย 2 คน ชาวต่างประเทศที่ใช้ภาษาอังกฤษเป็นภาษาที่สอง 2 คน และ เจ้าของภาษา 1 คนตรวจสอบกลุ่มคำดังกล่าวอีกครั้งหนึ่ง และคำที่ได้รับการแนะนำให้เปลี่ยนนั้นจะ ถูกเลือกมาจากกลุ่มคำจำนวน 115 คำ ที่พบในความถี่ลดลงไป เพื่อให้ได้กลุ่มคำ 500 คำ สำหรับ นักเรียนชั้นประถม 1-3 มากที่สุด

หลังจากนั้นผู้วิจัยได้นำกลุ่มคำจำนวน 500 คำดังกล่าวไปเปรียบเทียบกับกลุ่มคำศัพท์ทั่วไป (The GSL) ของ West กลุ่มคำศัพท์ของ Oxford (The Oxford Word List) และกลุ่มคำศัพท์ของ Dolch (The Dolch Basic Word List) เพื่อค้นหาการทับซ้อนของคำศัพท์ในกลุ่มต่างๆ ดังกล่าว จากการเปรียบเทียบดังกล่าวพบว่า จำนวนร้อยละของคำศัพท์ที่ทับซ้อนเพิ่มขึ้นหากขนาดของ กลุ่มคำที่เปรียบเทียบลดลงและมีจำนวนร้อยละที่สูงมากของคำศัพท์ทับซ้อนในการเปรียบเทียบ ระหว่างกลุ่มคำศัพท์ของ The Dolch Basic Word List และกลุ่มคำศัพท์ 500 คำที่พบ

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MOST FREQUENT VOCABULARY / HIGH-FREQUENCY WORDS / GRADES  
1-3 / EFL/ESL YOUNG LEARNERS

Vocabulary is one of the key components of successful language learning because it is central to learners' communicative competence. Therefore, words EFL/ESL students need to learn must be well selected for effective teaching and efficient learning. With no research-based English vocabulary lists for Grades 1-3 Thai students, the present study aimed to find a list of the first 500 words most frequently appearing in textbooks these young learners need to learn and to compare the list with three other most frequently quoted lists.

A corpus of 146,192 running words was first compiled from 501 lessons of the 14 series of textbooks. From this initial corpus, a total of 3,818 word types in frequency rank were identified from running the Range GSL and manually lemmatized to extract all base forms. With the proper nouns eliminated, the same process was undertaken for nouns, lemmatizing plural and possessive forms into uninflected head word entries. As a result, 500 words occurring at the higher frequency were selected. Five experienced primary level EFL teachers, two Thais, two ESL speakers and one native speaker of English, were asked to validate the list. They decided whether the controversial words from the main list in question should be included in or excluded from the finalized word list and replaced with substitute

words from the supplementary 115-word list. Finally, the Most Frequent 500-Word List for Grades 1-3 was yielded.

To further investigate whether the words in the Most Frequent 500-Word List for Grades 1-3 appeared in three popular word lists, the General Service List created by Michael West, the Oxford Word List, and the Dolch Basic Word List, comparisons were made to see if there was any overlap among the vocabulary. The results showed that the percentage of overlap increased with a decrease in size of word lists and that there was a very high percentage of overlap between the Dolch Basic Word List and the present study's Most Frequent 500-word list.

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## **LIST OF ABBREVIATIONS**

**ESL/EFL** = English as a Second or Foreign Language

**GSL** = General Service List of English Words

**UWL** = University Word List

**AWL** = Academic Word List

**OWL** = Oxford Word List

**DBWL** = Dolch Basic Word List

**HMFWL** = He's Most Frequent Word List



# **CHAPTER 1**

## **INTRODUCTION**

This chapter aims to introduce the present study, that is, the importance of vocabulary in English learning especially for young learners of Grades 1-3. This is then followed by rationale, purposes, research questions, scope and limitations of the study, definitions of key terms, and ends with a summary.

### **1.1 Background to the Study**

English language is one of the most important communication tools in the world. English learning is a necessary subject for all contexts of English as a second or foreign language due to its popularity and importance all over the world. Furthermore, it is the experience of most language teachers that the single, biggest component of any language course is vocabulary. Vocabulary is essential to English learning and the foundation of all English skills. No matter how well students learn grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way (McCarthy, 1990).

Learning English at a young age has become an inevitable trend in fast-globalizing current EFL contexts such as in Thailand. Though at present there is not a complete agreement on the best age for English learning, second language acquisition theories designate that pre-school age is an important period for language

learning. In Japan, kindergartens, primary schools and some language training centers have set up English courses for young learners, with the emphasis on learning everyday words (Chujo, Nishigaki & Utiyama, 2007). Everyday words means the words that people use in their daily life or high frequency words. Therefore, it should be a matter of great concern to them how their syllabuses and materials need to be designed and what vocabulary should be taught. A similar phenomenon is apparent in Thailand. At present, English curriculum, which has been implemented since 2001, has not identified yet a vocabulary list for Grades 1-3 according to the Ministry of Education (2001b). To address both the neglected area of teaching appropriate English vocabulary to students and providing primary school English teachers with an important elementary vocabulary, this study's end result is a base list of the 500 high-frequency words which are helpful for EFL students' learning. The purpose of this study is to identify the vocabulary list frequently found in Grades 1-3 textbooks which can be used as a resource to elementary teachers of English in Thailand.

## **1.2 Rationale of the Study**

Vocabulary knowledge is an important prerequisite of literacy (National Institute of Child Health and Human Development, 2000). Vocabulary and lexical units are at the core of language learning and application. Vocabulary is all the words we must know to communicate effectively (Amiotte, 2006). Knowing vocabulary is considered necessary for language learners and the significance of vocabulary in language learning is well documented (Schmitt and McCarthy, 1997; Honig, 2001; Nation, 2001) and Nation (1994) also points out that vocabulary expansion is essential for learners to gain proficiency in English. To quote Amiotte (2006), vocabulary

knowledge links to academic success and it is critical to reading comprehension and also determines success in learning from texts. Therefore, vocabulary instruction should be focused on. In second language learning and teaching, vocabulary knowledge is central to communicative competence and to the acquisition of a second language. Young language learners learn vocabulary mainly through textbooks, and the size of their vocabulary determines their language performance. Particularly, for beginners, vocabulary is the most important element to build their English knowledge and has the strongest effects on their future language learning progress. As Ruply, Logan and Nichols (1999) assert, vocabulary is the glue that holds stories, ideas, and content together and it makes comprehension accessible for children.

Nowadays, vocabulary teaching has been playing a more and more crucial part in language pedagogy since language researchers and educators have realized its importance for language learning. Vocabulary is prerequisite for learners to learn to listen, speak, read and write. It is just like the base of a building, which will not be steady without a good foundation. Stahl (1999) points out that our knowledge of words determines how we understand texts, define ourselves for others, and define the way we see the world. The correlation between vocabulary and language proficiency has been the focus of several studies (Lee, 2003 and Barrow, Nakanishi, and Ishino, 1999). Meara (1996) states that learners who know more vocabulary are more proficient in language than those who know fewer vocabulary items. In substance, foreign language teachers and learners have the same belief that vocabulary enrichment contributes to language proficiency (Lee, 2003 and Barrow & et al 1999). It is widely agreed that it is necessary for language learners to learn basic vocabulary items first.

Due to the wide range in teaching different levels of vocabulary to targeted ages from children to EFL/ESL adults, it is important to ensure that vocabulary selected to teach meets the targeted grade level. Furthermore, theoretical and empirical research in EFL suggests that teaching essential and general words to elementary-aged children (young learners) first can be highly beneficial for them as EFL learners (Kuno, 1999; Ito, 2000). From an academic perspective, with a clear word list in curriculum instruction for teaching English to Grades 1-3, it is beneficial for teaching assessment that teachers can give the right emphasis on teaching the right words. Besides, it is useful for students to learn appropriate vocabulary efficiently within a limited time to help them understand their teachers and texts better. From a practical perspective, it is helpful, time-saving, and convenient for teachers to design specific learning activities so students can practice basic communication with high-frequency words at the elementary stage. Since there has been no specific research work conducted to develop a general word list for English young learners in Thailand, the present study attempts to find out the most frequent English vocabulary list for Grades 1-3 and it would be useful for assessing English teaching efficiency and learning outcomes in terms of vocabulary at elementary level.

### **1.3 Significance of the Study**

This study is based on two present conditions. Firstly, there is no available detailed word list for teaching vocabulary to Grades 1-3 in Thailand English teaching curriculum instruction at present, that is to say, since there are many textbooks used in primary schools of Thailand but no vocabulary lists, it is difficult for assessment in terms of vocabulary. Therefore, teachers teach words based on textbooks, from the

former word list suggested by the 1996 curriculum which can be considered out-of-date now, and based on their own judgments. Secondly, words that students are taught may not match their level and this may result in teaching objectives not being met. To solve this situation, this study then focuses on an identification of vocabulary for Grades 1-3. As a result, the findings can be used as a guide to giving some ideas to teachers on what to focus on and on organizing suitable learning activities. Frequency information provides a rational basis for making sure that learners get the return for their vocabulary learning effort by ensuring that words studied will appear often. Vocabulary frequency lists which take account of range have an important role to play in curriculum design and in setting learning goals (Nation & Waring, 1997).

#### **1.4 Scope and Limitations of the Study**

Vocabulary can be classified into four types due to different purposes: high-frequency words, academic words, technical words, and low-frequency words. It is time-consuming and leads to confusion to develop all vocabulary lists at the same time. Therefore, this study focuses only on basic high-frequency words for young learners of Grades 1-3. This area was selected for the study for two reasons: first, it is the trend that children start learning English at a very early age, and teachers have little experience to classify levels of vocabulary for in-order teaching; second, it will be much more effective and beneficial for students' future language learning with a step-by-step learning of the word list. At least, it is for sure that they can learn basic and useful words.

As the aim of the study is to supply a reference for teaching English vocabulary to elementary learners, a corpus for the study was created only from

textbooks for primary school Grades 1-3 selected in Nakhon Ratchasima province of Thailand since it is too ambitious to focus on all textbooks from all levels at all primary schools in Thailand.

### **1.5 Purpose of the Study**

This study aims to find out the 500 words which most frequently appear in textbooks that are used in primary schools for 1st to 3rd graders.

### **1.6 Research Questions**

It is a great concern whether language teachers know what words are appropriate to teach their students at different levels or even whether they know which words need to teach first to students for efficient teaching and learning. For this situation and the purposes of the study, the research questions raised are as follows:

- (1) What are the first 500 high-frequency words found in primary school students' textbooks at Grades 1-3?
- (2) Compared with three other similar word lists, are there any differences between this 500 word list and the General Service List according to Baumann and Culligan (1995), the Oxford Word List (Lo Bianco, Scull & Ives, 2008) or Dolch Basic 220 Word List for elementary learners by Edward William Dolch (1948)?

## 1.7 Definitions of Operational Terms

In this study the following terms are frequently used as keywords and operational terms. For making them clear and consistent in the whole study the terms are briefly defined as follows. The first problem is simply to define what a word is.

### **Word**

In this study the term ‘word’ refers to an independent unit with its own meaning and without any modifiers. A word can be a noun, a verb, an adjective, an adverb, a pronoun, or an article, etc., for example, animal, agree, able, about, anybody, the, etc. Nation (2001) defines that to know a word for ESL/EFL learners includes three facets: the word’s form (spoken, written, and word parts), meaning, and use. All three facets are essential to developing and expanding learners’ vocabulary knowledge. The term in this study is used as a plural form as ‘words’ which can be essential words, general words, high frequency words, or academic words.

### **High-frequency words**

High-frequency words are the words that appear most often in printed materials. It refers to the very important group of words which cover a very large proportion of the running words in spoken and written texts and occur in all kinds of uses of languages. They are an essential base for all language use. According to Robert Hillerich (2007), “Just three words *I, and, the* account for ten percent of all words in printed English.”

### **Corpus**

A corpus is basically a collection of texts which is stored in a computer. The texts can be written or spoken language. For this study the corpus consists of every word that occurs in the textbooks used in the selected Nakhon Ratchasima primary

schools at Grades 1-3. It is then possible to analyze the language in the corpus with corpus software tools to see how people really use.

### **Running words**

Running word means the total number of word forms in a text or corpus. The term includes all words that appear in a sentence, a paragraph, or a passage (Nation, 2001). In the present study, it refers to words that occur in the corpus from all textbooks and it can be interpreted as “tokens” as well.

### **Lemmatization**

In linguistics, it is the process of grouping together the different inflected forms of a word so they can be analyzed as a single item. In computational linguistics, lemmatization is the algorithmic process of determining the lemma for a given word. For the present study lemmatization for the 500 words includes grouping plural forms, regular past tense forms, gerund forms and third person singular forms; deleting proper nouns, digits and abbreviations but keeping irregular forms. In English, words appear in several inflected forms. For example, the verb ‘to eat’ may appear as ‘eat’, ‘ate’, ‘eats’, or ‘eating’. The base form, ‘eat’ - the word one might look up in a dictionary - is called the *lemma* for the word. The combination of the base form with the part of speech is often called the *lexeme* of the word.

### **HMFWL**

It refers to the findings of the present study, the 500-word list, and it is the abbreviation of “He’s Most Frequent Word List”.

### **Function words**

Function words (or **grammatical words**) are words that exist to explain or create grammatical or structural relationships into which the content words may fit.



Words like "of," "the," "to," they have little meaning on their own. They are much fewer in number and generally do not change as English adds and omits content words. Therefore, function words might be prepositions, pronouns, auxiliary verbs, conjunctions, determiners, or particles, and interrogatives

### **Content words**

Content words are words that have meaning or are not function words. They are words we would look up in a dictionary, such as "lamp," "computer," "drove." These include nouns, verbs, adjectives, and most adverbs, although some adverbs are function words (e.g., *then* and *why*). Therefore, nouns, verbs, adjectives, and adverbs are content parts of speech.

## **1.8 Summary**

The present study was concerned with the vocabulary level that plays a crucial role in young learners' English learning and identification of basic words that need to be taught for young learners, Grades 1-3. In this case, it is hoped to be very helpful for teachers to teach what their students need to learn, for the students to learn what they need to know, and to avoid a mismatch between students' level and teachers' objectives. Frequency-based word lists can help learners emphasize their English vocabulary by telling them which words they should try to learn. In this chapter, a description of the background to the study has been given first, and after that, the rationale, purposes, research questions, scope and limitations of the study, technical terms are stated item by item.

## **CHAPTER 2**

### **REVIEW OF RELATED LITERATURE**

This chapter reviews the literature related to the present study. The review starts with the relationship between vocabulary knowledge and foreign language. Then a comparison on the English curriculum instruction situation among EFL contexts such as in China, Japan and Thailand is followed. After that, the popular word lists from several research studies and word-frequency counts are presented. Finally, a summary ends this chapter.

#### **2.1 Vocabulary Knowledge and English Proficiency**

Harmer (1997) expresses that language learners need to learn vocabulary of the language. Laufer and Nation (1995), Read (2000), and Schmitt and Clapham (2001) also agree that learning vocabulary is essential as the units of vocabulary are the basic building blocks of language that language learners need for communication. Vocabulary learning is central to language acquisition, whether the language is first, second, or foreign. The current literature on teaching second language vocabulary shows that the acquisition of vocabulary has assumed a more central role in learning a second language (Sokmen, 1997). One important claim is that a good knowledge of how the system of a language works may not necessarily enable one to communicate, but it is usually possible to communicate if one has the vocabulary (Wallace, 1988). The importance of vocabulary learning has been linked with conversation and written

work as Cook (1991) maintains that vocabulary learning provides input for these skills.

Vocabulary learning has received increasing attention in the L2 learning research agenda because lexical ability is one of the requisite skills for L2 literacy (Astika, 1993; Laufer & Nation, 1995; Laufer, 1994; Lee & Munice, 2006; Nation, 2001). That is, the extent to which the learners have command over L2 vocabulary determines how fluently they can perform in L2. Research indicates clearly that vocabulary knowledge is highly correlated with overall reading achievement (Davis, 1994, 1968; National Reading Panel, 2000). In addition to affecting reading performance, vocabulary knowledge affects a student's ability to participate fully in both social and academic classroom routines. In this regard, all students can benefit from vocabulary instruction, especially if that instruction is tailored to individual strengths and needs as Blachowicz and Fisher state (2005). In the areas of Reading and Language Arts, vocabulary instruction is critical to the improvement of comprehension and written expression. In short, vocabulary is directly related to knowledge acquisition. Words both express and allow speakers to extend their understanding of the world around them. Words afford access to completely new worlds.

Vocabulary is the most sizable and unmanageable component in the learning of any language (Nation, 1990). With this in mind and the shift in emphasis on vocabulary in language comes the responsibility of helping students to effectively store and retrieve words in the target language, which necessitates the use of effective pedagogical methods in teaching vocabulary, according to Sokmane (1997). Although vocabulary has not always been recognized as a priority in language teaching, interest

in its role in second language (L2) learning has grown rapidly in recent years and specialists now emphasize the need for a systematic and principled approach to vocabulary by both the teacher and the learner. Grading the words is one kind of effective method to teach language learners - especially young learners - according to frequency.

## **2.2 English Curriculum Instruction Situation in EFL Contexts**

In ESL contexts English is the second native language after mother tongue that people speak and it is also their official language they use, that is to say, the position of English in the contexts is equal to their mother tongue. While in EFL contexts according to English curriculum instruction English is one of compulsory subjects that students need to learn and nowadays English teaching even starts at an earlier age in primary schools such as Thailand. According to the 10<sup>th</sup> National Economic and Social Development Plan issued by Office of the National Economic and Social Development Board of Thailand (2006), English language is considered as a foreign language to learn and receives a great deal of attention to be taught officially for more than 80 years since 1921. In Thailand, English language curriculum has been continually developed and improved to meet the national and social needs and changes. Furthermore, the English language is now set as a compulsory subject for every level of the formal educational system, especially for basic education (Office of the National Education Commission, 2002). The English subject in basic education is offered from the first year of primary education until the last year of the upper secondary education (Grades 1-12). According to the National Education Act 1999 (Office of the National Education Commission, 2002), the formal Thai educational

system is divided into two levels: basic and higher education. First, basic education is compulsory for 12 years (6 years for primary school and 6 years for secondary school) before higher education. Second, higher education is divided into two levels: lower-than-degree level and degree level the latter which is provided in universities, institutes, colleges, or those under other names. For both levels, eight subject groups are formally taught: Thai language, mathematics, science, social studies, religion and culture, health and physical education, arts, career and technology, and foreign languages (Ministry of Education, 2001a). English is one of compulsory subjects throughout the complete Thai educational system. Moreover, in the basic education, English is the only foreign language taught at every grade (Ministry of Education, 2001a).

Mackenzie (2002) points out that Japan and Thailand have a lot in common in education. Both countries have similarly structured educational systems, both have characterized their students in similar ways, and both have acknowledged a distinct lack of achievement on the part of their learners to attain a reasonable standard of English proficiency. In Thailand, curriculum is controlled by the Ministry of Education, the National Education Commission, and the Ministry of University Affairs (NIO, 1997). For English instruction in the Thai educational system, the national core curriculum and the standards of learning have been issued (Ministry of Education, 2001b). Preparatory Level Curriculum is labeled for Grades 1-3 as the first level. The only foreign language offered is English. At this level, students are expected to learn about 300 – 450 words of English (Ministry of Education, 2001b). However, these words are not clearly specified.

Japan in comparison with Thailand, began an initiative in 2002 to teach English to young learners in Japanese primary schools (Chujo and Nishigaki, 2007). Mantero and Iwai (2005) state that the curriculum council realized it was necessary for children to catch up with globalization and English plays an important role as the common international language. According to the Ministry of Education, Culture, Sports, Science, and Technology (MEXT) (MEXT, 2003a), the curriculum council especially realized that it was essential for children to acquire communication abilities in English to live in the twenty-first century. Mantero and Iwai (2005) further indicate that although this was not a drastic change from their previous assertions, it is the first time that we see MEXT making such a concerted and concentrated effort in the field of English language education. With great effort and attention, Chujo and Nishigaki (2007) selected 500 essential daily-life words for Japanese EFL elementary students from English picture dictionaries and a children's spoken corpus because of a lack of sufficient daily-life vocabulary in Japanese secondary learning.

In another EFL context like in China, with the development of international business transactions, more and more people are realizing that being capable of speaking English fluently has emerged recently as one of the basic requirements of modern people in the global village. The Ministry of Education of China revised the English Curriculum Standards in 2000 and announced English as a required course in elementary schools. According to the Curriculum Standards for the Nine-year Compulsory Education, there are three main objectives for children learning English in elementary schools: basic communication ability, interests in learning English, and understanding of both the native culture and the culture of the target language. The first objective concerns children's English proficiency levels. The design of the curriculum

puts emphasis on the development of basic communication abilities. The second objective aims to motivate the pupils in elementary schools to learn English out of enjoyment. The third objective focuses on the cultural aspect of language learning. That is, the pupils should be able to express their viewpoints about their country in a basic way and find out about the culture of the target language. With regards to requirements of the curriculum standards, by Grades 3 – 4, students are required to understand and speak about 400 words with correct pronunciation and intonation. Besides, they should be able to correctly spell 200 words which are often used.

## **2.3 Word lists**

### **2.3.1 The Importance of Word Lists**

A word list for a certain level should play a crucial role in English language teaching and learning. Nation (2001) distinguishes four kinds of vocabulary in a text: high-frequency words, academic words, technical words, and low-frequency words. A decision on selection of vocabulary in English language teaching is vital. If we look at a common dictionary which includes thousands of word entries, it becomes immediately evident that a selection of the vocabulary for beginners of English is necessary. For language teachers, it should be of great concern how their materials have been designed, what criteria have been followed in making decisions about vocabulary content in language courses, and what the goals of particular decisions are (McCarthy, 1990). Many studies have suggested that second language learners need first to concentrate on the high frequency words and the importance of learning high frequency words is very obvious and huge (Nation, 1993; Meara, 1995; Nation & Waring, 1997; Waring, 2000; Nation 2001).

McCarthy (1990) asserts that some words are more central to language use than others, different vocabulary is employed by different users in different contexts, and different vocabulary helps to structure longer stretches of language as coherent discourse. To distinguish the level of words in lexical fields is to consider whether some words are more core, or central to the language, than others. The idea that there might be a core or basic vocabulary of words at the heart of any language is quite an appealing one to language educators, for if we could isolate that vocabulary, then we could use it in virtually any situation, whether spoken or written, formal or informal, or in any situation where an absolutely precise term - the *mot juste* - might be elusive and where a core word would do. As Beglar and Hunt (2005) states that empirical research has shown that having students use word lists “play[s] an important role in speeding up lexical acquisition”. To generate vocabulary lists for learners, earlier studies have used both objective measures such as Frequency and/or Range (Thorndike and Lorge, 1944; Harris and Jacobson, 1972; Engels et al., 1981) and subjective selection principles such as ‘learnability’ (Mackey, 1965), ‘necessity’ (West, 1953), and ‘intuitions of teachers of English as a foreign language (EFL)’ (Hindmarsh, 1980). Nation and Waring (1997) assert again that frequency-based word lists can help learners expand their English vocabulary by telling them which words to try to learn. These lists contain the words that are very common in English, but that the learner is unlikely to discover in a random or natural manner. This small number of high frequency words makes up most of the words learners meet and are the common core or start-up vocabulary for beginners to feel empowered that they can do things. Without a start-up vocabulary the teacher can not be understood in the native language. According to McCarthy (1990), in any given lexical field, core words tend to be the most frequently occurring ones.



### 2.3.2 Basic Criteria for Making a Word List

Although language makes use of a large number of words, not all of these words are equally useful. One measure of usefulness is word frequency, that is, how often the word occurs in normal use of the language. From the point of view of frequency, the word *the* is a very useful word in English. It occurs so frequently that about 7% of the words on a page of written English and the same proportion of the words in a conversation are repetitions of the word *the*. Making word lists in the field of second language learning and teaching has a long history (Nation & Waring, 1997; Carter & McCarthy, 1988). When making a word list, coverage and range must be considered.

**Frequency:** As not all of the words are equally useful, one measure of usefulness is word frequency, that is, how often the word occurs in normal use of the language (Nation, 1997).

**Range:** Range is measured by seeing how many different texts or subcorpora each particular word occurs in. A word with wide range occurs in many different texts or subcorpora (Nation, 2001).

### 2.3.3 Well-known Word Lists

There have been many studies that have investigated the vocabulary needed for various levels or purposes such as the General Service List Michael West (1953a) for general used words, the Academic Word List Coxhead (2000) and the Dolch Basic Word List (Dolch, 1948). The making of a frequency word list, however, is not simply a mechanical task, and judgments based on well-established criteria need to be made. As a reference to the present study, the following several well-known word lists are introduced to explore what similar studies have been conducted before and

what experiences have been obtained from them and to help to come up with ideas that would need to be considered in the development of a resource list of high frequency words.

### **1) 500 Essential Daily-Life Words for Japanese EFL Elementary Students**

According to Chujo, Nishigaki and Utiyama (2007), the Japanese government's initiative in 2002 to teach English at the elementary level was a wonderful opportunity to teach the daily-life vocabulary that is currently missing in junior and senior texts. To create this kind of core vocabulary, words from twenty picture dictionaries published outside of Japan and ten picture dictionaries published in Japan were collected and a total of 5,259 words relevant to students' everyday lives were gleaned. To make sense of such a large number of words, they were rated in two ways. First the researchers gave them a 'range' rating which reveals how many picture dictionaries contain that word. Next, the researchers checked for frequency by comparing how often the words appeared in both a children's corpus of spoken data (Child Language Data Exchange System) and an adults' corpus of spoken data (British National Corpus). After this, the researchers got a statistical score of how often the word appeared in the children's spoken corpus. Finally, they calculated the U.S. grade level for each word. Integrating these ratings, the researchers established a core of the most essential 500 words for Japanese EFL elementary students selected from English picture dictionaries and a children's spoken corpus, and e-learning material based on this vocabulary have been created ever since.

### **2) The General Service list**

Regardless of methodology, researchers point out that it is important for teachers to be highly selective when choosing lexical items (Laufer et al., 2005).

Frequency knowledge of the word in the language is the degree of probability of encountering that word in speech or in print. According to Nation (2001), general vocabulary or general service vocabulary consists of high-frequency words in most uses of the language and covers 80% as running words in a wide range of general texts. This group of words includes words from *High-frequency word list* which Michael West (1953a) calls *A General Service List of English words* (hereafter GSL) which was published in 1953. It was the outcome of almost three decades of major work in English lexicometrics and grew organically from major studies in the 1930s on vocabulary selection for teaching purposes. This list is the specific list of 2,000 headwords providing both semantic and frequency information developed from a corpus of five million words created from general written texts (Su, 2006). Li (2008) further explains each of the 2,000 words is a headword representing a word family that is only loosely defined in West. Frequency numbers are given derived from Thorndike and Lorge (1944). A fuller discussion of the GSL, and word lists in general, can be found in Nation (1990) and Carter and McCarthy (1988). Read (1988) points out that for many groups of learners, especially those in EFL countries with little or no exposure to the language outside the classroom, the General Service List (West, 1953) represents a fairly complete sampling frame of the words they are likely to know, even after several years of study.

Bauman (1996) indicates that GSL was created to be an ideal vocabulary for ESL/EFL students to start out with. They are not the most common 2,000 words, though frequency was one of the factors taken into account in making the selection. West used a variety of criteria to select these words, including frequency, ease or difficulty of learning, necessity, coverage, stylistic levels, and intensive and emotional

words (West, 1953). Su (2006) explores this list and concludes that it has had wide influence for many years, serving as the basis for graded readers as well as other material although it is rather old and based on work done in the 1930s and 1940s. Through the 1970s, a lot of material, particularly graded readers, was based on this list. Even today, much of this material is used and texts based on the GSL are still on sale (Li, 2008). It remains the most useful one available as the relative frequency of various meanings of each word is given. The GSL can be downloaded at <http://jbauman.com/gsl.html> (Bauman, 2007).

### **3) The Academic Word List**

Xue and Nation (1984), with the aid of computers, developed the University Word List (UWL). The UWL is a list of common vocabulary words in academic texts. As Thompson (2005) summarizes, the authors selected 323 words from the Campion and Elly's (1971) 500 most common words list, 291 words from the Praninskas (1972) list, 64 additional words from the 3,200 word list of Campion and Elly (1971), 54 words from the Lynn (1973) list, and 5 words from the Ghadessy (1979) list for a total of 737 words. The UWL has been used extensively by students, teachers, course designers, and researchers. However, Coxhead (2000) comments on the limitations of the UWL: "as an amalgam of the four different studies, it lacked consistent selection principles and had many of the weaknesses of the prior work. The corpora on which the studies were based were small and did not contain a wide and balanced range of topics" (p. 214). She further argues that there is a need for a new academic word list "based on data gathered from a large, well-defined corpus of academic English" (p. 214). In response to the need, Coxhead developed a new Academic Word List (AWL) (Thompson, 2005).

The AWL is the updated version of the UWL. This list can be downloaded at <http://www.vuw.ac.nz/lals/research/awl/sublists.html>. It was based on a corpus of 3.5 million running words compiled from 414 texts covering 28 subject areas organized into seven general areas within each of four disciplines: arts, commerce, law, and science. It refers to those words that occur outside the General Service List by West (1953) and are widely used in different kinds of academic texts. Coxhead (2000) argues that a corpus for the study of academic vocabulary should be large enough to ensure a reasonable number of occurrences of academic words. She writes, “More language means that more information can be gathered about lexical items and more words in context can be examined in-depth” (p. 216). Prior to the use of computers, all research with academic corpora was limited because it was all done by hand. Coxhead (2000) further states,

“The AWL includes 570 word families that constitute a specialized vocabulary with good coverage of academic texts, regardless of the subject area . . . it accounts for more than 94% of the words that occur in 20 or more of the 28 subject areas of the Academic Corpus (p. 227).”

#### **4) The First 1,000-Word List**

Nation (1993) conducted a study to identify the first 1,000 words of English which are the essential base for simplified teaching material. Generally, high frequency words are considered to be the most frequent 2,000 words (West, 1953) although some research indicates that the return for learning vocabulary drops off rather quickly after the first 1,500 words according to Engels (1968) and Hwang (1989). The return for learning is the coverage of text, spoken or written, that

knowledge of the words provides. For example, Schonell et al (1956) found that the most frequent 1,000 words in spoken English provide coverage of 94% of the running words in informal conversation. Similarly, figures from the frequency count by Carroll et al (1971) indicate that the first 1,000 words of English cover 74% of written text. Note that coverage refers to running words where each recurrence of a word is counted as additional coverage. Clearly, the return for learning the first 1,000 words of English is very high (Nation, 1993). By comparison, the second most frequent 1,000 words of English provide coverage of only 7% of written text. It should not be thought that the first 1,000 words is made up mainly of function words like the, and, of, they, and because. Nation (1993) states that these function words make up fewer than 150 of the 1,000 words. There are several lists available of the most frequent words of English. These include frequency counts (Carroll et al, 1971; Francis & Kucera, 1982; Thorndike & Lorge, 1944), and combinations of various lists (Hindmarsh, 1980; Barnard & Brown, in Nation 1984). The list chosen for the latter study was West's General Service List of English Words (1953). The General Service List has been used as a basis for many series of graded readers, and this proves an advantage in using it as a reference for materials of different levels.

##### **5) The Oxford Word List**

The Oxford Wordlist research study, an investigation of high frequency words in young children's writing and reading development, was conducted in Australian schools in 2007 (Lo Bianco, Scull & Ives, 2008). This study was the first of its type in over 30 years, and the result - the Oxford Wordlist, the 307 most frequently used words - has been presented as a resource freely available to all Australian educators and the publication. Following repeated requests from educators to be provided with

an up-to-date list that reflects Australian students of today, Oxford University Press Australia conducted an extensive and rigorous study to find those words most frequently used by students in their first three years of school in their own writing. The *Oxford Wordlist* differs fundamentally from many other lists in its collection methods. It is based on children's usage, words they know orally and visually, rather than being derived from a study of words in children's reading texts. The Oxford Wordlist may be used for instructional purposes for students at school and at home.

#### **6) The Dolch Basic Word List**

The famous Dolch Basic Word List is named after Edward William Dolch, who surveyed a great quantity of children's books to compile a list of the most commonly occurring words in young children's readers. As Leila (2007) notes, the list was originally published in his book "Problems in Reading", Garrard Press, 1948. Dolch compiled the list based on children's books of his era. It is estimated that the combined listings account for common words that occur in 50-75% of children's books (Dolch, 1948). The Dolch words are the 220 most frequently found words in books that children read. Those words comprise the base, in his opinion, for achieving reading fluency. Dolch organized his listing into categories that corresponding to grade levels. This categorization was based on a sequence rather than an order of difficulty, and matched the frequency of words according to grade-level material. The sequence of levels is as follows: Pre-primer, Primer, 1st Grade, 2nd Grade, 3rd Grade and Nouns.

Leila (2007) found that from 50-75% of all words used in school books, library books, newspapers, and magazines are in the Dolch Basic Sight Vocabulary of 220 words (preschool thru Grade 3). The Dolch word list is made up of "service words"

(primarily pronouns, adjectives, adverbs, prepositions, conjunctions, and verbs) which cannot be learned through the use of pictures, and 95 common nouns. Be either illustrated via simple pictures or sounded out according to regular phonetic decoding rules. Many of these words cannot be sounded out because they do not follow decoding rules, so they must be learned as sight words according to Jerry (1971). Given the frequency of the Dolch words in children's literature, they are deemed crucial for beginner readers, and most experts advocate these words be learned by native English speakers prior to finishing the first grade in school. Leila (2007) further suggests for EFL learners that these words should be usually learned in first and second grade; students who learn these words have a good base for beginning reading.

## **2.4 Word-Frequency Counts**

As Nation (1990) remarks we can get information about which words will be most useful for learners of English by looking at frequency counts of vocabulary. Usually a vocabulary count is done by making a list of the words in a particular text or group of texts and counting how often and observing where they occur. Nation (1990) further observes that some of the more recent counts have used computers to list the words and count their frequency. Word-frequency counts can help teachers and course designers in several ways. They can help a teacher develop a feeling about which words are useful and should be given attention, and which words are infrequent. They can provide a principled basis for developing word lists for teaching, for designing graded courses and reading texts, and for preparing vocabulary tests. Frequency counts give information on range, but they are also useful for developing specialized word lists.



Several early frequency counts are described in Fries and Traver (1960). *The Teacher's Word Book of 30,000 Words* by Thorndike and Lorge (1944) is the most widely known. It has been used as the basis for vocabulary selection for many English courses (Nation, 1990). Nation (1990) illustrates that the Thorndike and Lorge count tells us how often each word occurs in 1 million running words of text and gives us some indication of its range. The range of a word is a measure of the number of different types of texts in which a word occurs. Words with a wide range occur in many different kinds of texts and fields of study. The most useful words for English learners are high-frequency words which have a wide range. Counting word-frequency is the beginning of criteria for selection of vocabulary in English language teaching and learning.

## **2.5. Summary**

Vocabulary knowledge is an important prerequisite of literacy (National Institute of Child Health and Human Development, 2000). In recent years, vocabulary studies have come together with language teaching by recognizing the importance of vocabulary knowledge as a basis for acquiring language proficiency. "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed." This is how the linguist David Wilkins summed up the importance of vocabulary learning according to Thornbury (2002). His view is echoed in this advice to students from a recent coursebook (Dellar H and Hocking D, Innovations, LTP): "You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words!"

The acquisition of vocabulary is arguably the most critical component of successful language learning. Yet, many children, particularly English language learners (ELLS), enter school without the substantial vocabulary knowledge they need to excel academically (Moats, 2001). With concrete word list instruction for elementary English teaching, teachers will have clear idea and lesson plan to decide what to teach, and at the same time students can understand teachers better by learning the key words in advance, this will also benefit their future further learning. However, little work has been conducted in a word list for primary school level, especially a specific research-based word list for younger learners. This study fills this gap by creating a corpus from Grades 1-3 English textbooks and developing a word list with frequency for the level of Grades 1-3.

In this chapter, the related literature provides an overall picture of the recent works on the significance of English vocabulary learning and famous word lists. However, it may be noticed that up to now there is no consummate word list for Grades 1-3 at the elementary level. The present study aims to fill this gap. Chapter Three will explain the methodology designed for this research study.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

This chapter discusses the methodology that was employed in this study. It starts with the research procedure which includes identification of words, research instruments, and validation of the obtained word list. Framework of the study and duration of the study are presented next. The summary is stated at the end of the chapter.

#### **3.1 The Research Procedure**

In developing a list of English high-frequency vocabulary for EFL young learners in Grades 1-3, a methodology for word list development was adapted from previous vocabulary research studies. The methodology includes six major steps:

##### **3.1.1 Selecting the Sample Schools**

The first phase in the research process for this study was to make a decision on sample state and private primary schools in order to identify textbooks which are used for Grades 1-3 at those schools. To achieve this purpose, Nakhon Ratchasima was selected as a representative because it is one of the biggest provinces in Thailand in terms of population, area and economy.

In Nakhon Ratchasima, the educational management system is divided into seven educational zones. They are: 1) Muang and Noonsung, 2) Jakkarat, Chokchai, Huay Thalang, Nong Boon Nak, and Chalermpraiat, 3) Konburi, Serngsang, and

Pakthongchai, 4) Wangnamkheaw, Soongnern, Si Keaw, and Pak Chong, 5) Dan Khunthod, Non Thai, Kham Sakaeseang, Kham Tha Le Sor, Theparak, and Prathongkum, 6) Kong, Ban Lerm, Bua Yai, Kawngsamannang, Bua Lai, and Seeda, and 7) Pra Tai, Pimai, Chumpong, Non Deang, Muang Yang, and Lam Thanen Chai. Among these Educational Zone 1 was chosen because it possesses all of the characteristics required for this study. It consists of 145 state-run schools and 15 private-run schools and the total number of state-run and private-run schools is 160.

### **3.1.2 Obtaining Collection of Textbooks**

Official letters were mailed to every school in Educational Zone 1 of Nakhon Ratchasima requesting information about what English textbooks the schools were using at Grades 1-6. The schools were required to provide the names of the textbooks and then mail the letters back. The letter included a brief introduction of the research study, expressions of appreciation and questions. One month after the letters were mailed out, if percentage of the replies was not high enough to achieve the goal or the replies from schools were less than 50%, then a supplementary method, i.e., telephoning would be applied to solicit answers from the remaining schools. After the replies were received from the sample schools, they would be tallied in order to obtain a list of the textbook titles being used at those schools.

### **3.1.3 Inputting, Compiling and Organizing Vocabulary**

The first step of this phase was to input all English vocabulary appearing in the books including instructions, texts and exercises, and excluding the covers, content tables and vocabulary lists at the back of the textbooks. The vocabulary files were then compiled series by series and organized grade by grade. Before using software Range all vocabulary files would be combined together into a corpus and then the corpus would be transferred into one text file.

### **3.1.4 Developing a First-hand Word List by Using Software Range**

After the vocabulary was input, compiled, and organized, the next step in the present study was to analyze the created corpus by using the software Range. With software Range's help, a first-hand word list with ranks and frequency numbers was resulted and a list of a certain number of word types including the ranks and frequency digits was derived. In order to obtain a 500-vocabulary list, the first list would not be exactly 500 words due to a few different word types that might happen at the same frequency rank. In addition, more word types needed to be added to the first list for further lemmatization in next stage. For the present study about 700 words would be extracted for the first list and the reason why 500 words were targeted for the Grades 1-3 vocabulary size came from previous research studies. Prominent educators such as Takefuta et al. (2005) and Ono (2005) who consider teaching English to young learners as the basis for learning at the secondary level and beyond advocate allotting 500 words or 500 to 1,000 words to teaching English to young learners in primary education.

### **3.1.5 Lemmatizing the Extracted Word List to a Core List of the 500 High-frequency Words**

Referring to other similar vocabulary studies a professional methodology including lemmatization was applied to produce the best possible English word list for Grades 1-3 EFL/ESL learning and teaching. In order to obtain a reliable word list, all base forms would be extracted through manual lemmatization. The same process was undertaken for nouns, plural, possessive forms and verb forms to get uninflected head word entries. (For example, "books" can be listed as "book" if the frequency of "book" is higher than "books", "goes" and "going" were listed as "go".) However, if a

noun or verb only appeared in the plural or third person singular form, it was kept as it appeared in the text because it would be clearer to keep the list as close to the original as possible. The proper nouns were eliminated first and then from the remaining words, the 500 words occurring at the higher frequency were selected.

Then lemmatization followed and finally the first 500 high-frequency words resulted. One type of methods used to identify basic vocabulary is frequency (how often the word appears in the text) and range (in how many different texts the word is found). With this high frequency and high range, those words on top of the list were considered as key words in elementary English vocabulary for Grades 1-3.

### **3.1.6 Comparing the 500-word List with the Other Well-known Lists**

For answering the research question 1, a 500-word list was resulted as the findings and to answer the research question 2, the obtained 500-word list had to be compared with the three other well-known word lists: the base lists of the General Service List (Baumann & Culligan, 1995), the Oxford Word List (Lo Bianco, Scull & Ives, 2008) and the Dolch Basic 220-Word List for elementary learners (Edward William Dolch, 1948). First, by running software Range we could see the overlap percentage of words between the 500-word list and each of the three other well-known word lists. If the overlap percentage of words is high, the present study's 500-word list is reliable and valid. From the comparisons another finding would reveal missed words that were not found in the three other word lists and it would be discussed in details in chapter 4.

### **3.1.7 Validating the Obtained Word List**

Despite the results of the software, comparing the coverage percentage and frequency was necessary to see the validity of this word list. An additional way to

identify the validity of this word list for the present study was the validators' analysis. Five experts were asked to check out the words if they were appropriate for Grades 1-3 or not based on their rich teaching experience on elementary vocabulary in textbooks of Grades 1-3. The five experts consisted of a native speaker teaching in EFL contexts, two ESL speakers and two EFL speakers who all were primary school teachers with more than two-year of teaching experience at Grades 1-3.

## **3.2 Instruments**

In this study, there were three main instruments: textbook form, validating form and Software Range.

### **3.2.1 Textbook form (see Appendix A)**

The textbook form was designed to obtain the names of textbooks that were used at the sample schools. It consisted of two questions i.e., "what the textbooks are using at grades 1, 2, 3, 4, 5, and 6." and "Do you want to know the result of this study?" The textbook form was attached to an official letter with a brief introduction about the present study and the introduction included the purposes and the outcomes the study.

After the sample schools were identified, the letter issued by the school of English with self-adhesive envelop and a textbook form were sent to every school. The teachers of English who were in charge of Grades 1-6 were asked to provide the names of the textbooks and send the replies back to the researcher within a month. 80% of the answers were expected to receive to make the research findings reliable and valid. Every answer would be collected in order to find the collection of the textbooks.

### **3.2.2 The validating form (see Appendix B)**

After the 500 words were identified, the self-adhesive envelop and the

validation form were sent to the 5 experts or validators in order to obtain their opinions concerning the words that they agree to keep or to change. The 6-page validation form included 4 pages of a 500-word list and 2 pages of a 100-word list. 500 words were for validation and an extra 100-word list for substitution if necessary. The validators were supposed to identify words that they thought inappropriate for 1-3 graders in the form. After that they were required to send the form back to the researcher. The replies would be counted. The words that were suggested by three out of five validators would be subject to change.

### **3.2.3 RANGE GSL: RANGE and FREQUENCY programs**

In order to gain a word list from the textbooks, this study followed the same criteria and process as most of the other word lists such as the General Service List and the Academic Word List. The software, RANGE, was used to calculate the coverage and range of the word lists among different corpora. This includes RANGE BNC and RANGE GSL due to different base lists for analysis. In the present study, software RANGE GSL, released on 7 February, 2005, was chosen because GSL is a smaller corpus than BNC and the results would be more accurate. It includes two programs: RANGE and FREQUENCY programs.

#### **(1) RANGE**

RANGE can be used to compare a text against vocabulary lists to see which words in the text are and are not on the lists, and to see what percentage of the items in the text is covered by the lists. It can also be used to compare the vocabulary of two texts to see how much vocabulary is the same and where the vocabulary differs by telling the frequency rank and range. What is needed to run RANGE?

#### **(A) Window System**



(B) base word lists (BASEWRD1.txt, BASEWRD2.txt, BASEWRD3.txt etc),

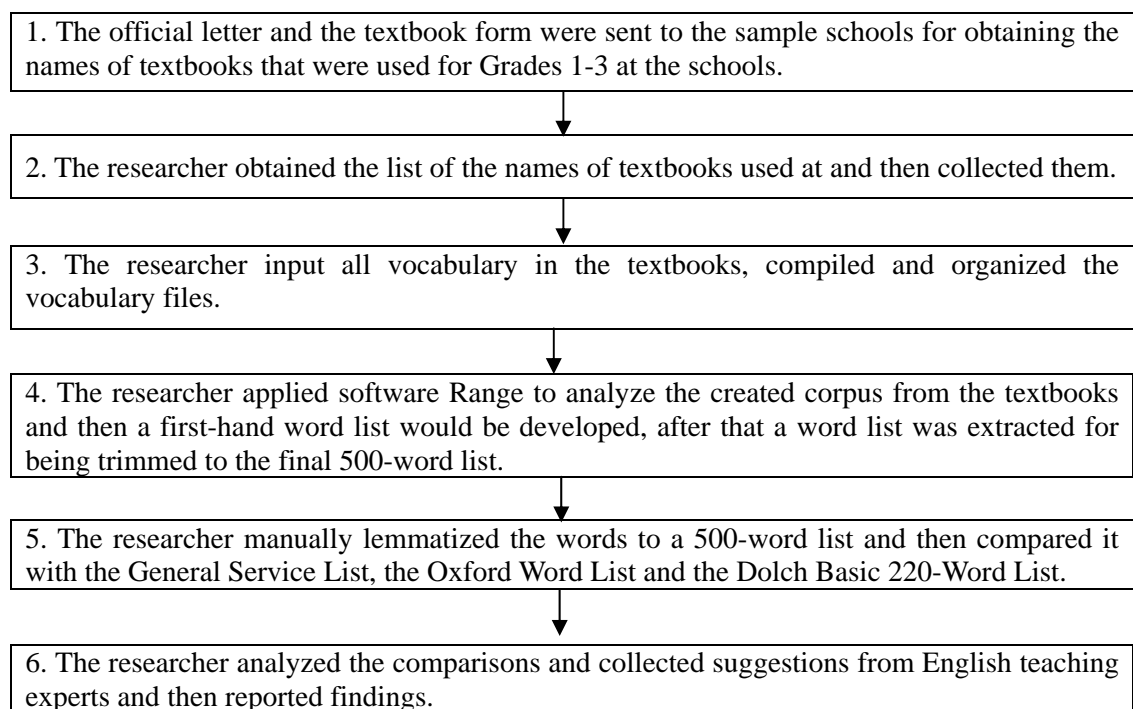
(C) text files in ASCII (DOS) format.

## (2) FREQUENCY

FREQUENCY is another program that runs on an ASCII text to make a frequency list of all the words in a single text. It can only run one text at a time. The output is an alphabetical list, or a frequency ordered list. It gives the rank order of the words, their raw frequency and the cumulative percentage frequency.

### 3.3 Conceptual Framework of the Study

For this research study, there were six main steps as follows:



**Figure 3.1 Conceptual Framework of the Study**

### **3.4 Summary**

This chapter first presents the research procedure which included sample selection, collection of textbooks, compilation and organization of the vocabulary, development of corpus, lemmatization and validation of the obtained word list. It also discusses the research instruments, and provides the conceptual framework of the study.

## **CHAPTER 4**

### **RESULTS AND DISCUSSION**

This chapter presents the answers to the two research questions: (1) What are the first 500 high-frequency words found in primary school students' textbooks at Grades 1-3? (2) Compared with other similar word lists, are there any differences between this 500 words list and the General Service List according to Baumann and Culligan (1995), the Oxford Word List or Dolch Basic 220-Word List for elementary learners? It begins with the data obtained from each step of the development of the 500-word list, that is, from Grades 1-3 textbook selection, total running words of the corpus for the final 500-word list, words lemmatization, deleted words, and finally the first 500 high frequency words. That is the answer to Research Question 1. The chapter ends with a presentation of comparison results of the first 500-word list obtained with Nation's General Service List, Oxford Word List, and the Dolch Basic Word List. Discussions on the research findings are presented accordingly.

#### **4.1 Research Question 1: What are the first 500 high-frequency words found in primary school students' textbooks at Grades 1-3?**

To extract an English specialized word sub-list from a corpus, one large master list of vocabulary was needed to begin with. A list of 500 high frequency English words for Grades 1-3 required a systematic process. To create a large master word list,

a large corpus was necessarily needed accordingly. To reach the objective, all of the textbooks being used by every sample school were collected even if only one school had been using it. This began with inputting all vocabulary from textbooks collected and ended with the final list based on word selection criteria.

#### **4.1.1 Rate of responses**

In order to obtain the textbooks which were comparatively most popular at Grades 1-3 and used in most primary schools, the letters with questions were mailed to every school in the sample area. The schools were asked to give the names of the textbooks they were using and mail the letters back. Rate of responses was as follows:

**Table 4.1 Rate of responses**

<b>Number of Total Schools</b>	<b>Number of Replies</b>	<b>Percentage of Reply</b>
160	128	80%

One month later the number of replies did not reach the objective, so telephoning interview was applied as a supplemental method. Additional 43 schools were asked for the information through phone calls. As a result, totally 128 replies were collected out of 160 primary schools in Nakhon Ratchasima Educational Zone 1. Eventually 14 series of textbooks were obtained for the corpus. They were *Say Hello*, *Aha*, *Express English*, *Projects: Play & Learn*, *Smart Kids*, *English is Fun*, *New Stand English*, *Cheer Up*, *English Times*, *I.Q. English Book*, *New English Book*, *English Land*, *Modern English*, *Distance Learning Materials*. (see Appendix C)

#### **4.1.2 Total running words of the corpus for the 500-word list**

After collecting all textbooks, the vocabulary in the textbooks was inputted

manually one series by one series. There were 146,192 running words, 501 lessons from the 14 series of textbooks in the corpus. One part of the corpus was shown as a sample as followed since it is too bulky to list the complete corpus file of total running words here.

**Table 4.2 Sample of corpus**

look listen and say a or an a book a pen a ruler a pencil case a kite an apple an egg an icecream an orange an umbrella I can do new student's book say hello read spell your name please P I M Pim How old are you I'm seven years old read and write look at the ages from page Tom age Peter age Bunny age new student's book say hello say the words listen and repeat a e i o u vowels van vine vase things I can do put a in if you can do it and put and in if you cannot I can say good morning good afternoon hello goodbye I can follow the instructions stand up sit down open your book close your book I can answer what's your name How old are you I can name the vowels the consonants I can make my name tag new student's book say hello unit in my class look listen and say This is my classroom a blackboard a door windows a broom a computer a garbage can a desk a Thai book a chair an English book look and practice what's this in English it's a thai book what's this what is this new student's book say hello ask and answer English book what's that in English it's a blackboard new student's book say hello look listen and say Is it a school bag yes it is Is it a chair no it isn't look yes it is no it isn't new student's book say hello let's sing ten little rulers tune ten little Indians one little two little three little rulers four little five little six little rulers seven little eight little nine little rulers ten little rulers are here new student's book say hello say and words three thirteen thirty thin things thumb make a number book show twenty to thirty this is an example for you winner new student's book say hello things I can do put a in if you can do it an put an in if you cannot I can say new student's book say hello I can ask and answer How many brooms are there there are Is it a broom no it isn't yes it is I can make a number book no yes I can say three thirteen thirty new student's book say hello unit my face listen point and say head ear hair eye nose mouth hand arm leg foot head hair eye ear nose mouth my face

From this Table, running words were entered in the exactly same order as the original texts. First, all the vocabulary was saved in each series in Microsoft Word file separately for future search and check easily. Then all files were combined into one text file for running software Range GSL.

#### 4.1.3 Frequency count by Range GSL

Coxhead (2000) also claimed that in her AWL word selection, range was the first criterion and frequency the second because a word count based mainly on the frequency would have been biased by longer texts and topic-related words. This principle was also applied in the present study. Following the standardization of these series of textbooks and the normalization of the words, the frequency and the range of the words in the corpus were counted and listed by computer software Range GSL. The software, RANGE GSL, was used to calculate the frequency and range of the word lists among different corpus. It was also used to compare a text against vocabulary lists to see what words in the text were and were not in the lists, and to see what percentage of the items in the text were covered by the lists. It was even used to compare the vocabulary of two texts to see how much percentage was the same vocabulary and which vocabulary differed.

**Table 4.3 Sample of word list in frequency count**

<b>Word Type</b>	<b>Rank</b>	<b>Frequency</b>	<b>Cumulative Percent</b>
A	1	6781	4.64
IS	2	6476	9.07
THE	3	5011	12.5
IT	4	3516	14.9
I	6	3369	19.57
AND	7	2702	21.42
ARE	8	2573	23.18
YOU	9	2266	24.73
WHAT	10	1768	25.94
THIS	11	1735	27.13

**Table 4.3 (Cont.) Sample of word list in frequency count**

<b>Word Type</b>	<b>Rank</b>	<b>Frequency</b>	<b>Cumulative Percent</b>
IN	12	1727	28.31
MY	13	1551	29.37
LISTEN	14	1243	30.22
SHE	15	1193	31.04
HE	16	1186	31.85
THEY	17	1148	32.63
TO	19	1145	34.2
CAN	20	1093	34.95
YOUR	21	1008	35.64
DO	22	994	36.32
THAT	23	985	36.99
YES	24	972	37.65
SAY	25	949	38.3
NO	26	933	38.94
HAVE	27	922	39.57
BOOK	28	898	40.19
HELLO	29	751	40.7
ON	30	725	41.2
AN	31	707	41.68
THERE	32	701	42.16
GOOD	34	618	43.03
AM	35	616	43.45
LIKE	36	557	43.83
EXERCISE	37	556	44.21
AT	38	555	44.59
HOW	39	551	44.96
NEW	40	545	45.34
TWO	41	540	45.71
HAS	42	534	46.07
ENGLISH	43	511	46.42
WHERE	44	486	46.75
WE	45	468	47.07
WITH	46	456	47.39
PLEASE	47	455	47.7
LOOK	48	452	48.01
TIME	49	428	48.3
DATE	50	427	48.59

Range GSL can run only one text at one time and the output can be an alphabetical list, or a frequency ordered list. A list of 3,818 word types in frequency

rank resulted after running Range GSL by grouping same words and it showed the rank order of the words, their raw frequency and the cumulative percentage frequency (the percentage of appearing in all texts) as well. In the Table from FREQUENCY above, the word type “the” was the third most frequent word. It occurred 5011 times in the corpus, and along with “a” and “is” covered 12.5% of the text. On its own it covered 3.43% (12.5 minus 9.07) of the text. “A” was the first most frequent word by occurring 6781 times and it covered 4.64% of the text in the whole corpus.

#### **4.1.4 Words lemmatization**

With the help of a computer and the software Range GSL, it is easier to group and lemmatize words. By running Range GSL, same words in this corpus were grouped and ordered in frequency rank but different forms of same root words were still kept. Since the objective in the selection process was to focus on words that were high in semantic content or meaning, lemmatization was applied to this word list. To extract all base forms, it had to be lemmatized manually. Nouns, plural and possessive forms were grouped into uninflected head word entries. Which form of a word type appeared at a higher frequency, the form of the word was kept as original as it in the textbook to give a clear guidance of which word form is more frequent to teach or learn first. From the screened-out words, only those that occurred at least 23 times in the corpus of Grades 1-3 textbooks were selected for the candidate word list. Among the number the first 571 words were selected for the master word list (high frequency 500-word list) and the rest 154 words were used to prepare for the supplementary word list. Next, Range did not eliminate numbers or dates from the word list, but all proper nouns and numerals were identified by their parts of speech and deleted manually because statistical measures mechanically identify these words as technical



words (Scott, 1999) and “they are of high frequency in particular texts but not in others,...and they could not be sensibly pre-taught because their use in the text reveals their meaning” (Nation, 2001, 19–20). Due to the purposes of this study and the validating of the results if a word appeared fewer than 23 times in the corpus, it was deleted. Consequently, 725 words were found to have occurred at least more than 23 times (frequency). To obtain a 500-word list, the first 571 words were extracted, and the following 154 words from rank number 572 to 725 were prepared as a supplementary word list for validation. After the elimination of abbreviation, proper nouns, plural forms, present participle forms and third person singular forms, finally this process yielded a 571-word master list which the words occurred more than or equal to 33 times and 115 words were kept for supplementary word list which occurred more than or equal to 23 times. Table 4.4 displays the deleted proper nouns from the 571-word list and the supplementary 154-word list.

**Table 4.4 Deleted proper nouns**

<b>Word Type</b>	<b>Rank</b>	<b>Frequency</b>	<b>Cumulative Percent</b>
TOM	86	271	56.91
LISA	179	140	69.18
JACK	183	135	69.55
MARY	204	119	71.35
SAM	219	107	72.49
PIM	229	102	73.2
ANN	277	86	76.3
JIM	282	86	76.6
ANNE	302	79	77.73
BILL	319	74	78.63
JANE	321	74	78.74
PETER	424	54	83.1
JOHN	481	44	84.99
BOB	514	39	85.93
TIM	522	39	86.14
JOE	550	36	86.85
PRATHOM	570	34	87.33
KATE	590	32	87.77

**Table 4.4 (Cont.) Deleted proper nouns**

<b>Word Type</b>	<b>Rank</b>	<b>Frequency</b>	<b>Cumulative Percent</b>
TED	636	28	88.72
DAVID	643	27	88.85
PAM	651	27	89
SUE	665	26	89.26
SIMON	678	25	89.48
DIGGER	687	24	89.63
ANNIE	706	23	89.94
MIKE	720	23	90.16
NOI	722	23	90.19

**Table 4.5 Deleted Plural forms**

<b>Word Type</b>	<b>Rank</b>	<b>Frequency</b>	<b>Cumulative Percent</b>
BOOKS	184	133	69.64
*FRIEND	185	133	69.73
BIRDS	202	120	71.18
*WORD	213	111	72.05
BANANAS	215	109	72.2
APPLES	222	105	72.71
DOGS	241	98	74.02
CATS	243	97	74.16
PICTURES	249	97	74.55
HANDS	250	96	74.62
STUDENTS	251	96	74.68
EYES	260	92	75.26
LEGS	287	85	76.89
TREES	295	83	77.35
FLOWERS	298	82	77.51
BOYS	303	79	77.79
PENCILS	305	79	77.9
ORANGES	314	77	78.38
EARS	334	70	79.38
THANKS	346	67	79.94
GIRLS	351	65	80.16
EGGS	362	63	80.64
*SHOE	634	28	88.68
MANGOES	373	61	81.11
SOCKS	393	58	81.92
NUMBERS	415	55	82.76
YEARS	427	54	83.21
DUCKS	429	53	83.28

**Table 4.5 (Cont.) Deleted Plural forms**

<b>Word Type</b>	<b>Rank</b>	<b>Frequency</b>	<b>Cumulative Percent</b>
LETTERS	440	51	83.67
DAYS	451	48	84.04
KITES	489	43	85.23
*ANIMAL	492	42	85.31
PENS	510	40	85.82
RABBITS	529	38	86.32
PAGES	560	35	87.09
CARS	585	32	87.67
ARMS	599	31	87.97
CANDIES	612	30	88.24
SHIRTS	618	30	88.37
DOLLS	625	29	88.51
COWS	642	27	88.84
*GROUP	674	25	89.41
HATS	646	27	88.91
BAGS	666	25	89.27
PAPAYAS	676	25	89.44
*PET	677	25	89.46
BUSES	683	24	89.56
BEEES	707	23	89.95
BOXES	710	23	90
CAPS	712	23	90.03
SISTERS	728	23	90.28

**Note:** \* means both singular and plural forms were found in the corpus and the one that came at a higher frequency was kept and the other was deleted.

**Table 4.6 Deleted gerunds**

<b>Word Type</b>	<b>Rank</b>	<b>Frequency</b>	<b>Cumulative Percent</b>
DOING	118	208	62.01
GOING	178	140	69.08
PLAYING	254	95	74.88
SWIMMING	306	79	77.95
EATING	312	77	78.27
READING	325	73	78.94
SLEEPING	434	53	83.46
SINGING	497	42	85.46
COOKING	533	37	86.43
WALKING	556	36	87
DRINKING	565	34	87.21
SHOPPING	619	30	88.39

**Table 4.6 (Cont.) Deleted gerunds**

<b>Word Type</b>	<b>Rank</b>	<b>Frequency</b>	<b>Cumulative Percent</b>
SITTING	635	28	88.7
MISSING	694	24	89.74
TALKING	701	24	89.86

**Table 4.7 Deleted the third person singular forms**

<b>Word Type</b>	<b>Rank</b>	<b>Frequency</b>	<b>Cumulative Percent</b>
LIKES	237	100	73.75
SAYS	369	62	80.94
WANTS	426	54	83.17
GOES	508	40	85.76
EATS	558	35	87.05
HURT	661	26	89.18

**Table 4.8 Deleted abbreviations from**

<b>Word Type</b>	<b>Rank</b>	<b>Frequency</b>	<b>Cumulative Percent</b>
DON	57	389	50.58
RE	78	303	55.33
ISN	79	302	55.54
DOESN	182	137	69.46
AREN	211	112	71.9

**Table 4.9 Deleted other word types**

<b>Word Type</b>	<b>Rank</b>	<b>Frequency</b>	<b>Cumulative Percent</b>
S	5	3461	17.27
T	18	1145	33.42
M	33	648	42.6
O	91	253	57.8
E	470	45	84.65
K	496	42	85.43
P	725	23	90.24

#### **4.1.5 List of 500 words with rank**

Table 4.10 gives the results of the 500 most frequently used word types in the English textbooks of Grades 1-3.

**Table 4.10 The He's Most Frequent Word List**

<b>Rank</b>	<b>Word</b>
1	A
2	IS
3	THE
4	IT
5	I
6	AND
7	ARE
8	YOU
9	WHAT
10	THIS
11	IN
12	MY
13	LISTEN
14	SHE
15	HE
16	THEY
17	TO
18	CAN
19	YOUR
20	DO
21	THAT
22	YES
23	SAY
24	NO
25	HAVE
26	BOOK
27	HELLO
28	ON
29	AN
30	THERE
31	GOOD
32	AM
33	LIKE
34	EXERCISE
35	AT
36	HOW
37	NEW
38	TWO
39	HAS
40	ENGLISH
41	WHERE
42	WE
43	WITH
44	PLEASE
45	LOOK
46	TIME
47	DATE
48	WRITE
49	ME
50	NOT
51	STUDENT

**Table 4.10 (Cont.) The He's Most Frequent Word List**

<b>Rank</b>	<b>Word</b>
52	NAME
53	READ
54	ONE
55	CAT
56	THESE
57	GO
58	EXPRESS
59	PLAY
60	FISH
61	OF
62	RED
63	WANT
64	DOG
65	FOR
66	MANY
67	UNIT
68	SCHOOL
69	BIG
70	THREE
71	PENCIL
72	OR
73	MAY
74	MORNING
75	WORD
76	CLOCK
77	REPEAT
78	PEN
79	SING
80	GREEN
81	THANK
82	CHAIR
83	ORANGE
84	BIRD
85	BLUE
86	OLD
87	THOSE
88	PICTURE
89	TEN
90	MAKE
91	FOUR
92	FIVE
93	BOY
94	POINT
95	RUN
96	TABLE
97	UP
98	YELLOW
99	HOUSE
100	MOTHER
101	UNDER
102	HAPPY

**Table 4.10 (Cont.) The He's Most Frequent Word List**

<b>Rank</b>	<b>Word</b>
103	HI
104	MILK
105	HERE
106	PRACTICE
107	APPLE
108	SIX
109	HIS
110	SEE
111	SEVEN
112	WHITE
113	DRAW
114	BOX
115	TEACHER
116	LESSON
117	LET
118	SHORT
119	TREE
120	HER
121	CAR
122	EAT
123	SMALL
124	FRIEND
125	PUT
126	KITE
127	PROJECT
128	ACTIVITY
129	WHO
130	ROOM
131	GIRL
132	MAN
133	AFTERNOON
134	BALL
135	SOME
136	FATHER
137	WALK
138	THEN
139	ICE
140	BED
141	DAY
142	LANGUAGE
143	TALL
144	ANSWER
145	DESK
146	UMBRELLA
147	RICE
148	NUMBER
149	BLACK
150	GAME
151	GOODBYE
152	OH
153	BAG

**Table 4.10 (Cont.) The He's Most Frequent Word List**

<b>Rank</b>	<b>Word</b>
154	FRUIT
155	LONG
156	COLOR
157	BUS
158	CIRCLE
159	EIGHT
160	HAT
161	SISTER
162	FOOD
163	TEST
164	FUN
165	BROTHER
166	NOW
167	BROWN
168	NINE
169	FLY
170	LITTLE
171	SORRY
172	EGG
173	SIT
174	COME
175	ELEPHANT
176	HOT
177	NOSE
178	WATER
179	ABOUT
180	HEAD
181	MATCH
182	SWIM
183	RULER
184	SONG
185	HAND
186	FAMILY
187	DOLL
188	RABBIT
189	CREAM
190	CLEAN
191	JUMP
192	SHOW
193	BANANA
194	EXCUSE
195	FAT
196	PIG
197	EVENING
198	FIND
199	EYE
200	FAN
201	PARTNER
202	WHOSE
203	TWENTY
204	COUNT



**Table 4.10 (Cont.) The He's Most Frequent Word List**

<b>Rank</b>	<b>Word</b>
205	FINE
206	YEAR
207	CAKE
208	CHANT
209	CLASSROOM
210	DOWN
211	FROM
212	KITCHEN
213	PINK
214	ASK
215	NURSE
216	COLD
217	DOOR
218	HAIR
219	OUR
220	OUT
221	TOO
222	CAP
223	TOUCH
224	PAGE
225	TALK
226	CHICKEN
227	GLASS
228	VAN
229	DRINK
230	LEG
231	RAT
232	CUP
233	EAR
234	STAND
235	SUNDAY
236	MONDAY
237	RIGHT
238	TAKE
239	MAP
240	PAN
241	ZOO
242	MOUTH
243	SENTENCES
244	BREAKFAST
245	GIVE
246	HEN
247	HOME
248	REVIEW
249	ANT
250	DUCK
251	HOSPITAL
252	WINDOW
253	FLOWER
254	HORSE
255	SATURDAY

**Table 4.10 (Cont.) The He's Most Frequent Word List**

<b>Rank</b>	<b>Word</b>
256	SUN
257	WOMAN
258	PARK
259	WATCH
260	BIRTHDAY
261	USE
262	SKILLS
263	ZEBRA
264	MANGO
265	TELL
266	TODAY
267	DOCTOR
268	FEELINGS
269	GET
270	NICE
271	BAT
272	BOAT
273	CONVERSATION
274	RING
275	BREAD
276	SHIRT
277	THEIR
278	TRUE
279	THIN
280	FALSE
281	MONKEY
282	NIGHT
283	VOCABULARY
284	ELEVEN
285	MOUSE
286	CLASS
287	OX
288	FOOT
289	TWELVE
290	ALL
291	BEDROOM
292	SHEEP
293	SHOE
294	THEM
295	TUESDAY
296	BANK
297	FRIDAY
298	CHOOSE
299	LION
300	SNAKE
301	BICYCLE
302	TICK
303	ANY
304	EVERY
305	LIVING
306	NOTEBOOK

**Table 4.10 (Cont.) The He's Most Frequent Word List**

<b>Rank</b>	<b>Word</b>
307	STUDY
308	TRAIN
309	BLACKBOARD
310	CHILDREN
311	DICTIONARY
312	ERASER
313	FILE
314	THURSDAY
315	VERY
316	FARM
317	LUNCH
318	BIN
319	FIFTEEN
320	JUG
321	OPEN
322	RIDE
323	ROBOT
324	SHOP
325	FOX
326	SLEEP
327	WEDNESDAY
328	BIKE
329	COOK
330	FOOTBALL
331	LEARN
332	PURPLE
333	STANDARD
334	ARM
335	BEAR
336	HELP
337	JUICE
338	PAPER
339	SOCK
340	WELCOME
341	BE
342	NEAR
343	QUESTION
344	TIGER
345	YOURSELF
346	BACK
347	BY
348	BYE
349	FEET
350	IF
351	LAMP
352	MAT
353	MOM
354	MUCH
355	RUNNING
356	TELEPHONE
357	LETTER

**Table 4.10 (Cont.) The He's Most Frequent Word List**

<b>Rank</b>	<b>Word</b>
358	MEET
359	MOON
360	SEA
361	THING
362	THIRTY
363	TURN
364	BELL
365	DAD
366	FRIED
367	FRONT
368	SKY
369	COFFEE
370	LOVE
371	POST
372	QUACK
373	QUEEN
374	COW
375	TV
376	WHEN
377	GRANDMOTHER
378	HUNGRY
379	COMPUTER
380	FROG
381	THAI
382	BEHIND
383	FARMER
384	GOT
385	GRANDFATHER
386	GUESS
387	STOP
388	CLOSE
389	EXTRA
390	FINGER
391	NEXT
392	PAIR
393	PLAYGROUND
394	SHOULD
395	CHRISTMAS
396	DURIAN
397	KING
398	LOT
399	NECK
400	POT
401	DRESS
402	EXAMPLE
403	KNOW
404	WEARING
405	WORKSHEET
406	GINGER
407	PARTY
408	PHONICS

**Table 4.10 (Cont.) The He's Most Frequent Word List**

<b>Rank</b>	<b>Word</b>
409	STORY
410	THIRTEEN
411	TOP
412	WORK
413	ANIMAL
414	BATHROOM
415	CHECK
416	MORE
417	MRS
418	SANDWICH
419	VASE
420	WALL
421	ALONG
422	CLIMB
423	TEETH
424	WASH
425	BODY
426	CUT
427	FAST
428	TAPE
429	BLOUSE
430	CAGE
431	MATH
432	PIN
433	RIBBON
434	SUMMARY
435	BASKET
436	BROOM
437	CANDY
438	HURT
439	PIZZA
440	T-SHIRT
441	WELL
442	HOP
443	MARKET
444	MUSIC
445	SHORTS
446	SURE
447	SWEET
448	THINK
449	ALOUD
450	ALPHABET
451	BRUSH
452	HOMEWORK
453	KEY
454	PLATE
455	ROLE
456	SPOON
457	BEACH
458	GLUE
459	GOAT

**Table 4.10 (Cont.) The He's Most Frequent Word List**

<b>Rank</b>	<b>Word</b>
460	GUN
461	MONTH
462	NOODLES
463	RADIO
464	SAD
465	SO
466	TRY
467	YO-YO
468	AROUND
469	BABY
470	BEAUTIFUL
471	DINNER
472	FAVOURITE
473	GLASSES
474	MR
475	PLANE
476	SKIRT
477	TEMPLE
478	THIRSTY
479	BEE
480	JAR
481	SALAD
482	SPEAKERS
483	BUFFALO
484	COMB
485	EIGHTEEN
486	FORTY
487	HOORAY
488	MISS
489	WISH
490	BUT
491	CHAT
492	FACE
493	FIRST
494	HALF
495	LOCK
496	MEAT
497	NINETEEN
498	OVER
499	SPEAK
500	TOY

After grouping and lemmatization, the final word list resulted. By the word selection criteria plus experiences from previous vocabulary research studies, 500 word types were ultimately obtained and formed the He's Most Frequent Word List. Among the 500 words there are 150 function words and 350 content words. In the

HMFWL, the most frequently used word was A, which appeared 6781 times and covered 4.64% of the text in the whole corpus.

#### 4.1.6 The word list validation

##### 1. The validators

After the 500 words were settled, it was necessary to have this word list validated and receive some feedback from English teaching experts at primary school level because they knew the textbooks, students' abilities for learning vocabulary, and the curriculum for primary schools quite well. For the present study five validators were invited to validate the high frequency vocabulary. This method was chosen to make it sure that essential vocabulary was not excluded simply because it was rare in range and frequency. Finally a group of 5 validators were selected by their native language and more than two-year English teaching experience background. The five raters came from a good variety of languages including two EFL speakers - Thai, two ESL speakers – one Filipino and one South African and a native speaker. All of them were relatively experienced English teaching experts at primary school level.

**Table 4.11 Brief introduction of the validators**

<b>Validators</b>	1	2	3	4	5
<b>Nationality</b>	Filipino	Thai	South African	American	Thai
<b>Gender</b>	Male	Male	Female	Male	Male
<b>Position</b>	English teacher	English teacher	English teacher	English teacher	Teacher Supervisor
<b>Teaching/Supervising experience in Thai schools</b>	6 years	4 years	4 years	3 years	10 years

##### 2. Validation procedure

The validators received a packet by mail, which included an official letter on the first page to introduce the researcher and then followed by an introduction of

the present study, a few questions to learn about raters and a validation form for validating the 500-word list that had been extracted from the original word list and 115-word list followed as supplementary list to substitute words which they think less frequent in master vocabulary list. If there was any uncertainty about any of the criteria-fulfilling words in the computer-screened-out candidate main list, five experienced EFL experts were consulted, as mentioned above, and they made the decision on whether the controversial words from the main list in question should be included in or excluded from the finalized word list and replaced with a substitute word from the supplementary 115-word list.

### 3. Results

As Table 4.12 shows the validators provided the words they think need to be deleted from the HMFWL and it also reveals the percentage of agreement with the HMFWL. All the reported percentages are beyond 90% and the highest is 100% from the English native speaker. The average of percentage of agreement is 97.76%.

**Table 4.12 Results of the validation**

<b>Validators</b>	<b>Percentage of agreement with the HMFWL</b>	<b>Deleted words</b>
1	98%	behind buffalo express extra file ginger tape then tick try
2	98.2%	express ginger gun post project skills so standard summary
3	99%	blouse gun robot speakers vase
4	100%	
5	93.6%	about activity alphabet cage chant chat check conversation express extra file ginger guess language lot nice page partner phonics pizza practice project review role sentences skills speakers standard summary tick vocabulary wish



The supervisor gave the most advices, 32 words from the master word list should be deleted and 34 words from the supplementary word list were added. The native speaker simply agreed with the master word list except that he added a few more words “monk”, “pray”, and “wat”. These words needed to be learned for Thai particular culture, he explained. Other three English teachers also made some changes. Most of deleted words were instruction words, particularly the supervisor suggested such as “alphabet”, “chant”, “chat”, “check”, “conversation”, “express”, “file”, “practice”, “project”, “review”, “role”, “sentences”, “speaker”, “standard” and “tick”. Before the present study was started, it was discussed whether the instruction words should be included in the corpus or not and finally they were inputted due to the necessity of learning these words for Grades 1-3 students to be able to follow their teachers especially native speakers in doing class activities. When students were learning each unit including vocabulary and text, they had to read the instruction of every section and understand it. For this reason, every word appeared in textbooks was inputted in the corpus, so this is why we could see words like “skills”, “project”, “sentences” and so on.

**Table 4.13 Deleted words by validators**

Deleted words	Number of words	Number of validators
express ginger	2	3
extra file gun project skills speakers standard summary tick	9	2
about activity alphabet behind blouse buffalo cage chant chat check conversation guess language lot nice page partner phonics pizza practice review role sentences tape then try post robot so vase vocabulary wish	29	1

From Table 4.13 we can see very few words in common that validators agreed to delete from the HMFWL. Only two words “express” and “ginger” three validators agreed to delete and other nine words “extra”, “file”, “gun”, “project”, “skills”, “speakers”, “standard”, “summary” and “tick”, two validators agreed to delete them and the rest 29 of the deleted words only one validator mentioned to delete. For substitute words which were used to instead of the deleted words, most of them five experts chose were nouns and adjectives came second. For example, “butterfly”, “grass”, “papaya”, “toilet”, and “tooth” from nouns and “dirty”, together with “slow” out of adjectives were chosen by more than two experts. “Papaya” and “toilet” were used often in Thai daily life, so it would be reasonable to add them in the final 500-word list.

## **4.2 Research Question 2: Compared with other similar word lists, are there any differences between this 500 words list and the General Service List according to Baumann and Culligan (1995), the Oxford Word List or Dolch Basic 220 Word List for elementary learners?**

### **4.2.1. Results from comparisons**

The objectives of the study were not only to extract the most frequent words but also to know if these words appear generally in three other popular similar level English word lists, at what frequency rank and at what grade level. To achieve this objective, the 500-word list was compared with three other word lists by both two methods - using software Range GSL and manually. Because the lists for comparison

are basically lists of high frequency words, a reasonable degree of similarity between the lists would be expected. For these reasons, three control vocabulary lists were used.

As stated below, comparisons of the present study's word list, to be referred to as He's Most Frequent Word List or HMFWL from now onwards, with the General Service List (GSL), the Oxford Word List (OWL) and the Dolch Basic Word List (DBWL), it was obvious that percentage of overlap increased with decrease of size of word list and it was not surprising that there was a very high percentage of correlation between the Dolch Basic Word List and the HMFWL. This is probably due to the similarity at level between the two. Furthermore, the percentage of overlap of the OWL and the HMFWL were quite close because the sizes of the two lists were similar.

a) The General Service List is a list created by Michael West (1953). In the present study three ready made base lists were applied. The first (BASEWRD1.txt) includes the most frequent 1,000 words of English. The second (BASEWRD2.txt) includes the 2nd 1,000 most frequent words, and the third (BASEWRD3.txt) includes words not in the first 2,000 words of English but for this study only the first two base lists were used for comparison. All of these base lists include the base forms of words and derived forms. The first 1,000 words thus consist of around 4,000 forms or types. The first thousand words of *A General Service List of English Words* are usually those in the list with a frequency higher than 332 occurrences per 5 million words, plus months, days of the week, numbers, titles (Mr, Mrs, Miss, Ms, Mister), and frequent greetings.

**Table 4.14 Percentage of overlap**

<b>WORD LIST</b>	<b>TOKENS/%</b>	<b>TYPES/%</b>	<b>FAMILIES</b>
BASEWRD1	313/62.6	313/62.6	278
BASEWRD2	124/24.8	124/24.8	120
not in the lists	63/12.6	63/12.6	63
Total	500	500	461

Compared with the GSL's three base lists, it was apparent that the HMF<sub>W</sub>L was proved to be valid as shown in Table 4.14. The GSL extensively includes general vocabulary that is most frequently used at all levels, so it is possible and reasonable that there could be some differences between the GSL and the present study's word list. The most words of HMF<sub>W</sub>L were found in the GSL's base list one (BASEWRD1) and the percentage was 62.6%, followed by 24.8% in the GSL's base list two (BASEWRD2), and 12.6% not in the GSL's two base lists. Table 4.15 below shows the explanation of the results.

**Table 4.15 The findings of comparisons between the GSL's two base lists and the 500-word list**

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Number of words found in base list one = 313 or 62.6%

Number of words found in base list two = 124 or 24.8%

Number of words not found in the base lists = 63 or 12.6%

---

As shown above that 313 of the running words in the present study's word list were found in base list one and these 313 words made up 62.6% of the total running

words from base list one. Similarly, in base list two 124 words overlapped in 500-word list which made up 24.8% of the total running words while 63 words and 12.6 percent, were not found in the two base lists. In total, 437 words or 87.4 percent, of the 500 words were found in the GSL - the 2,000 most common words in English, according to Michael West (Longman, London 1953). For being a specialized elementary corpus, the percentage of words not found in the GSL lists could be higher than 12.6 percent. However, 12.6 percent is strong evidence that the corpus is specialized. Table 4.18 reveals the 63 words which were not found in GSL's two base word lists.

b) The Oxford Word List (BASEWRD2.txt) (Bianco, Scull & Ives, 2008) - The 307 most frequently used words in young children's writing and reading development. The research study was conducted in Australian schools in 2007 and this study is the first of its type in over 30 years. It has been presented as a resource freely available to all Australian educators since it was created.

Comparing with the GSL, the percentage of overlap with Oxford Word List and Dolch Basic Word List were higher because the GSL is a general word list not for a specific level while the other two word lists are at similar level with HMFWL. However, the OWL is a list of most frequently used words for young children's writing and reading, that is to say, those words includes more formal words and less spoken words.

The OWL was provided as a contemporary wordlist of the most frequently used words by primary school students in their first three years of schooling. Consequently, it is undoubted that it had a 79.15 percent overlap with the HMFWL.

**Table 4.16 Comparison between the HMFWL and the OWL**

WORD LIST	TOKENS/%	OVERLAP PERCENTAGE
HMFWL	500	--
THE OWL	307	79.15%

(3) The Dolch Basic Word List (BASEWRD3.txt) is a list of 220 most frequently found words in books that children read. These words are usually learned in first and second grade; students who learn these words have a good base for beginning reading. A similar result occurred in the comparison of the master list HMFWL with the Dolch Basic Word List; there was an 80.91 percent overlap.

**Table 4.17 Comparison between the HMFWL and the DBWL**

WORD LIST	TOKENS/%	OVERLAP PERCENTAGE
HMFWL	500	--
THE DBWL	220	80.91%

#### **4.2.2 The HMFWL words not found in the GSL**

Checked against three different lists of words - the GSL, the OWL, and the DBWL, a part of words that were not found in the HMFWL were identified shown in Tables 4.18 – 4.20. Each finding is presented as follows.

##### **4.2.2.1 The HMFWL words not found in the GSL**

As stated before there were 12.6% words not found in the GSL. Table 4.18 gives a list of the words missing from the GSL.

**Table 4.18 Words from the HMFWL not found in the GSL's base lists.**

ALPHABET	CHANT	JUG	SHORTS
ANT	CHAT	KITE	T-SHIRT
BANANA	CLASSROOM	LION	THAI
BAT	DOLL	MANGO	THIRSTY
BATHROOM	DURIAN	MATH	TICK
BEACH	ERASER	NOODLES	TIGER
BEE	FOX	NOTEBOOK	TV
BIKE	FROG	OX	VAN
BIN	GINGER	PHONICS	VASE
BLACKBOARD	GLUE	PIZZA	VOCABULARY
BLOUSE	HEN	PLAYGROUND	WORKSHEET
BROOM	HOMEWORK	QUACK	YO-YO
BUFFALO	HOORAY	ROBOT	ZEBRA
BYE	HOP	SALAD	ZOO
CANDY	JAR	SANDWICH	

Those words above are in alphabetical order and from this Table it can be seen that language has been developing with time because some of the 63 words not found in the General Service list are quite modern vocabulary. For example, “PIZZA”, “ROBOT” and “T-SHIRT” or “YO-YO”, these words might not be popular in 1950’s when study of the GSL was conducted. Words like “ANT”, “BANANA”, “DURIAN” and “MANGO” are especially needed to learn in Thai context due to their frequency of being seen in daily life.

#### 4.2.2.2 The OWL words not found in the HMFWL

Compared with the OWL, the overlapping words included most of common nouns and basic verbs while missed words mostly were adverbs and a few verbs as well as nouns. It is also reasonable that the 64 words listed above that are not found in the HMFWL because the OWL was concluded from students' writing. For this reason, in the OWL more function words and more past tense words were found due to more compound sentences were used in writing while in the HMFWL corpus from textbooks, mostly simple sentences and simple present tense were employed. For example, like pronouns "EVERYONE" and "SOMEONE"; adverbs "AFTER", "ALWAYS", "EVER", "JUST" and past tense "FINISHED", "STARTED" and "STAYED", these words were replaced by comparatively more general words in HMFWL such as "EVERY" and "SOME". Table 4.19 gives a list of the words that were in the Oxford Word List but not found in the HMFWL.

**Table 4.19 Words from the Oxford Word List not found in the HMFWL**

AFTER	COUSIN	ICECREAM	ONCE	SCARED	UNTIL
AGAIN	DRAGON	INSIDE	ONLY	SCARY	UPON
ALSO	EVER	JUST	OTHER	SLIDE	WEEKEND
ALWAYS	EVERYONE	KILLED	OUTSIDE	SOCCER	WHY
ANOTHER	FAIRY	LAST	PEOPLE	SOMEONE	WILL
AS	FELL	LOST	PLACE	SOMETHING	WOKE
BECAUSE	FINISHED	MONSTER	POOL	STARTED	WON
BEST	FOOTY	MOVIE	PRESENT	STAYED	WORLD
BIT	FUNNY	NEED	PRINCESS	STILL	YESTERDAY
CALLED	GARDEN	OFF	RACE	TEAM	
CASTLE	GREAT	OK	REALLY	TOGETHER	



#### 4.2.2.3 The DBWL words not found in the HMFWL

Despite the fact that the Dolch Basic Word List was small and a satisfyingly high percentage of similarity between the HMFWL and it, there were still 42 words from the DBWL missing in the HMFWL. The Dolch Basic Word List was extensively compiled based on children's books of Dolch's era and the 220 most frequent words found in books that children read are made up of "service words" (primarily pronouns, adjectives, adverbs, prepositions, conjunctions, and verbs) and 95 common nouns. As shown in Table 4.20, 42 words from the 500 list were not found in the DBWL and no common nouns except for "light" appeared on it because all common nouns were overlapped and only those adjectives, adverbs and some verbs missed in the HMFWL such as "FULL", "PRETTY", "AFTER", "AGAIN", "BEST", "ONLY", "SOON" and "BUY" or "KEEP".

From Tables 4.19 and 4.20 it is obvious there are quite a few words overlapped like "AFTER", "AGAIN", "ALWAYS", "AS" "BECAUSE" BEST "TOGETHER" "UPON" and "WHY". The OWL is from students' writing and the DBWL is from reading, therefore the words from both two word lists are written words at a similar level and more adverbs as well as conjunctions are used to express time and description.

**Table 4.20 Words from the DBWL not found in the HMFWL**

AFTER	BEST	FULL	LIGHT	PICK	TOGETHER
AGAIN	BETTER	GROW	MUST	PRETTY	UPON
ALWAYS	BOTH	INTO	MYSELF	PULL	US
AS	BRING	JUST	NEVER	ROUND	WARM
AWAY	BUY	KEEP	OFF	SHALL	WHICH
BECAUSE	CARRY	KIND	ONLY	SOON	WHY
BEFORE	FALL	LAUGH	OWN	START	WILL

After a step-by-step research procedure, the HMFWL was resulted and through word lists comparison the HMFWL was proved its reliability and consistency with similar word lists. For being consistent with previous well-known vocabulary studies, the HMFWL can serve as reference for an elementary English lexical syllabus. As the frequently and widely used vocabulary in Grades1-3 textbooks, the word types in the HMFWL are worth special attention in designing English learning materials for Grades 1-3 courses. The HMFWL can provide some guidelines concerning vocabulary in curriculum preparation, particularly in designing class activities and in selecting relevant teaching/learning materials.

## **CHAPTER 5**

### **CONCLUSION, IMPLICATIONS AND APPLICATIONS**

This chapter provides a conclusion of the present study, discusses its implications and applications, points out some limitations and makes recommendations for further studies.

#### **5.1 Conclusion**

The HMFWL, a 500-word list based on a corpus of 146,192 running words, has been compiled for the better learning and application of basic words at elementary level. The corpus was created from 501 units of 14 series of Grades 1-3 English textbooks which 128 primary schools out of 160 primary schools in Nakhon Ratchasima Educational Zone 1 were using. By using Software Range GSL the corpus was analyzed and calculated and then resulted in a list of 3,818 words with rank, frequency and cumulative percent. For the first purpose of the present study – obtaining the most frequent 500 words, the first 725 words were extracted in order to trim it to the final 500-word list through lemmatization. After deleting proper nouns, plural forms, gerunds, the third person singular forms and abbreviations, the most frequent 500 word types were gained.

To achieve the second purpose of the present study the final 500-word list was compared with three other popular word lists: the General Service List, the Oxford Word List and the Dolch Basic Word List. It is satisfactory that the overlap

percentages of three results from comparisons are quite high enough to prove the present study's list is valid and reliable. With the GSL, all 500 can be found overlapped in the GSL's two base lists and the overlap percentages with the first and the second base lists respectively are 63%, 24.8% and 12%. From these findings we can see this 500-word list has a high overlap percentage of 88% with the first frequent 2000 words which are used often to comparing with other vocabulary studies as a reference. With the OWL, the overlap percentage is 79.15% and with the DBWL the overlap percentage is 80.91%. The overlap percentages with the OWL and the DBWL are higher than with the GSL is because the HMFWL, the OWL and the DBWL are all at elementary level. By developing a list of the frequently used elementary words at Grades 1-3, we hope to inspire enough attention of instructors and learners/users to this level of vocabulary. It would be of special significance for EFL/ESL students/instructors and course designers in learning or using elementary vocabulary.

The findings of the present study are helpful for students, English teachers and primary schools in English learning and teaching as a second or foreign language. These findings also have practical implications for EFL vocabulary instruction. It showed that the most frequent vocabulary might be an efficient tool for EFL teachers who were bent on enhancing elementary English teaching especially for teaching the frequently used words to a beginning level (500–1,000 words). Also, in addition, the most frequent vocabulary could enable students to focus their attention more on specific vocabulary items and help them to master the words and enhance their vocabulary acquisition. The findings of this study corroborated previous research that the high-frequency words should be taught first and it is more effective for vocabulary

gains. This word list is the first list developed through corpus of different series of textbooks for the level of Grades 1-3.

## **5.2 Implications**

### **5.2.1 Implications of vocabulary in English language learning**

Vocabulary size is a reflection of how educated, intelligent, or well read a person is (Nation & Waring, 1997). Vocabulary knowledge enables language use, language use enables the increase of vocabulary knowledge, knowledge of the world enables the increase of vocabulary knowledge and language use and so on (Nation, 1993b). With these cautions in mind let us now look at estimates of vocabulary size and their significance for second or foreign language learners. Learners see vocabulary as a very important part of language learning and teachers often use it to measure learners' progress or lack of progress. By taking an informed, balanced and systematic approach to vocabulary teaching, teachers can help learners achieve better results with a clear word list. Nation (2002) stated that some language courses have a special vocabulary section while others deal with vocabulary as a part of listening, speaking, reading and writing. In both of these approaches to vocabulary there are important guidelines that should be put into practice and used to plan and monitor the learning of vocabulary in a language course. It is very important to know for teachers where your learners are in their vocabulary growth. One main reason for knowing this is because the teacher needs to take a very different approach to teaching high frequency vocabulary first from low frequency vocabulary. Useful vocabulary lists are based on frequency and range, the occurrence of a word across several subsections of a corpus (McIntosh, Halliday and Strevens, 1961). For ESL/EFL learners and

ESL/EFL teachers, the focus is that a small number of the words of English occur very frequently and if a learner knows these words, that learner will know a very large proportion of the running words in a written or spoken text. Most of these words are content words and knowing enough of them allows a good degree of comprehension of a text. According to West (1953), a vocabulary of 2,000 high frequency words provides 80% text coverage. These high frequency words cover about 80% of academic text and newspapers, about 87% of the words in novels, and over 90% of the running words in informal conversation. They are very useful, essential words in all uses of English. If learners do not know the most frequent 2,000 words, then these should be their first goal because the 2,000 high frequency words are so useful, each word deserves to be focused on.

As stated by Cunningham and Stanovich (1997), research on children's early vocabulary development is of utmost importance for three main reasons. First, research suggests that low vocabulary knowledge inhibits children's learning process to read and hinders their comprehension of texts that they encounter later in school. Second, many children start learning English at basic level words from textbooks. To date there have been no known studies which have used objective means to extract or create a vocabulary of most frequent words for Grades 1-3 vocabulary development. In this study, 500 words were carefully selected from Grades 1-3 textbooks corpus using an objective method in order to create lists of Grades 1-3 which can be used by teachers of English in Thai primary schools. The problem for beginning learners and readers is getting to the threshold where they can start to learn from context. Simply put, if one does not know enough of the words on a page and have comprehension of what is being read, one cannot easily learn from context. At the earlier and

intermediate levels of language learning, simplified reading books can be of great benefit and textbooks are the main source of it.

### 5.2.2 Implications from the 500-word list study

As part of broad English educational reform, in the early nineteen-nineties, the education ministry invited EFL experts from the UK and the US to form the CRC (Curriculum Reform Committee, 2002). On behalf of the government, they recommended that English education should start as early as possible. Based on this recommendation, in 1995 the education ministry decided that an extra four years of English education were added starting from first grade, rather than fifth. This major curriculum change was implemented in 1996 for public schools that were ready willing and able to do so, with all schools given the deadline of 2002 for implementation. Teachers need to change to be able to implement the changes and a clear curriculum instruction is needed to help them. With these ideals, the Ministry of Education set out an ambitious plan for elementary school education, which controlled teaching methodology and thematic content of lessons. Table 18 shows the present elementary school English teaching plan in Thailand.

**Table 5.1 Thai elementary school education reform plan**

Grade	Skill focus	Pedagogic focus	Hrs/week
1 (second term)	Listening/speaking	TPR	2
2	Listening/speaking	TPR	2
3-4	4 skills	Theme-based	2
5-6	4 skills	Theme-based	5

**Note:** In private schools, students typically receive five hours per week of English instruction from Grade one.

For the first three grades, Grades 1-3 students are to be taught listening and speaking using total physical response (TPR). In the fourth year, students start to learn reading and writing through theme-based methods, as indicated in Table 5.1. To implement the plan and achieve the teaching goal, the basic vocabulary needs to be considered while teaching textbooks and designing materials. At the primary school level a research-based word list in curriculum instruction is not yet available, the 500-word list proposed by the present study is expected to contribute better teaching and learning. It can be used as a reference for teachers to teach their students proper words in graded classes, to make lesson plans or to design teaching materials and activities, and also as a clear guidance for students to learn step-by-step on their own. Through empirical results, this study contributes valuable information on vocabulary teaching and learning to EFL/ESL learners, teachers, and textbook and curriculum designers.

### **5.2.3 Implications from lists comparison**

There are many lists of the most frequently occurring words in English and a few of the most well known are described here. The GSL is chosen in this study because: (1) similar size (numbers of words) and consideration of ESL/EFL in mind; (2) the best of the available word list: Although the GSL has been criticized for its size, age and need for revision, it still remains the best of the available list because of: (1) its information about frequency of meanings; (2) West's careful application of criteria other than frequency and range; (3) coverage from 78% to 92% (82% mean coverage) of various kinds of written text; (4) its basis for many series of graded readers (Nation, 1993; 1997, Nation & Hwang, 1995; Nation & Waring, 1997; Coxhead, 2000; Nation, 2004). For these reasons, the GSL has been very popular in many years since it was created.



In common with GSL research, Bianco, Scull & Ives (2007) conducted an investigation in high frequency words by comparing the words used in students' free writing samples collected from 1, 2 and 3 year olds in common usage in Australian schools in 2007. It is important to emphasize that the Oxford Wordlist differs fundamentally from many other lists in its collection methods. It is based on children's usage, words they know orally and visually, rather than being derived from a study of words in children's reading texts. The research also offers insight into patterns of culture across Australia, so changes in children's lives are reflected in what children choose to say to the audiences to which they direct their written words. While the Dolch words are the 220 most frequently found words in books that children read. These words are usually learned in first, second and third grades; students who learn these words have a good base for beginning reading. One way of estimating a primary student reading level is by having the students identify the 220 Dolch Basic Words. The number of words recognized is the basis for assigning his/her equivalent reading level.

The results of the present study clearly showed that the most frequent words from textbooks which are being used by the primary schools in Nakhon Ratchasima, Thailand, have high overlap percentages with the General Service List, the Oxford Word List and the Dolch Basic Word List. High-frequency words are the words that appear most often in printed materials. According to Robert Hillerich, "Just three words I, and, the account for ten percent of all words in printed English." The HMFWL covered around 62% of the first 1,000 high frequency words of the GSL and 24.6 percent and 1.39 percent occurred in second 1,000 and the third 1,000 words list. With the Oxford Word List and the Dolch Basic Word List, high overlap percentage

79.15% and 80.91% were obtained from the comparison. These results are in agreement with Nation (2001) that high frequency words or words in the GSL give 80% or more text coverage of most types of reading texts. Quite a few studies by Laufer (1989), Sutarsyah, Nation, and Kennedy (1994), and Worthington and Nation (1996) also yielded the same findings about the coverage of GSL words with different corpus.

Moreover, the results in the present study showed that the textbooks for Grades 1-3 contained the most coverage by the GSL and that they were consistent with same level word lists. This agrees with Waring's view (2001) that graded materials have an emphasis on comprehension in order to develop learners' reading fluency and confidence so the vocabulary included in this kind of materials should be basic words (Nation & Hwang, 1995; Coady, 1997). Nation (2001) stated that the coverage by the GSL in graded books was around 85% of the running words. The findings from the present study that the 500 words in textbooks derived from a wide variety of sources accounted for around 88.09% of all the GSL words shows the importance of these words for Thai young learners at the elementary level. The Oxford Wordlist, the 307 most frequently used words, is the first of its type in over 30 years. It is an investigation of high frequency words in young children's writing and reading development. This research documented the words children first write and the words children write should therefore be understood in the context of the complex and mutually reinforcing growth of children's language: speaking, listening, reading and writing and their educational, social and personal worlds. The experiment data were collected from students of the first year, the second year and the third year. For this reason, the present study's 500-word list was further verified. It is, therefore,

reasonable to conclude that theoretically the 500 words should be the priority for young second language or foreign language learners.

#### **5.2.4 Pedagogical implications**

Vocabulary building is an essential component to language learning. In an EFL context like Thailand, children may not have ample opportunities to learn considerable English vocabulary in a limited time at beginning and teachers cannot teach all level words at same time. As a result, a word list with frequency for teaching Grades 1-3 is imperative. Since exposure to most frequent words plays a very important role in children's English learning, the teacher should apply a detailed word list with frequency to English teaching in order to achieve teaching goals more effectively.

The main purpose behind the setting up of the HMFWL was to create a list of high frequency words for learners with elementary learning purposes, so that these words can be taught and directly studied in an effective way. The major theme of this research was that we needed to have clear sensible goals for vocabulary learning. Frequency information provides a rational basis for making sure that learners get the best return for their vocabulary learning effort and teachers achieve the best teaching goals for their instructions. Vocabulary frequency lists which take account of range have an important role to play in curriculum design and in setting learning goals. It does mean that course designers should have lists to refer to when they consider the vocabulary component of a language course, and teachers need to have reference lists to judge whether a particular word deserves attention or not, and whether a text is suitable for an elementary class. The present study's 500-word list would certainly help EFL/ESL educators, especially those responsible for Grades 1-3 students in vocabulary learning.

### 5.3 Applications

The HMFWL can be used for a variety of purposes. As has been mentioned before, teachers can use it in the classroom to help Grades 1-3 students build the foundational vocabulary they need to learn and teach the textbooks contents in an effective way. In conjunction with textbooks and curriculum instructions, teachers can point out the key vocabulary in context, design the teaching contents and guide the students to learn step-by-step. Teachers can also apply the list to measuring the students' vocabulary performance and plan the monitoring learning and teaching progress. In conclusion, the results obtained from the study could be extremely useful for a teacher or a course designer who wishes to know what vocabulary is actually taught first to Grades 1-3 students and whether it is worth teaching prior to comparative low frequency words and suitable at this level.

The results could also help a teacher or a school decide to retain or reselect the textbooks or redesign the teaching materials. In addition, the study of corpora of textbooks can show what vocabulary is being used in an English class at present. To make effective and efficient English teaching, there are many factors to be taken into account. This study was conducted with the purpose of contributing to the awareness of a teacher or a course designer or a school on vocabulary teaching and learning at level of Grades 1-3 when setting teaching goals, adopting textbooks or adapting teaching materials. If possible, the HFMWL needs to be rechecked in larger corpora or in other series of textbooks of other areas or countries even. It is positive that the availability of exercises and tests based on the HFMWL will promote effective and efficient teaching and learning of elementary vocabulary.

## 5.4 Limitations of the Study

As this manual analysis is time-consuming, it limits the size of the corpus and the number of words in a limited time. Therefore, two limitations of the study should be highlighted. The first limitation concerns with the size of the research corpus. Though the corpus was collected from all textbooks used in all schools in Nakhon Rachasima Educational 1, it was still only one part of Thailand. Therefore, it may exist some differences between this word list and other word lists resulted from other areas or countries. Second, the manual analysis of the word lists. The lists comparisons between the present study's word list and the Oxford word list or the Dolch basic word list were done manually. It took a long time to complete this process since the researcher needed to go through word by word and counted overlap words and analyzed the results. The Oxford word list includes 307 words and the Dolch basic word list is a list of only 220 words. The researcher needed to look through all these words and compare every word from both lists for overlap. If the comparing word lists are larger, the manual analysis would be time-consuming. Consequently, the manual analysis can limit the size of target objects for a research study with time constraint.

When doing research in any field of knowledge, researchers find both advantages and disadvantages of the research tools or instruments they used. In this study, the analysis of word frequency was made easier by the use of a computer and concordancing software, Range GSL, to create a word list and analyze word lists. It was found that using the computer as well as the software was very helpful in the study since the occurrence of every word in the corpus could be counted with high speed and accuracy. However, the computer could not do every complicated task such

as grouping or lemmatizing words. In the study, a great deal of editing and counting was done by hand.

### **5.5 Suggestions for further research**

The present study is only a preliminary study on the elementary vocabulary used in Grades 1-3. Based on the outcomes of this present study, there are several suggestions for further research. First is a suggestion for further research has to do with the source and type of textbooks. The future research could be conducted more widely and deeply in area to see if the word list is still consistent. This corpus is obtained from Nakhon Ratchasima Educational Zone 1 in Thailand only and if future studies could deal with more schools in different provinces of Thailand or even different EFL/ESL contexts such as China or Japan, it would be interesting and attractive to see the further results and findings from wider range, more English textbooks or more English teaching materials. In connection with that, it would be interesting to study the correlation between this corpus with the future corpus.

Another suggestion for research concerning the methodology deals with the selection of frequent words. The present study, for the most part, focused on frequency ranking words as being important. How would the list be different if the selection process of range and frequency were used synchronously? It would also be very interesting to see a comparison between words that are rare but rated essential, with words that have a high frequency but were rated unessential.

Finally, from the present study, there is the possibility of further research studies that could be developed. First, future research could be conducted on word families, range or collocation analysis. With the tools available in the software Range,

researchers could study grouping words, compare a word in different subcorpora and the neighbors of the 500 words (words found next to or close to). From that analysis, lists of collocations could be compiled as a supplement as learners become more advanced in the language. Collocation analysis could be shown to aid the development of other materials.

An additional project associated with the present study is to expand the word list to next period including Grades 4-6 or even junior level. If a word list for Grades 4-6 is also obtained, then a complete word list will be available for primary school level. The findings will be helpful for curriculum design and teaching plan. If a vocabulary list is further studied, the whole period of English vocabulary teaching for young learners will be well instructed and scheduled.

World globalization has sparked a growing interest in the teaching of English as a foreign language (EFL) to young learners all over the world. This surge of interest in the teaching of English to young learners has led to growing research in the area day-to-day and also led to the publication of textbooks as well as teaching programs. At present there are all kinds of English textbooks on the market for schools and teachers to choose, therefore, it is a matter of great concern that which books are better to be chosen, how teaching materials need to be designed and what vocabulary should be taught at the beginning. This field is easily neglected and less attention is paid to teaching English at elementary period. In Thailand nowadays kids start to learn English earlier and earlier but in English curriculum a vocabulary list for Grades 1-3 has not been yielded yet according to the Ministry of Education (2001b). To improve this situation and fill the gap, the present study was conducted to identify a vocabulary list of most frequent words found in Grades 1-3 textbooks which are

helpful for EFL students' learning. The result of the present study can be used as a reference resource or guidance to elementary teachers of English in Thailand.

The HMFWL can help learners/instructors center on essential frequent words, providing learners with which words to learn first for more efficient learning outcomes and facilitating instructors' setting of their vocabulary teaching goals in different stages. Well-timed and repeated exposure to the word types of the HMFWL in a variety of textbooks may significantly contribute to the acquisition of the deep-going properties of this important list of most frequent words. The HMFWL can also help teachers teach most frequent vocabulary in a more conscious and manageable way. The HMFWL provides a clear and direct access to the most frequently used elementary vocabulary for Grades 1-3 learners and enables them to gain vocabulary knowledge in an effective way by acquiring the most frequent vocabulary first.



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## APPENDIX A

### แบบฟอร์มกรอกข้อมูลรายชื่อหนังสือที่ใช้สอนรายวิชาภาษาอังกฤษ สำหรับนักเรียนชั้นประถมศึกษาปีที่ 1-6

1. โรงเรียน.....
2. ที่อยู่.....
3. หัวหน้าหมวด/กลุ่มสาระรายวิชาภาษาอังกฤษ ชื่อ  
.....
4. หมายเลขโทรศัพท์ติดต่อ  
.....
5. รายชื่อหนังสือที่ใช้สอนรายวิชาภาษาอังกฤษ
  1. ระดับชั้นประถมศึกษาปีที่ 1  
รายชื่อหนังสือ.....  
ชื่อสำนักพิมพ์.....
  2. ระดับชั้นประถมศึกษาปีที่ 2  
รายชื่อหนังสือ.....  
ชื่อสำนักพิมพ์.....
  3. ระดับชั้นประถมศึกษาปีที่ 3  
รายชื่อหนังสือ.....  
ชื่อสำนักพิมพ์.....

## 4. ระดับชั้นประถมศึกษาปีที่ 4

รายชื่อหนังสือ.....

ชื่อสำนักพิมพ์.....

## 5. ระดับชั้นประถมศึกษาปีที่ 5

รายชื่อหนังสือ.....

ชื่อสำนักพิมพ์.....

## 6. ระดับชั้นประถมศึกษาปีที่ 6

รายชื่อหนังสือ.....

ชื่อสำนักพิมพ์.....

## 6. ท่านต้องการทราบข้อมูลผลการวิจัยหรือไม่

 ต้องการ ไม่ต้องการ



## Form for Textbooks Used for Teaching English

### Grades 1-6

1. School.....

2. Address.....

3. Chair of English Department .....

4. Telephone

Number.....

5. Textbooks Used for Teaching English

1). Grade 1

Title :.....

Publisher : .....

2). Grade 2

Title :.....

Publisher : .....

3). Grade 3

Title :.....

Publisher : .....

4). Grade 4

Title :.....

Publisher : .....

5). Grade 5

Title :.....

Publisher : .....

6). Grade 6

Title :.....

Publisher : .....

6. Do you want to learn about the results of this research?

Yes

No

## APPENDIX B

### Validating Form

#### Background:

This thesis is conducted to find out the first 500 words that appear most frequently in the textbooks for EFL young learners (Grades 1-3). The resulting word list was gained from computer software Range as attached. The corpus was obtained from all English textbooks which are used for Grades 1-3 in Nakhon Ratchasima Educational Zone 1 schools by using computer Software Range. This word list will be very helpful for teachers to teach what their students need to learn and for the students to learn what they need to know.

#### Instructions:

Please validate the 500-word list and identify whether the words are appropriate for teaching Grades 1-3 students. If you find any inappropriate word, please delete it from the list and choose one from the following 100-word list to substitute it. Before you start, kindly give brief information about yourself as indicated.

1. Nationality : \_\_\_\_\_
2. Gender :      Male                    Female
3. Position :    Educational supervisor    English teacher        Other
4. Teaching/Supervising experience in Thai schools  
    2-5 years    6-10 years    11-15 years        more than 15 years

Your cooperation is highly appreciated.

(He Liping)  
MA (English Language Studies) student  
School of English  
Suranaree University of Technology  
Nakhon Ratchasima

(Dr. Sirinthorn Seepho)  
Thesis Advisor

## APPENDIX C

### The GSL

1 69975 the	36 2678 who	71 1315 work
2 39175 be	37 2378 make	72 1314 now
3 36432 of	38 2333 when	73 1307 may
4 28872 and	39 2218 can	74 1303 such
5 26800 a	40 2203 more	75 1270 give
6 26190 to	41 2199 if	76 1239 over
7 21338 in	42 2149 no	77 1225 think
8 20033 he	43 2132 man	78 1203 most
9 12458 have	44 2099 out	79 1179 even
10 11247 it	45 2035 other	80 1086 find
11 10790 that	46 1986 so	81 1077 day
12 9495 for	47 1965 what	82 1070 also
13 8555 they	48 1940 time	83 1070 after
14 8516 I	49 1895 up	84 1036 way
15 7289 with	50 1849 go	85 1030 many
16 7254 as	51 1816 about	86 1022 must
17 6976 not	52 1794 than	87 1021 look
18 6742 on	53 1790 into	88 1018 before
19 6164 she	54 1782 could	89 1018 great
20 5377 at	55 1773 state	90 1017 back
21 5307 by	56 1751 only	91 987 through
22 5146 this	57 1698 new	92 957 long
23 4931 we	58 1673 year	93 949 where
24 4695 you	59 1618 some	94 937 much
25 4389 do	60 1586 take	95 915 should
26 4383 but	61 1577 come	96 906 well
27 4371 from	62 1575 these	97 905 people
28 4204 or	63 1531 know	98 903 down
29 3560 which	64 1520 see	99 895 own
30 3480 one	65 1512 use	100 889 just
31 3062 would	66 1488 get	101 883 because
32 3002 all	67 1430 like	102 879 good
33 2903 will	68 1377 then	103 878 each
34 2851 there	69 1361 first	104 864 those
35 2793 say	70 1348 any	105 853 feel

106 853 seem	148 660 might	190 534 face
107 849 how	149 654 want	191 534 fact
108 847 high	150 645 point	192 534 group
109 835 too	151 639 form	193 533 play
110 835 place	152 639 off	194 531 stand
111 833 little	153 638 child	195 529 increase
112 832 world	154 634 few	196 529 early
113 797 very	155 632 small	197 528 course
114 792 still	156 629 since	198 527 change
115 789 nation	157 627 against	199 523 help
116 784 hand	158 614 ask	200 522 line
117 780 old	159 611 late	201 521 city
118 774 life	160 611 home	202 513 put
119 771 tell	161 605 interest	203 511 close
120 768 write	162 605 large	204 506 case
121 768 become	163 601 person	205 504 force
122 761 here	164 600 end	206 501 meet
123 755 show	165 596 open	207 501 once
124 745 house	166 590 public	208 501 water
125 731 both	167 589 follow	209 498 upon
126 730 between	168 588 during	210 496 war
127 723 need	169 584 present	211 496 build
128 719 mean	170 583 without	212 496 hear
129 711 call	171 580 again	213 496 light
130 710 develop	172 577 hold	214 495 unite
131 707 under	173 568 govern	215 493 live
132 705 last	174 567 around	216 492 every
133 704 right	175 565 possible	217 491 country
134 703 move	176 564 head	218 490 bring
135 702 thing	177 563 consider	219 490 center
136 700 general	178 560 word	220 489 let
137 697 school	179 560 program	221 488 side
138 697 never	180 560 problem	222 487 try
139 690 same	181 552 however	223 486 provide
140 690 another	182 552 lead	224 484 continue
141 681 begin	183 548 system	225 482 name
142 680 while	184 546 set	226 481 certain
143 678 number	185 539 order	227 480 power
144 672 part	186 539 eye	228 479 pay
145 668 turn	187 538 plan	229 473 result
146 664 real	188 534 run	230 473 question
147 662 leave	189 534 keep	231 471 study

232 468 woman	273 401 act	315 348 best
233 464 member	274 401 sense	316 348 door
234 463 until	275 400 mind	317 346 hope
235 461 far	276 399 experience	318 345 example
236 460 night	277 396 art	319 345 inform
237 458 always	278 395 next	320 344 body
238 458 service	279 395 near	321 344 ever
239 458 away	280 394 direct	322 343 least
240 457 report	281 393 car	323 343 probable
241 454 something	282 393 law	324 343 understand
242 453 company	283 387 industry	325 342 reach
243 452 week	284 386 important	326 340 effect
244 451 church	285 381 girl	327 339 different
245 451 toward	286 379 god	328 337 idea
246 451 start	287 378 several	329 337 whole
247 449 social	288 377 matter	330 335 control
248 445 room	289 376 usual	331 333 condition
249 443 figure	290 373 rather	332 333 field
250 441 nature	291 371 per	333 333 pass
251 440 though	292 369 often	334 333 fall
252 438 young	293 369 kind	335 332 note
253 437 less	294 369 among	336 332 special
254 434 enough	295 368 white	337 332 talk
255 433 almost	296 365 reason	338 331 particular
256 432 read	297 365 action	339 330 today
257 426 include	298 364 return	340 329 measure
258 424 president	299 364 foot	341 328 walk
259 423 nothing	300 360 care	342 328 teach
260 419 yet	301 360 simple	343 327 low
261 418 better	302 359 within	344 327 hour
262 417 big	303 358 love	345 326 type
263 413 boy	304 358 human	346 326 carry
264 412 cost	305 355 along	347 324 rate
265 412 business	306 353 appear	348 324 remain
266 411 value	307 353 doctor	349 324 full
267 409 second	308 353 believe	350 323 street
268 407 why	309 352 speak	351 323 easy
269 406 clear	310 351 active	352 323 although
270 405 expect	311 351 student	353 321 record
271 405 family	312 350 month	354 321 sit
272 401 complete	313 349 drive	355 320 determine
	314 348 concern	356 315 level

357 313 local	398 285 happen	440 262 road
358 312 sure	399 285 education	441 262 letter
359 312 receive	400 284 death	442 260 color
360 311 thus	401 284 agree	443 260 behind
361 309 moment	402 283 arm	444 258 produce
362 308 spirit	403 282 mother	445 258 send
363 308 train	404 282 across	446 258 term
364 308 college	405 281 quite	447 257 total
365 307 religion	406 281 anything	448 256 university
366 307 perhaps	407 281 town	449 254 rise
367 306 music	408 281 past	450 254 century
368 306 grow	409 281 view	451 253 success
369 305 free	410 281 society	452 253 minute
370 304 cause	411 280 manage	453 251 remember
371 302 serve	412 280 answer	454 250 purpose
372 302 age	413 280 break	455 250 test
373 302 book	414 279 organize	456 248 fight
374 302 board	415 277 half	457 247 watch
375 302 recent	416 276 fire	458 247 situation
376 301 sound	417 276 lose	459 246 south
377 301 office	418 275 money	460 246 ago
378 300 cut	419 275 stop	461 245 difference
379 299 step	420 275 actual	462 245 stage
380 297 class	421 274 already	463 244 father
381 297 true	422 274 effort	464 243 table
382 297 history	423 273 wait	465 242 rest
383 296 position	424 273 department	466 242 bear
384 296 above	425 273 able	467 240 entire
385 295 strong	426 272 political	468 240 market
386 294 friend	427 271 learn	469 240 prepare
387 293	428 271 voice	470 240 explain
necessary	429 269 air	471 239 offer
388 292 add	430 269 together	472 239 plant
389 292 court	431 269 shall	473 238 charge
390 291 deal	432 269 cover	474 238 ground
391 290 tax	433 269 common	475 238 west
392 289 support	434 268 subject	476 237 picture
393 286 party	435 266 draw	477 237 hard
394 286 whether	436 265 short	478 234 front
395 285 either	437 265 wife	479 233 lie
396 285 land	438 265 treat	480 232 modern
397 285 material	439 263 limit	481 231 dark

482 230 surface	521 213 enter	563 195 unit
483 230 rule	522 213 drink	564 195 product
484 230 regard	523 212 story	565 195 respect
485 229 dance	524 211 experiment	566 195 drop
486 229 peace	525 211 stay	567 195 nor
487 227 observe	526 210 paper	568 195 fill
488 227 future	527 210 space	569 194 cold
489 227 wall	528 210 apply	570 193 represent
490 225 farm	529 209 decide	571 193 sudden
491 225 claim	530 208 share	572 192 basic
492 225 firm	531 207 desire	573 192 kill
493 223 operation	532 207 spend	574 191 fine
494 223 further	533 207 sign	575 191 trouble
495 223 pressure	534 206 therefore	576 191 mark
496 222 property	535 206 various	577 191 single
497 222 morning	536 206 visit	578 190 press
498 222 amount	537 205 supply	579 189 heavy
499 221 top	538 205 officer	580 189 attempt
500 221 outside	539 205 doubt	581 189 origin
501 221 piece	540 204 private	582 189 standard
502 221 sometimes	541 204 immediate	583 188 everything
503 220 beauty	542 204 wish	584 188 committee
504 220 trade	543 204 contain	585 188 moral
505 220 fear	544 204 feed	586 187 black
506 220 demand	545 204 raise	587 186 red
507 220 wonder	546 204 describe	588 186 bad
508 219 list	547 203 ready	589 186 earth
509 219 accept	548 203 horse	590 185 accord
510 218 judge	549 202 son	591 185 else
511 218 paint	550 202 exist	592 185 mere
512 217 mile	551 202 north	593 184 die
513 217 soon	552 201 suggest	594 184 remark
514 215 responsible	553 200 station	595 184 basis
515 214 allow	554 200 effective	596 184 except
516 214 secretary	555 199 food	597 183 equal
517 214 heart	556 199 deep	598 183 east
518 213 union	557 198 wide	599 183 event
519 213 slow	558 197 alone	600 183 employ
520 213 island	559 196 character	601 183 defense
	560 195 english	602 183 smile
	561 196 happy	603 183 river
	562 196 critic	604 183 improve



605 182 game	645 170 attack	685 158 pull
606 181 detail	646 170 floor	686 157 chance
607 181 account	647 168 association	687 157 prove
608 181 cent	648 168 spring	688 157 argue
609 181 sort	649 167 lot	689 157 settle
610 180 reduce	650 167 stock	690 156 growth
611 180 club	651 167 lack	691 156 date
612 180 buy	652 167 hair	692 156 heat
613 180 attention	653 167 science	693 155 save
614 180 ship	654 166 relation	694 155 performance
615 179 decision	655 166 profession	695 155 count
616 178 wear	656 166 pattern	696 155 production
617 178 inside	657 165 quick	697 154 listen
618 178 win	658 164 medical	698 152 main
619 178 suppose	659 165 influence	699 154 pick
620 178 ride	660 165 occasion	700 154 size
621 177 operate	661 165 machine	701 152 cool
622 177 realize	662 164 compare	702 152 army
623 177 sale	663 163 husband	703 152 patient
624 177 choose	664 163 blue	704 151 combine
625 177 park	665 163	705 151 summer
626 177 square	international	706 151 hall
627 176 vote	666 162 fair	707 151 slight
628 176 price	667 162 especially	708 151 command
629 176 district	668 162 indeed	709 151 enjoy
630 175 dead	669 162 imagine	710 151 length
631 175 foreign	670 162 surprise	711 150 proper
632 175 window	671 162 average	712 150 express
633 175 beyond	672 161 official	713 150 health
634 174 direction	673 161	714 150 chief
635 174 strike	temperature	715 149 evening
636 174 instead	674 161 difficult	716 149 store
637 173 trial	675 160 sing	717 149 language
638 173 practice	676 160 hit	718 148 degree
639 173 catch	677 160 tree	719 148 lay
640 172	678 160 race	720 147 current
opportunity	679 160 police	721 147 gun
641 172 likely	680 160 touch	722 147 dog
642 170	681 159 relative	723 147 hotel
recognize	682 159 throw	724 147 strange
643 170 permit	683 159 quality	725 147 separate
644 170 serious	684 159 former	726 146 boat

727 146 fail	767 140 western	808 130 inch
728 146 clean	768 140 truth	809 129 song
729 146 dress	769 138 wrong	810 129 skill
730 146 anyone	770 138 travel	811 129 post
731 146 gain	771 138 suit	812 129 popular
732 146 pain	772 137 bank	813 129 radio
733 145 object	773 137 exact	814 129 animal
734 145	774 137 honor	815 128 conscious
knowledge	775 137 brother	816 128 worth
735 145 depend	776 136 quiet	817 128 eat
736 145 relate	777 136 marry	818 128 election
737 145 below	778 136 corner	819 128 faith
738 144 dollar	779 135 handle	820 128 wave
739 144 advance	780 135 danger	821 128 murder
740 144 shape	781 135 hospital	822 128 model
741 144 arrange	782 135 pool	823 128 forget
742 144	783 135 promise	824 127 extend
population	784 135 blood	825 127 edge
743 144 yes	785 135 shoot	826 127 distance
744 144 sell	786 135 scene	827 127 memory
745 144 mention	787 134 literature	828 127 recommend
746 144 dry	788 134 arrive	829 126 division
747 144 check	789 134 film	830 126 staff
748 144 poet	790 133 base	831 126 leg
749 143 sleep	791 133 freedom	832 126 discussion
750 143 join	792 133 bar	833 126 address
751 143 hot	793 133 maybe	834 126 fly
752 143 bed	794 133 hang	835 125 dependent
753 143 electric	795 133 suffer	836 125 ball
754 143 dream	796 133	837 125 shake
755 142 due	manufacture	838 125 frame
756 142 season	797 132 frequent	839 125 extreme
757 142 manner	798 132 rock	840 124 engineer
758 142 fit	799 132 loss	841 124 thick
759 142 left	800 131 burn	842 124 comfort
760 141 progress	801 131 sun	843 124 latter
761 141 neither	802 131 audience	844 124 camp
762 141 strength	803 130 essential	845 124 oil
763 140 notice	804 130 glass	846 124 discover
764 140 finish	805 130 prevent	847 124 examine
765 140 opinion	806 130 poem	848 123 difficulty
766 140 bill	807 130 poor	849 123 tooth

850 123 middle	890 115 clothe	932 106 hardly
851 123 choice	891 115 parent	933 106 perform
852 123 refer	892 115 forward	934 106 title
853 123 enemy	893 114 sharp	935 105 tend
854 123 practical	894 114 straight	936 105 exercise
855 122 marriage	895 113 gas	937 105 thin
856 122 bridge	896 113 weight	938 105 coat
857 122 declare	897 113 discuss	939 105 bit
858 122 lady	898 113 fix	940 105 mountain
859 122 cross	899 113 load	941 105 youth
860 122 daily	900 112 master	942 104 behavior
861 122	901 112 whatever	943 104 newspaper
afternoon	902 112 round	944 104 secret
862 121 attend	903 112 rapid	945 104 ability
863 121 director	904 112 laugh	946 104 sea
864 121 balance	905 111 finger	947 104 soft
865 121 wash	906 111 spot	948 104 justice
866 121 capital	907 110 propose	949 104 reasonable
867 120 speed	908 110 shop	950 104 circle
868 120 block	909 110 broad	951 104 solid
869 120 citizen	910 110 replace	952 104 page
870 119 mouth	911 110 reply	953 103 weapon
871 119 hill	912 110 extent	954 103 fast
872 118 green	913 109 lock	955 103 representative
873 118 please	914 109 employee	956 103 search
874 118 motor	915 109 ahead	957 103 pure
875 118 agency	916 109 sight	958 103 escape
876 118	917 109 spread	959 102 crowd
encourage	918 109 wind	960 102 stick
877 118 governor	919 109 approve	961 101 telephone
878 117 worry	920 109 destroy	962 101 avoid
879 117 affair	921 108 none	963 101 garden
880 117 shoulder	922 108 pound	964 101 favor
881 117 bright	923 108 fame	965 101 news
882 116 mass	924 108 importance	966 101 unless
883 116 sample	925 107 reflect	967 100 dinner
884 116 pretty	926 107 advantage	968 100 someone
885 116 repeat	927 107 match	969 100 signal
886 115 roll	928 107 regular	970 100 yard
887 115 push	929 107 wage	971 100 ideal
888 115 trip	930 107 refuse	972 100 warm
889 115 council	931 107 existence	973 100 miss

974 100 shelter	1012 93 narrow	1054 87 reference
975 100 soldier	1013 92 theater	1055 86 stain
976 99 article	1014 92 collection	1056 86 connection
977 99 cry	1015 92 rain	1057 86 otherwise
978 99 captain	1016 92 review	1058 86 stretch
979 99 familiar	1017 92 preserve	1059 86 knife
980 99 seat	1018 92 leadership	1060 86 village
981 99 guest	1019 91 clay	1061 86 blow
982 98 weak	1020 91 daughter	1062 85 mistake
983 98 excite	1021 91 fellow	1063 85 sweet
984 98 king	1022 91 swing	1064 85 shout
985 98 everyone	1023 91 thank	1065 85 divide
986 98 wine	1024 90 library	1066 85 guard
987 97 hole	1025 90 fat	1067 85 worse
988 97 duty	1026 90 reserve	1068 85 exchange
989 97 beat	1027 89 tour	1069 85 rare
990 97 perfect	1028 89 nice	1070 84 commercial
991 97 bottom	1029 89 warn	1071 84 request
992 97 compose	1030 89 ring	1072 84 appoint
993 97 battle	1031 89 bitter	1073 84 agent
994 97 expense	1032 89 chair	1074 83 dependence
995 97 cattle	1033 89 yesterday	1075 83 bird
996 96 flow	1034 89 scientific	1076 83 wild
997 95 kitchen	1035 88 flower	1077 83 motion
998 95 dust	1036 88 wheel	1078 83 guess
999 95 bottle	1037 88 solution	1079 83 neighbor
1000 94 admit	1038 88 aim	1080 82 seed
1001 94 tear	1039 88 gather	1081 82 fashion
1002 94 tire	1040 88 invite	1082 82 loan
1003 94 expression	1041 88 moreover	1083 82 correct
1004 93	1042 88 fresh	1084 81 plain
exception	1043 88 forest	1085 81 mail
1005 93	1044 87 winter	1086 81 retire
application	1045 87 box	1087 81 opposite
1006 93 belong	1046 87 belief	1088 81 prefer
1007 93 rich	1047 87 ordinary	1089 81 safe
1008 93 failure	1048 87 impossible	1090 81 evil
1009 93 struggle	1049 87 print	1091 81 double
1010 93	1050 87 gray	1092 81 wood
instrument	1051 87 taste	1093 80 empty
1011 93 variety	1052 87 lip	1094 80 baby
	1053 87 speech	1095 80 advise

1096 80 content	1135 75 upper	1175 71 adopt
1097 80 sport	1136 75 curve	1176 71 birth
1098 80 lift	1137 75	1177 71 appearance
1099 80 literary	membership	1178 71 universe
1100 80 curious	1138 75 key	1179 71 busy
1101 80 tie	1139 75 entertain	1180 71 hurry
1102 80 flat	1140 75 soul	1181 71 coast
1103 80 message	1141 75	1182 71 forth
1104 80 neck	neighborhood	1183 70 smell
1105 79 hate	1142 74 friendly	1184 70 furnish
1106 79 dirt	1143 74 pair	1185 70 female
1107 79 delight	1144 74 stone	1186 70 hide
1108 79 trust	1145 74 lean	1187 70 wire
1109 79 nobody	1146 74 protect	1188 70 proposal
1110 79 valley	1147 74 advertise	1189 70 ought
1111 79 tool	1148 74 mystery	1190 70 victory
1112 78 presence	1149 73 welcome	1191 69 quarter
1113 78 cook	1150 73 knee	1192 69 engine
1114 78 railroad	1151 73 jump	1193 69 customer
1115 78 minister	1152 73 snake	1194 69 waste
1116 78 coffee	1153 73 stream	1195 69 fool
1117 78 brush	1154 73 avenue	1196 69 intend
1118 78 beside	1155 73 brown	1197 69 intention
1119 78 collect	1156 73 disease	1198 69 desk
1120 77 guide	1157 73 hat	1199 69 politics
1121 77 luck	1158 73 excellent	1200 69 passage
1122 77 profit	1159 72 formal	1201 69 lawyer
1123 77 lord	1160 72 snow	1202 68 root
1124 77	1161 72 sheet	1203 68 climb
everybody	1162 72 somehow	1204 68 metal
1125 77 prison	1163 72 unity	1205 68 gradual
1126 77 cloud	1164 72 sky	1206 68 hunt
1127 77 slave	1165 72 rough	1207 68 protection
1128 77 chairman	1166 72 smooth	1208 68 satisfy
1129 76 soil	1167 72 weather	1209 68 roof
1130 76	1168 72 steady	1210 68 branch
distinguish	1169 72 threaten	1211 68 pleasure
1131 76	1170 72 depth	1212 68 witness
introduce	1171 71 oppose	1213 68 loose
1132 76 urge	1172 71 deliver	1214 67 nose
1133 76 blind	1173 71 ancient	1215 67 mine
1134 75 arise	1174 71 pray	1216 67 band

1217 67 aside	1256 64 completion	1296 60 machinery
1218 67 risk	1257 64 throat	1297 60 wake
1219 67	1258 64 agriculture	1298 60 severe
tomorrow	1259 64 admire	1299 60 pocket
1220 67 remind	1260 63 gentle	1300 60 bone
1221 67 ear	1261 63 dozen	1301 59 honest
1222 67 fish	1262 63 particle	1302 59 freeze
1223 67 shore	1263 63 pleasant	1303 59 dictionary
1224 66 operator	1264 63 bay	1304 59 calm
1225 66 civilize	1265 63 cup	1305 59 swim
1226 66 being	1266 63	1306 59 ice
1227 66 silent	competition	1307 59 male
1228 66 screen	1267 63 moon	1308 59 skin
1229 66 bind	1268 63 terrible	1309 59 crack
1230 66 earn	1269 63 strip	1310 59 rush
1231 66 pack	1270 63 mechanic	1311 59 wet
1232 66 colony	1271 63 shock	1312 58 meat
1233 66 besides	1272 63	1313 58 commerce
1234 66 slip	conversation	1314 58 joint
1235 66 cousin	1273 63 angle	1315 58 gift
1236 66 scale	1274 62 tall	1316 58 host
1237 66 relief	1275 62 plenty	1317 58 suspect
1238 66 explore	1276 62 star	1318 58 path
1239 66 stem	1277 62 yellow	1319 58 uncle
1240 65 brain	1278 62 sick	1320 58 afford
1241 65 musician	1279 62 thorough	1321 58 instant
1242 65 defend	1280 62 absolute	1322 58 satisfactory
1243 65 bend	1281 62 succeed	1323 58 height
1244 65	1282 61 surround	1324 58 track
somebody	1283 61 proud	1325 58 confidence
1245 65 shadow	1284 61 dear	1326 58 grass
1246 64 mix	1285 61 card	1327 57 suggestion
1247 64 smoke	1286 61 lake	1328 57 favorite
1248 64	1287 61 breath	1329 57 breakfast
description	1288 61 afraid	1330 57 apart
1249 64 fruit	1289 61 silence	1331 57 chest
1250 64 guilt	1290 61 onto	1332 57 entrance
1251 64 yield	1291 60 shoe	1333 57 march
1252 64 sensitive	1292 60 somewhere	1334 57 sink
1253 64 salt	1293 60 chain	1335 57 northern
1254 64 pale	1294 60 slide	1336 57 iron
1255 64 sweep	1295 60 copy	1337 57 alive

1338 57 ill	1374 54 rent	1415 50 expensive
1339 57 bag	1375 54	1416 50 shut
1340 57 disturb	comparison	1417 50 chicken
1341 57 native	1376 54 possess	1418 50 forgive
1342 57 bedroom	1377 54 grace	1419 50 holy
1343 57 violent	1378 54 flesh	1420 50 wooden
1344 57 beneath	1379 54 liquid	1421 49 prompt
1345 57 pause	1380 54 scientist	1422 49 crime
1346 57 tough	1381 54 ease	1423 49 sorry
1347 56	1382 53 heaven	1424 49 republic
substance	1383 53 milk	1425 49 anger
1348 56 threat	1384 53 sympathy	1426 49 visitor
1349 56 charm	1385 53 rank	1427 49 pile
1350 56 absence	1386 53 restaurant	1428 49 violence
1351 56 factory	1387 53 frequency	1429 49 steel
1352 56 spite	1388 53 angry	1430 49 wing
1353 56 meal	1389 53 shade	1431 49 stair
1354 56 universal	1390 53 accuse	1432 49 partner
1355 56 accident	1391 53 necessity	1433 49 delay
1356 56 highway	1392 53 knock	1434 49 gentleman
1357 56 sentence	1393 53 loud	1435 48 pour
1358 56 liberty	1394 53 permanent	1436 48 confusion
1359 55 wise	1395 53 row	1437 48 damage
1360 55 noise	1396 53 lovely	1438 48 kick
1361 55	1397 53 confuse	1439 48 safety
discovery	1398 52 gold	1440 48 burst
1362 55 tube	1399 52 frighten	1441 48 network
1363 55 flash	1400 52 solve	1442 48 resistance
1364 55 twist	1401 52 grave	1443 48 screw
1365 55 fence	1402 52 salary	1444 48 pride
1366 55	1403 52 photograph	1445 48 till
childhood	1404 52 advice	1446 47 hire
1367 55 joy	1405 52 abroad	1447 47 verb
1368 55 sister	1406 51 wound	1448 47 preach
1369 54 sad	1407 51 virtue	1449 47 clerk
1370 54	1408 51 dare	1450 47 everywhere
efficiency	1409 51 queen	1451 47 anyway
1371 54	1410 51 extra	1452 47 fan
disappear	1411 51 attract	1453 47 connect
1372 54 defeat	1412 50 numerous	1454 47 egg
1373 54	1413 50 pink	1455 47 efficient
extensive	1414 50 gate	1456 47 grain

1457 46 calculate	1492 44 extension	1533 41 temple
1458 46 drag	1493 44 recognition	1534 41 self
1459 46	1494 44 kiss	1535 41 compete
opposition	1495 44 crop	1536 41 nurse
1460 46 worship	1496 44 sail	1537 41 stuff
1461 46 arrest	1497 44 attractive	1538 41 stomach
1462 46	1498 44 habit	1539 41 peculiar
discipline	1499 44 relieve	1540 41 repair
1463 46 string	1500 44 wisdom	1541 41 storm
1464 46 harbor	1501 44 persuade	1542 41 ton
1465 46 camera	1502 43 certainty	1543 41 desert
1466 46	1503 43 cloth	1544 41 allowance
mechanism	1504 43 eager	1545 41 servant
1467 46 cow	1505 43 deserve	1546 41 hunger
1468 46 grand	1506 43	1547 41 conscience
1469 46 funny	sympathetic	1548 41 bread
1470 46	1507 43 cure	1549 41 crash
insurance	1508 43 trap	1550 40 tip
1471 46	1509 43 puzzle	1551 40 strengthen
reduction	1510 43 powder	1552 40 proof
1472 46 strict	1511 43 raw	1553 40 generous
1473 46 lesson	1512 43 mankind	1554 40 sir
1474 46 tight	1513 43 glad	1555 40 tonight
1475 45 sand	1514 43 blame	1556 40 whip
1476 45 plate	1515 43 whenever	1557 40 tongue
1477 45 qualify	1516 43 anxiety	1558 40 mill
1478 45	1517 42 bus	1559 40 merchant
elsewhere	1518 42 tremble	1560 40 coal
1479 45 mad	1519 42 sacred	1561 40 ruin
1480 45	1520 42 fortunate	1562 40 introduction
interference	1521 42 glory	1563 40 courage
1481 45 pupil	1522 42 golden	1564 40 actor
1482 45 fold	1523 42 neat	1565 40 belt
1483 45 royal	1524 42 weekend	1566 39 stir
1484 45 valuable	1525 42 treasury	1567 39 package
1485 45 whisper	1526 42 overcome	1568 39 punish
1486 45 anybody	1527 42 cat	1569 39 reflection
1487 45 hurt	1528 42 sacrifice	1570 39 breathe
1488 45 excess	1529 42 complain	1571 39 anywhere
1489 44 quantity	1530 42 elect	1572 39 amuse
1490 44 fun	1531 41 roar	1573 39 dull
1491 44 mud	1532 41 sake	1574 39 fate



1575 39 net	1613 36 medicine	1654 34 extraordinary
1576 39 fellowship	1614 36 stroke	1655 34 borrow
1577 39 fault	1615 36 bite	1656 34 owe
1578 39 furniture	1616 36 lung	1657 34 funeral
1579 39 beam	1617 36 lonely	1658 34 ambition
1580 39 pencil	1618 36 admission	1659 34 mixture
1581 39 border	1619 36 stupid	1660 34 slope
1582 39 disappoint	1620 36 scratch	1661 34 criminal
1583 38 flame	1621 36 composition	1662 34 seldom
1584 38 joke	1622 36 broadcast	1663 34 map
1585 38 bless	1623 36 drum	1664 34 spin
1586 38 corn	1624 36 resist	1665 34 praise
1587 38 shell	1625 36 neglect	1666 34 spare
1588 38 tempt	1626 35 absent	1667 33 plow
1589 38 supper	1627 35 passenger	1668 33 telegraph
1590 38 destruction	1628 35 adventure	1669 33 barrel
1591 38 dive	1629 35 beg	1670 33 straighten
1592 38 anxious	1630 35 pipe	1671 33 scarce
1593 38 shine	1631 35 beard	1672 33 lunch
1594 38 cheap	1632 35 bold	1673 33 slavery
1595 38 dish	1633 35 meanwhile	1674 33 creep
1596 38 distant	1634 35 devil	1675 33 sweat
1597 38 greet	1635 35 cheer	1676 33 gay
1598 37 flood	1636 35 nut	1677 33 stiff
1599 37 excuse	1637 35 split	1678 33 brave
1600 37 insect	1638 35 melt	1679 33 seize
1601 37 ocean	1639 35 swear	1680 33 convenient
1602 37 ceremony	1640 35 sugar	1681 33 horizon
1603 37 decrease	1641 35 bury	1682 33 moderate
1604 37 prize	1642 35 wipe	1683 33 complicate
1605 37 harm	1643 35 faint	1684 33 dig
1606 37 insure	1644 35 creature	1685 33 curse
1607 37 verse	1645 35 tail	1686 33 weigh
1608 37 pot	1646 35 wealth	1687 33 priest
1609 37 sincere	1647 34 earnest	1688 33 excessive
1610 36 cotton	1648 34 translate	1689 33 quarrel
1611 36 leaf	1649 34 suspicion	1690 32 widow
1612 36 rub	1650 34 noble	1691 32 modest
	1651 34 inquiry	1692 32 dine
	1652 34 journey	1693 32 politician
	1653 34 hesitate	1694 32 custom
		1695 32 educate

1696 32 salesman	reputation	1774 27 pump
1697 32 nail	1733 30 ticket	1775 27 prevention
1698 32 tap	1734 30 pretend	1776 27 urgent
1699 32 eastern	1735 30 dismiss	1777 27 aunt
1700 32	1736 30 delicate	1778 27 zero
possession	1737 29 despair	1779 27 idle
1701 32	1738 29 awake	1780 27 fever
satisfaction	1739 29 tea	1781 27 christmas
1702 32 behave	1740 29 FALSE	1782 27 regret
1703 32 mercy	1741 29 fortune	1783 26 jaw
1704 31 scatter	1742 29 cap	1784 26 soap
1705 31 objection	1743 29 thread	1785 26 pronounce
1706 31 silver	1744 29 haste	1786 26 empire
1707 31 tent	1745 29 bare	1787 26 bowl
1708 31 saddle	1746 29 shirt	1788 26 outline
1709 31 wrap	1747 29 bargain	1789 26 organ
1710 31 nest	1748 28 leather	1790 26 imitation
1711 31 grind	1749 28 rail	1791 26 caution
1712 31 spell	1750 28 butter	1792 26 mineral
1713 31 plaster	1751 28 dot	1793 26 disagree
1714 31 arch	1752 28 inquire	1794 26 blade
1715 31 swell	1753 28 warmth	1795 26 trick
1716 31	1754 28 decisive	1796 26 treasure
friendship	1755 28 vessel	1797 26 immense
1717 31 bath	1756 28 pity	1798 25 convenience
1718 30 bundle	1757 28 steam	1799 25 disapprove
1719 30 grateful	1758 28 pin	1800 25 destructive
1720 30 crown	1759 28 bound	1801 25 fork
1721 30	1760 28 companion	1802 25 noon
boundary	1761 28 toe	1803 25 ownership
1722 30 nowhere	1762 28 reward	1804 25 tune
1723 30 asleep	1763 28 forbid	1805 25 polish
1724 30 clock	1764 28 wherever	1806 25 poison
1725 30 boil	1765 28 tower	1807 25 shame
1726 30	1766 27 bathe	1808 25 loyalty
altogether	1767 27 lodge	1809 25 cottage
1727 30 lend	1768 27 swallow	1810 25 astonish
1728 30 holiday	1769 27 multiply	1811 25 shave
1729 30 precious	1770 27 bow	1812 25 feather
1730 30 wander	1771 27 kingdom	1813 25 sauce
1731 30 ugly	1772 27 garage	1814 25 lid
1732 30	1773 27 permission	1815 25 debt

1816 25 fade	1852 23 crush	1894 21 taxi
1817 25 confess	1853 23 humble	1895 21 wax
1818 25	1854 23 fancy	1896 21 duck
classification	1855 23 decay	1897 21 button
1819 24 descend	1856 23 polite	1898 21 invent
1820 24 cape	1857 23 tribe	1899 20 remedy
1821 24 mild	1858 22 bleed	1900 20 bush
1822 24 clever	1859 22 coin	1901 20 thunder
1823 24 envelope	1860 22 fond	1902 20 weaken
1824 24	1861 22 autumn	1903 20 poverty
invention	1862 22 classify	1904 20 scrape
1825 24 sheep	1863 22 omit	1905 20 arrow
1826 24 splendid	1864 22 loyal	1906 20 tender
1827 24 stamp	1865 22 needle	1907 20 cruel
1828 24 float	1866 22 lessen	1908 20 soften
1829 24 brick	1867 22 complaint	1909 20 mouse
1830 24 rice	1868 22 pad	1910 20 hay
1831 24	1869 22 steep	1911 20 anyhow
businessman	1870 22 skirt	1912 20 alike
1832 24	1871 22 curtain	1913 20 circular
backward	1872 22 calculation	1914 20 juice
1833 24	1873 22 laughter	1915 20 shelf
qualification	1874 22 solemn	1916 20 bake
1834 24 artificial	1875 22 grease	1917 20 hatred
1835 24	1876 22 interfere	1918 20 cautious
attraction	1877 22 explode	1919 19 basket
1836 24 lamp	1878 22 fasten	1920 19 wreck
1837 24 curl	1879 21 flag	1921 19 width
1838 23 shower	1880 21 resign	1922 19 confident
1839 23 elder	1881 21 postpone	1923 19 log
1840 23 bunch	1882 21 patience	1924 19 heap
1841 23 bell	1883 21 boast	1925 19 suck
1842 23 steer	1884 21 rope	1926 19 ladder
1843 23 flavor	1885 21 envy	1927 19 gap
1844 23 spit	1886 21 airplane	1928 19 obey
1845 23 rob	1887 21 rid	1929 19 hut
1846 23 cream	1888 21 shield	1930 19 axe
1847 23 interrupt	1889 21 veil	1931 19 translation
1848 23 pen	1890 21 kneel	1932 19 collar
1849 23 weave	1891 21 tray	1933 19 delivery
1850 23 orange	1892 21 explosive	1934 19 reproduce
1851 23 rescue	1893 21 brass	1935 19 confession

1936 19 pan	1971 17 saw	2012 15 copper
1937 19 prejudice	1972 17 stove	2013 15 landlord
1938 19 voyage	1973 17 rubber	2014 14 influential
1939 19 tobacco	1974 17 rug	2015 14 rot
1940 18	1975 17 misery	2016 14 hollow
simplicity	1976 17 awkward	2017 14 enclose
1941 18 paste	1977 17 rival	2018 14 harden
1942 18 cake	1978 16 roast	2019 14 wicked
1943 18 elephant	1979 16 deed	2020 14 stiffen
1944 18 ribbon	1980 16 preference	2021 14 silk
1945 18 harvest	1981 16 explosion	2022 14 upright
1946 18 ashamed	1982 16 theatrical	2023 14 selfish
1947 18 cave	1983 16 cultivate	2024 14 stripe
1948 18	1984 16 collector	2025 14 pig
customary	1985 16 miserable	2026 14 inward
1949 18 thief	1986 16 wrist	2027 14 excellence
1950 18 damp	1987 16 rabbit	2028 14 rake
1951 18 sew	1988 16 accustom	2029 14 purple
1952 18 rust	1989 16 tide	2030 14 hasten
1953 18	1990 16 insult	2031 14 shorten
separation	1991 16 thumb	2032 14 applause
1954 18 waiter	1992 16 lump	2033 14 ache
1955 18 pet	1993 16 annoy	2034 14 apology
1956 18 straw	1994 16 toy	2035 14 knot
1957 18 upset	1995 16 heal	2036 14 nephew
1958 18 towel	1996 16 shallow	2037 14 cushion
1959 18 refresh	1997 16 repetition	2038 14 drown
1960 17 essence	1998 16 soup	2039 14 nursery
1961 17 fur	1999 15 whistle	2040 14 pint
1962 17	2000 15 scenery	2041 14 fierce
ambitious	2001 15 apple	2042 13 imitate
1963 17	2002 15 offense	2043 13 aloud
defendant	2003 15 cork	2044 13 gaiety
1964 17 daylight	2004 15 ripe	2045 13 robbery
1965 17 dip	2005 15 temper	2046 13 tighten
1966 17	2006 15 sore	2047 13 perfection
suspicious	2007 15 pinch	2048 13 scorn
1967 17	2008 15 diamond	2049 13 whoever
imaginary	2009 15 razor	2050 13 trunk
1968 17 ash	2010 15	2051 13 wool
1969 17 carriage	imaginative	2052 13 sailor
1970 17 educator	2011 15 hook	2053 13 competitor

2054 13	2090 11 merry	dissatisfaction
moonlight	2091 11 gallon	2130 10 annoyance
2055 13 deer	2092 11 conquest	2131 10 ornament
2056 13 bean	2093 11 headache	2132 10 honesty
2057 13 everyday	2094 11 tailor	2133 10 outward
2058 13 drawer	2095 11 bucket	2134 10 sharpen
2059 13 disregard	2096 11 scent	2135 10 handkerchief
2060 12	2097 11 signature	2136 9 greed
nowadays	2098 11 cart	2137 9 heavenly
2061 12 patriotic	2099 11 darken	2138 9 thirst
2062 12 tin	2100 11 sometime	2139 9 niece
2063 12 penny	2101 11 applaud	2140 9 spill
2064 12 cage	2102 11 underneath	2141 9 loaf
2065 12 pardon	2103 11 hello	2142 9 wheat
2066 12 lately	2104 11 pretense	2143 9 worm
2067 12 offend	2105 11 descent	2144 9 secrecy
2068 12 coarse	2106 11 conquer	2145 9 rude
2069 12 spoil	2107 11 framework	2146 9 heighten
2070 12	2108 11	2147 9 flatten
horizontal	confidential	2148 9 loosen
2071 12 sting	2109 11 adoption	2149 9 cheese
2072 12 ditch	2110 11 disgust	2150 9 rivalry
2073 12 librarian	2111 11 waist	2151 9 royalty
2074 12	2112 11 momentary	2152 9 discontent
meantime	2113 11 receipt	2153 9 complication
2075 12 cough	2114 10 pearl	2154 9 fright
2076 12 deaf	2115 10 ray	2155 9 indoor
2077 12 sword	2116 10 lazy	2156 9 flour
2078 12	2117 10 limb	2157 9 actress
messenger	2118 10	2158 8 congratulation
2079 12 vain	grammatical	2159 8 ounce
2080 12 castle	2119 10 beast	2160 8 fry
2081 12 elastic	2120 10 monkey	2161 8 everlasting
2082 12 comb	2121 10 jewel	2162 8 goat
2083 12 rod	2122 10 persuasion	2163 8 ink
2084 11 widen	2123 10 obedience	2164 8 disappearance
2085 11 sorrow	2124 10 sock	2165 8 reproduction
2086 11 inventor	2125 10 vowel	2166 8 thicken
2087 11 cliff	2126 10 hammer	2167 8 avoidance
2088 11 umbrella	2127 10 inn	2168 8 spoon
2089 11	2128 10 chimney	2169 8 strap
interruption	2129 10	2170 8 deceive

2171 7 lengthen	2206 5 homemade	2245 3 lipstick
2172 7 revenge	2207 5 handwriting	2246 3 uppermost
2173 7 correction	2208 5 chalk	2247 3 fatten
2174 7	2209 5 sour	2248 3 conqueror
descendant	2210 5 slippery	2249 2 hindrance
2175 7 hesitation	2211 5 procession	2250 2 cowardice
2176 7 spade	2212 5 ripen	2251 2 obedient
2177 7 basin	2213 5 jealous	2252 2 saucer
2178 7 weed	2214 5 jealousy	2253 2 madden
2179 7 omission	2215 5 liar	2254 2 scold
2180 7	2216 5	2255 2 weekday
old-fashioned	homecoming	2256 2 rotten
2181 7 bicycle	2217 5 barber	2257 2 disrespect
2182 7 breadth	2218 5 whiten	2258 1 widower
2183 7	2219 5 berry	2259 1 deafen
photography	2220 5 lighten	2260 1 donkey
2184 7 coward	2221 5 pigeon	2261 1 businesslike
2185 7 mat	2222 5 hinder	2262 1 motherhood
2186 7 rejoice	2223 4 bravery	2263 1 sadden
2187 7 cheat	2224 4 baggage	2264 1 handshake
2188 7	2225 4 noun	2265 1 calculator
congratulate	2226 4 amongst	2266 1 headdress
2189 7	2227 4 grammar	2267 1 scissors
discomfort	2228 4 cultivation	2268 1 translator
2190 7 enclosure	2229 4	2269 1 possessor
2191 7 attentive	companionship	2270 1 shilling
2192 7 paw	2230 4 rubbish	2271 1 redden
2193 6 overflow	2231 4 modesty	2272 1 motherly
2194 6 dissatisfy	2232 4 woolen	2273 0 whose
2195 6	2233 4 deepen	2274 0 cultivator
multiplication	2234 4 pastry	2275 0 whom
2196 6 whichever	2235 4 cupboard	2276 0 homework
2197 6 tidy	2236 4 quart	2277 0 electrician
2198 6 bribe	2237 4 canal	2278 0 oar
2199 6 mend	2238 4 notebook	2279 0 bribery
2200 6 stocking	2239 4 deceit	2280 0 sweeten
2201 6 feast	2240 3 parcel	2281 0 sow
2202 6 nuisance	2241 3 brighten	2282 0 pronunciation
2203 6 thorn	2242 3 moderation	2283 0 beak
2204 6 tame	2243 3 punctual	2284 0 plural
2205 5 inclusive	2244 3 hurrah	

## APPENDIX D

### The Oxford Word List

I	a	we	he
for	house	her	up
ate	him	bought	them
friend	found	party	other
really	eat	first	baby
old	ever	scared	tree
funny	yesterday	now	cousins
together	loved	someone	boat
snake	where	something	every
the	was	on	had
dad	that	go	his
get	watched	brother	bed
their	from	about	see
could	fish	by	cat
woke	new	who	cake
book	computer	ride	look
walk	magic	team	red
jumped	everyone	asked	walked
and	my	it	in
but	weekend	came	once
lived	little	big	made
put	down	took	girl
shop	this	food	outside
ball	room	inside	best
bad	help	castle	more
great	work	thing	teacher
place	or	OK	read
to	went	then	they
saw	time	because	after
am	can	birthday	name
gave	water	good	boy
would	ran	named	away
come	nice	it's	fell
things	zoo	toy	tried
icecream	coming	always	its
show	shark	scary	world

with	black	don't	love
fun	buy	turned	cousin
too	said	take	lot
over	out	why	chips
favourite	not	day	names
long	dinner	Sunday	killed
find	shops	will	at
princess	know	want	two
monster	dragon	no	be
of	garden	just	if
like	dressed	another	stayed
next	played	well	today
us	going	blue	door
has	friends	so	bit
movie	liked	upon	need
four	football	car	me
shopping	last	happy	very
slide	much	lost	people
there	still	told	again
some	fast	make	Friday
dog	one	animals	beach
your	called	dogs	couldn't
family	into	when	race
soccer	won	Saturday	playground
I'm	looked	our	mum
until	sleep	what	back
thank	rabbit	TV	didn't
got	beautiful	yes	game
have	head	cousin's	games
lots	is	horse	finished
off	all	footy	present
lunch	an	home	sad
how	morning	did	that's
happily	wanted	do	watch
only	swimming	as	
white	five	fairy	
she	pool	around	
are	walking	breakfast	
night	were	movies	
three	play	here	
man	park	you	
also	playing	school	
started	bike	sister	



## APPENDIX E

### The Dolch Basic Word List

a	as	again	about	any
all	away	ate	after	better
am	be	over	always	both
an	black	but	around	bring
and	brown	cold	ask	carry
are	by	cut	because	clean
at	came	fast	been	could
big	did	first	before	done
blue	eat	five	best	don't
call	fall	fly	buy	draw
can	find	four	does	drink
come	for	give	far	eight
do	get	goes	found	every
down	going	from	full	hurt
funny	have	got	gave	know
go	her	green	grow	light
good	him	had	hold	myself
he	his	has	how	never
help	if	hot	just	own
here	into	its	keep	pick

I	laugh	long	kind	right
in	let	made	much	seven
is	live	many	must	shall
it	may	new	now	show
jump	my	not	off	their
like	no	of	once	them
little	old	open	only	then
look	on	please	round	there
make	one	or	sleep	these
me	put	our	small	think
out	saw	pull	take	those
play	said	read	tell	together
pretty	she	start	thank	use
ran	sit	say	that	very
red	some	sing	they	want
ride	stop	six	this	warm
run	three	soon	too	wash
see	today	ten	try	went
so	two	upon	under	what
the	was	us	walk	when
to	will	who	well	where
up	work	why	were	which
we	yes	wish	white	would
you	yellow	your	with	write

## **CURRICULUM VITAE**

Liping He was born in Guiyang, Guizhou province, China. She obtained a Bachelor of Arts degree in English Language and Literature from Guizhou University in 2002. She has joined the M.A. program of English Language Studies of the School of English, Institute of Social Technology, Suranaree University of Technology, Thailand. From 2007 to 2009, she was a Chinese language instructor at Suranaree University of Technology. Her research interests in the field of applied linguistics include EAP/ESP, vocabulary teaching and CALL.