

A Corpus-Based Vocabulary Selection for Grades 1-3 Thai EFL Learners

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Abstract

Vocabulary is one of the key components of successful language learning because it is central to learners' communicative competence. Therefore, essential words EFL/ESL students need to learn must be well selected for effective teaching and efficient learning. Since there are no research-based English vocabulary lists for Grades 1-3 students, this research study aimed to find a list of the first 500 words most frequently appearing in textbooks that young learners needed to learn and to compare the list with three other most frequently quoted lists. A corpus of 146,192 running words was 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. As a result, the Most Frequent 500-Word List for Grades 1-3 was yielded. To further validate the word list, the percentage of overlap between this word list and three popular word lists, namely the General Service List, the Oxford Word List, and the Dolch Basic Word List, was examined. The results showed a very high percentage of overlapped words between each of them and the Most Frequent 500-word list.

Keywords: corpus-based vocabulary list (รายการคำศัพท์ที่มาจากคลังคำศัพท์); high-frequency words (คำศัพท์ที่มีความถี่สูง); grades 1-3 (ชั้นประถมศึกษาปีที่ 1-3); EFL/ESL learners (นักเรียนที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ/ภาษาอังกฤษเป็นภาษาที่สอง)

บทคัดย่อ

คำศัพท์เป็นองค์ประกอบที่สำคัญสำหรับความสำเร็จในการเรียนรู้ภาษาที่สองและภาษาต่างประเทศทั้งนี้เพราะคำศัพท์เป็นหัวใจของความสามารถในการสื่อสาร ดังนั้นคำศัพท์จึงควรที่จะได้รับการคัดเลือกอย่างดีเพื่อการเรียนการสอนที่มีประสิทธิภาพ เนื่องจากยังไม่มีกลุ่มคำศัพท์ที่มาจากการวิจัยเป็นฐานสำหรับนักเรียนชั้นประถมศึกษาปีที่ 1-3 การวิจัยครั้งนี้จึงมีวัตถุประสงค์เพื่อค้นหาคำศัพท์ที่พบมากที่สุดจำนวน 500 คำ ในแบบเรียนวิชาภาษาอังกฤษที่ใช้ในการเรียนการสอนและเพื่อเปรียบเทียบกับกลุ่มคำศัพท์อีก 3 กลุ่มที่มีการอ้างอิงมากที่สุด สำหรับการศึกษาคำศัพท์นี้คลังข้อมูลภาษาอังกฤษมีจำนวนทั้งหมด 146,192 คำ ซึ่งได้รวบรวมจาก 501 บทเรียนจากแบบเรียนของสำนักพิมพ์ 14 แห่ง โดยใช้โปรแกรม RANGE GSL จากคลังดังกล่าวพบคำทั้งสิ้น 3,818 ชนิด โดยเรียงตามจำนวนความถี่ที่พบ และมีการคัดกรองคำศัพท์ให้เป็นตามฐานคำที่ยังไม่มีการเปลี่ยนแปลงใดๆ เพื่อคัดเลือกคำที่พบมากที่สุด 500 คำ จากนั้นผู้วิจัยได้นำกลุ่มคำดังกล่าวไปเปรียบเทียบกับกลุ่มคำศัพท์ทั่วไป (The GSL) กลุ่มคำศัพท์ของ Oxford (The Oxford Word

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List) และกลุ่มคำศัพท์ของ Dolch (The Dolch Basic Word List) เพื่อค้นหาจำนวนร้อยละของคำศัพท์ที่ซ้ำกันในกลุ่มต่าง ๆ จากการเปรียบเทียบพบว่าจำนวนร้อยละของคำศัพท์ที่ซ้ำกันมีจำนวนที่สูงมากและเพิ่มขึ้นหากขนาดของกลุ่มคำที่เปรียบเทียบลดลง

Introduction

In second or foreign language learning and teaching, vocabulary knowledge is central to communicative competence and to the acquisition of a second language. 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). Vocabulary and lexical units are at the core of language learning and application. Vocabulary is essential to English learning and it is 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. 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). A similar phenomenon is apparent in Thailand. English is one of compulsory subjects throughout the entire Thai educational system. Moreover, in the basic education, English is the only foreign language taught at every grade (Ministry of Education, 2001a). 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. 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. According to the Ministry of Education (2001b), English curriculum, which has been implemented since 2001, has not identified yet a vocabulary list for Grades 1-3. The purpose of this study was to identify the vocabulary list frequently found in Grades 1-3 textbooks which could be

used as a resource to elementary teachers of English in Thailand. To achieve this purpose, two research questions were asked: (1) What are the first 500 most frequently found words in Grades 1-3 textbooks? and (2) Compared with other similar word lists, are there any differences between this 500 word list and the General Service List (West, 1953), the Oxford Word List (Lo Bianco, Scull, & Ives, 2008) or Dolch Basic 220 Word List (Dale and Chall, 1948) for elementary learners?

Importance of Word List

Due to the wide range in teaching different levels of vocabulary to targeted ages from EFL/ESL children to adults, it is important to ensure that vocabulary selected to teach meets the targeted grade levels. Therefore a word list for a certain level plays a crucial role in English language teaching and learning. Nation and Waring (1997) assert that frequency-based word lists can help learners expand their English vocabulary by telling them which words to try to learn. These lists normally 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. 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).

Basic Criteria for Making a Word List

Making word lists in the field of second language learning and teaching has a long history. 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 (Hindmarsh, 1980).

To obtain the word list from the textbooks, this study followed the same process

as most of the other word lists such as the GSL and AWL. Frequency and Range were considered as criteria. *Frequency* refers to how often the word occurs in normal use of the language (Nation and Waring, 1997) and Range is measured by seeing how many different texts or sub-corpora each particular word occurs in. A word with a wide range occurs in many different texts or sub-corpora (Nation, 2001).

The software RANGE GSL, released on February 2005, was chosen to calculate the coverage and range of the word lists among different corpora. It includes two programs: RANGE and FREQUENCY programs. RANGE is 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 yields the frequency rank and range. FREQUENCY runs on an ASCII text to make a frequency list of all the words in a single text. The output is an alphabetical frequency ordered list. It gives the rank order of the words, their raw frequency and the cumulative percentage frequency.

Well-known Word Lists

Based on the above criteria, there are many word lists from previous research studies. Table 1 shows a few of the well-known ones:

Table 1: The Well-known English Word Lists

	Number of Words	Corpus	Author/ Year
500 Essential Daily-Life Words for Japanese EFL Elementary Students	500 essential words	a total of 5,259 words from twenty picture dictionaries published outside of Japan and ten picture dictionaries published in Japan	Chujo, Nishigaki & Utiyama (2007)
General Service List (GSL)	2000 headwords	5,000,000 word written corpus	West (1953)
Academic Word List	570 headwords	3,500,000 written academic corpus	Coxhead (2000)

	Number of Words	Corpus	Author/ Year
The First 1,000-Word List	1,000 words	the most frequent 2,000 words from West (1953)	Nation (1993)
The Oxford Word List	307 words	4000 writing samples of students in their first three years of school	Lo Bianco, Scull & Ives (2008)
Dolch Basic Word List	220 words	50-75% of young children's readers at his era	Dale and Chall (1948)

Methodology

To answer **Research Question 1**, what are the first 500 most frequently found words in Grades 1-3 textbooks?, a corpus of 500-word list was created through the following steps.

Step 1 Sampling

The first phase in the research process for this study was to make a decision on sample area and primary schools in order to identify textbooks used for Grades 1-3 at those schools. To achieve this purpose, Educational Zone 1 of Nakhon Ratchasima province was selected as a representative because it possesses all of the characteristics required for this study. It consists of 145 state-run schools and 15 private-run schools. Then official letters were mailed to every school requesting information about what English textbooks the schools were using at Grades 1-3. One hundred and twenty-eight (80%) replies were received and a list of the textbooks being used at those schools was obtained. A total 14 series of textbooks included *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*, and *Distance Learning Materials*. The vocabulary in the textbooks was inputted manually. It resulted in the corpus which contained 146,192 running words from 501 lessons.

Step 2 Developing the 500-word list

The software, RANGE GSL, was used to calculate the frequency and range of

the word lists among different corpus. A list of 3,818 word types in frequency rank resulted after running RANGE GSL by grouping the same words and it showed the rank order of the words, their raw frequency as well as the cumulative percentage frequency. For example, “A” was the first most frequent word occurring 6,781 times and covered 4.64% of the text in the whole corpus.

By running Range GSL, same words in this corpus were grouped and ordered in frequency rank but different forms of the 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. Proper nouns (Peter, Tom) were deleted, plural (book, books), third person singular form (sings, sing), and gerund (run, running) were grouped into uninflected head word entries. Consequently, this process yielded a 571-word master list and 154 words were kept for supplementary word list.

Results and Discussion

List of Frequency-based 500 words with rank

To answer **Research Question 1**, after lemmatization, the final 500 word list resulted. Table 2 gives the first 100 of the 500 most frequently appearing words in the English textbooks of Grades 1-3, which from now onwards was referred to as the He’s Most Frequent Word List. The rest 400 words are provided in Appendix A.

Table 2: The He's Most Frequent Word List (HMFWL)

Rank	Word	Rank	Word	Rank	Word	Rank	Word
1	A	26	BOOK	51	STUDENT	76	CLOCK
2	IS	27	HELLO	52	NAME	77	REPEAT
3	THE	28	ON	53	READ	78	PEN
4	IT	29	AN	54	ONE	79	SING
5	I	30	THERE	55	CAT	80	GREEN
6	AND	31	GOOD	56	THESE	81	THANK
7	ARE	32	AM	57	GO	82	CHAIR
8	YOU	33	LIKE	58	EXPRESS	83	ORANGE
9	WHAT	34	EXERCISE	59	PLAY	84	BIRD
10	THIS	35	AT	60	FISH	85	BLUE
11	IN	36	HOW	61	OF	86	OLD
12	MY	37	NEW	62	RED	87	THOSE
13	LISTEN	38	TWO	63	WANT	88	PICTURE
14	SHE	39	HAS	64	DOG	89	TEN
15	HE	40	ENGLISH	65	FOR	90	MAKE
16	THEY	41	WHERE	66	MANY	91	FOUR
17	TO	42	WE	67	UNIT	92	FIVE
18	CAN	43	WITH	68	SCHOOL	93	BOY
19	YOUR	44	PLEASE	69	BIG	94	POINT
20	DO	45	LOOK	70	THREE	95	RUN
21	THAT	46	TIME	71	PENCIL	96	TABLE
Rank	Word	Rank	Word	Rank	Word	Rank	Word
22	YES	47	DATE	72	OR	97	UP
23	SAY	48	WRITE	73	MAY	98	YELLOW
24	NO	49	ME	74	MORNING	99	HOUSE
25	HAVE	50	NOT	75	WORD	100	MOTHER

In the HMFWL, the most frequently used word was “A”, which appeared 6,781 times and covered 4.64% of the text in the whole corpus. Among the 500 words there are 150 function words and 350 content words. Most of them are related to family members, colors, numbers, days, daily routine activities, animals, food, basic classroom instructions, and so on.

To answer **Research Question 2**, are there any differences between this 500 word list when compared with other similar word lists: the General Service List, the Oxford Word List or Dolch Basic 220 Word List for elementary learners? The comparison was done both by using software RANGE GSL and manually.

a) The General Service List, which extensively contains general vocabulary that is most frequently used at all levels, includes three base lists. The first BASEWRD1.txt includes the most frequent 1,000 words of English. The second BASEWRD2.txt includes the second 1,000 most frequent words, and the third BASEWRD3.txt includes words which are not in the first 2,000 words. All of these base lists include the base forms and derived forms of words. Table 4 shows the percentage of overlap of the words.

Table 4: The Comparison between the GSL and the HMFWL

Word List	HMFWL Token/%
BASEWRD1	313/62.6%
BASEWRD2	124/24.8%
BASEWRD3	63/12.6%
Total	500/100%

As shown above that 313 of the running words in the HMFWL were found in base list one and they made up 62.6% of the total running words. 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 or 12.6%, were not found in the two base lists, i.e.,

BASEWRD1 and BASEWRD2. In total, 437 words of the 500 words or 87.4% were found in the GSL - the 2,000 most common words in English.

Some of the 63 words not found in the GSL are quite modern vocabulary because language has been developing with time. For example, the words “BYE”, “CANDY”, “CHAT”, “HOORAY”, “PIZZA”, “ROBOT”, “T-SHIRT”, “TV” or “YO-YO” might not be popular in 1950’s when study of the GSL was conducted. Words like “ANT”, “BANANA”, “BROOM”, “BUFFALO”, “DURIAN”, “HEN”, “GINGER” and “MANGO” are especially needed in Thai educational context due to their frequency of being seen in daily life. Some words such as “ALPHABET”, “BLACKBOARD”, “CLASSROOM”, “ERASER”, “GLUE”, “HOMEWORK”, “NOTEBOOK”, “PHONICS”, “TICK”, “VOCABUARY” and “WORKSHEET” are related to an instructional context since the He’s words were extracted from textbooks while the GSL is a general list.

b) The Oxford Word List (OWL) was provided as a contemporary wordlist of the most frequently used words by primary EFL school students in their first three years of schooling. They were 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 was the first of its type in over 30 years. It has been presented as a resource available to all Australian educators since it was created.

Table 5: The Comparison between the HMFWSL and the OWL

WORD LIST	HMFWSL (500 words)
THE OWL (307 words)	243/79.15%

Compared with the OWL, 243 words which accounted for 79.15% were found overlapped with the HMFWSL as presented in table 5 above. The overlapping words included most of common nouns and basic verbs while most missing words were adverbs, a few verbs as well as nouns. It is possible that the 64 words from the OWL list were not found in the HMFWSL because the OWL was compiled from students’

writing. For this reason, in the OWL more function words (“AFTER”, “ALSO”, “AS”, “BECAUSE”, “EVER”, “JUST”, “OTHER”, “WHY”, etc) and more past tense verbs (“WON”, “WOKE”, “CALLED”, “KILLED”, “LOST”, “FINISHED”, “STARTED”, “STAYED”, and so forth) were found due to more compound sentences used in narrative writing while in the HMFWS corpus from textbooks, most simple and short sentences and simple present tense were employed.

c) The Dolch Basic Word List (DBWL) is a list of 220 most frequently found words in children’s books. These words are usually learned in first and second grades; students who learn these words have a good base for beginning reading.

Table 6: The Comparison between the HMFWS and the DBWL

WORD LIST	HMFWS (500 words)
THE DBWL (220 words)	178/80.91%

Despite the fact that the DBWL was small and an overlapped percentage of similarity between the HMFWS and DBWL was high. There were still 42 words from the DBWL missing in the HMFWS. The DBWL was extensively compiled based on children’s books and the 220 most frequent words found are made up of service words, i.e., pronouns, adjectives, adverbs, prepositions, conjunctions, verbs and 95 common nouns. It is noticeable that 42 words from the 500 list not found in the DBWL were adjectives, adverbs and some verbs such as “FULL”, “PRETTY”, “AFTER” “AGAIN”, “BEST”, “ONLY”, “SOON”, “BUY”, “KEEP” and all common nouns were similar except for “LIGHT”.

In conclusion, through word lists comparison, the HMFWS was proved its reliability and consistency with other word lists. For being consistent with previous well-known vocabulary studies, it can be said that firstly the HMFWS is valid for EFL young learners’ vocabulary instruction and secondly the textbooks currently used at Grades 1-3 were somewhat effective for the vocabulary teaching since the words appearing in these textbooks essentially contribute to the word lists which are

useful for reading, writing and general commands of language.

Pedagogical Implications

The findings of the present study are helpful for students, English teachers and primary schools in ESL/EFL settings. They also have practical implications for EFL vocabulary instruction. It showed that the most frequent vocabulary might be an efficient tool for EFL teachers who want to enhance elementary English teaching especially for teaching the frequently used words to beginning level (500-1000 words). Also the most frequent vocabulary could enable students to focus their attention more on specific vocabulary items and help them master the words and promote their vocabulary acquisition.

Moreover the HMFWL can serve as reference for an elementary English lexical syllabus. As the frequently and widely used vocabulary in Grades 1-3 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 and learning materials.

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. This 500-word list developed through corpus of 14 different series of textbooks for the level of Grades 1-3 would certainly help EFL/ESL educators, especially those responsible for Grades 1-3 students in vocabulary learning. 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 findings of this study corroborated previous research that the high-frequency words should be taught first and it is more effective for vocabulary gains.

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Appendix A The Next 400 Words in the HMF_{WL}

Rank	Word	Rank	Word	Rank	Word	Rank	Word
101	UNDER	126	KITE	151	GOODBYE	176	HOT
102	HAPPY	127	PROJECT	152	OH	177	NOSE
103	HI	128	ACTIVITY	153	BAG	178	WATER
104	MILK	129	WHO	154	FRUIT	179	ABOUT
105	HERE	130	ROOM	155	LONG	180	HEAD
106	PRACTICE	131	GIRL	156	COLOR	181	MATCH
107	APPLE	132	MAN	157	BUS	182	SWIM
108	SIX	133	AFTERNOON	158	CIRCLE	183	RULER
109	HIS	134	BALL	159	EIGHT	184	SONG
110	SEE	135	SOME	160	HAT	185	HAND
111	SEVEN	136	FATHER	161	SISTER	186	FAMILY
112	WHITE	137	WALK	162	FOOD	187	DOLL
113	DRAW	138	THEN	163	TEST	188	RABBIT
114	BOX	139	ICE	164	FUN	189	CREAM
115	TEACHER	140	BED	165	BROTHER	190	CLEAN
116	LESSON	141	DAY	166	NOW	191	JUMP
117	LET	142	LANGUAGE	167	BROWN	192	SHOW
118	SHORT	143	TALL	168	NINE	193	BANANA
119	TREE	144	ANSWER	169	FLY	194	EXCUSE
120	HER	145	DESK	170	LITTLE	195	FAT
121	CAR	146	UMBRELLA	171	SORRY	196	PIG
122	EAT	147	RICE	172	EGG	197	EVENING
123	SMALL	148	NUMBER	173	SIT	198	FIND
124	FRIEND	149	BLACK	174	COME	199	EYE
125	PUT	150	GAME	175	ELEPHANT	200	FAN

Rank	Word	Rank	Word	Rank	Word	Rank	Word
201	PARTNER	226	CHICKEN	251	HOSPITAL	276	SHIRT
202	WHOSE	227	GLASS	252	WINDOW	277	THEIR
203	TWENTY	228	VAN	253	FLOWER	278	TRUE
204	COUNT	229	DRINK	254	HORSE	279	THIN
205	FINE	230	LEG	255	SATURDAY	280	FALSE
206	YEAR	231	RAT	256	SUN	281	MONKEY
207	CAKE	232	CUP	257	WOMAN	282	NIGHT
208	CHANT	233	EAR	258	PARK	283	VOCABU- LARY
209	CLASS- ROOM	234	STAND	259	WATCH	284	ELEVEN
210	DOWN	235	SUNDAY	260	BIRTHDAY	285	MOUSE
211	FROM	236	MONDAY	261	USE	286	CLASS
212	KITCHEN	237	RIGHT	262	SKILLS	287	OX
213	PINK	238	TAKE	263	ZEBRA	288	FOOT
214	ASK	239	MAP	264	MANGO	289	TWELVE
215	NURSE	240	PAN	265	TELL	290	ALL
216	COLD	241	ZOO	266	TODAY	291	BEDROOM
217	DOOR	242	MOUTH	267	DOCTOR	292	SHEEP
218	HAIR	243	SENTENCES	268	FEELINGS	293	SHOE
219	OUR	244	BREAKFAST	269	GET	294	THEM
220	OUT	245	GIVE	270	NICE	295	TUESDAY
221	TOO	246	HEN	271	BAT	296	BANK
222	CAP	247	HOME	272	BOAT	297	FRIDAY
223	TOUCH	248	REVIEW	273	CONVERSA- TION	298	CHOOSE
224	PAGE	249	ANT	274	RING	299	LION
225	TALK	250	DUCK	275	BREAD	300	SNAKE

Rank	Word	Rank	Word	Rank	Word	Rank	Word
301	BICYCLE	326	SLEEP	351	LAMP	376	WHEN
302	TICK	327	WEDNES- DAY	352	MAT	377	GRAND- MOTHER
303	ANY	328	BIKE	353	MOM	378	HUNGRY
304	EVERY	329	COOK	354	MUCH	379	COMPUTER
305	LIVING	330	FOOTBALL	355	RUN	380	FROG
306	NOTE- BOOK	331	LEARN	356	TELE- PHONE	381	THAI
307	STUDY	332	PURPLE	357	LETTER	382	BEHIND
308	TRAIN	333	STANDARD	358	MEET	383	FARMER
309	BLACK- BOARD	334	ARM	359	MOON	384	GOT
310	CHILDREN	335	BEAR	360	SEA	385	GRAND- FATHER
311	DICTION- ARY	336	HELP	361	THING	386	GUESS
312	ERASER	337	JUICE	362	THIRTY	387	STOP
313	FILE	338	PAPER	363	TURN	388	CLOSE
314	THURS- DAY	339	SOCK	364	BELL	389	EXTRA
315	VERY	340	WELCOME	365	DAD	390	FINGER
316	FARM	341	BE	366	FRIED	391	NEXT
317	LUNCH	342	NEAR	367	FRONT	392	PAIR
318	BIN	343	QUESTION	368	SKY	393	PLAY- GROUND
319	FIFTEEN	344	TIGER	369	COFFEE	394	SHOULD
320	JUG	345	YOURSELF	370	LOVE	395	CHRISTMAS
321	OPEN	346	BACK	371	POST	396	DURIAN
322	RIDE	347	BY	372	QUACK	397	KING
323	ROBOT	348	BYE	373	QUEEN	398	LOT
324	SHOP	349	FEET	374	COW	399	NECK
325	FOX	350	IF	375	TV	400	POT

Rank	Word	Rank	Word	Rank	Word	Rank	Word
401	DRESS	426	CUT	451	BRUSH	476	SKIRT
402	EXAMPLE	427	FAST	452	HOMEWORK	477	TEMPLE
403	KNOW	428	TAPE	453	KEY	478	THIRSTY
404	WEARING	429	BLOUSE	454	PLATE	479	BEE
405	WORKSHEET	430	CAGE	455	ROLE	480	JAR
406	GINGER	431	MATH	456	SPOON	481	SALAD
407	PARTY	432	PIN	457	BEACH	482	SPEAKERS
408	PHONICS	433	RIBBON	458	GLUE	483	BUFFALO
409	STORY	434	SUMMARY	459	GOAT	484	COMB
410	THIRTEEN	435	BASKET	460	GUN	485	EIGHTEEN
411	TOP	436	BROOM	461	MONTH	486	FORTY
412	WORK	437	CANDY	462	NOODLES	487	HOORAY
413	ANIMAL	438	HURT	463	RADIO	488	MISS
414	BATHROOM	439	PIZZA	464	SAD	489	WISH
415	CHECK	440	T-SHIRT	465	SO	490	BUT
416	MORE	441	WELL	466	TRY	491	CHAT
417	MRS	442	HOP	467	YO-YO	492	FACE
418	SANDWICH	443	MARKET	468	AROUND	493	FIRST
419	VASE	444	MUSIC	469	BABY	494	HALF
420	WALL	445	SHORTS	470	BEAUTIFUL	495	LOCK
421	ALONG	446	SURE	471	DINNER	496	MEAT
422	CLIMB	447	SWEET	472	FAVOURITE	497	NINETEEN
423	TEETH	448	THINK	473	GLASSES	498	OVER
424	WASH	449	ALOUD	474	MR	499	SPEAK
425	BODY	450	ALPHABET	475	PLANE	500	TOY

Appendix B Textbooks and Publishers

Textbooks	Publishers
1. Aha	Aksorn Charoen Tat, Ltd
2. Cheer Up	MAC: Modern Academic Center
3. English Book	Comform Co., Ltd.
4. English is Fun	Amsco Publications
5. English Land	Pearson Longman
6. English Times	Oxford University Press
7. Express English	Institute of Academic Development (IAD)
8. I.Q.	The Books Publishing Co., Ltd.
9. Modern English	MAC PRESS Co, Ltd
10. New English Book	SE-ED Books
11. New Stand English	Sahawitat, Ltd
12. Projects: Play & Learn	Office of the Basic Education Commission, MOE
13. Say Hello	MAC: Modern Academic Center
14. Smart Kids	EAST WEST Books and Multimedia United Kingdom