

วงคำศัพท์พื้นฐานภาษาอังกฤษสำหรับนักเรียนไทย

Core English Word List For Grades 7-9 Thai Students

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งานวิจัยนี้มีวัตถุประสงค์เพื่อสืบค้นจำนวนวงคำศัพท์พื้นฐานภาษาอังกฤษที่มีความถี่สูงสุดในหนังสือภาษาอังกฤษและเปรียบเทียบวงคำศัพท์พื้นฐานที่มีความถี่สูงสุดในหนังสือเรียนภาษาอังกฤษกับวงคำศัพท์พื้นฐาน 2,000 คำแรกในบัญชีคำศัพท์พื้นฐานทั่วไปของ จี เอส แอล และบัญชีคำศัพท์ทางวิชาการ 570 คำ ของ เอ ดับเบิลยู แอล กลุ่มตัวอย่างในการศึกษาคั้งนี้คือหนังสือเรียนภาษาอังกฤษ จำนวน 3 ชุด 9 เล่ม จากทั้งหมด 12 ชุด 36 เล่มที่สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน กระทรวงศึกษาธิการประเทศไทยให้การรับรอง สุ่มกลุ่มตัวอย่างโดยวิธีการเลือกตัวอย่างแบบกลุ่ม เครื่องมือที่ใช้ในการรวบรวมข้อมูลการวิจัยนี้ คือแบบฟอร์มสำรวจหนังสือเรียนภาษาอังกฤษ และแบบฟอร์มการหาค่าความเชื่อมั่น จากนั้นนำข้อมูลที่ได้อมาวิเคราะห์หาความถี่และค่าร้อยละ ด้วยโปรแกรมสำเร็จรูป เรินจ์ ผลการวิจัยพบว่า จำนวนวงคำศัพท์พื้นฐานภาษาอังกฤษในหนังสือภาษาอังกฤษที่มีความถี่สูงสุด มีจำนวนทั้งสิ้น 1,559 คำ และเปรียบเทียบวงคำศัพท์พื้นฐานที่มีความถี่สูงสุดในหนังสือเรียนภาษาอังกฤษกับวงคำศัพท์พื้นฐาน

2,000 คำแรกในบัญชีคำศัพท์พื้นฐานทั่วไปของ จี เอส แอล พบว่า มีจำนวนน้อยกว่า 441 คำ คิดเป็นร้อยละ 22.05 เปอร์เซนต์ และเปรียบเทียบกับบัญชีคำศัพท์ทางวิชาการ 570 คำ ของ เอ ดับเบิลยู แอล พบว่า มีจำนวน 237 คำ ซึ่งน้อยกว่า 333 คำ คิดเป็นร้อยละ 58.42 เปอร์เซนต์

คำสำคัญ: วงคำศัพท์พื้นฐานภาษาอังกฤษ นักเรียนระดับชั้นมัธยมศึกษาปีที่ 1-3 บัญชีคำศัพท์พื้นฐานทั่วไป (จี เอส แอล) บัญชีคำศัพท์ทางวิชาการ (เอ ดับเบิลยู แอล)

Abstract

The purpose of this study was to investigate the numbers of the most frequent core English word list in English textbooks and compare the most frequent core English word list in the English textbooks with the first 2,000 word list in General Service List (GSL) and the 570 word list in Academic Word List (AWL). The samples were 3 series of the 9 English textbooks selected

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by using Cluster Sampling from 12 series of 36 English textbooks prescribed to be used by the Office of Basic Education Commission, Ministry of Education of Thailand. The research instruments used for data collection were English Textbooks Survey Form and Validating Forms Index of item Objective Congruence. The data were analyzed in frequency and percentage by the RANGE program. The findings revealed that the numbers of the most frequent core English word list in English textbooks contained a total of 1,559 words and comparing the word list in the present study with the first 2,000 word list in the General Service List, it was discovered that the word list in the present study consisted of fewer 441 word list than in the GSL at 22.05%; and comparing the word list in the present study with the 570 word list in the Academic Word List, it was discovered that the total of 237 academic word list consisted of fewer 333 word list than the word list in AWL at 58.42%.

Keywords: Core English Word List, Grades 7-9 Thai Students, General Service List (GSL), Academic Word List (AWL)

Introduction

According to the current basic education curriculum of Thailand, English subjects are offered for grades 1-12 students from the first year of primary education

until the last year of secondary education. The quality of the graduating ninth grade students consists of skilful use of English with emphasis on listening, speaking, reading and writing skills to communicate with basic vocabulary of around 2,100-2,250 words which also include words of higher abstract quality (Ministry of Education, 2008). However, even if students learn English language in the earlier ages, a lot of Thai students cannot still communicate in English fluently because of their lacking of knowledge of vocabulary (Nongsamorn, 2011). According to the annual report 2012-2013 of National Institute of Educational Testing Service (Public Organization) (NIETS) of Thailand, the 9th grade Thai students' English language competency on the ordinary national educational test 2012-2013 (O-NET) was averaged at 28.71% and 30.35% in eight subjects. It was the lowest average of all (National Institute of Educational Testing Service, 2012-2013). Mitchell wrote an online essay entitled 'Why is English so poor in Thailand?' He mentioned that grade 12 students (Muttayom 6) find it almost impossible to speak even the simplest English sentences. He said that these young people who have been learning English for approximately 10 years are unable to even answer the simple question, "Where are you going?." Obviously have made an enormous generalization here but it seems that the older a student is in

Thailand, the worse their English language proficiency is (Mitchell, 2013).

As one of the three core elements of language, vocabulary has still captured the interests of TESOL researchers, learners of language, and linguists. Wilkins (1972) has stated that “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. His view has been echoed by many scholars (Thornbury, 2002). Vocabulary acquisition is the largest and most important task facing the language learner (Swan and Walter, 1984). 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). Vocabulary expansion is essential for learners to gain proficiency in English (Nation, 1993). Several studies propose that basis should be related to frequency. There is a strong psychological or cognitive basis which supports the validity of frequency as more rigorous than other factors in the selection of vocabulary by speakers (Lee, 2001). It is clear that if a word is very frequent, it has been reinforced in their memories and so speakers will find it easily (Plag, 2003; Aronoff and Fudeman, 2005). They believe that there is a strong tendency that more frequent words are more easily stored and accessed than less frequent words (Haspelmath, 2003). Second language vocabulary research is principally interested in a core vocabulary word list

comprised of high frequency words. The most well-known general service vocabulary is West’s General Service List of English Words (GSL) (West, 1953). Nation and Waring stated that the beginners of English Learning should focus on the first 2,000 most frequently-occurring word families of English in the GSL (Nation and Waring, 1997).

There has been neither specific study nor research conducted to develop a high frequency word list of English for grades 7–9 Thai students in Thailand. This study attempts to investigate the numbers of the most frequent core English word list for grades 7–9 Thai students as appear in the English textbooks prescribed for the students in the secondary schools in Thailand, and to compare the core English word list in the English textbooks prescribed for grades 7–9 students in the secondary schools in Thailand with the first 2,000 word list in the General Service List (GSL) and the 570 academic word list in Academic Word List (AWL).

Research Objectives

This study aimed:

- 1) to investigate the numbers of the most frequent core English word list in English textbooks prescribed for grades 7–9 Thai students in the secondary schools in Thailand.
- 2) to compare the most frequent core

word list in the English textbooks prescribed for grades 7-9 students in the secondary schools in Thailand with the first 2,000 word list in General Service List (GSL) and the 570 word list in Academic Word List (AWL).

Research Questions

Two questions were addressed:

1) What are the numbers of the most frequent core English word list in the English textbooks prescribed for grades 7-9 Thai students in the secondary schools according to the Basic Education Curriculum of Thailand?

2) What are the most 2,000 high frequency core English word lists found in English textbooks prescribed to be used by grades 7-9 Thai students compared with the first 2,000 word list in General Service List (GSL) and the 570 word list in Academic Word List (AWL)?

Literature Review

In 1953, Michael West published a remarkable list of about 2000 important vocabulary words known as the General Service List (GSL) (Browne, 2013). At present the best conservative rule of thumb that we have is that up to a vocabulary size of around 20,000 word families, we should expect that native speakers will add roughly 1000 word families a year to their vocabulary size. This means that a five year old beginning school will have a vocabulary of around

4000 to 5000 word families. According to Richards and Schmidt (2010), a word list is “a list of the basic and most important words in a language or in a register of a language, generally intended for use as a basis for language teaching or for the preparation of teaching materials.” Regarding its construction, the word list is often informed by “frequency counts or by other measures of the importance of words”. Nevertheless, the term can be simply understood as a list of key words of a particular English lesson, which is the view taken by the authors of this paper. Traditionally, a word list tends to include the head words and their L1 equivalents; nonetheless, different elements may be added depending on the intentions of its creator (the teacher or student).

The AWL is a list of words which appear with high frequency in English-language academic texts. The list was compiled by Averil Coxhead at the Victoria University of Wellington, New Zealand. The list contains 570 word families and is divided into 10 sublists. Sublist 1 consists of the 60 most common words in the AWL. Sublist 2 contains the next most frequently used words and so on. Each sublist contains 60 word families, except for sublist 10, which contains 30. To find these words, an analysis was done of academic journals, textbooks, course workbooks, lab manuals, and course notes (Nation, 2001). The list

was compiled following an analysis of over 3,500,000 words of text. The words selected for the AWL are words which occur frequently in a range of academic subjects, including the Arts (including history, psychology, sociology, etc.), Commerce (including economics, marketing, management, etc.), Law and the Sciences (including biology, computer science, mathematics, etc.) (Nation, 2001a).

A high-frequency vocabulary of around 2,000 words, a mid-frequency vocabulary of an additional 7,000 words making a total of 9,000, and the remaining low-frequency vocabulary of at least another 10,000 words but potentially higher. Adult native speakers seem to have the vocabulary size of around 20,000 words, but this would be a very long-term goal for most foreign language learners. More sensible goals are to aim initially at a high-frequency vocabulary of 2,000 words, and then to give attention largely to the most useful parts of the mid-frequency vocabulary for particular purposes. These can include academic vocabulary (currently in the form of the Academic Word List (Coxhead, 2000), and technical vocabulary relevant to a particular area of study, work, or pastime interest. Vocabulary size data is also very useful in planning extensive reading, particularly now that there are free adapted mid-frequency readers for learners at the 4,000, 6,000 and 8,000 word levels (Nation, 2011).

Research Methods

1. Materials and Instruments

In this study, there were three materials and instruments: English Textbooks Survey Form, RANGE Software, and Validating Forms.

1) English Textbooks Survey Form

The English textbooks survey form was designed to obtain the names of textbooks that were provided for grades 7-9 Thai students according to the Office of Basic Education. It consisted of two questions such as “what English textbooks are permitted for use at grades 7-9 Thai students?” and “How many English textbooks were prescribed to for grades 7-9 Thai students in the secondary schools?”

2) RANGE software

RANGE software 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 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, BSEWRD2.txt, BASEWRD3.txt, etc.). RANGE program was used for comparing the 2,000 core vocabulary word list with GSL word list and AWL word list to investigate the number of words in

GSL not appearing in the 2,000 core vocabulary word list. The RANGE and FREQUENCY programs for Windows based PCs are vocabulary profilers developed by Heatley and Nation (2002) and are freely downloadable.

3) Validation Forms

After the 2,000 words were identified, the stamp offered self-address envelopes and the validation forms were sent to the 3 English language experts or validators in order to obtain their opinions concerning the words that they agree to keep or to replace. The 2,000-word list was for validation and an extra 237 academic word list. The validators were supposed to identify words that they thought inappropriate for grades 7-9 in the form. After that they were required to send the forms back to the researcher. The replies would be counted. The words that were substituted by two out of three validators would be subject to change.

2. Data Collection

There were five steps of data collection in this study:

2.1 Selecting the samples and obtaining collection of English textbooks

The researcher made a telephone call to the Office of the Basic Education Commission to request information about what English textbooks were used to teach grades 7-9. After obtaining information from its website (OBEC's English Textbooks and Exercise 2013), the sample English textbooks

were chosen for this research. Three series of the 36 English textbooks were chosen to be the sample materials of this research by Cluster Sampling technique. The total number of sample English textbooks was 9 consisting of the 3 series with 9 English textbooks as follows:

1. Mega Goal 1 for Grade 7 written by Manuel dos Santos
2. Mega Goal 2 for Grade 8 written by Manuel dos Santos
3. Mega Goal 3 for Grade 9 written by Manuel dos Santos
4. My World 1 for Grade 7 written by Manuel dos Santos
5. My World 2 for Grade 8 written by Manuel dos Santos
6. My World 3 for Grade 9 written by Manuel dos Santos
7. Sky 1 for Grade 7 written by Brian Abbs and Ingrid Freebairn
8. Sky 2 for Grade 8 written by Brian Abbs and Ingrid Freebairn
9. Sky 3 for Grade 9 written by Brian Abbs and Ingrid Freebairn

2.2 Inputting, compiling and organizing running words

In this step, the research began with inputting all English vocabulary appearing in the textbooks including instructions, texts and exercises, content in conversations and the vocabulary lists at the back of the textbooks by using a computer program Microsoft Notepad which can be put

information in its text file. The vocabulary files were then compiled series by series and organized grade by grade. Before using software Range, all vocabulary files were combined into a corpus in software Range, and then the corpus would be transferred into only one text file (Nation, 2005).

2.3 Developing the first word list by using software Range

In this step, after all vocabulary was input, compiled and organized, further step in the present study was to analyze the created corpus by using the software Range. With software Range's help, the first word list with ranks and frequency numbers resulted, and a list of a certain number of word types including the ranks and frequency digits was derived. In order to obtain a 2,000-vocabulary list, the first list would not be exactly 2,000 words due to a few different word types that might occur at the same frequency rank. In addition, more word family needed to be added to the first list for further lemmatization. For the present research study, RANGE program would be extracted for the first 1,000 list and the second 1,000 list, and the third 1,000 list (Academic Word List), so the reason why 2,000 core word lists and academic word list were targeted for the Grades 7-9 vocabulary.

2.4 Comparing the 2,000-word list with the well-known lists

For answering the research question

1, a 2,000-word list was obtained, and to answer the research question 2, the obtained 2,000-word list had to be compared with two other well-known word lists: the base lists of the General Service List, and the Academic Word List.

Firstly, by running software Range, we could see the overlapping percentage of words between the 2,000 word list and each of two other well-known word lists. If the overlapping percentage of words was high, the present study's 2,000-word list was reliable and valid. From the comparisons another finding would reveal missing words that were not found in GSL, and it would be discussed in detail in chapter five.

3. Data Analysis

3.1 The data collected from the English textbooks prescribed for grades 7-9 Thai students in the secondary schools in Thailand according to the Office of Basic Education was put in the database of text files in Notepad Program for Microsoft Windows XP Professional Version 2002 Service Pack 3. Then, the software Range was used to analyze the data.

3.2 The 2,000-word list obtained from the study was analyzed by using Index of item Objective Congruence (IOC) to find the validity of the content from three experts' peer review after using RANGE and FREQUENCY analyzing the corpus in English textbooks prescribed for Grades 7-9 Thai students to be taught in the secondary

schools in Thailand.

3.3 Frequency and percentage were used to compare the differences of words in the present study with GSL and AWL.

Results

After collecting all textbooks, The research question one is “What are the numbers of the most frequent core English word list in the English textbooks prescribed for grades 7- 9 Thai students in the secondary schools according to the Basic Education Curriculum of Thailand?”

Results of total running words, total word types, and total word families of the corpus from the collected English textbooks were analyzed by RANGE program afterwards using the RANGE software to count the words in the three series of English textbooks, it found that the total of 1,559 words in the 2000 word list of the present study compared with the first 2,000 word list in GSL, and the total of 237 academic words in the present study compared with the 570 word list in AWL. When divided the 1st 1000 word list of the present study in comparison with the 1st 1000 word list in GSL, it found that there was a total of 890 words in the 1st 1000 word list in the present study, but the total of 998 words in the 1st 1000 word list in GSL. There was a total of 669 words in the 2nd 1000 word list of the present study, but the total of 988 words in the 2nd 1000 word list in GSL.

There were a total of 237 words in the academic word list of the present study, but the total of 570 words in AWL. This result was shown in Figure 1.

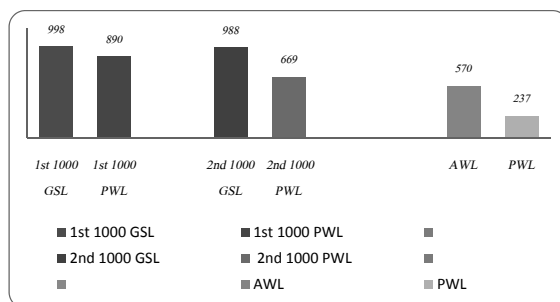


Figure 1: Results of comparisons among the present study, the GSL and AWL

The research question two is “What are the most 2,000 high frequency core English word lists found in English textbooks prescribed to be used by grades 7-9 Thai students compared with the first 2,000 word list in General Service List (GSL) and the 570 word list in Academic Word List (AWL)?”

Analysis by the RANGE program found that the total of 1,559 word families in the 3 series of the selected English textbooks. However, compared the first 1,000 word list of this present study with the first 1,000 word list in GSL, it found that a total of 136,248 running words or tokens, 2,143 word types, and 890 word families. Comparing the second 1,000 core vocabulary word list with the second 1,000 word list in GSL found that a total of 13,093 running words or tokens, 1,171 word types, and 669

word families. When compared with the 570 word families were found as presented in word list of AWL, a total of 2,390 running Table 1 . words or tokens, 360 word types, and 237

Table 1: The total number of words appearing in word types and word families in the three series of the selected 9 English textbooks against GSL

GSL List / AWL List	The Present Study Word List (PWL)		
	TOKENS/%	TYPES/%	FAMILIES
1st 1,000	136,248/79.34	2,143/25.37	890
2nd 1,000	13,093/ 7.62	1,171/13.86	669
570-AWL List	2,390/ 1.39	360/ 4.26	237
Total	171,735	-	-

Table 1 showed that the 3 series of English textbooks contain the total of 890 word families appeared in the 1st 1,000 word list, and the total of 669 word families appeared in the 2nd 1,000 word list in GSL. So the total of 1,559 word families appearing in the present study gathered from the first 1,000 and the second 1,000 word list compared with the first 2,000 word list in GSL formed the first 2,000 core vocabulary word list in the present study. In addition, the total of 237 word families appearing in the present study resulted when compared with the 570-academic word list (AWL).

So, there are different word lists in the English textbooks provided for grades 7-9 Thai students compared with the word list in GSL and the word list in AWL. This research study found that the 2000 word list of GSL contain the total of 1,986 word families, but the 2000 word list of the present study contain the total of 1,559 word list. The academic word list of AWL contain the total of 570 word list, but the academic word list of the present study contain the total of 237 word list. The following were presented in Tables 2-3.

Table 2: Comparison of the difference of words between the present study and GSL

	Word List in GSL	Percentage (%)
	2,000	
Word List in Present Study	1,559	22.05%
Difference	441	

Table 8 showed the difference of words between the present study and GSL. The total of 2,000 words obtained from the

first 2000 word list in GSL, but the total of 1,559 words obtained from the first 2000 words list in the present study. Comparing

the difference of words between the present study and GSL found that the different number of words between the present study and GSL was 441 or 77.95%.

Table 3: Comparison of the difference of words between the present study and AWL

	Words in AWL	Percentage (%)
Words in Present Study	237	58.42%
Difference	333	

Table 3 showed the difference of words between the present study and AWL. The total of 570 words obtained from the word list in AWL, but the total of 237 words obtained from the academic words in the present study. When the difference of words between the present study and AWL was compared, it found that the difference of words between the present study and AWL was 333 or 41.58%.

After exploring the total of 1,559 word families in the present study, the highest frequent word ranking was provided in the category. For these examples, the first 5 most frequent sample words appearing in the 1st 1,000, the 2nd 1,000 of this present study, and the first 5 most frequent sample academic words appearing in the present study compared with AWL as presented in Table 4-6.

Table 4: The first 5 samples of the 1st 1,000 word list in the present study compared with the 1st 1,000 Word list in GSL.

Present Study Word List (PWL) (1st 1,000 Word List)			General Service List (GSL) (1st 1,000 Word List)		
Items	Rank	Frequency	Items	Rank	Frequency
be	1	9955	the	1	69975
the	2	9028	be	2	39175
you	3	4842	of	3	36432
a	4	4841	and	4	28872
and	5	4259	a	5	26800

Table 4 showed that the word “**be**” was the most frequent word ranking highest in the present study word list when compared with the 1st 1,000 word list of GSL. In contrast with GSL, the word “**the**” was the most frequent word ranking highest in GSL,

but the word “**the**” in the present study word list was the 2nd most frequent word rank. However, similarly the words “**you**”, “**a**”, and “**and**” were in the first 5 highest ranks respectively.

Table 5: The first 5 samples of the 2nd 1,000 present study wordlist compared with the 2nd 1,000 Word list in GSL.

Present Study Word List (PWL) (2 nd 1,000 Word List)			General Service List (GSL) (2 nd 1,000 Word List)		
Items	Rank	Frequency	Items	Rank	Frequency
conversation	1	323	tear	1	94
check	2	230	tire	2	94
hullo	3	223	expression	3	94
sentence	4	222	exception	4	93
repeat	5	220	application	5	93

Table 5 showed that the word “**con-*versation***” was the most frequent word of the present study word list in comparison with the 2nd 1,000 word list of GSL. In contrast with GSL, the word “**tear**” was the

most frequent word of GSL. However, the words “**check**”, “**hullo**”, “**sentence**”, and “**repeat**” were in the first 5 ranks in the present study word list respectively.

Table 6: The first 5 samples of the other word list in the present study wordlist compared with 570 word list in AWL.

Present Study Word List (PWL's) (237 Word List)	Academic Word List (AWL) (570 Word List)
<i>compute</i>	approach
<i>partner</i>	area
<i>job</i>	assessment
<i>project</i>	assume
<i>negate</i>	authority

Table 6 showed that the word “**com-*pute***” was the most frequent word of the present study word list in comparison with the 570 word list of AWL. In AWL word list, the words in sub-list one were the highest frequency word list in the 570-word

list. The 5 examples from the 570-word list of AWL such as “**approach**” were shown in the Table. However, the words “**partner**”, “**job**”, “**project**”, and “**negate**” were respectively the first most 5 high frequent words in the present study word list.

Discussion and Conclusion

Based on the finding about the numbers of the most frequent core English word list in English textbooks prescribed for grades 7-9 Thai students in the secondary schools in Thailand, the 3 series of English textbooks contain a total of 1,559 words. The Office of Basic Education Committee under the Ministry of Education, Thailand provides the English textbooks offered from publishers in the markets. Those English textbooks have been approved by the committee at the OBEC to be used in the secondary schools in Thailand. There are a total of 12 series of 36 textbooks allowed to be used by teachers and Grades 7-9 students in the secondary schools. The survey found that there were differences among 12 series of English textbooks based on their publishers. The decision of teachers or schools was very important to the students. Teachers or the course developers must have knowledge of curriculum design or development because one factor of students' academic achievement in English language would depend on their resources (Venezia and Maxwell-Jolly, 2007).

Based on the finding about comparing the most frequent core word list in the English textbooks prescribed for grades 7-9 students in the secondary schools in Thailand with the first 2,000 word list in General Service List (GSL) and the 570 word list in Academic Word List (AWL), after using the RANGE program for comparing the

words in the present study word list with the 1st 1,000 word list and the 2nd 1,000 word list in GSL, the total of 1,559 words led to the 3 series of the collected English textbooks. However, in comparing with 570 word list of AWL, the total of 237 words appeared in the 3 series of the collected English textbooks.

Thus, the most 2,000 high frequency word lists obtained from the 3 series of English textbooks contains the total of 1,559 word families with 237 academic word families. The 1,559 word lists from the 3 series of collected English textbooks did not co-incident with the 2,000 word list in GSL and AWL. The most 2,000 high frequency English core vocabulary word lists for Grades 7-9 Thai students are required to add 441 word lists from GSL. The 2,000 core vocabulary word list from this present study was provided in Appendix E. The most 2,000 core vocabulary word list of this present study found that the word "**be**" was the most frequent word of the present study word list when compared with the 1st 1,000 word list of GSL, but the word "**the**" was the most frequent word of GSL. The word "**the**" in the present study word list was the 2nd most frequent word. Meanwhile, the words "**you**", "**a**", and "**and**" were in the first 5 high frequency rank respectively. In comparison with the 2nd 1,000 word list of GSL, the word "**conversation**" was the most frequent word on the present study word list, the

word “*tear*” was the most frequent word rank of GSL. However, the words “*check*”, “*hullo*”, “*sentence*”, and “*repeat*” were in the first 5 high frequency words in the present study word list respectively. Moreover, in comparison with the 570-academic word list or AWL, the word “*compute*” was the most frequent word of the present study word list. In AWL word list, the words in sub-list one were the highest frequency word list in the 570-word list. The 5 examples from the 570-word list of AWL are such words as “*approach*”, “*area*”, “*assessment*”, “*assume*”, and “*authority*” respectively. However, the words “*partner*”, “*job*”, “*project*”, and “*negate*” were respectively the first most 5 high frequent words in the present study word list.

Comparison of word lists in the present study with GSL found that the difference in the number of word of the present study and GSL was 441 words or 77.95%. When the difference of words between the present study and AWL was compared, it found that the difference of words between the present study and AWL was 333 words or 41.58%. This implies that there are discrepancies between the selected texts and AWL. The word lists in this present study and the word list in GSL differed more than the AWL at 77.95% and 41.58% respectively.

Limitations

This study focuses on basic high-frequency words for grades 7-9 Thai learners. Vocabulary can be classified into two word classes as function words and content words with high-frequency. The vocabulary of this study was in the English textbooks prescribed to be used by grades 7-9 students in Thailand according to Thailand’s Office of Basic Education (OBEC) (Office of Basic Education Commission, 2009). A corpus for the study was created only from 3 series of the selected 9 English textbooks.

Recommendations

1. Pedagogical recommendations

The present study’s 2000-English core word list would certainly help English Foreign Language/English Second Language educators, especially those who are responsible for Grades 7-9 students in vocabulary teaching and learning. The 2000-English core word list in the present study is useful. Teachers of EFL/ESL can use it in the classroom to help Grades 7-9 students build the foundational vocabulary they are required to learn English based on contents in an effective way. 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 7-9. The results could also help a teacher of English language and curriculum developers decide to select the textbooks or decide to establish the teaching materials.

2. Recommendations for further research study

Based on the outcomes of this study, further research should focus on upper level or high school students in Thailand. This corpus is obtained from the selected 9 English textbooks only, so further research studies should select every textbook with workbook including readers to obtain a larger corpus for this level of grade students. It would also be very interesting to compare the word lists in GSL and many other word lists. Using RANGE program developed by Paul Nation (2005) is very convenient because it is available for downloading online. From this research study, the

difficulty was to put information from the English textbooks in text files, so further research studies should prepare Microsoft Notepad program to create text files of running words.

An additional project associated with the present study is to expand the word list to include Grades 10-12 or even high school senior level. If a word list for Grades 10-12 is also obtained, then a complete word list will be available for secondary school level. The students at this level would be able to apply in their everyday lives even if they wouldn't study in higher education. They can use the word lists from present study in their jobs because these word lists are the basis of communicative English. One of the most important learning English is understanding vocabulary and can communicate. The word list from the present study can help learners learn English more quickly.

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