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## **English Vocabulary Size of Grade 10 Students in Khon Kaen Small-Sized Schools**

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### **Abstract**

Vocabulary knowledge is considered one essential component of learning English. Although students are expected to know a certain number of words as stated in the Basic Education Core Curriculum B.E. 2551 (A.D. 2008), there is no study of English vocabulary size of Thai students. This study, therefore, explored the actual size of English vocabulary of Grade 10 students in small-sized schools in Khon Kaen. The objectives were (1) to identify vocabulary from English course texts of Grade 10 and (2) to measure the actual size of English vocabulary of Grade 10 students in small-sized schools in Khon Kaen. Instruments used to collect data included *Vocabulary Size Test for Grade 10 Thai Students* and interview questions. The tests were administered with 380 Grade 10 students from 19 small-sized schools in Khon Kaen. Six case students were interviewed for indebt data. The findings were (1) a list of Grade 10 vocabulary consists of 2,800 words to achieve the vocabulary expectation of Grade 10 (2,600-2,750 words), (2) the vocabulary size of the students was 849 words (31.74 percent of Grade 10 vocabulary expectation) and (3) all the six case students expressed that vocabulary knowledge did affect their English proficiency skills. Implications from the present study can be made for use in pedagogy and research.

*Keywords:* EFL, Grade 10 Thai Students, Vocabulary Size, Vocabulary Size Test

### **Introduction**

Vocabulary is one of the key components to be successful in language learning. If the vocabulary size is large, it means that a learner is getting closer to language achievement (Milton & Alexiou, 2009; Milton & Meara, 1998; Nation & Waring, 1997; Treffers-Daller & Milton, 2013). Previous evidences found that there are high relationships between vocabulary and the four language skills – listening, speaking, reading and writing. Especially, for English as foreign and second language learners (EFL/ESL), their language abilities are heavily depended on their vocabulary knowledge (Hu & Nation, 2000; Laufer, 1992; Nation, 2005; Staehr, 2008).

In Thailand, the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) proposed by Ministry of Education (MOE) does not only require students to be able to communicate in English using the four skills, but a number of words are also expected at each level. Students at Grade 3, 6, 9 and 12 are expected to know approximately 300-450, 1,050-1,200, 2,100-2,250 and 3,600-3,750 words respectively. However, there is no availability of the vocabulary list for these expectations, but indicators in the curriculum define that Grade 1-3 students are required to understand concrete words whereas Grade 4-12 students are to learn concrete and abstract words, including quality and property of the

words. Moreover, Grade 10-12 students are especially required to learn words with different levels of uses (MOE, 2008).

Currently, Grade 1-12 students are still struggling with English and fail to meet the basic requirements in English. For example, on the Ordinary National Education Test (O-NET) of Grade 6, 9 and 12, students' average scores of English were lower than 50 percent in the past years. Students from small-sized schools and from the Northeastern schools got the lowest average scores, i.e., the average scores of O-NET in English of Grade 9 and 12 students in small-sized schools in Khon Kaen were only 26.81 and 20.51 percent (National Institute of Educational Testing Service [NIETS], 2016, 2017). It was claimed that this failure was due to inadequate English vocabulary knowledge. To improve the situation, it was suggested vocabulary be focused more (Chawwang, 2008; Nirattisai, 2014; Sungprakul, 2016; Suwadit & Wongsathorn, 2015).

It is also unfortunate that there is no research exploring for the actual size of English vocabulary of Thai students in schools. Though a number of vocabulary expectations are defined by MOE and the main problem of the failure in learning English is discovered, it was, therefore, interesting to know the vocabulary size of Grade 10 students as they just finished the compulsory education, and are at the start of three years for high schools to complete the basic education.

### **Objectives**

The objectives of the present study were:

- (1) To identify vocabulary from English course texts of Grade 10
- (2) To measure the actual size of English vocabulary of Grade 10 students in small-sized schools in Khon Kaen.

### **Research Questions**

Research questions for the study were:

- (1) What are the English words for Grade 10 Thai students?
- (2) What is the actual size of English vocabulary of Grade 10 students in small-sized schools in Khon Kaen?

## **Literature Review**

Vocabulary size refers to the amount of vocabulary knowledge that language learners know and recognize at a particular level of their language proficiency. The size is diagnosed by the use of vocabulary size measures such as Vocabulary Size Test (VST) (Nation & Beglar, 2007), Vocabulary Levels Test (VLT) (Nation, 1983) or Productive Vocabulary Level Test (PVL) (Laufer & Nation, 1995).

### **Vocabulary Size Test**

Vocabulary Size Test (VST) is one of the well-known vocabulary size measures. Nation and Beglar (2007) designed VST to provide a reliable, accurate and comprehensive measure of English vocabulary size of EFL/ESL. VST was developed from Nation's (1983) VLT, which is a multiple matching format and has only five frequency levels (2,000, 3,000, 5,000, 10,000 and University Word List). VST, on the other hand, is a four-multiple option in a meaning-recognition format. The items of VST compose of two parts, stem (the target word and an example of a non-defining sentence) and options (one correct answer and three distractors). Levels of VST are broken into different 1,000 word frequency from high to low-frequency words of the British National Corpus (BNC). Nowadays, there are two versions of VST, the 14,000 and 20,000 versions, ranging from

the first 1,000 to the fourteenth 1000 or the twentieth 1,000 word families depending on the test version.

VST can be established based on study purposes. To set up the test, Nation (2012) purposed five specifications as:

**(a) Sampling the Words for the Items.** As each item in the test represents different frequencies of word levels, the item needs to be randomized fairly. For example, ten samplings of VST were randomly selected from each 1,000 word frequency to represent of every 100 word families in its level. The good test should cover word levels, which are a little beyond the test-takers' probable vocabulary size.

**(b) Making the Stem.** The stem of each item consists of a target word and followed by a simple non-defining sentence to indicate the part of speech of the stem, to limit meanings of the stem and to slightly hint the meaning by providing an example of how the target word is used.

**(c) Writing the Choices.** Because the test only measures vocabulary knowledge, not vocabulary in use, the choices must be written in easier language than the stem. For instance, only words from the first, second and third 1,000 word families will be used for making the third 1000 level test.

**(d) Ordering the Items in the Test.** The test items are typically ordered in frequency levels, but it is better to join the different levels in the options because the lower-frequency order might lead test-takers to give up during the higher test levels.

**(e) Piloting.** Versions of the tests have been piloted in several ways. Three examples are: (1) getting an applied linguist who is an English native speaker to exclusively read and validate the test, (2) replacing the stem with the nonsense vocabulary and asking an expert to select the correct answer to confirm if the choice is represented the correct answer and (3) piloting the test with the pilot group.

### Conceptual Framework of the Present Study

The conceptual framework consists of four parts as shown in Figure 1.

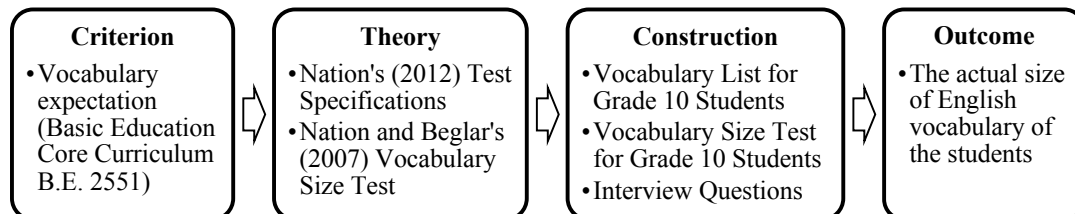


Figure 1. Conceptual Framework of the Present Study

Figure 1 shows the conceptual framework of the present study. The details of each part are provided as follows.

**Criterion.** MOE's vocabulary expectation of Grade 10 was used as a criterion, which is approximately 2,600-2,750 words.

**Theory.** Nation and Beglar's (2007) VST and Nation's (2012) test specifications of VST were used as models to design a vocabulary size measurement and test specifications of a vocabulary size test for Grade 10 Thai students.

**Construction.** Three constructions needed to fulfill the outcome. There were the vocabulary list to use as a vocabulary bank of the test, the vocabulary size test to measure the vocabulary size, and interview questions to gain more indebt detail.

**Outcome.** The test scores were converted into the students' vocabulary size and the students' responses to interview questions were used to confirm that finding.

## Related Research

There were ample studies on vocabulary expectations and vocabulary size of English native speakers and non-native speakers. For the vocabulary size of the native speakers, six years old children was expected to know about 5,200 words and by nine years old, it increased to 8,400 words and to 10,000 at the end of Grade 6 (Biemiller & Slonim, 2001). More evidences were reported that New Zealand students aged 13 to 15 with the smallest vocabulary size knew 6,400 words and aged 16 to 18 knew at least 9,400 words (Coxhead, 2015). At the university level, it was reported that the average size of British students' vocabulary was 9,813 words (Treffers-Daller & Milton, 2013).

For non-native speakers, English vocabulary size of Grade 4, 5, 6 and 7 Spanish students was found 361, 509, 631 and 817 words respectively, although Spanish expectations of Grade 4 and 6 were 559 and 1,105 words (Terrazas & Agustin, 2009). There were evidences of Japanese students at Grade 7, 8 and 9 that the average size of the students' vocabulary was 796, 1,025 and 1,071 words out of 1,200 words size (Sato, 2017). However, there is no report of high school levels, even though vocabulary expectations for EFL/ESL students were made, e.g., Thai, Greek and German high school students are expected to know 2,600-3,600, 1,680 and 1,200 words (Milton & Meara, 1998; MOE, 2008). In Thailand, the focus on English vocabulary size is at the university level rather than that of students in schools. It was reported that Thai university students had a vocabulary size of 4,272-5,900 words (Mungkonwong & Wudthayagorn, 2018; Nirattisai, 2014; Sungprakul, 2016) whereas the average size of English vocabulary of EFL students was 6,988 words (Treffers-Daller & Milton, 2013).

As previously mentioned, there were reports of English vocabulary size of native and non-native students at other levels, but not at the high school level. Therefore, it was interesting to explore the vocabulary size of these students.

## Methodology

### Participants

By using the stratified random sampling and the significance of 0.05 (Yamane, 1967) to calculate for samples of the population of 2,010 Grade 10 students, 380 students from 19 small-sized schools in 19 districts in Khon Kaen (20 students from each school) participated in the study. All students took the test and then six case students drawn from three highest-scored and three lowest-scored students were interviewed.

### Instruments

Two instruments were developed for the present study, *Vocabulary Size Test for Grade 10 Thai Students* and interview questions.

#### 1. Vocabulary Size Test for Grade 10 Thai Students

This test was adapted from the original VST (Nation & Beglar, 2007) and followed Nation's (2012) five specifications. The test specifications were established as presented in Figure 2.

<b>Purpose</b>	To measure receptive English vocabulary size of 380 Grade 10 students in small-sized schools in Khon Kaen
<b>Test type</b>	Multiple choice with five options
<b>Time allocation</b>	45 minutes
<b>Number of items</b>	70 items
<b>Score</b>	70 points (1 point per item)

Figure 2. Test Specifications of the Vocabulary Size Test for Grade 10 Students

Figure 2 presents the test specifications used as guidelines for constructing a vocabulary size test for Grade 10 students. To construct the test, five steps were used:

**Step 1 Creating Grade 10 Vocabulary.** Grade 10 vocabulary was gathered from three samples of English course texts of Grade 10. Those words were, then, identified with the New General Service List (NGSL) (Browne, Culligan & Phillips, 2013) and were validated by English experts of Grade 10 to create the *English Vocabulary List for Grade 10 Thai Students*. NGSL was used because this list consists of 2,801 most frequent words for EFL/ESL and its size is large enough to cover the vocabulary expectation of Grade 10 (2,600-2,750 words). Therefore, Grade 10 vocabulary list consists of 2,800 words, which is a little bit beyond the expected size. The list ranges from easy to difficult words for Grade 10 students (see Appendix A).

**Step 2 Establishing Target Words.** The test consists of 70 items to be administered for 45 minutes for a class period of 50 minutes, which 5 minutes for orientation and test distribution. The criteria for choosing the target words were set as (a) those words must appear in the *English Vocabulary List for Grade 10 Thai Students*, (b) they must be content words, including nouns, verbs, adjectives and adverbs and (c) each word must be from different root. Using the criteria set for this present study, every 40th word was systematic random sampling to obtain those 70 words. The first drawn word started from rank 21 (use), then 62 (shop) and others respectively.

**Step 3 Writing the First Test.** The test was written in monolingual English like the original VST (Nation & Beglar, 2007), but there were five options constructed in the test with *I don't know* in the fifth option to prevent students' guessing that could distort the real size (Zhang, 2013). Following Nation's (2012) specifications, the stem of each item consists of a target word and a simple non-defining sentence to indicate the part of speech and to limit meanings of the word. The four options (a key and three distracters) were also chosen from those 2,800 words and rearranged using alphabetical order. The ranks of the options were ideally lower than the target word. The 70 items were arranged followed those 70 target words; therefore, the test was ranged from easy to difficult items.

**Step 4 Assessing.** The test was assessed for its validity and reliability. Three experts validated the test using the Index of Item-Objective Congruence (IOC) for the language accuracy and the relevance of the content. The validity of IOC was 0.96, considering at the highest level. The test, then, was administered with 40 pilot students from two small-sized schools in two districts (20 students from each school). Kuder-Richarson Formula 20 (KR20) was used to calculate for the test reliability. The reliability of the pilot test was 0.71, considering for the highest reliability.

**Step 5 Writing the Final Test.** The test was adjusted to the pilot results for the final version. For the excerpt of *Vocabulary Size Test for Grade 10 Thai Students*, see Appendix B.

To conclude, *Vocabulary Size Test for Grade 10 Thai Students* was constructed for 70 items, which the target words were systematically randomized from *English Vocabulary List for Grade 10 Thai Students*. The test was, then, validated by experts, adjusted and piloted for the test reliability before use with the participants.

## 2. Interview Questions

The interview was conducted for indebt data about the actual size of English vocabulary after the test scores were revealed. The specifications of the interview questions were established as presented in Figure 3.

<b>Purpose</b>	To interview three highest-scored and three lowest-scored students for more detail from students' point of views on English vocabulary size
<b>Type</b>	Semi-structured
<b>Language</b>	Thai
<b>Time</b>	5-10 minutes
<b>Section</b>	3 sections about: <ul style="list-style-type: none"> <li>- Educational background in English</li> <li>- Target words from Vocabulary Size Test for Grade 10 Thai Students</li> <li>- English vocabulary size</li> </ul>

Figure 3. Specifications of Interview Questions

Figure 3 presents the specifications of the interview. Three highest-scored and three lowest-scored students were interviewed approximately 5-10 minutes. The Thai language used to ensure that the students were fully understood the questions and able to provide complete answers. There were three sections in the interview: (1) the students' educational background in the English subject, (2) target words from the test – why did you choose this option? and (3) the students' English vocabulary size and language achievement (see Appendix C). All interview questions were checked for accuracy and appropriateness of the language by three experts. The overall validity of the interview questions was 1, considering at the highest level. The interview lasted 5-10 minutes for a student using Thai. The students' responses were used to support the test scores and the actual size of English vocabulary of Grade 10 students in small-sized schools in Khon Kaen.

### Data Collection

Two sets of data were collected using four steps as:

**(1) Administering.** The vocabulary size tests of the present study were administered with 380 sample students from 19 small-sized schools in 19 districts in Khon Kaen (20 students from each school).

**(2) Scoring the Test.** The answers were scored one and zero. One point was rewarded for a correct answer.

**(3) Interviewing.** After the test scores were revealed, three highest-scored and three lowest-scored students were interviewed for more details about English vocabulary size from their point of views.

**(4) Presenting the Results.** The test was presenting by mean ( $\bar{X}$ ), standard deviation (S.D.) and the actual size of English vocabulary whereas the interview data were used to gain insights of the results.

### Data Analysis

Grade 10 vocabulary was analyzed via *AntWordProfiler* (Anthony, 2013) and was ranked to word frequencies, NGSL ranks and experts' validation. For the two instruments, the test was scored and analyzed using statistics. The interview data were decoded and categorized for content analysis.

## Findings

Evidences were found for the two research questions, (1) what are the English words for Grade 10 Thai students? and (2) what is the actual size of English vocabulary of Grade 10 students in small-sized schools in Khon Kaen?

### Grade 10 Vocabulary

MOE's vocabulary expectation of Grade 10 was set as the criterion for creating a vocabulary list for Grade 10 students. Firstly, vocabulary was gathered from three samples of English course texts of Grade 10. There were 89,288 running words in total. All running words were, then, analyzed via *AntWordProfiler* with NGSL (Browne et al., 2013) to check if those words were in the most frequent words for EFL/ESL. There were 2,023 words found in common with 2,801 words of NGSL. To achieve the vocabulary expectation of Grade 10 (2,600-2,750 words), the remaining words of NGSL were added. Finally, words with lower than six repetitions were validated by experts using IOC forms to confirm the appropriateness of words and ranks. As the result, the list of Grade 10 vocabulary consists of 2,800 words, ranging from easy to difficult words for Grade 10 students, considering word frequencies, NGSL ranks, and experts' validation.

### Test Results

There were 380 students from 19 small-sized schools in 19 districts in Khon Kaen took *Vocabulary Size Tests for Grade 10 Thai Students*. The findings from the tests were found as presented in Table 1.

Table 1  
*The Average Score and Vocabulary Size of the Students*

Number of Students	Test Score (70 points)		Vocabulary Size (2,800 words)		
	$\bar{X}$	S.D.	Max	Min	Mean
380	21.23	6.82	1,920	320	849.2

Table 1 presents the test scores and the vocabulary size of the 380 Grade 10 students in small-sized schools in Khon Kaen. The raw score showed the actual test score that the students got out of 70 points. In order to convert the raw score to English vocabulary size, the score was multiplied by 40 because 70 target words were drawn from the 2,800 words. The highest and lowest scores were 48 and 8, thus students who got those scores knew 1,920 and 320 words out of 2,800 words size. The average size of the students' vocabulary was 849 words, which was only 31.74 percent of the average size of Grade 10 vocabulary expectation (out of 2,675 words).

### Interview Responses

Six case students from three highest-scored (48, 46 and 42 out of 70 points) and three lowest-scored (8, 8 and 10 points) students were interviewed in three sections. The highest-scored students were coded as Student H1, Student H2 and Student H3 and the lowest-scored students were Student L1, Student L2 and Student L3.

From section I, students' Grade Point Average (GPA) in English and English O-NET scores of Grade 9 between the two groups were obviously different. GPA in English of all highest-scored students was 4 out of 4 whereas the lowest-scored groups got 1.5-2. Most students could not remember their O-NET scores, but they could recall such as "I got more than 60, but I'm not sure if it was 61 or 63" (Student H2) and "I think it was about 20" (Student L2). As a result, the O-NET scores of the highest-scored and lowest-scored students were between 50-65 and 15-25 out of 100.

From section II, students were asked about six target words from the test – three target words were from students' correct answers and other three were from their incorrect answers. All highest-scored students mostly know the meaning of the target words if they chose them correctly. For the incorrect answers, the students used quite the same technique when they were not sure about target words. They preferred to choose options *a*, *b*, *c* or *d* rather than *e*. *I don't know*. For example, the target word is *AFFAIR* (Item 55).

The five options are *a. conversation*, *b. event*, *c. machine*, *d. vehicle* and *e. I don't know*. Student H3 did not know the meaning of the target word and options *b* and *d*. She knew the meaning of options *a* and *c*, and decided to answer *a. conversation* rather than *e. I don't know* because she thought the target word might mean that way. On the other hand, the correct answers from the lowest-scored students were mostly from easy items such as Item 3 *HOUSE*. Furthermore, the lowest-scored students preferred to choose *e. I don't know* when they faced difficult words such as Item 60 *CRUCIAL*.

From section III, the interview was about English vocabulary size and language achievement. All students expressed that vocabulary knowledge affected their English proficiency skills. Some examples of students' answers were "If I have a large vocabulary size, it would be easy for me to read and understand the reading passage without wasting my time looking up the unknown words. I want to know more words" (Student H1) and "If I know more words, I think I would have a clue and be able to guess the right answer, but now I have no idea about it" (Student L3).

To sum up, the answers from the section I and III supported the high relationships between vocabulary size and language achievement as reported by previous research (see for example, Hu & Nation, 2000; Laufer, 1992; Staehr, 2008). From section II, the answers were confirmed that students did not guess, but based on their knowledge. They preferred to choose *I don't know* when they did not know the word at all. In contrast, if they knew some words from that item, they would do their best. As a result, their test scores were reflected in what they really knew.

## Discussion

### English Vocabulary List for Grade 10 Thai Students

Because English vocabulary list for Thai students was omitted in the current curriculum, but a number of words were expected to be known (MOE, 2008), Thai researchers created their own vocabulary lists to meet a number of vocabulary expectations defined in the curriculum (English Language Institute, 2016; Ngiwline, Wongsothorn & Anugkakul, 2015; NIETS, 2012; Suwadit & Wongsothorn, 2015). Nevertheless, there are still no vocabulary lists for Grade 10 and 11 students. This study, thus, constructed the vocabulary list for Grade 10 students to use as a vocabulary bank to establish the vocabulary size test.

### Vocabulary Size of Grade 10 Students in Small-Sized Schools in Khon Kaen

In terms of the vocabulary expectation and the actual size, the vocabulary expectation of Grade 10 was 2,600-2,750 words (MOE, 2008) whereas the actual size of Grade 10 students in small-sized schools in Khon Kaen was only 849 words. The reports of the average sizes of Japanese students' vocabulary and Spanish students' vocabulary revealed that their average sizes were also lower than their vocabulary expectations, but those actual sizes were more than a half of the expectations (Sato, 2017; Terrazas & Agustin, 2009). On the other hand, the vocabulary size of Thai students was only 31.74 percent of the expected size.

### Limitation and Recommendation

This study focused on only one school size, which was small-sized. The recommendation is to use this constructed test to explore the actual size of English vocabulary of Grade 10 students in medium-sized, large-sized and extra-large-sized schools as well as to compare those findings. Thus, this would be the final report of English vocabulary size of Grade 10 students as the whole picture. The finding of this study calls for more focus in vocabulary learning for those students who are in small-sized



schools in Khon Kaen. This may apply to those small-sized schools in the Northeastern as they have quite similar situations.

### Implications

Three implications from this present study are (1) the result of this study provided the actual size of English vocabulary of Grade 10 students in small-sized schools in Khon Kaen, which can be used as a primary reference for teachers to plan the appropriate pedagogy according to the students' English proficiency levels, (2) *English Vocabulary List for Grade 10 Thai Students* can be used as a guideline in pedagogy and research because there is no availability of English vocabulary list for Grade 10 students in Thailand and (3) *Vocabulary Size Test for Grade 10 Thai Students* can also be used as an instrument for teachers to measure their students' vocabulary size or to know which vocabulary each student needs to know.

### Conclusion

The study revealed the actual size of English vocabulary of Grade 10 students in small-sized schools in Khon Kaen. The objectives were (1) to identify Grade 10 vocabulary and (2) to measure the actual size of English vocabulary of the students. Thus, the vocabulary list and the vocabulary size test for Grade 10 Thai students were established as well as the interview. The tests were administered with 380 Grade 10 students from 19 small-sized schools in Khon Kaen and the six case students were interviewed. The results found that the actual size of English vocabulary of the students was 849 words (out of 2,800 words size). From the interview, the students' responses affirmed that the 849 words size was from their actual knowledge. The six case students further expressed that vocabulary size did affect their English proficiency skills. Therefore, this study called for the focus in vocabulary learning as vocabulary is one of the key components that directly effects on language skills.

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### Appendices

#### Appendix A: Samples of English Vocabulary List for Grade 10 Thai Students

Rank	Word	Rank	Word	Rank	Word	Rank	Word	Rank	Word
1	the	21	use	41	when	61	where	81	help
2	be	22	go	42	word	62	shop	82	verb
3	a	23	at	43	look	63	some	83	could
4	you	24	she	44	people	64	take	84	play
5	to	25	about	45	how	65	very	85	know
6	i	26	can	46	think	66	new	86	up
7	in	27	will	47	from	67	buy	87	yes
8	and	28	that	48	one	68	because	88	past
9	do	29	this	49	so	69	correct	89	more
10	have	30	or	50	as	70	out	90	find
11	of	31	get	51	time	71	question	91	come
12	not	32	write	52	say	72	who	92	by
13	it	33	read	53	which	73	money	93	talk
14	they	34	like	54	see	74	answer	94	thing
15	he	35	make	55	complete	75	year	95	ask
16	for	36	sentence	56	all	76	school	96	why
17	we	37	there	57	would	77	work	97	study
18	what	38	but	58	good	78	text	98	picture
19	with	39	if	59	friend	79	no	99	present
20	on	40	listen	60	want	80	then	100	give

Note: for the whole list of the vocabulary, please contact tanmonsinee@gmail.com

#### Appendix B: The excerpt of Vocabulary Size Test for Grade 10 Thai Students

<b>Vocabulary Size Test for Grade 10 Thai Students</b>	
<p><b>Directions:</b> The test contains 5 pages with 70 multiple choice questions (5 options). Choose the letter <i>a</i>, <i>b</i>, <i>c</i> or <i>d</i>, of which meaning is closest to the key word in the question. If you do not know the word at all, do not guess, but choose “<i>e. I don't know</i>”. One point will be rewarded for a correct answer.</p> <p style="display: flex; justify-content: space-between;"> <span>Time Allowed: 45 minutes</span> <span>Maximum Points: 70</span> </p>	
<p>1. USE: You can <b>use</b> my computer.</p> <p>a. break b. sit on c. touch d. work on e. I don't know</p>	<p>6. SMALL: It is too <b>small</b>.</p> <p>a. big b. huge c. little d. long e. I don't know</p>
<p>2. SHOP: The <b>shop</b> closes at ten.</p> <p>a. city</p>	<p>7. DECIDE: He <b>decides</b> to go to school.</p> <p>a. aims</p>

b. office c. park d. store e. I don't know	b. chooses c. happens d. orders e. I don't know
3. HOUSE: I have to clean my <b>house</b> . a. dish b. home c. radio d. shirt e. I don't know	8. WOMAN: Who is that <b>woman</b> ? a. female b. human c. male d. man e. I don't know
4. WELL: He is <b>well</b> . a. bad b. calm c. fine d. tall e. I don't know	9. STREET: It's a busy <b>street</b> . a. problem b. road c. summer d. winter e. I don't know
5. WEEK: See you next <b>week</b> . a. few minutes b. holiday c. party d. seven days e. I don't know	10. NUMBER: What does this <b>number</b> mean? a. idea b. message c. page d. quantity e. I don't know

Note: for the whole test, please contact tanmonsinee@gmail.com

### Appendix C: Interview Questions

<b>Interview Questions</b>
<p><b>Instructions:</b> The interview is approximately 5-10 minutes. It consists of three sections.</p> <p><b>Section I:</b> Educational background in English                      What is your GPA in the English subject in the last semester?                      What is your English O-NET score of Grade 9?</p> <p><b>Section II:</b> Target words from <i>Vocabulary Size Test for Grade 10 Thai Students</i>                      From the test, randomly choose 3 items that the interviewees chose correctly and ask why they chose those options?                      From the test, randomly choose 3 items that the interviewees chose incorrectly and ask why they chose those options?</p> <p><b>Section III:</b> English vocabulary size                      Do you think vocabulary size effect your English developmental skills and in the national tests, i.e. O-NET?</p>