

Assessing the Vocabulary of Middle-School Textbooks of English

تقييم المفردات المستعملة في كتب الإنجليزية لمرحلة التعليم المتوسط

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تاريخ الوصول 2022/06/21 القبول 2023/02/22 النشر على الخط 2023/03/15
Received 21/06/2022 Accepted 22/02/2023 Published online 15/03/2023

ABSTRACT

The present research paper investigates the vocabulary size of the EFL textbooks designed for middle-school learners in Algeria. Particularly, this study focuses on the frequency and range of lexical items included in the glossaries of the four textbooks with reference to established word lists that were designed for learners of English as a foreign language, namely the New General Service List (NGSL) and Oxford 3000. The results indicate that many of the headwords included in the glossaries of the four coursebooks are off the NGSL list and that a lot of words are difficult, low-frequency and thus unnecessary for beginners. Textbook authors have to consider the selection of frequent and useful vocabulary in the future editions of the middle-school coursebooks of English.

Keywords: English as a Foreign language; vocabulary; middle school; textbooks; wordlists

ملخص:

في هذه الدراسة، نستقصي معايير انتقاء مفردات اللغة الإنجليزية المستعملة في الكتب المدرسية الخاصة بتعليم الإنجليزية للسنوات الأربع من التعليم المتوسط. تم استخراج وإحصاء الكلمات الموجودة في قوائم الكلمات الموجودة في ملاحق الكتب الأربعة ومقارنتها مع قوائم الكلمات المعتمدة في تعليم اللغة الإنجليزية وهي New General Service List وكذا Oxford 3000. ظهر أن كثيرا من الكلمات الموجودة في الكتب المدرسية صعبة وأقل تداولا وأهمية بالنسبة للمتعلمين المبتدئين في تعلم الإنجليزية في مرحلة التعليم المتوسط. لذلك يُستحسن استبدالها بكلمات مناسبة وأكثر احتياجا حتى يسهل فهمها واستخدامها لدى المتعلمين المبتدئين.

الكلمات المفتاحية: الإنجليزية كلغة أجنبية؛ مفردات اللغة؛ التعليم المتوسط؛ الكتب المدرسية؛ قوائم الكلمات

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1. Introduction

Textbooks of English are intended as helpful resources for the benefit of both learners and teachers. As instructional materials, Sheldon (1988, p. 237) suggested that “coursebooks ... represent for both students and teachers the visible heart of any ELT program.” Likewise, Hutchinson and Torres (1994, p. 315) indicated that “the textbook is an almost universal element of ELT teaching.”

Textbooks, like other materials, have a number of characteristics depending on how they are used and the context of their use. An advantage is that they can provide effective input for language learners (Richards, 2001). It has been argued that input from textbooks and teacher talk represent the main sources of vocabulary learning for EFL learners outside English-speaking communities (Alsaif & Milton, 2012). One of the limitations of coursebooks, though, is that the content may not fit the level of learners (Graves, 2000). Vocabulary, as a typical example of the input presented by coursebooks, might be difficult or less useful for EFL learners.

Vocabulary knowledge has now an established place in language learning. Especially needed in early stages of learning English, frequent words are an easy shortcut to text comprehension in English. It is assumed that “the 700 most frequent words of English account for around 70% of all English text. [...] The most frequent 1,500 words account for around 76% of text and the most frequent 2,500 for 80%” (Willis, 1990, p. vi). Similarly, Nation (2001) reported that the 2,000 most frequent words in English account for 87% or more of text coverage in English.

For coursebook writers and curriculum developers, a key issue is the basis of vocabulary selection and inclusion in textbooks (Nunan, 1991). In fact, the selection of lexical items is one of the criteria that should be taken into consideration during the process of coursebook design; this is because textbooks with poor or inappropriate lexical input may lead to small uptake by learners. Table 1 presents some textbook evaluation checklists which include criteria related to the selection of vocabulary items.

Table 1 : Aspect of Vocabulary in Checklists for Textbook Evaluation

CHECKLIST	QUESTION / FEATURE
Daoud & Celce-Murcia (1979)	<ul style="list-style-type: none"> – Does the vocabulary load seem to be reasonable for the students of that level? – Are the vocabulary items controlled to ensure systematic gradation from simple to complex items? – Does the writer use current everyday language?
Williams (1983)	<ul style="list-style-type: none"> – This textbook selects vocabulary on the basis of frequency, functional load, etc.
Cunningsworth (1995)	<ul style="list-style-type: none"> – Is material for vocabulary teaching adequate in terms of quantity and range of vocabulary, emphasis placed on vocabulary development, strategies for individual learning? – How much vocabulary is taught? – Is there any principled basis for selection of vocabulary?

As far as the focus of this research paper is concerned, we try to answer the following questions:

- Are the lexical items included in the word lists of EFL textbooks suitable for middle-school learners?
- What are the criteria of selection, if any, that were adopted in the middle-school textbooks of English?

2. Vocabulary and EFL Textbooks

There were a number of terms used across the literature to measure the presence intensity of lexical items in EFL textbooks, such as vocabulary burden (Patty & Painter, 1931), vocabulary input, vocabulary load, lexical input, vocabulary size, lexical richness, vocabulary levels, vocabulary coverage, lexical load, vocabulary presentation, and lexical coverage. For EFL learners, vocabulary knowledge is manifested in three aspects: form, meaning, and use (see Table 2). Based on that, the selection of useful vocabulary for beginners is deemed an intricate process where the balance should be kept between a number of features such as frequency, range, and usability.

Table 2 : Aspects of Vocabulary Knowledge (Nation, 2020a, p. 16)

FORM	Spoken	What does the word sound like?
		How is the word pronounced?
	Written	What does the word look like?
		How is the word written and spelled?
Word parts	What parts are recognizable in this word?	
	What word parts are needed to express the meaning?	
MEANING	Form & meaning	What meaning does this word form signal?
		What word form can be used to express this meaning?
	Concept & references	What is included in the concept?
		What items can the concept refer to?
	Associations	What other words does this make us think of?
		What other words could we use instead of this one?
USE	Grammatical functions	In what patterns does the word occur?
		In what patterns must we use this word?
	Collocations	What words or types of words occur with this one?
		What words or types of words must we use with this one?
	Constraints on use (register, frequency, ...)	Where, when, and how often would we expect to meet this word?
		Where, when, and how often can we use this word?

As regards the basis for vocabulary selection, Sinclair and Renouf (1988, p. 148) suggested the following guidelines:

- the commonest word forms in the language;
- their central patterns of usage;
- the combinations which they typically form.

As for White (1988, pp. 49–50), he suggested seven criteria for vocabulary to be included in textbooks: *frequency*, *coverage*, *range*, *availability*, *learnability*, *opportunism*, and *centres of interest*. Similarly, Richards (2001) suggested seven principles as well: *frequency*, *range*, *teachability*, *similarity*, *availability*, *coverage*, and *defining power*. Especially with beginners, textbooks should present the most frequent and useful vocabulary so as to be used in both receptive and productive skills of the language.

There were a number of studies which have been conducted to investigate the vocabulary load of textbooks of English. In their study about the word counts and ranges in a Spanish textbook designed for intermediate level learners, Criado and Sanchez (2009) concluded that the coursebook is unbalanced as to the suitability of the selected vocabulary for that particular level of students (B1 level). By comparing the word types against Nations' list of the 3000 most frequent words, they found that 68.3% of the word types are off the list. Similarly, Tang (2009) studied the lexical input

from 60 textbooks designed for EFL learners in Hong Kong in primary and secondary education. By comparing word types contained in the coursebooks to three word lists (GSL, AWL, and Nations' VocabProfile 3), the findings suggested a poor lexical input as almost two thirds of the word types were off the three lists.

In another study, Alsaif and Milton (2012) investigated the vocabulary input from 22 EFL textbooks in Saudi Arabia taught from Year 6 to Year 12. They concluded that the textbooks do not cover all the 2000 most frequent words in English; only 84% of words in the coursebooks are present in that particular word list.

As for Konstantakisa and Alexiou (2012) who examined five Greek EFL coursebooks aimed for primary school learners, they found that none of the coursebooks have the sufficient vocabulary to help learners achieve A2 CEFR level of performance because of to time constraints mainly. The results indicated that one of the textbooks had over 25% of its total vocabulary outside the 2000 most frequent words.

By reviewing the literature on the subject, it seems that selecting appropriate vocabulary for inclusion in EFL textbooks is a challenging task.

3. Method

In order to investigate the quantity and range of vocabulary in the textbooks of English intended for middle-school pupils, we compared the vocabulary items presented in their glossaries with two well-known word lists, namely the New General Service List (NGSL) and Oxford 3000, so as to measure their lexical sophistication referring to the proportion of infrequent words in a text (Milton, 2009, p. 131).

The textbook series used in the present study is *My Book of English* (MBoE) which is a four-level course intended for middle-school young learners of English. It is worth noting that learning English in Algeria starts in the middle school which corresponds to Grade 6 through Grade 9. It may be useful to list the topics of sequences under which the content of the four textbooks is included (Table 3).

Table 3 : Sequences of the Textbook Series My Book of English

Textbook	Sequences
My Book of English 1	<ol style="list-style-type: none"> 1. Me and my friends 2. Me and my family 3. Me and my daily activities 4. Me and my school 5. Me, my country, and the world
My Book of English 2	<ol style="list-style-type: none"> 1. Me, my friends and my family 2. Me and my shopping 3. Me and my health 4. Me and my travels
My Book of English 3	<ol style="list-style-type: none"> 1. Me, my abilities, my interests, and my personality 2. Me and lifestyles 3. Me and the scientific world 4. Me and my environment
My Book of English 4	<ol style="list-style-type: none"> 1. Me, landmarks and figures in history, literature, and arts 2. Me, my personality, and life experience 3. Me, my community, and citizenship

By looking at the table, we note that content of the four coursebooks centres around familiar topics

that are appropriate to the age and level of learners, such as friends, family, shopping, health, travels, landmarks, lifestyle, and environment. The glossary provided at the end of each of the four textbooks is intended as a mini-trilingual dictionary as it provides translations of the English entries into both Arabic and French languages.

For the purposes of comparison, we selected two of the well-established word lists which are used in course design, language teaching and learning, and language testing: The New General Service List and the Oxford 3000 word list.

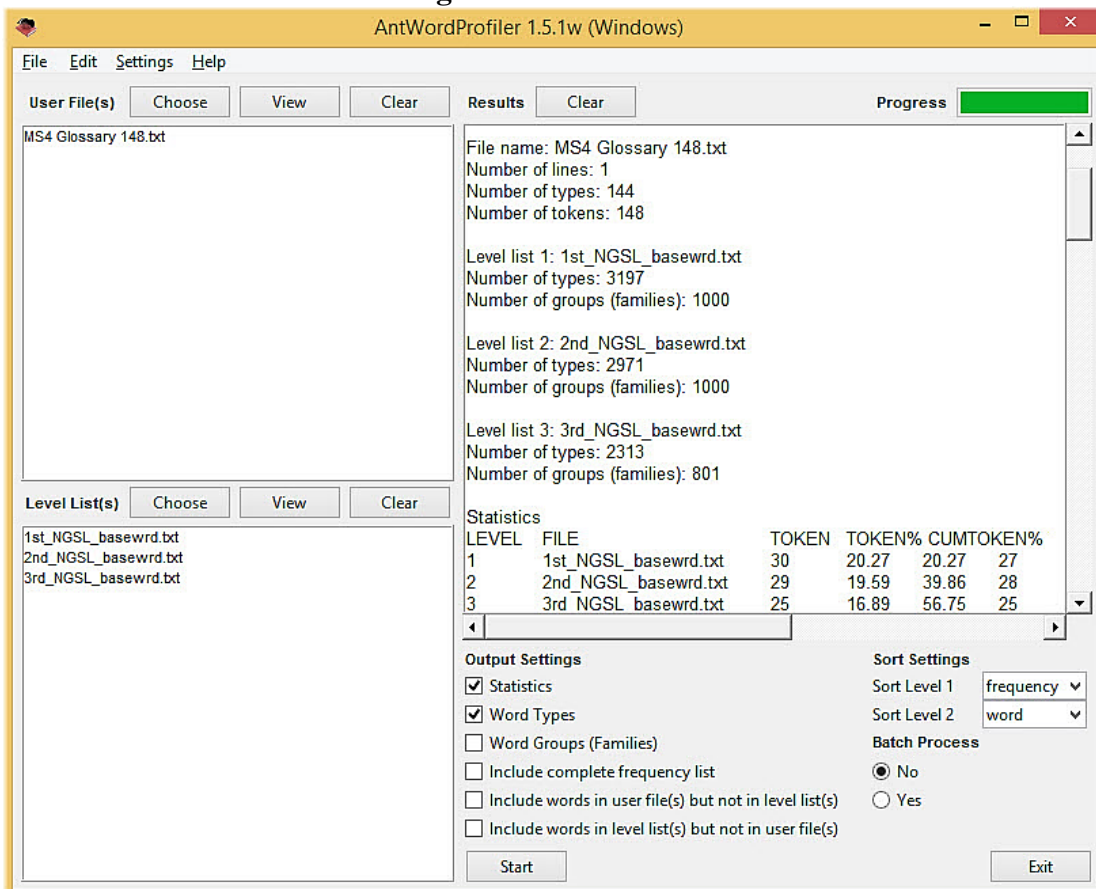
– New General Service List (NGSL)

This word list was combined by Browne, Culligan, and Phillips and was first published in early 2013. The list includes approximately 2800 high-frequency words based on a carefully selected 273-million-word subsection of Cambridge English Corpus; it was an improvement to the original West's General Service List (GSL) of 1953.

Browne (2013, p. 14) explained that the NGSL was designed to help learners attain “the highest possible coverage of general English with the fewest possible words.” The selection of the headwords was based on three criteria: frequency, dispersion, and subjective judgment (Dang et al., 2020). After learning the items of this particular list, students can proceed to learn items of the Academic Word List (AWL).

In order to compare the vocabulary of the four glossaries to this particular word list, we used a vocabulary software known as **AntWordProfiler** (version 1.5.1) which was recommended by Nation (2016) in his book *Making and Using Word Lists for Language Learning and Testing*; the software is available from the following website: www.laurenceanthony.net/software/antwordprofiler/

Figure 1 : AntWordProfiler User Interface



– Oxford 3000

It is a list of the 3000 most basic and familiar words that are essential for EFL learners. The selection of headwords of that list was based on three criteria: frequency, usage range, and familiarity:

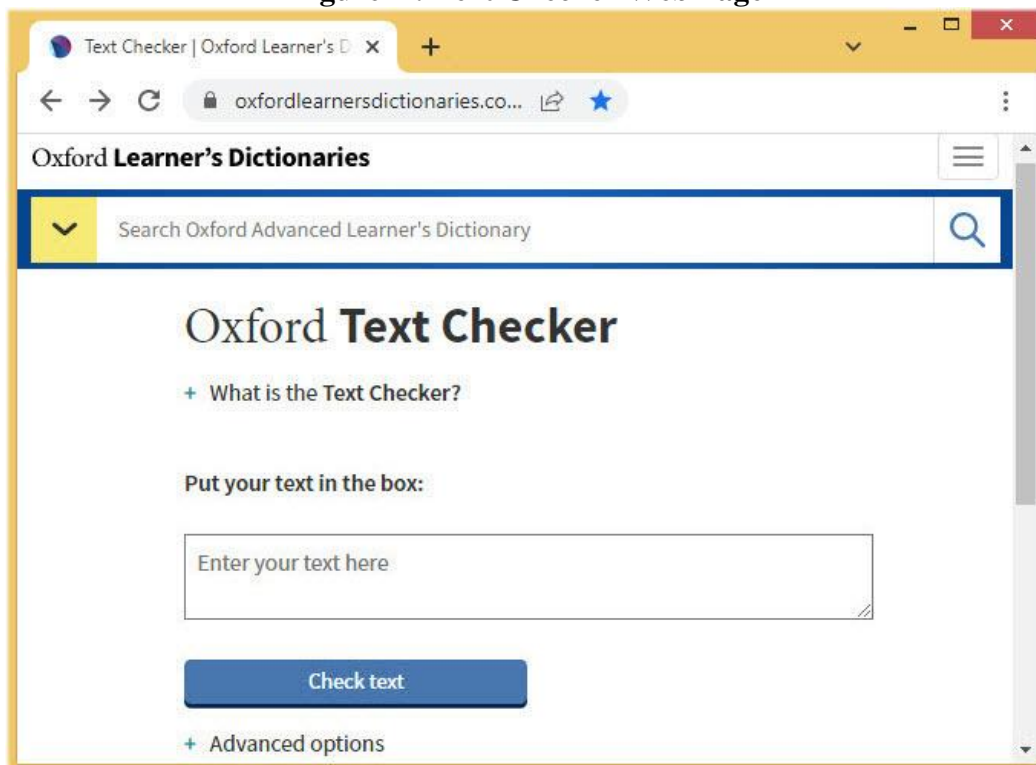
– **Frequency:** Based on the information available from the British National Corpus and the Oxford Corpus, the list includes those words which occur most frequently in spoken English as well as written English.

– **Usage Range:** By applying this criterion, only words that are frequent across a range of different types of texts are included in the list.

– **Familiarity:** The Oxford 3000 list also includes some very important words which are not necessarily very common in use, although they are very familiar to most users of English. Examples include words for parts of the body, words used in travel and entertainment as well as words which are useful for explaining what we mean when we do not know the exact word for something.

The Oxford 3000 list is aligned with the Common European Framework of Reference for languages from Level A1 through Level B2 so as to serve as a useful reference for the type of lexical items to be included in textbooks designed for beginners. For comparison, we used the **Oxford Text Checker** tool (Figure 2) which is available from the following website: www.oxfordlearnersdictionaries.com/text-checker/

Figure 2 : Text Checker Web Page



The corpus of our study consists of the the word types or different words existing in the glossaries of the four textbooks. The number of types in a corpus corresponds to the number of unique words (Kyle, 2020), i.e. the number of different word forms.

4. Results and Discussion

By analyzing the vocabulary range of the four textbooks using the above-mentioned software, we highlight the following results:

– **Comparison with the NGSL Word List**

The results revealed by AntWordProfiler software are represented in Table 4.

Table 4 : Frequency and Range of Word Types Compared to NGSL

WORD LIST	MBoE1			MBoE2			MBoE3			MBoE4		
	Types	Off list	%	Types	Off list	%	Types	Off list	%	Types	Off list	%
NGSL	314	69	22%	303	166	55%	310	139	44.8%	144	64	44.4%

Data comparison indicates that the glossary of the second textbook has up to 55% of vocabulary out of the New General Service List. As for glossaries of Textbooks 3 and 4, they include up to 44% words off the list each. This suggests that most headwords of the four glossaries are not helpful for beginners.

Although the NGSL word list includes useful and highly frequent words necessary for EFL learners at a basic level, many of the headwords included in the glossaries seem less useful and less frequent. As an illustration of this point, Table 5 shows examples of words found in the textbooks but not part of the NGSL list.

Table 5: Examples of Word Types from the Textbooks out of the NGSL List

amphitheatre	copperware	flanks	nocturnal	rot
autistic	coriander	handkerchief	obstinate	rug
biodiversity	decayed	hedgehog	parsley	scoundrel
biosphere	diurnal	herbivorous	pendant	silversmiths
carnivorous	embroidered	intangible	perseverance	tangerines
clamp	errancy	muzzle	reindeer	wickerwork

As beginners and basic users of English, we assume that middle-school learners would find difficulty to understand the abstract meaning of those words; they may face difficulties in their pronunciation as well. Also, a young learner of English is not expected to use the above vocabulary items in communication so as to become part of his/her lexical repertoire. Based on that, we think that the above words should be left out when designing textbook for middle-school learners who are at their initial stages of EFL learning.

– Comparison with the Oxford 3000 Word List

The results revealed by the Oxford Text Checker tool are showed in Table 6.

Table 6 : Word Ranges by Reference to the CEFR

CEFR Level	Basic users		Intermediate users		Proficient users	OFF LIST	TOTAL
	A1	A2	B1	B2	C1		
MBoE1	189	41	25	19	6	34	314
MBoE2	48	55	29	29	14	128	303
MBoE3	32	65	38	67	22	86	310
MBoE4	17	16	24	32	20	35	144
TYPES / LEVEL	257	164	111	134	60	272	998

By analyzing the results, we find that up to 27% of the vocabulary items included in the four glossaries (227 headwords out of 998) are out of the Oxford 3000 word list. That percentage would rise if we consider that EFL learners would just attain A2 Level by the end of their middle school,

i.e. up to 57% of the headwords included in the four glossaries are beyond A2 which corresponds to basic level of the Common European Framework of Reference for languages. So, apart from the headwords appropriate for basic-level learners ($n = 257 + 164$), the rest are suitable for intermediate users of the language (B1 and B2) as well as proficient users (C1).

By way of illustration, Table 7 includes examples of the lexical items deemed challenging for middle-school pupils.

Table 7 : Vocabulary of the Four Textbooks and CEFR

CEFR Level	No. of Types	Examples of lexical items
B1	111	<i>achievement, aware, damage, entertain, exhibition, ghost, graduate, impact, summary, theory</i>
B2	134	<i>acknowledge, association, characteristics, contribute, elegant, ensure, globalisation, insist, struggle, withdraw</i>
C1	60	<i>affection, chronic, citizenship, dignity, exile, fragile, heritage, mature, sovereignty, tribute</i>
OUT OF LIST	272	<i>arcades, antiquities, cashier, commemorate, Easter, excerpt, hoop, hostel, infusion, lute</i>
TOTAL (%)	577 / 998	57 %

– Infrequent Words

Also, by reviewing the headwords of the four glossaries we notice the inclusion of a lot of terms related to health problems (as there is a whole unit on health in the second book) which are not necessarily useful for learners at a basic level. Examples include *antibiotic, antiseptic, asthma, backache, stomach ache, conjunctivitis, cough, diabetes, diarrhoea, endemic, epidemic, endocrinologist, flu, fracture, illness, infection, inflammation, inject, itching, migraine, nauseous, dermatologist, neurologist, ointment, ophthalmologist, ornithologist, otolaryngologist, pain, painkiller, paraplegic, pills, plague, prescription, sore throat, sprained ankle, swelling, syrup, toothache, vomiting, and wound*. Most of these words are less frequent and less useful for beginners. In this regard, Nation (2020b, p. 8) suggested the content of coursebooks to be relevant to learners' needs and to be already largely familiar to them.

– Long Words

Of the infrequent items included in the glossaries, there are long words up to 17 letters which might pose problems of pronunciation for beginners; examples include *accomplishment, characteristics, conjunctivitis, endocrinologist, miniaturization, ophthalmologist, otolaryngologist, recommendations, representative, responsibility, and telecommunication*.

According to Milton (2009, p. 35), the difficulty of words is due to the resemblance to L1 words, length, concreteness and imageability, spelling and pronunciation difficulty. This means that long and abstract words do hinder vocabulary learnability.

– British or American Spelling?

As for the spelling adopted in the four textbooks, the authors opted for British English as it is the case for words such as *amphitheatre, behaviour, colour, diarrhoea, favourite, flavour, globalisation, kilometres, neighbour, practise, and sensitise*. However, for the words *encyclopedia* and *miniaturization* the spelling adopted was the American instead of the British one. In combined words, the textbook authors selected the headword *fitting room* (BrE) instead of *dressing room* (AmE); yet, they opted for *schoolyard* (AmE) instead of *playground* (BrE).

– Bilingual Similarity as a Selection Criterion

By looking at the selected headwords in the four glossaries, we have the impression that a number

of words have been selected just because they resemble their French translations; it is assumed that bilingual similarity would help many Algerian learners acquire English words just by recalling their French equivalents. Examples include *avid*, *appellation*, *application*, *association*, *generation*, *geometry*, *habitat*, *environment*, and *equipment*.

The influence of the French language as a selection criteria was especially noticeable by choosing the English word *journal* instead of *newspaper* for the same French word *journal*. Another instance is the word **autisme* which was misspelt in the third textbook (p. 148) adopting the French word *autisme* instead of *autism* in English.

By counting the resemblance between English headwords and their French equivalents, we found that there is up to 30% of similarity of vocabulary items in the four glossaries.

4. Conclusion

It is argued that textbooks are considered “the next important factor in the second/foreign language classroom after the teacher” (Riazi, 2003, as cited in Messekher, 2014, p. 69) as they provide the necessary input for EFL learning. The role of vocabulary as a helpful input for learners is undeniable because “without grammar very little can be conveyed, and without vocabulary nothing can be conveyed” (Wilkins, 1972, as cited in Konstantakisa & Alexiou, 2012, p. 36). Following the statement of Wilkins, we can say that without well-selected vocabulary, textbooks cannot be as useful as expected in EFL learning.

The findings of the present study show that many of the headwords selected for inclusion in the glossaries of middle-school textbooks of English are less frequent and thus less helpful for basic users of the language. We think that the absence of clear selection criteria of the textbooks' vocabulary is due to the undetermined exit level of learners of English in middle schools. A recommendation here is to link EFL teaching in Algeria to the six levels of the Common European Framework of Reference for languages. Also, we also need to improve the ranking of Algeria in terms of English proficiency; according to the 2021 EF English Proficiency Index (the world's largest ranking of countries and regions by English skills), Algeria ranks 75th out of 112 countries as Algerian users of English are considered low proficient by comparison to their counterparts from other countries.

Textbook writers need to consider the inclusion of simple and accessible words for beginners and pre-intermediate EFL learners. For that, they might compare the suggested material with well-known lists of words based on frequency and utility criteria.

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APPENDIX A: Headwords off the New General Service List

MBoE1	<i>affection · amphitheatre · anthem · assembly · ballet · beans · beef · best · biology · blog · canteen · carpenter · charter · chew · clap · classmates · classroom · compass · countryside · crocodile · cute · dedication · dew · dice · Easter · electrician · excellence · fifth · fourth · freely · grandfather · homeland · homework · honesty · hoop · jeans · laptop · leaflet · leisure · litter · mechanic · monument · nationality · neat · obey · padlock · painter · pet · pie · playful · pronounce · pumpkin · rehearse · respectful · roasted · roman · salmon · schoolyard · six · snowy · splendid · sunset · tablet · token · tomb · vet · vulture · website · zebra</i>
MBoE2	<i>ache · amenities · ankle · antibiotic · antiquities · antiseptic · arcades · asthma · awesome · backache · balcony · bee · beef · belly · birthplace · blouse · brass · brick · brochure · calories · carton · cashier · cave · ceilings · chronic · clamp · compass · conjunctivitis · copperware · coriander · cottage · countable · cube · cure · cute · dairy · deaf · dermatologist · diabetes · diarrhoea · dietitian · directory · domes · dumb · elegant · endangered · endocrinologist · engravings · escalator · falcon · flavour · flora · florist · flour · flu · fox · fracture · funeral · garlic · ghost · gloves · gorge · grapes · grouper · groves · hairstyle · handbag · handkerchief · handsome · hardworking · hawker · heeled · heritage · hiking · hometown · hostel · inability · inflammation · infusion · inhabit · inject · itching · itinerary · kilometres · leeks · marmalade · migraine · mosquito · mud · nauseous · neurologist · oak · oases · ointment · olive · onions · ophthalmologist · otolaryngologist · oval · overweight · painkiller · pancakes · paraplegic · parsley · peanuts · pendant · pepper · pills · pine · pottery · prehistoric · prescription · prevention · pumpkin · punctual · radishes · recourse · refill · relieve · rotate · rug · sandstone · sandstorm · sardines · sausage · scenery · silversmiths · skim · skinny · slim · snowy · soap · socks · sore · spinach · sporty · sprained · sting · strawberry · suck · sunburn · sunny · superb · sweater · swelling · syrup · tag · tangerines · tinned · toes · toothache · trolley · tweezers · umbrella · unlimited · vendor · venom · vinegar · vomiting · waistband · washbasin · wasp · watermelon · wickerwork · woodwork · wool</i>
MBoE3	<i>accomplishment · Alzheimer · ancestors · ancestral · appellation · arithmetic · artificial · astronomy · autisme · autistic · avid · bandage · biodiversity · biography · biosphere · botany · bow · butts · cages · capsules · careless · carnivorous · chores · circumference · coastal · compass · container · conversion · cooperate · counterpart · cypress · darling · decayed · deforestation · descendants · diurnal · diverse · dwelling · earthquake · ecology · embers · embroidered · emit · encyclopedia · endanger · endemic · epidemic · excerpt · extinct · extinction · fairness · flanks · fond · forbidden · fragile · geometry · habitat · hardships · harmony · hasty · hedgehog · herbivorous · heritage · hiking · housewife · hug · ignorance · indifferent · intangible · inventor · Islam · lifestyles · litter · logo · lute · magnificent · mammals · mechanic · messy · miniaturization · modest · multinational · muzzle · nervy · nocturnal · nominate · observer · obstacles · ornithologist · patent · persecutor · perseverance · perseverant · physicist · pilgrimage · pine · plague · poster · preservation · prevention · prohibition · publish · punctual · questionnaire · ray · recycle · reindeer · relativity · relics · reusable · rituals · rot · rubbish · scholarship · shameful · shipwreck · shy · slogan · smuggled · sociable · spicy · storks · surgeon · telecommunication · tidy · timid · translation · transmitting · tribute · turtle · vanished · vegetarian · vivid · vulnerable · weavers · wildlife · wisdom · wreath · wrinkle</i>
MBoE4	<i>aspirations · barefoot · broaden · caption · chime · citizenship · commemorate · compassion · condemn · cruise · deprived · detention · dignity · donate · drawbacks · drift · embark · encampment · endure · errancy · excerpt · exile · fighter · forefathers · fortress · founder · globalisation · impact · insane · isle · itinerary · landmark · mankind · marvel · masterpiece · memoirs · nickname · obstinate · orphan · orphanage · outstanding · painful · palace · perseverant · playwright · plight · prejudice · proclaim · proponent · repression · residence · scoundrel · sculpture · selfish · sensitise · sightseeing · silverware · sovereignty · stopover · surrender · tolerance · utensil · vivid · worldwide</i>

APPENDIX B: Headwords off the Oxford 3000 List

MB0E1	<i>amphitheatre · anthem · canteen · carpenter · chew · clap · classmates · compass · crocodile · dew · dice · disciplined · Easter · electrician · hoop · nationality · padlock · pie · playful · pumpkin · rehearse · respectful · roasted · roman · salmon · schoolyard · snowy · splendid · sunset · token · tomb · vet · vulture · zebra</i>
MB0E2	<i>ache · amenities · antibiotic · antiquities · antiseptic · arcades · asthma · awesome · backache · balcony · belly · biking · birthplace · blouse · brass · brochure · calories · carton · cashier · clamp · compass · conjunctivitis · copperware · coriander · cough · countable · cube · deaf · dermatologist · diabetes · diarrhoea · dietitian · domes · endangered · endocrinologist · engravings · escalator · falcon · flora · florist · fox · fracture · garlic · gorge · grapes · grouper · groves · hairstyle · handbag · handkerchief · handsome · hardworking · hawker · heeled · hiking · hometown · hostel · inflammation · infusion · inhabit · itching · itinerary · leeks · marmalade · migraine · mosquito · nauseous · neurologist · oak · oases · ointment · olive · ophthalmologist · otolaryngologist · oval · overweight · painkiller · pancakes · paraplegic · parsley · peanuts · pendant · pine · pottery · prehistoric · pumpkin · punctual · radishes · recourse · refill · rug · sandstone · sandstorm · sardines · sausage · scenery · silversmiths · skim · skinny · slim · snowy · sore · spinach · sporty · sprained · sting · strawberry · sugars · sunburn · sunny · swelling · syrup · tangerines · tinned · toothache · trolley · tweezers · unlimited · vendor · venom · vinegar · vomiting · waistband · washbasin · wasp · watermelon · wickerwork · woodwork</i>
MB0E3	<i>Alzheimer · ancestral · appellation · arithmetic · astronomy · autisme · autistic · avid · bandage · biodiversity · biosphere · botany · butts · cages · capsules · carnivorous · chores · circumference · compass · cypress · darling · decayed · deforestation · descendants · diurnal · dwelling · ecology · embers · embroidered · emit · encyclopedia · endanger · endemic · excerpt · extinct · extinction · flanks · geometry · gifted · hardships · hasty · hedgehog · herbivorous · hiking · housewife · hug · indifferent · intangible · inventor · Islam · lute · mammals · messy · miniaturization · multinational · muzzle · nervy · nocturnal · ornithologist · persecutor · perseverance · perseverant · physicist · pilgrimage · pine · plague · prohibition · punctual · reindeer · relativity · relics · reusable · rot · shameful · shipwreck · smuggled · sociable · storks · telecommunication · timid · turtle · vegetarian · vivid · weavers · wreath · wrinkle</i>
MB0E4	<i>barefoot · broaden · caption · chime · commemorate · drawbacks · encampment · errancy · excerpt · fighter · forefathers · fortress · insane · isle · itinerary · mankind · marvel · masterpiece · nickname · obstinate · orphan · orphanage · perseverant · playwright · plight · proponent · repression · scoundrel · selfish · sensitise · sightseeing · silverware · stopover · utensil · vivid</i>