

**Selecting 500 Essential Daily-Life Words for Japanese EFL Elementary Students from**

**English Picture Dictionaries and a Children's Spoken Corpus**

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**ABSTRACT**

English textbooks used in Japanese junior and senior high schools lack sufficient daily-life vocabulary beneficial to EFL learners. The Japanese government's initiative in 2002 to teach English at the elementary level is a wonderful opportunity to teach the daily life vocabulary that is currently missing in junior and senior texts. To create this kind of core vocabulary, words from twenty picture dictionaries published outside of Japan and ten picture dictionaries published in Japan were collected and a total of 5,259 words relevant to students' everyday lives were gleaned. To make sense of such a large number of words, they were rated in two ways. First we gave them a 'range' rating which tells us how many picture dictionaries contain that word. Next we checked for frequency by comparing how often the words appeared in both a children's corpus of spoken data (Child Language Data Exchange System) and an adults' corpus of spoken data (British National Corpus). This gave us a statistical score of how often the word appeared in the children's spoken corpus. Finally, we calculated the U.S. grade level for each word. Integrating these ratings, we now have a core of the most essential 500 words for Japanese EFL elementary students selected from English picture dictionaries and a children's spoken corpus, and we are currently creating e-learning material based on this vocabulary.

**1. INTRODUCTION**

An initiative began in 2002 to teach English to young learners (TEYL) in Japanese primary schools. This expansion of TEYL marks a major change that will affect secondary level teaching. Generally, most primary school teachers have neither the experience nor the background skills necessary for teaching English, and they need effective teaching tools that will be both successful and motivating so that these early language-learning experiences not only support TEYL but also will become a basis for learning at the secondary level and beyond.

The importance of vocabulary in language learning is well documented (Schmitt and McCarthy, 1997; Honig, 2001; Nation, 2001). Researchers have pointed out that everyday words are not sufficiently covered in Japanese English textbooks taught in junior and senior high schools (Inoue, 1985; Mouri, 2004), and Chujo et al. (1994) documented this vocabulary gap in a study which compared the vocabulary coverage of both Japanese and American textbook vocabulary over eighteen specific language activities. From a practical perspective, teachers and students who go abroad for a short stay in native speakers' homes to experience daily life in English-speaking

countries have also reported this lack (Tsuruta, 1991). Hasegawa and Chujo (2004) investigated a series of three Japanese textbooks used in each of the past three decades and found that while there have been improvements in each ten-year revision, there was still a lack of everyday words necessary for survival in English. Furthermore, theoretical and empirical research in EFL suggests that teaching essential, everyday words to elementary-aged children can be highly beneficial for EFL learners (see Kuno, 1999; Ito, 2000). Teaching these words also meets with the Japanese government's TEYL guidelines which state that English relevant to children's everyday life should be taught in public primary schools. Finally, Jin'nai (2003) reported that educators in secondary schools are expecting TEYL to provide the everyday vocabulary currently not taught in Japanese secondary schools.

To address both the gap in missing daily vocabulary currently observed in Japanese secondary school textbooks and to provide primary school English teachers with an important core vocabulary, the authors created a base list of the 5,259 everyday words most relevant to students' daily lives and selected the 500 essential daily-life words most germane to TEYL. All the words in this base list are provided with basic statistics so that teachers can generate their own lists tailored to their students' needs. The purpose of this paper is to describe the development of this daily life vocabulary and provide it as a resource to primary and secondary teachers of English in Japan.

## **2. CREATING A DAILY-LIFE VOCABULARY BASE LIST**

### **2.1 Data**

#### **2.1.1 Picture Dictionaries**

Many researchers agree that picture dictionaries are vital resources for everyday words (Inoue, 1985; Shiina et al., 1988; Matsumura, 2004). As the main print vocabulary resources in this study, twenty picture dictionaries for both native speaking children and ESL/EFL learners published by major overseas publishers in the U.S., England, Australia, Singapore and Hong Kong, and ten picture dictionaries published in Japan were collected. They are listed in the **Appendix**.

The words contained in each picture dictionary (PD) were manually typed or scanned optically and then reformatted onto a master list. Twenty non-Japanese dictionaries and ten Japanese dictionaries produced thirty master lists. Next, each word list was lemmatized, i.e. inflectional forms such as *cat-cats* and *go-goes-went-gone-going* were listed under the base word forms of *cat* and *go*. Proper nouns and numerals were excluded from each list manually. (For the justification on why this process is necessary, please see Chujo, 2004.) The total number of different words in the twenty non-Japanese dictionaries was 4,691 and that of ten Japanese dictionaries was 3,897, yielding a combined total of 5,259 words.

#### **2.1.2 A Children's Spoken Corpus**

A child's vocabulary is defined as 'those words which he uses' (Burroughs, 1957:3) and children

learn the majority of word meanings through everyday experiences with both oral and written language (Honig, 2001:68). As such, we also need to consider the real speech data of children.<sup>1</sup> From the CHILDES (Child Language Data Exchange System) spoken data, ten sets of speech data of children ranging from age 2 to grade 5 (age 10-11) were chosen and downloaded to create a set of children's spoken vocabulary.<sup>2</sup> The 129,326 different words in this 1.29 million-word corpus were lemmatized to extract all base forms using the CLAWS tag set.<sup>3</sup> Next, to create a pedagogically applicable list, all unusual or infrequent words (appearing only once) were excluded. Finally, all proper nouns and numerals were identified by their POS (part of speech) tag and deleted manually. This process yielded a 4,161-word children's 'spoken' list.

### **2.1.3 British National Corpus Spoken High Frequency Word List (BNC SHFWL)**

The British National Corpus (BNC) contains 10.4 million general-usage spoken words used principally by adults in various contexts such as education, business, public institutions, and leisure. The 9,477 lemmatized words representing these BNC spoken words that occur 10 times or more (BNC SHFWL) was used as the representative of adults' speech and was compared to statistically identify which words are prominent in children's speech.<sup>4</sup>

### **2.1.4 *The Living Word Vocabulary and the Basic Elementary Reading Vocabularies***

Because of the wide range in targeted ages of the collected picture dictionaries (from children to EFL/ESL adults), it is important to ensure that any vocabulary selected meets the targeted grade level. For this purpose, *The Living Word Vocabulary* (Dale and O'Rourke, 1981) is useful for determining the (U.S.) grade level at which the central meaning of a word can be readily understood. This word list includes more than 44,000 items and each presents a percentage score for those words or terms familiar to students in grade levels 4, 6, 8, 10, 12, 13, and 16. Also *Basic Elementary Reading Vocabularies* (Harris and Jacobson, 1972), with 7,613 different words, is useful for determining the (U.S.) grade levels of reading vocabulary ranging from the first grade to the sixth grade. Since the data in *The Living Word Vocabulary* begins from the fourth grade, the *Basic Elementary Reading Vocabularies* was used to determine the first, second, and third grade level correlations.

### **2.1.5 Junior and Senior High School (JSH) Textbook Vocabulary**

The junior and senior high school (JSH) textbook vocabulary list, containing 3,950 different base words, was compiled from the 41,112-word top selling series of JSH textbooks (the *New Horizon 1, 2, 3* series and the *Unicorn I, II & Reading* series) currently used in Japanese secondary education (see Hasegawa & Chujo, 2004). This list was used to determine how well the vocabulary covered eighteen specific language activities. It was also used to identify any overlap or gaps between the TEYL essential vocabulary and the vocabulary taught in secondary schools.

## 2.2 Creating the TEYL Essential Vocabulary Base List

The procedure for creating the base list is illustrated in **Figure 1** and outlined briefly below.

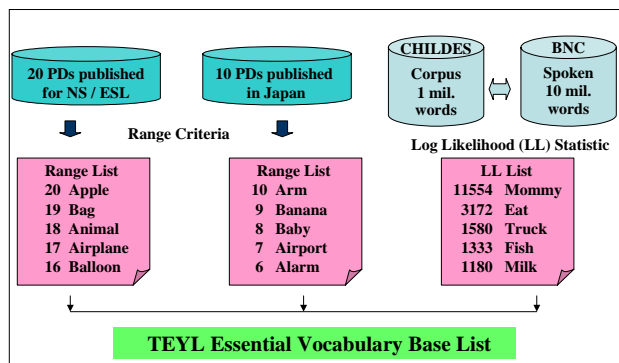


Figure 1. The outline of creating the TEYL essential vocabulary base list

### 2.2.1 Vocabulary Selection Criteria for Picture Dictionaries

In picture dictionaries, each individual word is presented with a picture, usually without a context or sentence. An analysis of picture dictionary data therefore would not (and did not) produce a normal frequency list as would be obtained from an analysis of text data. Because of this, the criteria of ‘frequency of occurrence’ often used in studies was not applicable. Instead, ‘range’ was used as the criteria for selecting words. Thus, all twenty lists published outside Japan were compared for overlap to determine ‘range’. Words that appeared in all 20 PDs were referred to as ‘range 20’. Similarly, the ten lemmatized lists created from the PDs published within Japan were examined for range, and words that appeared in all ten PDs were referred to as ‘range 10’.

### 2.2.2 Extracting Outstanding Children’s Spoken Words

In earlier studies (Chujo and Utiyama, 2004; Utiyama et al., 2004), the log-likelihood and other statistics have been proven as useful in extracting specialized or technical words. In this study, the children’s spoken vocabulary list of 4,161 words from the CHILDES data was compared with the BNC general-usage spoken list of 9,477 words to statistically identify which words are ‘outstandingly’ used in children’s speech, compared to that of adults. A score for ‘outstanding-ness’ calculated using the log-likelihood statistic (Dunning, 1993) was assigned to indicate the level of use by children.

### 2.2.3 Determining Grades

The 1st through 16th grade level for each of the 5,259 words from picture dictionaries was determined by a word familiarity data comparison to native English-speaking students. See Dale

and O'Rourke (1981) and Harris and Jacobson (1972).

## 2.2.4 The TEYL Essential Vocabulary Base List

Using the results from these procedures, the TEYL Essential Vocabulary Base List was created. The TEYL Essential Vocabulary Base List of 5,259 words, appearing in the 30 PDs (20 non-Japanese and 10 Japanese) were presented with the following statistical data: the range score of 20 PDs, the range score of 10 PDs, the log-likelihood statistical score for outstanding-ness in children's speech compared to adults' speech, and each word's native English speaking (U.S.) children's grade. Teachers and material writers can select their own lists by considering the basic statistics assigned to each word. Only the first 10 words are shown in **Table 1**.

Table 1. *TEYL essential vocabulary base list*

Word	Range in NS / ESL PDs	Range in Japanese PDs	CHILDES Log Likelihood	Grade
baby	20	8	2225	1
pencil	20	10	1468	3
fish	20	10	1333	1
milk	20	9	1180	2
chair	20	10	691	2
dog	20	10	677	1
finger	20	9	674	2
mouth	20	10	579	2
car	20	10	533	1
nose	20	10	486	2

## 3. SELECTING 500 WORDS FOR E-LEARNING MATERIAL

### 3.1 TEYL Essential Vocabulary 500 Words (Ver.1)

In order to develop a vocabulary list that can be used in e-learning teaching material, we first needed to determine the optimal number of target words from the list of 5,259 words. Prominent Japanese educators such as Takefuta et al. (2005) and Ono (2005) who consider TEYL as the basis for learning at the secondary level and beyond advocate allotting 500 words or 500 to 1,000 words to TEYL in primary education. Putting this suggestion into practice, we targeted 500 words for the TEYL vocabulary size. Then, in order to integrate the basic statistics assigned to each word in the base list, we simply calculated the average ranking of the non-Japanese picture dictionaries and CHILDES scores and selected 500 words from the top.<sup>5</sup> Only the top 100 words of the 500 TEYL essential vocabulary (Ver.1) is shown in **Table 2**. These 500 words were within the primary school range, i.e. grades 1 through 6. We can see that appropriate words for the lower grades are listed in the first 100 words.

Table 2. *The top 100 of the TEYL essential vocabulary 500 words (ver.1)(includes Japanese secondary textbook vocabulary)*

Rank	Word	Grade	Rank	Word	Grade	Rank	Word	Grade	Rank	Word	Grade
1	baby	(1)	26	lion	(2)	51	sandwich	(3)	76	mouse	(2)
2	pencil	(3)	27	hand	(1)	52	tiger	(2)	77	green	(1)
3	fish	(1)	28	hair	(1)	53	boy	(1)	78	cup	(2)
4	milk	(2)	29	cat	(1)	54	shirt	(2)	79	fall	(1)
5	chair	(2)	30	juice	(4)	55	cake	(1)	80	hammer	(3)
6	dog	(1)	31	bird	(1)	56	egg	(2)	81	bread	(3)
7	finger	(2)	32	truck	(1)	57	watch	(2)	82	banana	(3)
8	mouth	(2)	33	bed	(1)	58	airplane	(1)	83	dress	(1)
9	toy	(1)	34	tooth	(2)	59	yellow	(1)	84	can	(1)
10	car	(1)	35	elephant	(2)	60	a	(1)	85	soup	(2)
11	nose	(2)	36	ride	(1)	61	cow	(1)	86	read	(1)
12	ball	(1)	37	jump	(1)	62	spoon	(4)	87	telephone	(2)
13	cheese	(4)	38	boat	(1)	63	duck	(1)	88	bee	(1)
14	orange	(3)	39	flower	(2)	64	scissor	(4)	89	cream	(2)
15	hot	(2)	40	doll	(2)	65	play	(1)	90	kite	(2)
16	shoe	(1)	41	frog	(3)	66	toe	(3)	91	birthday	(1)
17	book	(1)	42	water	(1)	67	see	(1)	92	sing	(1)
18	apple	(2)	43	red	(1)	68	sleep	(1)	93	rabbit	(1)
19	hat	(1)	44	ice	(1)	69	foot	(1)	94	girl	(1)
20	paper	(2)	45	blue	(1)	70	paint	(1)	95	sock	(4)
21	table	(2)	46	butterfly	(3)	71	ear	(2)	96	house	(1)
22	eat	(1)	47	monkey	(2)	72	game	(1)	97	balloon	(1)
23	head	(1)	48	boot	(2)	73	tree	(1)	98	puppy	(2)
24	snake	(4)	49	animal	(1)	74	write	(2)	99	bear	(1)
25	eye	(2)	50	color	(1)	75	crayon	(4)	100	big	(1)

### 3.2 TEYL Essential Vocabulary 500 Words (Ver.2)

As mentioned in the Introduction, there is a lack of important everyday vocabulary taught in Japanese junior and senior high schools and Japanese secondary level educators expect that TEYL education at the elementary level will address this lack. We need to determine if the TEYL essential vocabulary we have developed here is effective for that purpose.

Currently, TEYL in public primary schools is not recognized as an official school subject and this means that the secondary level textbooks in Japan are compiled without consideration for the language materials taught at the primary level. The TEYL essential vocabulary (Ver.1) partly overlaps with the vocabulary taught in secondary education. In order to determine how effective a TEYL vocabulary list might be, it was important to create a second TEYL essential vocabulary list (Ver.2) from which the JSH textbook vocabulary was removed. Its top 100 words are shown in **Table 3**. These words represent the daily life vocabulary understood by U.S. primary students that are not included in the Japanese secondary texts examined in this study.

Table 3. The top 100 of the TEYL essential vocabulary 500 words (ver.2) (excludes Japanese secondary textbook vocabulary)<sup>6</sup>

Rank	Word	Grade	Rank	Word	Grade	Rank	Word	Grade	Rank	Word	Grade
1	cheese	(4)	26	dinosaur	(4)	51	alligator	(4)	76	caterpillar	(4)
2	snake	(4)	27	refrigerator	(3)	52	suitcase	(4)	77	flashlight	(4)
3	elephant	(3)	28	glue	(4)	53	ant	(4)	78	snowman	(2)
4	frog	(3)	29	drum	(3)	54	basket	(2)	79	saucer	(4)
5	butterfly	(3)	30	zebra	(4)	55	mask	(4)	80	grasshopper	(4)
6	monkey	(2)	31	camel	(4)	56	seal	(4)	81	spaghetti	(4)
7	boot	(2)	32	nut	(4)	57	ladder	(2)	82	soap	(4)
8	tiger	(2)	33	clown	(2)	58	pea	(4)	83	helicopter	(3)
9	duck	(1)	34	towel	(4)	59	popcorn	(4)	84	circus	(2)
10	toe	(3)	35	zoo	(1)	60	pan	(1)	85	toast	(4)
11	hammer	(3)	36	corn	(2)	61	bubble	(3)	86	sunglass	(6)
12	bread	(3)	37	candy	(3)	62	rhinoceros	(6)	87	lobster	(4)
13	banana	(3)	38	mitten	(4)	63	pepper	(4)	88	panda	(4)
14	balloon	(1)	39	sand	(2)	64	octopus	(4)	89	noodle	(4)
15	puppy	(2)	40	broom	(3)	65	strawberry	(4)	90	bow	(3)
16	fork	(3)	41	jacket	(3)	66	bite	(3)	91	fix	(2)
17	whale	(3)	42	motorcycle	(4)	67	belt	(3)	92	snail	(4)
18	giraffe	(3)	43	shovel	(2)	68	penguin	(4)	93	aunt	(2)
19	carrot	(3)	44	owl	(2)	69	bathroom	(4)	94	shark	(4)
20	tractor	(2)	45	worm	(4)	70	dragon	(2)	95	recorder	(4)
21	comb	(3)	46	tomato	(4)	71	gorilla	(4)	96	violin	(4)
22	grape	(4)	47	yogurt	(10)	72	spider	(3)	97	mailbox	(4)
23	block	(2)	48	hippopotamus	(4)	73	goose	(2)	98	beard	(3)
24	dirty	(2)	49	lettuce	(4)	74	pear	(4)	99	eyebrow	(4)
25	turtle	(1)	50	bathub	(4)	75	scare	(2)	100	crocodile	(4)

#### 4. ASSESSING THE EFFECTIVENESS OF THE 500 TEYL ESSENTIAL VOCABULARY

One way to address the effectiveness of the 500 TEYL essential vocabulary list is to determine to what extent it covers the vocabulary used in various language activities. For this purpose, a 14,694-word list generated from 626,750-word American basal K through 8th grade readers, and eighteen 1,500-word texts of various language activities were used from a previous study (see Chujo et al., 1994). American and Japanese textbook vocabulary coverage over eighteen language activities was compared and the results are shown in **Figure 2**. The light gray bar denotes the text coverage of JSH texts over each activity, the dark gray bar denotes that of JSH texts supplemented by the TEYL 500 words (Ver.2), and the white bar denotes that of the American textbook vocabulary. Looking at the graph, the graduation of American and Japanese texts appears as one might expect. We can see the ineffectiveness of the JSH text vocabulary, mainly because of its limited scope. It's natural that the American texts cover more than the JSH texts because they contain larger vocabularies, however the American text vocabulary presents an appropriate target for the EFL text vocabulary selection as a balanced vocabulary in almost all activities. Since the American texts are for K through 8 and JSH texts are for 7 through 12, it's normal that the coverage is rather low in those adult language activities such as medical conversations with doctors, or reading science news and *Time* magazine. However, the most notable point is that there is a lack of important everyday words in Japanese JSH texts. We can see that the addition of the TEYL 500 words resulted in the improvement of text coverage for 'Everyday Words' from 53.3 percent to 70 percent. The TEYL is an important supplement, although there would be benefit from further improvements.



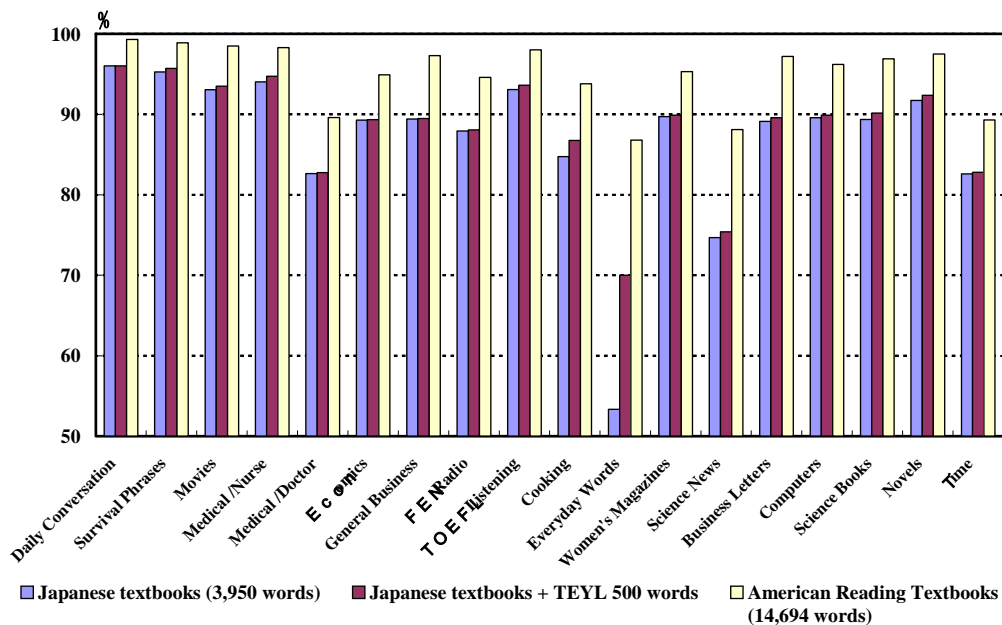


Figure 2. Text coverage comparison of American and Japanese textbook vocabulary

## 5. CONCLUSION

To date there has been no known studies which have used objective means to extract or create a vocabulary of everyday words for TEYL vocabulary development. In this study, 500 words were carefully selected from picture dictionaries and a children’s spoken corpus using an objective method in order to create lists of everyday vocabulary which can be used by teachers of English in Japanese primary schools. This list is freely accessible on the web.<sup>7</sup> An e-learning software program based on this list is currently under development.

Introducing TEYL in Japanese primary schools as an official school subject is currently under discussion, and once it is officially approved as a school subject, secondary school education will require changes. As a future study, we would like to compile vocabulary lists to coordinate primary and secondary education.

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## Notes

1. The following four children’s spoken data sources were examined for their suitability for children’s speech data: CHILDES (Child Language Data Exchange System); COLT (The Bergen Corpus of London Teenager Language); PoW (The Polytechnic of Wales Corpus); and Moe, et al. (Vocabulary of First-Grade Children, 1982). Observing the resultant lists led us to conclude that

the CHILDES produced the most optimal list for everyday words sought in this study.

2. From the “English-American Corpora” section of CHILDES, ten sub-corpora titled Bliss, Bohannon, Brown, Carterette and Jones, Evans, Garvey, Gathercole, Kuczaj, Tardif, and Van Kleeck, were chosen based on the subjects’ age range and data collection situation and were downloaded. For details on these corpora, please consult the ‘English-American Corpora’ section at <http://childes.psy.cmu.edu/data/> as well as a general introduction to the CHILDES at <http://childes.psy.cmu.edu/>.
3. CLAWS7: <http://www.comp.lancs.ac.uk/computing/users/eiamjw/claws/claws7.html>.
4. We are aware that 0.5 million words from the Bergen Corpus of London Teenage Language (COLT) are included as contributed data to the BNC SHFWL. It covers 5% of the BNC SHFWL. We investigated the COLT corpus and found that its teenage language characterizes it, and therefore differentiates it, from the children’s specialized vocabulary in the CHILDES corpus. Thus, we make the assumption that the 0.5 million COLT spoken data does not affect the results of the comparisons between the BNC SHFWL and CHILDES data.
5. Picture dictionaries published outside Japan and in Japan were handled separately in this study. We found in our related study (Nishigaki et al., 2005) that these two kinds are compiled based on different cultural views, which affected the collection of their words.
6. The word ranked 47, ‘yogurt’, is a loanword from English. Though it is assigned as ‘grade 10’, this word is familiar to most Japanese primary level students. The Japanese language contains a large collection of loanwords from English, called *Katakana English*. When used effectively, loanwords can aid students in vocabulary development. This will be another avenue for future study.
7. The vocabulary lists mentioned in this article will be available on the following web pages: <http://www5d.biglobe.ne.jp/~chujo/eng/index.html> and <http://www.e.chiba-u.jp/%7Egaki/>.

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## Appendix Selected Picture Dictionaries

### List of picture dictionaries published outside of Japan

No	Title	Author	Publisher	Country	Year	Words
1	The Longman Picture Dictionary American English	Ashworth, J. & Clark, J.	Pearson Education Ltd.	Harlow, Essex, England	1993	1,066
2	Word by Word	Molinsky, J. S. & Bliss, B.	Prentice Hall Regents	Englewood Cliffs, New Jersey, US	1995	2,554
3	Ju s̄look'n Learn ENGLISH Picture Dictionary	Hochstatter, D.	Passport Books	Lincolnwood, IL, US	1996	1,274
4	Scholastic First Dictionary	Levey, S. J.	Scholastic Inc.	New York, US	1998	1,614
5	The Oxford Picture Dictionary for Kids	Keyes, R. J.	Oxford University Press	New York, US	1998	761
6	Smile Picture Dictionary	Barracough, C.	Macmillan Heinemann	Oxford, UK	1999	748
7	The Oxford Picture Dictionary for the Content Areas	Kauffman, D. & Apple, G.	Oxford University Press	New York, US	2000	1,207
8	Word by Word Primary phonics picture dictionary	Molinsky, J. S. & Bliss, B.	Pearson Education Ltd.	White Plains, NY	2000	863
9	First Word Study Dictionary	Turton, N.	Learners Publishing Pte Ltd.	Singapore, Godown	2001	905
10	My Big Word Book	Priddy, R. et al.	Priddy Bicknell	New York, US	2002	876
11	My World A First Picture Encyclopedia	Picthall, C. & Gunzi, C.	Reader's Digest Children's Publishing Inc.	Pleasantville, NY	2002	681
12	Oxford First Dictionary	Goldsmith, E.	Oxford University Press	Oxford, UK	2002	1,362
13	Disney My First 1000 words	Feldman, T.	Disney Press	New York, US	2003	1,193
14	Disney Picture Dictionary	Feldman, T. & Benjamin, A.	Disney Press	New York, US	2003	971
15	First Picture Dictionary	Oliver, A.	Hinkler Books	Dingley, Victoria, Australia	2003	766
16	Longman Children's Picture Dictionary	Graham, C.	Longman Asia ELT	Quarry Bay, Hong Kong	2003	739
17	Longman Photo Dictionary of American English	Summers, D. et al.	Longman	Harlow, Essex, England	2003	2,195
18	The Basic Oxford Picture Dictionary (2nd ed.)	Margot, G. F.	Oxford University Press	New York, US	2003	1,114
19	Picture Dictionary	Taylor, G.	Ladybird Books Ltd.	London, UK	2004	608
20	The Sesame Street Dictionary	Hayward, L.	Random House	New York, US	2004	1,174

### List of picture dictionaries published in Japan

1	WORD BOOK: E-de Mite Oboeru Eitango	Kuno, Y.	Borgnan	Tokyo, Japan	1993	1,004
2	ABCD Book: Hajimete Deau Eigo-no Jiten	Yoneyama, E.	Sekai Bunka Publishing Inc.	Tokyo, Japan	1995	1,031
3	English-Japanese Picture Dictionary	Toda, K. & Herring, A. K.	Toda Design Kenkyuushitsu	Tokyo, Japan	1999	1,126
4	Sanseido Word Book 1	Hatori, H. & Kuno, Y. & Kaizaki, Y.	Sanseido Publishing Co., Ltd.	Tokyo, Japan	1999	828
5	ALC Picture Dictionary: 2000 Words for Kids	Kuno, Y.	ALK Co., Ltd.	Tokyo, Japan	2000	1,704
6	Sanseido Word Book 2	Kuno, Y. & Arthur, B.	Sanseido Publishing Co., Ltd.	Tokyo, Japan	2000	1,142
7	Kodomo Eigo Jiten	Tsuruta, K.	Kodansha Ltd.	Tokyo, Japan	2001	813
8	English for You	Yasuyoshi, I.	Seibido Shuppan Co., Ltd.	Tokyo, Japan	2001	691
9	NOVA Illustrated English Dictionary	NOVA	Nova Corporation	Tokyo, Japan	2004	2,701
10	Hajimete Eitango Jiten	Gakken	Gakken Co., Ltd.	Tokyo, Japan	2004	920