The Analysis of Vocabulary Taught in Foreign Language Learning Curriculum (English) in Fundamental Education Level in the Northeastern Part of Thailand

BY

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A research report presented to Rajabhat Mahasarakham University in fulfillment of the research report requirement for the university's research funding

Mahasarakham Province, Thailand

2011

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ABSTRACT

Through documental research, it is found that there is some research on teaching vocabulary in Thailand. However, there is no research that observe how related the teaching vocabulary of each teacher is to the Reformed National Education Act of Thailand (RNET) in 2008. Because limitation of funding, this research looks only at in service teachers teaching in the Fundamental Education Level from Prathomsuksa 1 to Mattayomsuksa 3 who are located in the Northeastern part, Thailand. What this research found by analyzing the vocabulary being taught and used in the classroom from teaching lesson plan through Range Program is the more experience the teacher is, the more related their vocabulary teaching is to RNET. As for the relation of their choice and order of vocabulary to teach and use in the classroom compared to the international renown vocabulary list as the vocabulary lists of the School of Linguistics and Applied Language Studies of Victoria University of Wellington, New Zealand, Edited by I.S.P. Nation which is used in this research, it is found that there is barely any resemblance in terms of the order of which word to teach first and which should be omitted until the first 1000 word is already mastered. As a conclusion from the findings, it is recommended that Thailand should have their own national English vocabulary lists in order to have core lists where every teacher can teach consistently according to the lists which are back up by hard research evidence and to also set the priority of which word should be taught before others to facilitate maximum ability of language use after learning.

Keywords: teaching vocabulary, the Reformed National Curriculum of Thailand, Range Program, vocabulary lists

TABLE OF CONTENTS

LIST OF TABLES

CHAPTER ONE

INTRODUCTION

1.0   Introduction

It has been said by linguists for a long while that between vocabulary and grammar, the former one is more important in communication as it is at the heart of coomunicative competence (Coady and Huckin, 1997, Koda, 1997, Laufer, 1997 and Zimmerman, 1997 among others). This is because if vocabulary is not in work, one cannot deliver any message to the interlocutor where as if grammar is lacked, the communication can still be carried out, though with difficulties.

For Thailand, it seems that the focus in teaching English is on grammar. This might be the reason to explain why Thais cannot communicate in English well even if they have learnt English for more than 10 years on average, both through school system and private learning and studying. Through documental research, it is found that there is some research on teaching vocabulary in Thailand. However, there is no research that observe how related the teaching vocabulary of each teacher is to the Reformed National Education Act of Thailand (RNET) in 2008.

Because limitation of funding, this research looks only at in service teachers teaching in the Fundamental Education Level from Prathomsuksa 1 to Mattayomsuksa 3 who are located in the Northeastern part, Thailand. By using the Range Program, we can analyze the lesson plan of what vocabulary is being taught and used in the classroom to find out if there is any relation compared to RNET.

From an international perception as to the relation of their choice and order of vocabulary to teach and use in the classroom at each level compared to the international renown vocabulary list as the vocabulary lists of the School of Linguistics and Applied Language Studies of Victoria University of Wellington, New Zealand, edited by I.S.P. Nation which is used in this research, we can also obverse how the way Thai vocabulary teaching is compared to an international vocabulary lists.

Therefore, the objectives of this research are:

1. To analyze if there is a relation between the vocabulary being taught and used in the classroom by the in service teacher teaching in the Fundamental Education Level from Prathomsuksa 1 to Mattayomsuksa 3 of Northeastern part, Thailand and RNET.

2. To analyze the in service teacher teaching in the Fundamental Education Level from Prathomsuksa 1 to Mattayomsuksa 3 in the Northeastern part, Thailand's choice and order of vocabulary to teach and use in the classroom at each level compared to the vocabulary lists of the School of Linguistics and Applied Language Studies of Victoria University of Wellington, New Zealand, edited by I.S.P. Nation.

In the next chapter, we will look at the basic concepts through literature reviewing in order to fulfill the objectives with the guidance of the keywords used in this study.

CHAPTER TWO

LITERATURE REVIEW

In order to understand the vocabulary teaching situation of Thailand, let us start by studying the main frame that shapes teaching, that is the National Education Act of Thailand.

2.0   The General Background of the National Education Act of Thailand

Before the Reformed National Education Act of Thailand (RNET) in 2008 (NEC, 2000), being caught in a severe economic crisis, political turmoil, cultural, virtue and moral deterioration, and defeat in a highly competitive arena where quality and capability reign supreme, Thais and their society have been forced to follow the various changes affecting the kingdom. As long as most people are still poor and morally weak, their rights deprived and the opportunities for developing themselves, their families, and improving their living standards are still low, the call for reviewing the country's educational quality is needed. The demand for an immediate education reform has set the authorities to provide quality education to all and for all through budgetary allocation for education to serve the demands of life and society as well as keeping up with global events. Yet, the curriculum framing the teaching – learning process and its actual practice have not reached these desirable goals.

Learners of all age learn only subject matters from written texts. This quality of teaching and learning is far from satisfaction. Restricted by time – tables and classroom - blocked walls, they have no opportunity of being in stilled with desirable attributes – to be more knowledgeable and more capable in every aspect, both in and out of class. The teaching – learning process and actual practice consist of routine and repetitious method of transferring knowledge to students. To simply put it, it is rote learning rather than practicing and training how to think. Learners become used to following examples, and without them, are incapable to seek the answer to the task.

This evidence shows that some things must have severely went wrong with the nation's schooling system. The teaching – learning method does not give the right amount of emphasis to give opportunities for training in analytical thinking, self-expression and acquiring knowledge themselves as the main goal of every kind of learning, a lifelong learning. As a result, emphasis is on teaching through textbooks rather than guiding learners, making them handicap to think for themselves. Even more depressingly, there is no link between local wisdom and modern sciences. The pride in national treasures of art and culture have not been inculcated in the nation's education. The inculcation of moral and virtue are not at the extent to yield benefit to learners. Without preserving and reserving one's origin from the inside out, the realm of moving forward for improvement is dim.

In class, teachers still have the mind set that they are the most knowledgeable, most correct and most powerful in the teaching – learning process, while learners as a receiver forcefully have to attune themselves to the subject matters and the teachers' methods. Serving and boosting the teachers' ego but forcing and suppressing against the learners' will, learning process becomes boring and filled with de - motivation. All involved are under stress and self – immobilized because they need to adhere to the prescribed curriculum and subject matters. Making things worse than it is already is, examinations and its results dictated the students' success in learning, making grade points more important than what gist they learn and can apply in real life. This is only one facets of the pitfall of the former education system.

The schools' atmosphere and environment is another deprive of success in Thailand's education system. They do not create the 'motivation for learning' but create the 'motivation for teaching' because teachers hold sway in the classroom. The content for learning has no nessessity in real life and is remotely far from natural and learning resources, hindering intellectual ambiance. Even more so, learners, families and communities have no saying in planning and organizing the learning process. To involve all, many teachers and education personels have been developing the teaching – learning process through the application of the learner – centered approach. However, these efforts are mostly superficial remedies and painting the surface.

To put the issue in more perspective, the Reformed National Education Act has led to extensive educational reform, regarded as being at the heart of educational reform. Provisions in all aspects of the Act aim at maximum benefits for learners as summarized below.

National Education Act of Learners as the Highest Importance or

the Learner – Centered Approach

- General provision
- Educational rights and duties
- Educational system
- Educational administration and management
- Educational standards and quality assurance
- Teachers, faculty staff and educational personnel
- Resources and investment for education
- Technologies for education

(Taken from NEC, 2000: 9)

2.1   The Rationale for the Learning Reform

All members of the educational communities involving in the management of the educational system share the same view that the reformed national education of Thailand is imperative because of numerous reasons besides what is required by law. On top of being a legal mandate, the first and foremost reason for reformation is to improve the quality of living of the countrymen. The reformed learning culture will contribute to the development of Thais to endow with knowledge and morality. In other words, be blessed with linguistic and mathematical intelligence, scientific analytical thinking, systematic thinking, etc. Above all is being able to use their intelligence cleverly and profoundly from and through learning to attain truth, intrinsic value and beauty. Below summarized the procedures of how the educational communities involved in managing the learning process through learner – centered approach.

13

Policy 1: Preparation

- Policy formulation
- Need identification
- Plan and project preparation
- Public relations

Policy 2: Action

- Personnel development: - Attitude inculcation

      - Increasing knowledge and understanding as

       well as competency in action

- Curricular implementation and services: - Mixed class arrangement

       - Curricular preparation

       - Activity arrangement

       - Provision of learning ambiance

       - Provision of guidance services

- Supporting services: - Provision of research sources

     - Provision of media, materials and equipment

     - Assigning learning development to a

      responsible person

- Setting up an internal demonstration system:

     - Demonstration

     - Monitoring, follow – up

     - Providing encouragement and moral support

Policy 3: Evaluation

- Evaluation of action: - Schools

     - Teachers

     - Learners

     - Other parties

(Taken from NEC, 2000: 45)

Learning reform with a view to serve the needs of all involved which are learners, teachers, parents and Thai society will allow all to contribute to the successful enactment of the National Education Act. New opportunities will be provided for teachers, parents and communities to enjoy more freedom in order to instill learning culture in harmony with local situations but also correspond with grobal events. There will also be a decrease of restrictions, rules and regulations and directives from the central authorities in order to attain varieties in practice like classroom and time – table arrangements flexibility and conducive to learning in lesson designing and planning through collective effort and mutual support of all that is involved. Below summarized the phases of how teachers work through the procedures in organizing the learning process through the learner – centered approach.

Phase 1: Preparation

- Self - preparation
- Preparation / Identification of learning sources
- Preparation of teaching plans

Phase 2: Action: Organizing activities enabling students to:

- Construct and discover knowledge themselves
- Interact with a variety of learning sources
- Have physical participation suitable to the students' ages and interests
- Acquire process learning
- Apply the knowledge gained

Phase 3: Evaluation: Measurement and authentic evaluation based on:

- A variety of methods
- Practical work
- Portfolios

(Adapted from NEC, 2000: 46)

Strengthening the society is also a mission in learning reform. No society will ever succeed in reforming politics, bureaucracy and economics unless that society succeeds in learning reform, which is at the heart of education reform. Harmonize learning in a globalize world fills in the bigger picture of Thailand as a member of the world. Learners in the globalize age must be able to use more than one language. As a national language, they must be fluent in Thai language and also have a good command of at least one more foreign language to facilitate communicating internationally. Because the globalize world is driven by electronics and optical fibers, they must be able to competently use new technologies because these are the gateways for accessing knowledge.

2.2   The Reformed National Education Act of Thailand (RNET) in 2008

The Ministry of Education (2008) has revised the Reformed National Education Act of Thailand (RNET) in 2008 to be used as a core curriculum for reference to the fundamental education from Prathomsuksa 1 to Mattayomsuksa 3, nationwide. Mattayomsuksa 4 to 6 are still in try out mode. The RNET is revised for the purpose of creating integration of different contents in line with learners' interests and managing what is being taught in schools to be up – to - date with the ever - changing economics, society and sciences. This is hold to be a new strategy in increasing educational quality in order to answer the needs of individual and social levels throughout the Kingdom of Thailand. The students are aimed to being capable in succession and cooperating creatively in the society because the curriculum is composed with the following importance.

2.2.1   The Principle

In order to manage the fundamental education to serve the policy of the national education management, the following principles are established:

1. To establish the unity of the nation in managing education by emphasizing the traditional Thai way along with the international mind set

2. To manage education equally to the people and for the people with the same standard nationwide by involving the society in education management

16

3. To support students to develop and learn autonomously as lifelong learning and with a learner – centered approach (ONEC, 1999: 19 – 25). The curriculum has flexible structures as in learning content – wise and time – wise. Learning management covers all target groups and can be transferred through learning and experience.

2.2.2 The Objectives

The RNET aims in developing Thais to become a whole, full-filled human – being, a virtue and morally good person, wise and contently happy and preserve and reserve Thai thinking mindset with international perspective. Thais should also have the capability to continue their education as a lifelong mission and make a living. Therefore, the objectives for standardizing education for the RNET in 2008 aim to equip students with these desirable characteristics:

1. Knowing one's worth, having self – discipline, acting on virtue and morally behavior according to Buddhism or the religion one respect and having the right mindset of goodness

2. Mastering creative thinking, eager to learn, doing lots of reading, enjoying writing and researching

3. Gaining global knowledge through the ever – changing evolution of sciences, mastering skills and the capacity in managing, communicating and using technology, thinking and working process adjustment to suit different circumstances

4. Mastering skills and knowledge in Mathematics, Sciences, thinking process and actual practice, knowledge build – up and surviving skills in daily life

5. Taking care of oneself by exercising to become healthy and having good personalities

6. Having the efficiency to produce and consume under the mindset of being more of the former rather than the latter

7. Understanding Thai history with appreciation, being a good citizen, living in accordance of democracy under the reign of the king

8. Preserving Thai language, art, tradition, culture, sports, wisdom, natural resources and developing the environment

9. Paying tribute of being Thai nationally and locally by aiming to provide benefits and goodness for the society

In conclusion, the ultimate aim of learning reform is a quality improvement of Thais for achieving four main qualities, namely, virtue, competence, happiness and lifelong learning. These qualities are mutually supportive and are not in any order of priority because all are important to make a person whole.

The Structure

To operate educational management in accordance with the principles, the objectives and standards of learning established in educational settings, the structure of the educational settings are as followed:

2.2.3.1   Level of study phase

According to the curriculum, there are four phases in the developmental level of students:

Phase 1: Prathomsuksa 1 to Prathomsuksa 3
Phase 2: Prathomsuksa 4 to Prathomsuksa 6
Phase 3: Mattayomsuksa 1 to Mattayomsuksa 3
Phase 4: Mattayomsuksa 4 to Mattayomsuksa 6

As this study looks only at the Fundamental Education Level, Prathomsuksa 1 to Mattayomsuksa 3 will be the level of focus for researching.

2.2.3.2   The Learning Content

The learning content according to the curriculum is composed of knowledge in skills and learning process and characteristics or preferable morality and virtue divided in eight groups of subject areas:

1. Thai language
2. Mathematics
3. Sciences

4. Social Sciences, Religion Studies and Cultural Studies
5. Physical Education and Health Education
6. Arts
7. Vocational and Technical Studies
8. Foreign Language Studies

Of all the eight groups of subject areas, this research will look at the Foreign Language Studies, focusing specifically on English language in vocabulary being taught and used in class of the in service teachers teaching in the Fundamental Education Level from Prathomsuksa 1 to Mattayomsuksa 3 who are located in the Northeastern part, Thailand.

2.3   The Foreign Language Studies Subject Area in the RNET

English language has been and probably will be an international language for a very long time. The language seeps into every aspect concerning communicating internationally. This calls a need for everyone to learn and master the skills in order to be able to communicate in English. The National Education Commission of Thailand (NEC), therefore emphasizes the importance of this by continually developing the learning – teaching process of the subject area and also add it into the RNET under the category of developing human resources and increasing work efficiency. This category has been divided into sub – categories according to the purpose of using the language which are:
1. Language for communication
2. Language and culture
3. Language and the relation to other subject areas
4. Language and the local and global interaction

To provide suitable learning content to each individual, the language proficiency and the development of the language learners are divided into four learning ranges:
Learning range 1: Preparatory Level: Prathomsuksa 1 to Prathomsuksa 3
Learning range 2: Beginner Level: Prathomsuksa 4 to Prathomsuksa 6
Learning range 3: Developing Level: Mattayomsuksa 1 to Mattayomsuksa 3
Learning range 4: Expanding Level: Mattayomsuksa 4 to Mattayomsuksa 6

It is a mission that students should be able to understand and have the skill in communication. It is also hope that they will be able to use the language as tools to open the gateway of international knowledge. For the language learners to achieve such command and competence in being able to communicate in English, practice is the key. Classifying language usage as skills, the learning lessons have to provide the chance for practice using the target language as much as possibly could, both in and outside of class, under classroom instructions and independent learning. Designing the learning – teaching process needs to coincide with the nature and characteristics of the language by providing varieties of learning – teaching processes, both as language skill practicing activities and training language learners for autonomous learning which will lead to the highest goal of education, lifelong learning.

Besides managing learning - teaching English to specifically arm the language learners with the ability to communicate effortlessly through grammar structure teaching, vocabulary teaching is equally important. Therefore, RNET includes a list of vocabulary (The Ministry of Education, 1999) to be taught in elementary schools as a guideline for teachers to teach accordingly as shown below.

Vocaulary List for Elementary Schools (Classified in categories)

รายการคลังคำ ระดับประถมศึกษา จำแนกตามหมวดหมู่

Category 1: Noun

หมวดที่ 1 คำนาม

1.1 Things found in and outside the classroom/สิ่งที่พบในห้องเรียนและนอกห้องเรียน

bin, broom, box, dish, duster, flower, fork, flag, glass, map, picture, spoon, tree, notebook, pencil box, pen, pencil, blackboard, homework, school bag, paper, clock, chair, desk, table, jar, vase, jug, bowl, bottle, mug, carton, thing, tissue paper, stairs, basket, bell, can, chalk, door, window, floor, ceiling, money, change, bed, mat, plate, radio, television, comb, powder, mirror, fan, light, lamp, switch, plug, iron, telephone, tooth-brush, toothpaste, soap, shampoo, towel, pillow, blanket, fridge, etc.

1.2 Animals/สัตว์

bat, cat, dog, bird, duck, chicken, pig, cow, bvrfalo, fish, ant, elephant, w.Jte, tiger, lion, rabbit, horse, z. >ra, bear, dolphin, parrot, bee, fly, butterfly, spider, mosquito, sheep, animal, bug, ox, goat, mouse, puppy, etc.

1.3 Vegetables and Fruids / ผักและผลไม้

banana, orange, papaya, mango, apple, pineapple, coconut, durian, mangosteen, rose apple, sugar apple, tomato, potato, bean, carrot, lettuce, onion, garlic, chilli, cucumber, cabbage, lemon, long bean, egg plant, vegetable , etc.

1.4 Body parts / ส่วนต่างๆของร่างกาย

head, hair, face, eye, nose, mouth, arm, hand, leg, finger, foot, feet, neck, back, knee, chin, cheek, ear, shoulder, body, elbow, hip, toe, tooth, teeth, chest, thumb, ring finger, little finger, tiny finger, etc.

1.5 Alphabet / ตัวอักษร A - Z และ a – z

1.6 People / บุคคล

king, queen, father, mother, brother, sister, boy, girl, man, woman, men , women, daughter, child, children, uncle, aunt, person, people, parents, grandparents,grandfather, grandmother, grandchild, grandchildren, niece, nephew, cousin, American. English, Chinese, Japanese, Korean, Australian, Thai, monk, boyscout, etc.

1.7 Occupation / อาชีพ

doctor, nurse, farmer, soldier, carpenter, dentist, bus driver, fisherman . vet, fishermen, policeman, policemen, postman, postmen, merchant, dressmaker, occupation, fruit seller, teacher, salesman, salesmen, singer, boxer, sailor, navy, hairdresser, secretary, butcher, etc.

1.8 Food and Drinks / อาหารและเครื่องดื่ม

rice, egg, soup, ice-cream, curry, noodles, cake, candy, beef, pork, bread, jam, food, meal, sweets, breakfast, lunch, dinner, supper, meat, chicken, fish, fish sauce, salt, sugar, snacks, pepper, salad, hotdog, hamburger, sausage, cookies, flour, drinks, rnilk, water. juice, tea, coffee, ice, etc.

1.9 Toys / ของเล่น ball, doll, toy, balloon, kite, yo-yo, robot, marble, etc.

1.10 Clothing and Accessory / เครื่องนุ่งห่มและเครื่องประดับ

hat, cap. blouse, skirt, shirt, shoes, shorts, socks, boots, jeans, belt, pants, T-shirt, tie, trousers, jacket, dress, clothes, pin, ring, ear rings , etc.

1.11 Games and Sports / เกม/กีฬา

football, volley ball, basketball, table tennis, rugby, badminton. chess, bingo, dominoes, hide and seek, scrabble, etc.

1.12 Cardinal Numbers / จำนวนนับ 1-1000

1.13 Ordinal Numbers / ลำดับที่ the first, the thirty-first

1.14 Place / สถานที่

school, home, house, room, classroom, shop, temple. hospital, clinic, health- center, zoo, river. market, food shop, sweet shop, police station, park, upstairs, downstairs, airport, cinema, supermarket, bedroom, bathroom. toilet, bus stop, cai park. playground, address, road. street. Amphoe. Changwat, Tarnbon. bank, office, etc.

1.15 Time, Date, Month, Year, Season / เวลา วัน เดือน ปี ฤดูกาล

morning, afternoon, noon, evening, night, o'clock, Sunday, Monday. Tuesday, Wednesday. Thursday, Friday, Saturday. New Year's Day, Christmas Day, birthday, Mother's Day, Father's Day, Loy Krathong Day, Songkran Day, January, February, March, April. May, June, July. August, September, October. November, December, year, season, hot season, rainy season, cold season, winter, etc.

1.16 Vehicle / ยวดยานพาหนะ

bicycle, bike, boat, bus, car, taxi, train, ship, motorcycle, tricycle, plane, airplane, truck, lory, spaceship, helicopter, etc.

1.17 Religion / ศาสนา

Buddhism, Buddhist, Christianity, Christian, Islam, Moslem or Muslim, etc.

1.18 Country / ประเทศ

country, Myanmar, Laos, Vietnam. Malaysia, Indonesia Singapore, The Philippines, Cambodia, China, India, Japan Korea, England, Australia, New Zealand, America. Canada, Thailand, etc.

1.19 Direction / ทิศทาง

north, east, west, south, northeast, southeast, northwest, southwest, left, right, forward, backward, ahead, direction, here, there, etc.

1.20 Shape/ รูปร่าง circle, scruare, triangle, round, rectangle, etc.

1.21 Greeting and Parting/ คำทักทายและคำกล่าวลา

Hi, Hello, Good morning, Good afternoon, good evening, Good night, Good-bye. Bye.

1.22 Sickness/ อาการเจ็บป่วย

diarrhoea, toothache, headache, cold, stomachache, fever, illness, sickness, accident, etc.

Category 2: Adjective: size, color, shape, characteristics, status, taste, weather

หมวดที่ 2 คุณศัพท์บอกขนาด, สี , รูปร่าง , ลักษณะ, สภาวะ, รสชาติ, สภาพอากาศ

big, small, large, white, black, red, yelJow, pink, green, orange, purple, violet, blue, brown, grey, fat, thin, tall. short, long, wet, dry, light. heavy, hungry, thirsty, thick, top, bottom, good, bad, pretty, nice, beautiful, ugly, clean, dirty, new, old, young, happy. sad, tired, quick, slow, afraid, naughty, little, easy, difficult, alive, all right, alone, sour. dangerous, safe, ill, sick, salty, sweet, spicy, hot, cold, cool, windy, rainy, cloudy, warm, absent, cheap, expensive, etc.

Category 3: Adverb
หมวดที่ 3 กริยาวิเศษณ์

quickly, slowly, well, carefully, oudly, fast, too, not, ago, all light, all, about, across, each,etc.

Category 4: Action Verb
หมวดที่ 4 กริยา

walk, sit, stand, point at, point to, show, play, cook, listen to, watch, dance, jump, hop, ride, drive,stop, start, begin, study, go, come, drink, eat. sleep, get up.   get dressed, take a bath, help.hear, see, look, say, speak, talk.tell, meet, ask. answer, thank, buy, sell, like, hate, smile,laugh, cry. swim, read, write,open, close, get on,get off, put on, take off, keep,put, put...into..., pick up, find,visit, colour, clean, wash,understand, want, wait, shout,arrive, ask for, bring, borrow,break, brush, call, change, check, come on, come back, cost, cut, dry, etc.

Category 5: Helping Verb
หมวดที่ 5 กริยาช่วย

be, is, am, are, was, were, has, have, had, do, does, did, will, would, can, may, etc.

Negative Form/รูปปฏิเสธ

isn't, am not, aren't, wasn't, weren't, don't, doesn't, won't, can't, etc.

Category 6: Pronoun
หมวดที่ 6 คำสรรพนาม

6.1 **Subject/** ประธาน I, We, You, She. He, It, They. Somebody, Nobody, Everybody, etc.

6.2 **Object/** กรรม rne, you, us, her,him, them, it, one. ones.etc.

6.3 **Demonstrative Pronoun:** This, That, These. Those, etc.

6.4 **Determiner Pronoun:** other,another etc.

Category 7: Possesives
หมวดที่ 7 คำแสดงความเป็นเจ้าของ

7.1 **Possesive apostrophe**'s

7.2 **Possessive adjective:** my, your, his, her, our, their, its, etc.

7.3 **Possessive Pronoun:** mine, yours, his. hers, ours, theirs, etc.

Category 8: Connector
หมวดที่ 8 คำเชื่อม

and, but, because, after, either... or, neither... nor. before, if, so, so that, as...as, etc.

Category 9: Preposition
หมวดที่ 9 บุพบท

in. on, at. under, to, near, next to, in front of, behind, of, opposite, between, over, up, down, through, into, across, for, from, about, after, away, around, etc.

Category 10: Question Word
หมวดที่ 10 คำแสดงการถาม

10.1 **Wh-questions:** What.Where, Who, Why, When. Whose. What time. What colour. What animal. What fruit, Which, etc.

10.2 **How:**. How many. How much, How old, How long, etc.

Category 11: Comparison
หมวดที่ 11 การเปรียบเทียบ

older, younger, bigger, smaller, colder, hotter, warmer, taller, shorter,   more, etc.

Category 12: Miscellanous

หมวดที่ 12 อื่นๆ

12.1 Subject / วิชา English, Thai, Math, Art, Science, Music, History,etc.

12.2 Measurement of height and wieght / หน่วยวัด ส่วนสูง น้ำหนัก

centimetre, kilos, baht. mile. meter, kilometer, inch, foot, feet etc.

12.3 Form filling vocabulary / คำศัพท์เฉพาะที่ใช้ในแบบฟอร์ม

Name, Surname, First Name, Last Name, Sex, Male, Female,Hobby, Age, Weight, Height, Mr., Mrs., Miss, etc.

This vocabulary list covers the fourteen themes appointed by the Council of Europe who have done research as to what extend is necessary to be able to communicate in English. The appointed themes are:

1. Personal identification
2. House and home
3. Life at home
4. Education and future career
5. Free time and entertainment
6. Travel
7. Relation with other people
8. Health and welfare
9. Shopping
10. Food and drink
11. Services
12. Places
13. Foreign languages
14. Weather

However, no matter how vocabulary is carefully categorized for maximum learning, vocabulary is still one of the main factors that Thai language learners have problems with in communicating in English. It makes one wonder what went wrong with the nation teaching system. Astonishingly, the researcher cannot find any referential document to answer how this vocabulary list has come to be and created on what basis. Other lists like the one in 1967 (the Ministry of Education) also omitted rationale statement behind such a list. Could these lists be made up out of thin air

without hard research back up?

In the following chapter, we will find out the answers to these questions starting by comparing this list to the international renowned vocabulary list as the vocabulary lists of the School of Linguistics and Applied Language Studies of Victoria University of Wellington, New Zealand, edited by I.S.P. Nation to see if there is any relevance between them by using the Range Program.

CHAPTER THREE

COMPARING THE VOCABULARY LISTS

Because there is no public declaration as to what basis the vocabulary list appearing in RNET (NEC, 1999) is composed from, we need to check the list against other lists that are publicly certified. In this chapter, we will try to find out if there is any relevance between the Thai vocabulary list to the international vocabulary list as the vocabulary lists of the School of Linguistics and Applied Language Studies of Victoria University of Wellington, New Zealand, edited by I.S.P. Nation. In order to move on to such extend, it is necessary to look at what the Range Program is because it is a tool to compare the two lists.

3.0   The Range Program

The Range Program (Nation, 2004) is used to compare the vocabulary between texts or vocabulary lists. For each word in the texts, it provides a range or distribution figure or how many texts word occurs in, a headword frequency figure of the total number of times the actual headword type appears in all the texts, a family frequency figure of the total number of times the word and its family members occur in all the text, and a frequency figure for each of the texts word occurs in. It can be used to find the coverage of the text by certain word lists, create word lists, create word lists based on frequency and range, and to compare the vocabulary of different sources to see how much of the same vocabulary they both use and where their vocabulary differs to discover shared and unique vocabulary.

The Range Program can be used to compare a text or vocabulary lists, which in this study is the Thai lists, against vocabulary lists equipped within the program, which in this study is the vocabulary lists of the School of Linguistics and Applied Language Studies of Victoria University of Wellington, New Zealand, edited by I.S.P. Nation. For the present research study, the purpose is to see what percentage of items in this international lists are covered by the Thai lists.

27

3.1 The Vocabulary Lists

Within the Range Program consists of the base word list (Nation, 2004). Three of the ready-made base lists are available. The first (BASEWRD1.txt) includes the most frequent 1000 words of English. The second (BASEWRD2.txt) includes the 2nd 1000 most frequent words, and the third (BASEWRD3.txt) includes words not in the first 2000 words of English but which are frequently in upper secondary school and university texts from a wide range of subject areas. If the input word run against these lists are not found, the program will categorized it as The Offlist.

The sources of these lists are The General Service List of English Words (GSL) by Michael West (Longman, London 1953) for the first 2000 words, and The Academic Word List by Coxhead (1998, 2000) containing 570 word families. The first thousand words of the GSL usually are those in the list with frequency higher than 332 occurrences per 5 million words, plus months, days of the week, numbers, titles as Mr, Mrs, Miss, Ms, Mister, and frequent greetings like Hello and Hi. For the second and the third 1000 word lists, these lists assume the knowledge of the first 1000 word list. Words in these lists were not included unless they had a fairly high frequency over a wide range of subject materials. The lists also include both American and British spellings. Apostrophes are treated as spaces so, for example *I've* is counted as two items to eliminate confusion of the program on categorizing the input word against the lists. Following is the vocabulary lists equipped in the Range Program.

The first 1000 words of the General Service List

a	believe	and	buy
away	again	body	attack
able	belong	animal	by
back	against	book	attempt
about	below	another	call
bad	age	born	average
above	beneath	answer	can
ball	ago	both	capital
accept	beside	any	car
bank	agree	box	care
accord	best	appear	carry
bar	air	boy	case
account	better	apply	catch
base	all	branch	cause
across	between	appoint	centre
battle	allow	bread	certain
act	beyond	arise	chance
be	almost	breadth	change
actual	big	arm	character
bear	alone	break	charge
add	bill	army	chief
beauty	along	bridge	child
address	bird	around	choose
, because	already	bright	church
admit	bit	arrive	circle
become	also	bring	city
adopt	black	art	claim
bed	although	brother	class
advance	blood	article	clean
before	always	build	clear
advantage	blow	as	clock
begin	among	burn	close
affair	blue	ask	club
behind	amount	business	coast
afford	board	association	cold
being	ancient	but	college
after	boat	at	colour

come	deal	during	experience
command	decide	each	experiment
common	declare	ear	explain
company	deep	early	express
compare	degree	earth	extend
complete	deliver	east	eye
concern	demand	easy	face
condition	describe	eat i	facl
connect	desert	edge	factory
consider	desire	effect	fail
contain	destroy	effort	fair
content	detail	either	faith
continue	determine	else	fall
control	develop	employ	familiar
comer	die	end	family
cost	difference	enemy	famous
could	difficult	English	farm
council	direct	enjoy	fashion
count	discover	enough	fast
country	disease	enter	father
course	distance	entire	favourite
court	distinguish	equal	favour
cover	district	escape	fear
creature	divide	even	feed
cross	do	evening	feel
crowd	doctor	event	fellow
cry	dog	ever	few
current	door	every	field
custom	double	everywhere	figure
cut	doubt	evil	fill
dance	down	example	find
danger	draw	excellent	fine
dare	dream	except	finger
dark	dress	exchange	finish
date	drive	exercise	fire
daughter	drop	exist	first
day	dry	expect	fish
dead	due	expense	fit

fix	ground	how	law
floor	group	hullo	lay
flower	grow	human	lead
follow	guard	hurrah	learn
food	habit	husband	least
for	half	I	leave
force	hall	idea	left
foreign	hand	if	length
forget	handle	impossible	less
form	hang	in	let
former	happen	inch	letter
forth	happy	include	level
fortune	hard	increase	library
forward	hardly	indeed	lie
free	have	independent	life
friend	he	influence	lift
from	head	instead	light
front	health	intend	like
full	hear	interest	likely
further	heat	into	limit
future	heaven	introduce	line
gain	heavy	iron	listen
game	help	it	little
garden	her	its	live
gate	here	join	local
gather	hide	judge	long
general	high	just	look
gentle	hill	keep	lose
get	his	kill	lost
give	history	kind	lot
glad	hold	know	love
glass	home	lack	low
go	honour	lady	machine
God	hope	land	main
gold	horse	language	make
good	hot	large	man
great	hour	last	manner
green	house	late	manners

many	move	often	permit
march	much	oil	person
mark	music	old	picture
market	must	once	piece
marry	my	one	place
mass	name	only	plan
material	narrow	open	plant
mailer	nation	operation	play
may	native	opinion	please
me	nature	opportunity	point
mean	near	or	political
measure	necessary	order	poor
meet	neck	ordinary	popular
member	need	organize	population
memory	neighbour	other	position
mention	neither	otherwise	possess
mere .	never	ought	possible
metal	new	ounce	post
middle	next	our	pound
might	night	out of	poverty
mile	no	out	power
mind	none	over	practical
mine	nor	owe	prepare
minister	north	own	present
minute	not	page	preserve
miss	note	pain	press
modern	nothing	paint	pretty
moment	notice	paper	prevent
money	now	part	price
month	nowhere	party	print
more	number	pass	private
moreover	object	past	problem
morning	observe	pay	produce
most	occasion	peace	product
mother	of	people	production
motor	off	perfect	program
mountain	offer	perhaps	programme
mouth	office	permanent	progress

promise	remember	second	sir
proof	repeat	secret	sister
proper	reply	secretary	sit
propose	report	see	situation
protect	represent	seem	size
prove	respect	seize	skill
provide	rest	sell	sky
public	result	send	sleep
pull	return	sense	slight
purpose	rich	separate	slow
put	ride	serious	small
quality	right	serve	smile
quarter	ring	set	so
quiet	rise	settle	society
quite	river	several	soft
race	road	shadow	soil
raise	roll	shake	some
rank	room	shall	son
rate	rough	shape	soon
rather	round	share	sort
reach	rule	shave	sound
read	ruler	she	south
ready	run	shine	space
real	rush	shoe	speak
reason	safe	shoot	special
receive	sail	shore	speed
recent	same	short	spend
recognize	save	should	spirit
record	saw	shoulder	spite
red	say	show	spot
reduce	scale	side	spread
refuse	scarce	sight	spring
regard	scene	sign	square
regular	school	silence	stage
relation	science	silver	stand
religion	sea	simple	standard
remain	season	since	start
remark	seat	single	state

station	surround	touch	warn
stay	sweet	toward/s	waste
steal	system	town	watch
steel	table	trade	water
step	take	train	wave
stick	talk	travel	way
still	taste	tree	we
stock	teach	trouble	weak
stone	tear	trust	wear
stop	tell	truth	week
store	term	try	welcome
storm	terrible	turn	well
story	test	type	west
straight	than	under	what
strange	that	understand	when
stream	the	union	where
street	their	unite	whether
strength	them	university	which
stretch	then	unless	while
strike	there	until	white
strong	therefore	up	who
struggle	these	upon	whose
study	they	use	why
subject	thing	usual	wide
substance	think	valley	wife
succeed	this	value	wild
such	though	various	will
sudden	thought	very	win
suffer	through	view	wind
suggest	throw	village	window
summer	thus	visit	wing
sun	time	voice	winter
supply	to	vote	wise
support	today	wait	wish
suppose	together	walk	with
sure	too	wall	within
surface	top	want	without
surprise	total	war	woman

wonder	worse	year	you
wood	worth	yellow	young
word	would	yes	
work	write	yesterday	
world	wrong	yet	

The second 1000 words of the General Service List

abroad	apologize	band	block
absence	applaud	barber	boast
absolutely	apple	bare	boil
accident	approve	bargain	bold
accuse	arch	barrel	bone
accustom	argue	basin	border
ache	arrange	basket	borrow
admire	arrest	bath	bottle
adventure	arrow	bay	bottom
advertise	artificial	beak	bound
advice	ash	beam	boundary
afraid	ashamed	bean	bow
afternoon	aside	beard	bowl
agent	asleep	beast	brain
agriculture	astonish	beat	brass
ahead	attend	beg	brave
aim	attract	behave	breakfast
aeroplane	audience	bell	breath
alike	aunt	belt	bribe
alive	autumn	bend	brick
aloud	avenue	berry	broad
altogether	avoid	bicycle	brown
ambition	awake	bind	brush
amongst	awkward	birth	bucket
amuse	axe	bite	bunch
anger	baby	bitter	bundle
angle	bag	blade	burst
annoy	baggage	blame	bury
anxiety	bake	bless	bus
apart	balance	blind	bush

35

busy	civilize	copy	decrease
butter	clay	cork	deed
button	clerk	corn	deer
cage	clever	correct	defeat
cake	cliff	cottage	defend
calculate	climb	cotton	delay
calm	cloth	cough	delicate
camera	cloud	courage	delight
camp	coal	cousin	department
canal	coarse	cow	depend
cap	coat	coward	descend
cape	coffee	crack	deserve
captain	coin	crash	desk
card	collar	cream	despair
carriage	collect	creep	devil
cart	colony	crime	diamond
castle	comb	critic	dictionary
cat	combine	crop	dig
cattle	comfort	crown	dinner
caution	commerce	cruel	dip
cave	committee	crush	dirt
cent	companion	cultivate	disappoint
century	compete	cup	discipline
ceremony	complain	cupboard	discuss
chain	complicated	cure	disgust
chair	compose	curious	dish
chalk	confess	curl	dismiss
charm	confidence	curse	disturb
cheap	confuse	curtain	ditch
cheat	congratulate	curve	dive
check	conquer	cushion	dollar
cheer	conscience	damage	donkey
cheese	conscious	damp	dot
cheque	convenience	deaf	dozen
chest	conversation	dear	drag
chicken	cook	debt	drawer
chimney	cool	decay	drink
Christmas	copper	deceive	drown

drum	faint	frame	gun
duck	false	freeze	hair
dull	fan	frequent	hammer
dust	fancy	fresh	handkerchief
duty	far	fright	harbour
eager	farther	fruit	harm
earn	fat	fry	harvest
earnest	fate	fun	haste
ease	fault	funeral	hat
educate	feast	fur	hate
efficient	feather	furnish	hay
egg	female	gallon	heal
elastic	fence	gap	heap
elder	fever	garage	heart
elect	fierce	gas	height
electricity	fight	gay	hesitate
elephant	film	generous	hinder
empire	firm	girl	hire
empty	Hag	glory	hit
enclose	flame	goat	hole
encourage	flash	govern	holiday
engine	flat	grace	hollow
entertain	flavour	gradual	holy
envelope	flesh	grain	honest
envy	float	grammar	hook
especial	flood	grand	horizon
essence	flour	grass	hospital
exact	flow	grateful	host
examination	fly	grave	hotel
excess	fold	grease	humble
excite	fond	greed	hunger
excuse	fool	greet	hunt
explode	foot	grey	hurry
explore	forbid	grind	hurt
extra	forest	guess	hut
extraordinary	forgive	guest	ice
extreme	fork	guide	ideal
fade	formal	guilty	idle

37

ill	king	loyal	moral
imagine	kiss	luck	motion
imitate	kitchen	lump	mouse
immediate	knee	lunch	mud
immense	kneel	lung	multiply
important	knife	mad	murder
improve	knock	mail	mystery
indoors	knot	male	nail
industry	ladder	manage	neat
inform	lake	manufacture	needle
ink	lamp	map	neglect
in-law	latter	master	nephew
inn	laugh	mat	nest
inquire	lazy	match	net
insect	leaf	meal	nice
inside	lean	meanwhile	niece
instant	leather	meat	noble
instrument	leg	meat	noise
insult	lend	mechanic	nonsense
insure	lessen	medicine	noon
interfere	lesson	melt	nose
international	liberty	mend	noun
interrupt	lid	merchant	nuisance
invent	limb	mercy	nurse
invite	lip	merry	nut
inward/s	liquid	messag	oar
island	list	mild	obey
jaw	literature	milk	ocean
jealous	load	mill	offend
jewel	loaf	mis-	omit
joint	loan	miserable	onto
joke	lock	mistake	opposite
journey	lodging	mix	orange
joy	log	model	organ
juice	lonely	moderate	origin
jump	loose	modest	ornament
key	lord	monkey	overcome
kick	loud	moon	pack

pad	plaster	punctual	republic
pair	plate	punish	reputation
pale	plenty	pupil	request
pan	plough	pure	rescue
parcel	plural	purple	reserve
pardon	pocket	push	resign
parent	poet	puzzle	resist
park	poison	qualify	responsible
particular	police	quantity	restaurant
passage	polish	quarrel	retire
paste	polite	quart	revenge
path	pool	queen	review
patient	postpone	question	reward
patriotic	pot	quick	ribbon
pattern	pour	rabbit	rice
pause	powder	radio	rid
paw	practice	rail	ripe
pearl	praise	rain	risk
peculiar	pray	rake	rival
pen	preach	rapid	roar
pencil	precious	rare	roast
penny	prefer	rat	rob
per	prejudice	raw	rock
perform	president	ray	rod
persuade	pretend	razor	roof
pet	pride	recommend	root
photograph	priest	refer	rope
pick	prison	reflect	rot
pig	prize	refresh	row
pigeon	probable	regret	royal
pile	procession	rejoice	rub
pin	profession	relieve	rubber
pinch	profit	remedy	rubbish
pink	prompt	remind	rude
pint	pronounce	rent	rug
pipe	property	repair	ruin
pity	proud	replace	rust
plain	pump	reproduce	sacred

sacrifice	ship	spell	swallow
sad	shirt	spill	swear
saddle	shock	spin	sweat
sake	shop	spit	sweep
salary	shout	splendid	swell
sale	shower	split	swim
salt	shut	spoil	swing
sample	sick	spoon	sword
sand	signal	sport	sympathy
satisfy	silk	staff	tail
sauce	sincere	stain	tailor
saucer	sing	stairs	tall
scalier	sink	stamp	lame
scent	skin	star	tap
scissors	skirt	steady	tax
scold	slave	steam	taxi
scorn	slide	steep	tea
scrape	slip	steer	telegraph
scratch	slope	stem	telephone
screen	smell	stiff	temper
screw	smoke	sting	temperature
search	smooth	stir	temple
seed	snake	stockings	tempt
seldom	snow	stomach	tend
sentence	soap	stove	lender
severe	socks	strap	tent
sew	soldier	straw	thank/s
shade	solemn	strict	iheatre
shallow	solid	string	thick
shame	solve	strip	thief
sharp	sore	stripe	thin
sheep	sorry	stuff	thirst
sheet	soul	slupid	thorn
shelf	soup	suck	thorough
shell	sour	sugar	thread
shelter	sow	suil	threaten
shield	spade	supper	throat
shilling	spare	suspect	thumb

thunder	translate	upwards	wet
ticket	trap	urge	wheat
tide		vain	wheel
tidy	tray	veil	whip
tie	treasure	verb	whisper
tight	treat	verse	whistle
till	tremble	vessel	whole
tin	trial	victory	wicked
tip	iribe	violent	widow
tire	trick	virtue	wine
title	trip	vowel	wipe
tobacco	true	voyage	wire
toe	trunk	wage/s	witness
tomorrow	tube	waist	wool
ton	tune	wake	worm
tongue	twist	wander	worry
tonight	ugly	warm	worship
tool	umbrella	wash	wound
tooth	uncle	wax	wrap
tough	unit	wealth	wreck
tour	unity	weapon	wrist
towel	universe	weather	yard
tower	upper	weave	yield
toy	upright	weed	zero
track	upset	weigh	

The Academic Word List

abandon	arbitrary	classic	considerable
abstract	area	clause	consist
academy	aspect	code	constant
access	assemble	coherent	constitute
accommodate	assess	coincide	constrain
accompany	assign	collapse	construct
accumulate	assist	colleague	consult
accurate	assume	commence	consume
achieve	assure	comment	contact
acknowledge	attach	commission	contemporary
acquire	attain	commit	context
adapt	attitude	commodity	contract
adequate	attribute	communicate	contradict
adjacent	author	community	contrary
adjust	authority	compatible	contrast
administrate	automate	compensate	contribute
adult	available	compile	controversy
advocate	aware	complement	convene
affect	behalf	complex	converse
aggregate	benefit	component	convert
aid	bias	compound	convince
albeit	bond	comprehensive	cooperate
allocate	brief	comprise	coordinate
alter	bulk	compute	core
alternative	capable	conceive	corporate
ambiguous	capacity	concentrate	correspond
amend	category	concept	couple
analogy	cease	conclude	create
analyse	challenge	concurrent	credit
annual	channel	conduct	criteria
anticipate	chapter	confer	crucial
apparent	chart	confine	culture
append	chemical	confirm	currency
appreciate	circumstance	conflict	cycle
approach	cite	conform	data
appropriate	civil	consent	debate
approximate	clarify	consequent	decade

42

decline	eliminate	facilitate	ignorance
deduce	emerge	factor	illustrate
define	emphasis	feature	image
definite	empirical	federal	immigrate
demonstrate	enable	fee	impact
denote	encounter	file	implement
deny	energy	final	implicate
depress	enforce	finance	implicit
derive	enhance	finite	imply
design	enormous	flexible	impose
despite	ensure	fluctuate	incentive
detect	entity	focus	incidence
deviate	environment	format	incline
device	equate	formula	income
devote	equip	forthcoming	incorporate
differentiate	equivalent	foundation	index
dimension	erode	found	indicate
diminish	error	framework	individual
discrete	establish	function	induce
discriminate	estate	fund	inevitable
displace	estimate	fundamental	infer
display	ethic	furthermore	infrastructure
dispose	ethnic	gender	inherent
distinct	evaluate	generate	inhibit
distort	eventual	generation	initial
distribute	evident	globe	initiate
diverse	evolve	goal	injure
document	exceed	grade	innovate
domain	exclude	grant	input
domestic	exhibit	guarantee	insert
dominate	expand	guideline	insight
draft	expert	hence	inspect
drama	explicit	hierarchy	instance
duration	exploit	highlight	institute
dynamic	export	hypothesis	instruct
economy	expose	identical	integral
edit	external	identify	integrate
element	extract	ideology	integrity

intelligence	maximise	ongoing	previous
intense	mechanism	option	primary
interact	media	orient	prime
intermediate	mediate	outcome	principal
internal	medical	output	principle
interpret	medium	overall	prior
interval	mental	overlap	priority
intervene	method	overseas	proceed
intrinsic	migrate	panel	process
invest	military	paradigm	professional
investigate	minimal	paragraph	prohibit
invoke	minimise	parallel	project
involve	minimum	parameter	promote
isolate	ministry	participate	proportion
issue	minor	partner	prospect
item	mode	passive	protocol
job	modify	perceive	psychology
journal	monitor	percent	publication
justify	motive	period	publish
label	mutual	persist	purchase
labour	negate	perspective	pursue
layer	network	phase	qualitative
lecture	neutral	phenomenon	quote
legal	nevertheless	philosophy	radical
legislate	nonetheless	physical	random
levy	norm	plus	range
liberal	normal	policy	ratio
licence	notion	portion	rational
likewise	notwithstandin	pose	react
link	g	positive	recover
locate	nuclear	potential	refine
logic	objective	practitioner	regime
maintain	obtain	precede	region
major	obvious	precise	register
manipulate	occupy	predict	regulate
manual	occur	predominant	reinforce
margin	odd	preliminary	reject
mature	offset	presume	relax

release	simulate	technology	voluntary
relevant	site	temporary	welfare
reluctance	so-called	tense	whereas
rely	sole	terminate	whereby
remove	somewhat	text	widespread
require	source	theme	
research	specific	theory	
reside	specify	thereby	
resolve	sphere	thesis	
resource	stable	topic	
respond	statistic	trace	
restore	status	tradition	
restrain	straightforward	transfer	
restrict	strategy	transform	
retain	stress	transit	
reveal	structure	transmit	
revenue	style	transport	
reverse	submit	trend	
revise	subordinate	trigger	
revolution	subsequent	ultimate	
rigid	subsidy	undergo	
role	substitute	underlie	
route	successor	undertake	
scenario	sufficient	uni form	
schedule	sum	unify	
scheme	summary	unique	
scope	supplement	utilise	
section	survey	valid	
sector	survive	vary	
secure	suspend	vehicle	
seek	sustain	version	
select	symbol	via	
sequence	tape	violate	
series	target	virtual	
sex	task	visible	
shift	team	vision	
significant	technical	visual	
similar	technique	volume	

3.2   Methodology

Following are the methodology for comparing the vocabulary list appointed by RNET (The Ministry of Education. 1999.) to the vocabulary lists of the School of Linguistics and Applied Language Studies of Victoria University of Wellington, New Zealand, edited by I.S.P. Nation by using The Range Program.

1. Scan and save the vocabulary list appointed by RNET as Text (txt) files

2. Double click on the RANGE icon in the Windows explorer

3. Open the File menu in RANGE and choose the heading Open

4. Select the vocabulary list appointed by RNET's file, which is now in Text (txt) files to run the program over

5. After selecting the files, go to the File menu again and choose Save

6. Click the button Process Files which is below the file list in the RANGE window. The program will automatically check the vocabulary list appointed by RNET to the three base word lists equipped in the program.

7. Look at the results file which will be named by the name choosen plus_range.txt by using a word processor

Below are the vocabulary list appointed by RNET categorized by the three base word lists equipped in the Range Program.

WORD LIST	TOKENS/%	TYPES/%	FAMILIES
one	529/ 8.34	359/34.13	297
two	189/ 2.98	159/15.11	137
three	86/ 1.36	79/ 7.51	75
not in the lists	5541/87.33	455/43.25	?????
Total	6345	1052	509

47

Types Found In Base List One

TYPE	RANGE	FREQ	F1
A	1	3	3
ABOUT	1	2	2
ACCIDENT	1	1	1
ACROSS	1	2	2
ACTION	1	1	1
ADDITIVE	1	1	1
AFTER	1	2	2
AFTERNOON	1	2	2
AGE	1	1	1
AGO	1	1	1
ALL	1	3	3
AM	1	2	2
AMERICA	1	1	1
AMERICAN	1	1	1
AND	1	3	3
ANIMAL	1	2	2
ANOTHER	1	1	1
ANSWER	1	1	1
APRIL	1	1	1
ARE	1	1	1

ARM	1	1	1
AROUND	1	1	1
ARRIVE	1	1	1
AS	1	2	2
ASK	1	2	2
AT	1	2	2
AUGUST	1	1	1
AUTHOR	1	1	1
AWAY	1	1	1
BACK	1	2	2
BACKWARD	1	1	1
BAD	1	1	1
BAG	1	1	1
BALL	1	2	2
BANK	1	1	1
BE	1	1	1
BEAR	1	1	1
BEAUTIFUL	1	1	1
BECAUSE	1	1	1
BED	1	1	1
BEDROOM	1	1	1
BEFORE	1	1	1

49

BEGIN	1	1	1
BEHIND	1	1	1
BETWEEN	1	1	1
BIG	1	1	1
BIGGER	1	1	1
BIRD	1	1	1
BLACK	1	1	1
BLUE	1	1	1
BOAT	1	1	1
BODY	1	1	1
BOX	1	2	2
BOY	1	1	1
BREAK	1	1	1
BRING	1	1	1
BROTHER	1	1	1
BUT	1	1	1
BUY	1	1	1
BYE	1	1	1
CALL	1	1	1
CAN	1	3	3
CAR	1	2	2
CAREFULLY	1	1	1

50

CENTER	1	1	1
CHAIR	1	1	1
CHANGE	1	2	2
CHEAP	1	1	1
CHECK	1	1	1
CHILD	1	1	1
CHILDREN	1	1	1
CLASSROOM	1	1	1
CLOSE	1	1	1
CLOTHES	1	1	1
COLD	1	3	3
COLDER	1	1	1
COLOUR	1	2	2
COME	1	3	3
COMPANY	1	1	1
COMPARISON	1	1	1
COST	1	1	1
COUNTRY	1	2	2
CUT	1	1	1
DAY	1	6	6
DECEMBER	1	1	1
DEMONSTRATIVE	1	1	1

51

DID	1	1	1
DIFFICULT	1	1	1
DIRECTION	1	2	2
DO	1	1	1
DOCTOR	1	1	1
DOES	1	1	1
DOWN	1	1	1
DRINK	1	1	1
DRINKS	1	1	1
EACH	1	1	1
EAST	1	1	1
EASY	1	1	1
EAT	1	1	1
ENGLAND	1	1	1
ENGLISH	1	2	2
ETC	1	38	38
EVENING	1	2	2
EVERYBODY	1	1	1
FACE	1	1	1
FARMER	1	1	1
FATHER	1	2	2
FEBRUARY	1	1	1

FIND	1	1	1
FIRST	1	2	2
FLOOR	1	1	1
FLOWER	1	1	1
FLY	1	1	1
FOOD	1	2	2
FOR	1	2	2
FORM	1	1	1
FORWARD	1	1	1
FRIDAY	1	1	1
FROM	1	1	1
FRONT	1	1	1
GET	1	4	4
GIRL	1	1	1
GLASS	1	1	1
GO	1	1	1
GOOD	1	5	5
GREEN	1	1	1
HAD	1	1	1
HAND	1	1	1
HAPPY	1	1	1
HAS	1	1	1

53

HAVE	1	1	1
HE	1	1	1
HEALTH	1	1	1
HEAR	1	1	1
HEAVY	1	1	1
HELP	1	1	1
HER	1	2	2
HERE	1	1	1
HERS	1	1	1
HIM	1	1	1
HIS	1	2	2
HISTORY	1	1	1
HOME	1	1	1
HOSPITAL	1	1	1
HOT	1	1	1
HOTTER	1	1	1
HOUSE	1	1	1
HOW	1	4	4
I	1	1	1
IF	1	1	1
IN	1	2	2
INTO	1	2	2

Word			
IS	1	1	1
IT	1	2	2
ITS	1	1	1
JANUARY	1	1	1
JULY	1	1	1
JUNE	1	1	1
KEEP	1	1	1
KING	1	1	1
LARGE	1	1	1
LAUGH	1	1	1
LEFT	1	1	1
LEG	1	1	1
LIGHT	1	2	2
LIKE	1	1	1
LISTEN	1	1	1
LITTLE	1	2	2
LONG	1	3	3
LOOK	1	1	1
MAN	1	1	1
MANY	1	1	1
MARCH	1	1	1
MARKET	1	1	1

55

MAY	1	2	2
ME	1	1	1
MEET	1	1	1
MEN	1	1	1
MILE	1	1	1
MINE	1	1	1
MISS	1	1	1
MONDAY	1	1	1
MONEY	1	1	1
MORE	1	1	1
MORNING	1	2	2
MOTHER	1	2	2
MR	1	1	1
MRS	1	1	1
MUCH	1	1	1
MUSIC	1	1	1
MY	1	1	1
NAME	1	3	3
NEAR	1	1	1
NEW	1	14	14
NICE	1	1	1
NIGHT	1	2	2

Word			
NOBODY	1	1	1
NOR	1	1	1
NORMAL	1	2	2
NORTH	1	1	1
NORTHEAST	1	1	1
NORTHWEST	1	1	1
NOT	1	2	2
NOVEMBER	1	1	1
OCTOBER	1	1	1
OF	1	2	2
OFF	1	2	2
OFFICE	1	1	1
OLD	1	2	2
OLDER	1	1	1
ON	1	4	4
ONE	1	1	1
ONES	1	1	1
OPEN	1	1	1
OPERATOR	1	1	1
OR	1	2	2
OTHER	1	1	1
OUR	1	1	1

OURS	1	1	1
OVER	1	1	1
PAPER	1	2	2
PARENTS	1	1	1
PARK	1	2	2
PARTING	1	1	1
PEOPLE	1	1	1
PERSON	1	1	1
PICK	1	1	1
PICTURE	1	1	1
PLANT	1	1	1
PLAY	1	1	1
POINT	1	2	2
PUT	1	3	3
QUESTION	1	1	1
RADIO	1	1	1
READ	1	1	1
RED	1	1	1
RIGHT	1	3	3
RIVER	1	1	1
ROAD	1	1	1
ROOM	1	1	1

ROSE	1	1	1
ROUND	1	1	1
SAFE	1	1	1
SATURDAY	1	1	1
SAY	1	1	1
SCHOOL	1	2	2
SEE	1	1	1
SEEK	1	1	1
SELL	1	1	1
SELLER	1	1	1
SEPTEMBER	1	1	1
SEX	1	1	1
SHAPE	1	1	1
SHE	1	1	1
SHIP	1	1	1
SHOP	1	3	3
SHORT	1	1	1
SHORTER	1	1	1
SHOW	1	1	1
SISTER	1	1	1
SIT	1	1	1
SLEEP	1	1	1

SMALL	1	1	1
SMALLER	1	1	1
SO	1	2	2
SOMEBODY	1	1	1
SOUTH	1	1	1
SOUTHEAST	1	1	1
SOUTHWEST	1	1	1
SPEAK	1	1	1
STAND	1	1	1
START	1	1	1
STOP	1	2	2
STREET	1	1	1
STUDY	1	1	1
SUNDAY	1	1	1
TABLE	1	2	2
TAKE	1	2	2
TALK	1	1	1
TEA	1	1	1
TEACHER	1	1	1
TELEPHONE	1	1	1
TELEVISION	1	1	1
TELL	1	1	1

THAT	1	2	2
THE	1	3	3
THEIR	1	1	1
THEIRS	1	1	1
THEM	1	1	1
THERE	1	1	1
THESE	1	1	1
THEY	1	1	1
THING	1	1	1
THIS	1	1	1
THOSE	1	1	1
THROUGH	1	1	1
THURSDAY	1	1	1
TIME	1	1	1
TIMES	1	9	9
TO	1	4	4
TOO	1	1	1
TOP	1	1	1
TREE	1	1	1
TUESDAY	1	1	1
UNDER	1	1	1
UNDERSTAND	1	1	1

61

UP	1	3	3
US	1	1	1
VISIT	1	1	1
WAIT	1	1	1
WALK	1	1	1
WANT	1	1	1
WARM	1	1	1
WARMER	1	1	1
WAS	1	1	1
WATCH	1	1	1
WATER	1	1	1
WE	1	1	1
WEDNESDAY	1	1	1
WEIGHT	1	1	1
WELL	1	1	1
WERE	1	1	1
WEST	1	1	1
WHAT	1	5	5
WHEN	1	1	1
WHERE	1	1	1
WHICH	1	1	1
WHITE	1	1	1

62

WHO	1	1	1
WHOSE	1	1	1
WHY	1	1	1
WILL	1	1	1
WINDOW	1	1	1
WINDY	1	1	1
WINTER	1	1	1
WOMAN	1	1	1
WOMEN	1	1	1
WON	1	1	1
WORD	1	1	1
WORDS	1	1	1
WOULD	1	1	1
WRITE	1	1	1
YEAR	1	2	2
YOU	1	2	2
YOUNG	1	1	1
YOUNGER	1	1	1
YOUR	1	1	1
YOURS	1	1	1

Types Found In Base List Two

TYPE	RANGE	FREQ	F1
ADDRESS	1	1	1
AFRAID	1	1	1
AHEAD	1	1	1
AIRPORT	1	1	1
ALIVE	1	1	1
ALONE	1	1	1
BATH	1	1	1
BATHROOM	1	1	1
BELL	1	1	1
BELT	1	1	1
BIRTHDAY	1	1	1
BOOTS	1	1	1
BORROW	1	1	1
BOTTLE	1	1	1
BOWL	1	1	1
BREAD	1	1	1
BREAKFAST	1	1	1
BROWN	1	1	1
BRUSH	1	1	1
BUS	1	3	3

CAP	1	1	1
CEILING	1	1	1
CHEST	1	1	1
CHICKEN	1	2	2
CHINA	1	1	1
CHINESE	1	1	1
CHRISTIAN	1	1	1
CHRISTIANITY	1	1	1
CHRISTMAS	1	1	1
CIRCLE	1	1	1
CLEAN	1	2	2
CLOCK	1	2	2
CLOUDY	1	1	1
COFFEE	1	1	1
CONNECTOR	1	1	1
COOK	1	1	1
COOL	1	1	1
COUSIN	1	1	1
COW	1	1	1
CRY	1	1	1
DANCE	1	1	1
DANGEROUS	1	1	1

DESK	1	1	1
DINNER	1	1	1
DIRTY	1	1	1
DISH	1	1	1
DOG	1	1	1
DOOR	1	1	1
DRESS	1	1	1
DRESSED	1	1	1
DRIVE	1	1	1
DRIVER	1	1	1
DRY	1	2	2
DUSTER	1	1	1
EAR	1	2	2
EGG	1	2	2
EITHER	1	1	1
EXPENSIVE	1	1	1
FAST	1	1	1
FEET	1	2	2
FINGER	1	4	4
FISH	1	3	3
FISHERMAN	1	1	1
FISHERMEN	1	1	1

FLAG	1	1	1
FOOT	1	2	2
FOOTBALL	1	1	1
FRUIT	1	2	2
GRANDCHILD	1	1	1
GRANDCHILDREN	1	1	1
GRANDFATHER	1	1	1
GRANDMOTHER	1	1	1
GRANDPARENTS	1	1	1
GREETING	1	1	1
GREY	1	1	1
HAIR	1	1	1
HAT	1	1	1
HATE	1	1	1
HEAD	1	1	1
HEIGHT	1	1	1
HIDE	1	1	1
ICE	1	1	1
ILL	1	1	1
ILLNESS	1	1	1
INCH	1	1	1
INDIA	1	1	1

INFO	1	1	1
IRON	1	1	1
JACKET	1	1	1
JUMP	1	1	1
KNEE	1	1	1
LAST	1	1	1
LION	1	1	1
LORRY	1	1	1
LOUDLY	1	1	1
LUNCH	1	1	1
MAP	1	1	1
MEAL	1	1	1
MEAT	1	1	1
METER	1	1	1
MILK	1	1	1
MIRROR	1	1	1
NAVY	1	1	1
NEGATIVE	1	1	1
NEITHER	1	1	1
NEXT	1	1	1
NOSE	1	1	1
NURSE	1	1	1

OCCUPATION	1	1	1
PEN	1	1	1
PIG	1	1	1
PINK	1	1	1
PLANE	1	1	1
PLATE	1	1	1
POLICE	1	1	1
POLICEMAN	1	1	1
POLICEMEN	1	1	1
POSSESSIVE	1	4	4
POTATO	1	1	1
PRETTY	1	1	1
QUICK	1	1	1
QUICKLY	1	1	1
RIDE	1	1	1
RING	1	2	2
RINGS	1	1	1
ROMAN	1	9	9
SAILOR	1	1	1
SALT	1	1	1
SALTY	1	1	1
SCIENCE	1	1	1

SHEEP	1	1	1
SHIRT	1	1	1
SHOES	1	1	1
SHOUT	1	1	1
SICK	1	1	1
SICKNESS	1	1	1
SINGER	1	1	1
SLOW	1	1	1
SLOWLY	1	1	1
SOLDIER	1	1	1
SQUARE	1	1	1
SUGAR	1	2	2
SWEET	1	2	2
SWEETS	1	1	1
SWITCH	1	1	1
TALL	1	1	1
TALLER	1	1	1
THANK	1	1	1
THICK	1	1	1
THIN	1	1	1
TIE	1	1	1
TINY	1	1	1

TIRED	1	1	1
TRAIN	1	1	1
TROUSERS	1	1	1
VEGETABLE	1	1	1
WASH	1	1	1
WET	1	1	1
YELLOW	1	1	1

Types Found In Base List Three

TYPE	RANGE	FREQ	F1
ABSENT	1	1	1
APPLE	1	3	3
ART	1	1	1
AUSTRALIA	1	1	1
AUSTRALIAN	1	1	1
BALLOON	1	1	1
BANANA	1	1	1
BASKET	1	1	1
BAT	1	1	1
BEAN	1	2	2
BEE	1	1	1
BEEF	1	1	1
BIKE	1	1	1
BLANKET	1	1	1
BOTTOM	1	1	1
CAKE	1	1	1
CANADA	1	1	1
CHEEK	1	1	1
CINEMA	1	1	1
CLINIC	1	1	1

DAUGHTER	1	1	1
DOWNSTAIRS	1	1	1
DUCK	1	1	1
ELBOW	1	1	1
ELEPHANT	1	1	1
EYE	1	1	1
FAN	1	1	1
FAT	1	1	1
FEMALE	1	1	1
GREEK	1	2	2
HEADACHE	1	1	1
HELICOPTER	1	1	1
HIP	1	1	1
HORSE	1	1	1
HUNGRY	1	1	1
JUICE	1	1	1
KILOMETER	1	1	1
LEMON	1	1	1
MALE	1	1	1
MARBLE	1	1	1
MATH	1	1	1
MOUSE	1	1	1

MOUTH	1	1	1
NECK	1	1	1
OPPOSITE	1	1	1
ORANGE	1	2	2
PARAGRAPH	1	1	1
PENCIL	1	2	2
PIN	1	1	1
PLAIN	1	1	1
POWDER	1	1	1
RAINY	1	1	1
RELIGION	1	1	1
RICE	1	1	1
SAD	1	1	1
SAUSAGE	1	1	1
SEASON	1	2	2
SECRETARY	1	1	1
SHOULDER	1	1	1
SNAKE	1	1	1
SOAP	1	1	1
SOCKS	1	1	1
SOUP	1	1	1
STAIRS	1	1	1

SUPPER	1	1	1
SWIM	1	1	1
TAXI	1	1	1
TEETH	1	1	1
THUMB	1	1	1
TIGER	1	1	1
TOE	1	1	1
TOILET	1	1	1
TOOTH	1	1	1
TOY	1	1	1
TRUCK	1	1	1
UGLY	1	1	1
UNCLE	1	1	1
UPSTAIRS	1	1	1

3.3   Results and Discussions

From the vocabulary list of 771 words appointed by RNET, 348 words or 45.14% occurs in base list one, 159 words or 20.62% occurs in base list two, 78 words or 10.11% occurs in base list three and 186 words or 24.12% occurs offlist. The table below shows the information in order. Column one indicates the base word list from the most amount of word to the least.

Table 1: The results of the vocabulary list appointed by RNET checked against the vocabulary lists of the School of Linguistics and Applied Language Studies of Victoria University of Wellington, New Zealand

The base word list	The amount of word	Percentage
Base List One	348	45.14%
The Offlist	186	24.12%
Base List Two	159	20.62%
Base List Three	78	10.12%
TOTAL	771	100%

From the results, we can see that most of the vocabularies appointed by RNET occur in Base List One. According to Base List One, it can be seen that the vocabularies contained are words use to express basic ideas of wants and needs in daily life. Therefore, the list is alternatively called The Little Language Word List in some reference documents. The second most amount of vocabularies appointed by RNET occurs in The Offlist. This list is contained with words that are not in Base List One, Two or Three.

Coming in third place is Base List Two which expands from Base List One. Base List Two contains words which students are likely to encounter in university textbooks and lectures, news and newspapers, and professional and cultural printings. The list is based mainly on words which have high frequency and wide range in the mentioned media. It does not include technical words much but just those which are known to most educated people and whose meaning students need to know as part of their general education.

The least amount of words occurred in the vocabulary list appointed by RNET is Base List Three. This list expands the vocabulary contained in the first and second thousand word lists. The list contains more terms of difficult concepts and those chiefly in scientific and professional materials with a few semi – technical terms, excluding words which are frequently only in literary contexts. It is designed for those intending to study for a degree or professional subjects so the list provided a wide

coverage of words and concepts found in university textbooks and associated printings. Therefore, the list is mostly overlapped to The Academic Word List. However, the third thousand word list does not go beyond the vocabulary possessed by well - educated native English speakers who lack professional training and specialty knowledge.

According to vocabulary teaching theory (Nation, 1996), this proportion of the amount of vocabulary taught from each base list is acceptable. Words from Base List One should always receive first priority in teaching as they are words that are most frequently used in English and these words help build on other base lists. For fundamental education level as this study is focusing on, Base List Three and The Academic Word List will be irrelevant to this study level so it is appropriate that they are taught the least when compared with other base lists that need to be taught. As for Base List Two and The Offlist, these two can be emphasized interchangely according to the teacher's consideration and the content of learning.

In the next chapter, we will analyze if the in service teachers in the Northeastern part teach and use vocabulary in their classrooms according to this order of base lists' proportion. We will also analyze the factors affecting the choice of which vocabulary to teach from the lists of vocabulary planned in their lesson plans of each level of fundamental education from Prathomsuksa 1 to Mattayomsuksa 3.

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CHAPTER FOUR

THE ANALYZED RESULTS OF VOCABULARY TAUGHT IN FUNDAMENTAL EDUCATION LEVEL IN THE NORTHEASTERN PART OF THAILAND

We will analyze if the in service in the Northeastern part teach and use vocabulary in their classrooms according to the appropriate order of base lists' proportion for teaching, that are Base List One, Base List Two or The Offlist, and Base List Three in this chapter. We will also analyze the factors affecting the choice of which vocabulary to teach from the lists of vocabulary planned in their lesson plans of each level of fundamental education from Prathomsuksa 1 to Mattayomsuksa 3. We will start by looking at each participated teacher from the following profile.

4.0 The Participated Teachers' Profile

Teaching level	Textbooks	Years of experience
Prathomsuksa 1	Say Hello	5
Prathomsuksa 2	Projects: Play & Learn	19
Prathomsuksa 3	Projects: Play & Learn	7
Prathomsuksa 4	Aha! English	1
Prathomsuksa 5	Smart Kids	28
Prathomsuksa 6	Smart Kids	none
Mattayomsuksa 1	Go For It	6
Mattayomsuksa 2	Your Turn Best	2
Mattayomsuksa 3	Super Goal	7

Note: All textbooks are approved by the Ministry of Education (2009)

4.1   Material

The materials used in this phase of study are the participated teachers' lesson plans from their textbook of choice that has been approved by the Ministry of Education. In the lesson plan contains what the teacher intends to teach and how to teach so it also contains the teaching vocabulary and the wording of delivering the lesson. These words are the source of information as the focus of this study.

4.2   Methodology

Following are the methodology for comparing the vocabulary taught and used in class to the vocabulary lists of the School of Linguistics and Applied Language Studies of Victoria University of Wellington, New Zealand, edited by I.S.P. Nation by using The Range Program.

1. Scan and edit the lesson plan and save the vocabulary taught and used in class as Text (txt) files

2. Double click on the RANGE icon in the Windows explorer

3. Open the File menu in RANGE and choose the heading Open

4. Select the target vocabulary file, which is now in Text (txt) files to run the program over

5. After selecting the file, go to the File menu again and choose Save

6. Click the button Process Files which is below the file list in the RANGE window. The program will automatically check the target vocabulary file to the three base word lists equipped in the program.

7. Look at the results file which will be named by the name choosen plus_range.txt by using a word processor

Repeat these steps for each level of lesson plan from Prathomsuksa 1 to Mattayomsuksa 3. Below are the numbers and percentage of vocabulary taught and used in class from lesson plan of Prathomsuksa 1 to Mattayomsuksa 3 classified by the three base word lists equipped in the Range Program with ranking order of which list is taught the most in the fifth column.

79

Table 2: The numbers and percentage of vocabulary taught and used in class from lesson plan of Prathomsuksa 1 to Mattayomsuksa 3 classified by the three base word lists equipped in The Range Program with ranking

Teaching level	Base list	No. of words	Percentage	Ranking
Prathomsuksa 1 (of 213 words)	One	90	42.25	1
	Two	22	10.32	3
	Three	19	8.92	4
	Offlist	82	38.50	2
Prathomsuksa 2 (of 414 words)	One	228	55.07	1
	Two	75	18.12	3
	Three	28	6.76	4
	Offlist	83	20.05	2
Prathomsuksa 3 (of 249 words)	One	77	30.92	1
	Two	62	24.90	3
	Three	35	14.06	4
	Offlist	75	30.12	2
Prathomsuksa 4 (of 288 words)	One	161	55.90	1
	Two	68	23.61	2
	Three	32	11.11	3
	Offlist	27	9.38	4

Prathomsuksa 5 (of 349 words)	One	158	45.27	1
	Two	59	16.91	3
	Three	37	10.60	4
	Offlist	95	27.22	2
Prathomsuksa 6 (of 385 words)	One	123	31.95	2
	Two	74	19.22	3
	Three	33	8.57	4
	Offlist	155	40.26	1
Mattayomsuksa 1 (of 483 words)	One	348	45.14	1
	Two	159	20.62	3
	Three	78	10.12	4
	Offlist	186	24.12	2
Mattayomsuksa 2 (of 215 words)	One	111	51.63	1
	Two	55	25.58	2
	Three	24	11.16	4
	Offlist	25	11.63	3
Mattayomsuksa 3 (of 701 words)	One	307	43.79	1
	Two	144	20.54	3
	Three	76	10.84	4
	Offlist	174	24.82	2

From the results shown in Table 2, most teachers choose to teach and use vocabulary belonging to Base List One, The Offlist, Base List Two and Base List Three or in the order of 1, 3, 4 and 2 as shown in column five. The only teachers of the three levels which are Prathomsuksa 4, Prathomsuksa 6 and Mattayomsuksa 3 do not follow this order which is the appropriate proportion of vocabulary levels that should be taught. Therefore, we can say that six out of nine teachers teaching in the Northeastern part teach and use vocabulary in their classrooms according to the appropriate order of base lists' proportion.

Interestingly, the profiles of the teachers teaching in Prathomsuksa 4, Prathomsuksa 6 and Mattayomsuksa 3 are all inexperience teachers with years of teaching experience ranging from just only 2 years to no experience at all. From the observation of the textbooks used in teaching, there will mostly be a vocabulary list that should be taught for each level at the appendix part of the book. From interviewing each participants, these lists are the main and mostly sole factor affecting the choice of which vocabulary to teach. How these teachers miss the appropriate proportion of vocabulary levels that should be taught might be from their inexperience in teaching and/or the inefficient vocabulary list provided by the book they use. These books are all claimed to be approved by the Ministry of Education of Thailand so the possibility in missing the appropriate proportion of teaching is more likely to fall on their inexperience. However, there is no research studying the vocabulary list that appears in these books so a definite conclusion for the cause of error cannot be firmly made.

The amount of vocabulary taught and used in class is also worth mentioning. From Table 2, we can see the amount ranging from just 213 words for teaching the whole term to upto 771 words. This suggests that each teacher participating in this study gives different amount of attention to vocabulary teaching in their classrooms. From an applied linguist's point of view, these varying figures caused concern. The figures imply that there is no standard in maintaining the appropriate amount of attention to vocabulary teaching in the Fundamental Education Level.

In the next chapter, we will discuss on these findings in more depth along with suggestions of what needs to be done in order to improve the vocabulary teaching standard in the Fundamental Education Level.

CHAPTER FIVE

DISCUSSION AND CONCLUSION

5.0   General Discussion

From research findings, there is a relation between the vocabulary being taught and used in the classroom by the in service teacher teaching in the Fundamental Education Level from Prathomsuksa 1 to Mattayomsuksa 3 of the Northeastern part of Thailand and RNET. Both contain the same proportion of vocabulary according to the appropriate order of base lists' proportion for teaching, that are Base List One, Base List Two or The Offlist, and Base List Three. When compared to the vocabulary lists of the School of Linguistics and Applied Language Studies of Victoria University of Wellington, New Zealand, edited by I.S.P. Nation, the teachers' choice and order of vocabulary to teach and use in the classroom at most levels also follow this proportion for teaching.

5.1   Implications for Teaching

From the varying amount of vocabulary taught for the whole term found by this study, it suggests that each teacher participating in this study gives different amount of attention to vocabulary teaching in their classrooms. It seems that the teachers loose balance in their teaching as the hindsight result of the free flowing reformed National Education Act. To cover the teaching syllabus and also to maintain the appropriate amount of attention to vocabulary teaching, a balance of each and every aspects involving teaching should be met. In order to give more freedom but also maintaining the framework of how the curriculum should be translated to teaching, The Balanced Curriculum (Waring, 2003) should be introduced in the Act.

5.1.1   The Balanced Curriculum

The Balanced Curriculum or TBC (Waring, 2003) is an ideal approach to syllabus and curriculum design that provides a framework highlighting the kinds of focus which are needed in order to learn a language. A well-balanced elements in language

learning and teaching is the foundation of this approach. TBC works in several levels in education. In the micro level, it guides the teacher in preparing a class to ensure balance in teaching. In the macro level, it can be used to ascertain whether if there is balance within a course and, on an even bigger scheme, the curriculum.

There are two main elements, *input-output* or *receptive-productive modes* which are each subdivided by the nature of activities involved in each mode as *language-focused* or *fluency-focused*. Language-focused includes controlled nature of activities which emphasized on correctness of receiving and producing the language knowledge. Fluency-focused includes fluency-building nature of activities which emphasized on using the limited yet sufficient language knowledge in meaningful and communicative ways receptively and productively. Each requires different activities and demands different mental processes to achieve effective language acquisition and learning.

To make effective language acquisition and learning happen, teachers have to be flexible and responsive to learning events as they unfold because learning is dynamic. Teachers also need to be responsible for ensuring that the students get a full balance of activities and types of practice. Most importantly, the teaching should be learner's centred which correspond with what the National Education Act is aiming for.

5.1.2 The Relationship between The Balanced Curriculum and The Cycle of Learning

The hypothesis of The Cycle of Learning is that knowledge is built repetitively through series of exposures which with each extra exposure adding to the already possessed knowledge little by little. The cycle normally starts when the learner notices and raises awareness of *new* language knowledge or *refines* previous knowledge as refined from the feedback when trying to use it. From the awareness raises new hypothesis to be tested in both controlled and less controlled environment. The learner has to experiment with the knowledge to see if it is used correctly before internalizing it. This is why staying only in a discrete and isolated passive knowledge state will deny her the feedback she needs in order to assure her that she uses it correctly and then, therefore, could be internalized.

Since its nature is in cycle, the starting point should not be viewed as dividing solid blocks. The cycle can start anywhere because it reflects the learning process of different types of attention and learning aims. The cycle structure allows both the teacher and the student to move from one end to another and reversingly as they need and when they need. By doing so, it provides a multi-dimensional framework that allows students to work on several things simultaneously. Therefore, TBC accounts for and responds to the multi-tasking nature of language learning.

By over emphasizing one phase of learning at the wrong time can delay or even worse, retard language development. Teacher-fronted, grammar-based teaching does not provide the students with necessary meaningful practice in fluency as chunking knowledge input, experimenting or developing knowledge output in controlled or natural communicative events. Therefore, even years and years of learning, students are often unable to hold even the most basic communication.

As the cycle shows, balancing all learning and teaching elements have their contribution to language learning. By understanding and applying the cycle makes learning moves round its full circuit on providing a framework to check what is missing from the classroom and respond with balance. The understanding and application effects magnificently to teaching effectiveness because the class will stay clear from rote learning which the latest National Education Act is trying to stay clear from.

5.1.3 The Relationship between The Balanced Curriculum, The Cycle of Learning and Vocabulary Acquisition

Learning a language needs experimenting with it, meaning that it needs to be tried out in communication. As Coady and Huckin, 1997, Koda, 1997, Laufer, 1997 and Zimmerman, 1997 among others all agreed that vocabulary is at the heart of communication as mentioned in the introduction of this study, trying a language out needs sets of words for use. From the results of this research, it is found that one of the suspected problems in not being able to communicate in English even with years of learning for Thais is because they may not be taught with enough vocabulary to communicate. As we can see from Table 2, vocabulary teaching in the Northeastern part covers only about 66% on average of the first one thousand word alone. As the

word list of The Little Language refered by some documents which language beginners, both native and non-native, use to build on to the higher lists up, this rate is unacceptable and *not* enough for use.

One other important points found in this study is that the appropriate order of base lists' proportion for teaching (that are Base List One, Base List Two or The Offlist, and Base List Three) is not followed by every teacher, seemingly because of their inexperience in teaching. There is a huge difference between knowing hundreds and thousands of words but these are words that are hardly ever been used and knowing the *right* words, eventhough not impressively much but are always in use. The latter case makes a clear cut in the ability to communicate than the former (Lewis and Hill, 1985, McCarthy, 1990, Nation, 1980, Nattinger 1988 and Taylor, 1990 among others). This is the same case as teaching Base List Three or The Academic Word List to the first graders when what they really *need* and *will use* is the first one thousand word of Base List One. To facilitate teaching and ensuring the right words be taught at the right level, a national vocabulary list is needed as an immediate remedy to the-ever-sinking failure of English teaching in Thailand.

5.2   Suggestions from the study

Because limitation of funding, this research looks only at in service teachers teaching in the Fundamental Education Level from Prathomsuksa 1 to Mattayomsuksa 3 who are located in the Northeastern part, Thailand. As these are sample groups, generalizing cannot be made for the whole Kingdom of Thailand. It is recommended that at least one of the region of the country be studied in the posted issue for future study.

There is no research studying the vocabulary list in the textbooks that are claimed to be approved by the Ministry of Education of Thailand for teaching in the Fundamental Education Level. There is also no public agenda supported by research as to what basis of why these books are approved for teaching. This also implied that the vocabulary list with it is also undeclared. From the findings that the amount of words taught for the term varied in each level, it implies that some textbooks might have guided and emphasized on vocabulary teaching more than others. As to maintain the appropriate amount of attention to vocabulary teaching in the Fundamental

86

Education Level, there should be a national vocabulary list for each level of study, created by research-based results.

5.3 Conclusion

Even from one sample group of study, the findings of the vocabulary teaching in the Northeastern part caused concern. Along with the freedom that comes with the reformed National Education Act is the absence of specific guidance as to which vocabulary to teach and in what order. As a conclusion from the study, it is recommended that Thailand should have their own national English vocabulary lists in order to have core lists where every teacher can teach consistently despite of the different textbooks they use. The lists should be created with back up of hard research evidence to declare the rationale behind each word picked to be in the lists. With this, it is hope that the priority will be set of which word should be taught before others and to what level to facilitate maximum ability of language use after learning.

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89

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