

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 communicative 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, communication can still be carried out, though with difficulties.

For Thailand, it seems that the focus in teaching English is on grammar. Vocabulary teaching is treated as some supplementary activities in class. 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 observes 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 Mahasarakham Province, Thailand. By using The Range Program, we can analyze the lesson plan of what vocabulary are 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 choices and orders of vocabulary to teach and use in the classroom at each level compared to the international vocabulary lists 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, we can also observe how the way Thai vocabulary teaching is compared to the 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 Mahasarakham Province, Thailand and RNET.
2. To analyze the in service teacher teaching in the Fundamental Education Level from Prathomsuksa 1 to Mattayomsuksa 3 of Mahasarakham Province, Thailand's choices and orders 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.



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