เรียนรู้เพื่อรับใช้สังคม

ผลของการสอนโฟนิกส์ในการรับรู้คำและอ่านออกเสียงของนักเรียนที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ

THE EFFECTS OF PHONICS ON EFL STUDENTS' ENGLISH WORD RECOGNITION AND PRONUNCIATION

KULTIDA KUKEARTKARN

A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS

FOR THE DEGREE OF MASTER OF ARTS PROGRAM

(ENGLISH FOR PROFESSIONAL COMMUNICATION)

GRADUATE SCHOOL HUACHIEW CHALERMPRAKIET UNIVERSITY

YEAR 2016

COPYRIGHT BY HUACHIEW CHALERMPRAKIET UNIVERSITY

THE EFFECTS OF PHONICS ON EFL STUDENTS' ENGLISH RECOGNITION AND PRONUNCIATION

KULTIDA KUKEARTKARN

ACCEPTED BY THE GRADUATE SCHOOL , HUACHIEW CHALERMPRAKIET UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE MASTER'S DEGREE MASTER OF ARTS (ENGLISH FOR PROFESSIONAL COMMUNICATION)

ON

APRIL 18, 2017

L. Pananda
.....
Dr. Pananda Lerlertyuttitham
Chairman

Suthida S.
.....
Dr. Suthida Soontornwipat
Thesis Advisor

Jonathan Carreon
.....
Dr. Jonathan Rante Carreon
Member

Suthida S.
.....
Dr. Suthida Soontornwipat
Member

Noparat Tana
.....
Asst. Prof. Dr. Noparat Tananuraksakul
Program Director Master of Arts
(English for Professional Communication)

Isaya Jan
.....
Assoc. Prof. Isaya Janwittayanuchit
Dean of the Graduate School

Nick Soonthorndhai
.....
Asst. Prof. Nick Soonthorndhai
Dean of Faculty of Liberal Arts

ผลของการสอนโฟนิกส์ในการรับรู้คำและอ่านออกเสียงของนักเรียน ที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ

กุลธิดา กู้เกียรติกาญจน์ 566092
ศิลปศาสตรมหาบัณฑิต (ภาษาอังกฤษระดับสูงเพื่อการสื่อสาร)
คณะกรรมการที่ปรึกษาวิทยานิพนธ์: สุธิดา สุนทรวิภาต, อ.ด. (ภาษาศาสตร์)

บทคัดย่อ

งานวิจัยครั้งนี้มีจุดประสงค์เพื่อศึกษาความสามารถในการรับรู้คำและการออกเสียงภาษาอังกฤษก่อนและหลังการสอนโฟนิกส์ กลุ่มตัวอย่างในการศึกษาครั้งนี้ คือ นักเรียนชั้นมัธยมศึกษาปีที่ 1 โรงเรียนชลบุรี “สุขบท” จังหวัดชลบุรี จำนวน 37 คน ผู้วิจัยศึกษาสระ 5 หน่วยเสียงในภาษาอังกฤษ คือ /æ/, /e/, /i/, /ɒ/, /ʌ/ เครื่องมือที่ใช้ในการวิจัยครั้งนี้ ประกอบด้วยบทเรียนด้วยวิธีโฟนิกส์ แบบทดสอบก่อนและหลังเรียน โดยวิเคราะห์ข้อมูลด้วย ค่าเฉลี่ยเลขคณิต (Mean) ส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation) และค่าร้อยละ (Percentage)

ผลการศึกษาพบว่า (1) ผลจากสอนโฟนิกส์ช่วยให้นักเรียนมีการรับรู้คำและการออกเสียงดีขึ้น การรับรู้คำศัพท์ก่อนการเรียนการสอนด้วยวิธีโฟนิกส์มีค่าเฉลี่ย 7.41 และหลังการเรียนการสอนด้วยวิธีโฟนิกส์มีค่าเฉลี่ย 10.05 การออกเสียงก่อนการเรียนการสอนด้วยวิธีโฟนิกส์มีค่าเฉลี่ย 3.24 และหลังการเรียนการสอนด้วยวิธีโฟนิกส์มีค่าเฉลี่ย 11.49 (2) ในการศึกษาความคิดเห็นของนักเรียนในการรับรู้คำและการออกเสียงภาษาอังกฤษ จากการเรียนการสอนด้วยวิธีโฟนิกส์ พบว่าค่าเฉลี่ยในภาพรวมอยู่ที่ 4.27 แสดงให้เห็นว่าผู้เรียนเห็นด้วยมากกับการสอนด้วยวิธีโฟนิกส์ ข้อที่เห็นด้วยมากที่สุดคือ ฉันต้องการเรียนโฟนิกส์โดยใช้การออกเสียงในอนาคต มีค่าเฉลี่ย 4.57

สรุปผลการศึกษาครั้งนี้ คือ ครูสามารถนำวิธีการสอนแบบโฟนิกส์มาใช้เป็นเครื่องมือในการพัฒนาความสามารถของนักเรียนในการรับรู้คำและอ่านออกเสียงภาษาอังกฤษ

คำสำคัญ: โฟนิกส์ การรับรู้คำ การออกเสียง

THE EFFECTS OF PHONICS ON EFL STUDENTS' ENGLISH WORD RECOGNITION AND PRONUNCIATION

KUNTIDA KUKEARTKARN 566092
MASTER OF ARTS (ENGLISH FOR PROFESSIONAL COMMUNICATION)
THESIS ADVISORY COMMITTEE: SUTHIDA SOONTORNWIPAT, Ph.D.
(LINGUISTICS)

ABSTRACT

The objective of this study was to examine students' ability in English word recognition and pronunciation before and after using phonics. The participants in this study were 37 seventh grade in Chonburi "Sukhabot" School. The researcher focused on 5 English vowel sounds; /æ/, /e/, /i/, /ɒ/ and /ʌ/. The instruments used in this study were a pre-test and a post-test of word recognition and pronunciation and the questionnaire. The data obtained from English word recognition pre-test and post-test were statistically analyzed by using means and standard deviation.

The results of the study revealed that (1) students' word recognition and pronunciation skills improved substantially when being taught using the phonics method. The mean score of students' word recognition in the pre-test was 7.41 and the post-test was 10.05. The mean score of students' pronunciation in the pre-test was 3.24 and the post-test was 11.49. (2) after using phonics, opinions of students' on learning English word recognition and pronunciation changed to positive direction. The mean score of the opinions after learning through phonics was 4.27. The students also showed a high level of opinions toward learning through phonics. After the students had responded to a questionnaire, most of the students chose "I want to learn through phonics to enhance my pronunciation in the future." These results confirmed that phonics could be a promising tool for teachers to improve students' word recognition and pronunciation abilities.

Keywords: Phonics, Word recognition, Pronunciation, Opinions

ACKNOWLEDGEMENT

I would like to express my sincere thanks and appreciation to all those who helped make this study possible. First of all, I would like to thank my advisor, Dr. Suthida Soontornwipat, who has been very supportive to me throughout my time spending on this study at Huachiew Chalermprakiet University. I would like to thank the thesis committee Dr. Pananda Lerlertyuttitham and Dr. Suthida Soontornwipat for devoting their time to read my work and for their valuable suggestions. I would also like to thank Dr. Jonathan R. Carreon for giving me the information about phonics.

I would like to thank all experts who gave me guidance and academic advice. I would also like to thank Miss Rungthip Promsiri, Director in Chonburi "Sukhaboth" School for giving me the opportunity to be able to collect data for this study, Ms. Parnthip Bantoey, Senior Assistant Director for Foreign Staff at Chonburi "Sukhaboth" School, who helped and guided me throughout my data collection. My special thanks also go to all staff for their help and support.

I would like to extend my gratitude to all instructors during the whole Masters English Program. My grateful thanks also go to my friends for many interesting ideas and sincere support. I also greatly appreciate and would like to thank my parents for their unconditional support for educating me, and giving the encouragement to pursue my interests, understanding, love and care.

KUNTIDA KUKEARTKARN

TABLE OF CONTENTS

Page

ABTRACT IN THAI I
ABTRACT IN ENGLISH II
ACKNOWLEDGEMENT III
TABLE OF CONTENTS IV
LIST OF TABLES VI

CHAPTER 1 INTRODUCTION

1.1 Background of Study 1
1.2 Objectives of the Study 3
1.3 Hypotheses of the Study 3
1.4 Scope of the Study 3
1.5 Definitions of key Terms 4
1.6 Significance of the Study 4

CHAPTER 2 LITERATURE REVIEW

2.1 Word recognition and pronunciation 5
2.2 Phonics 7
2.3 Attitudes or opinions towards EFL/ESL 10
2.4 Related Studies 12

CHAPTER 3 METHODOLOGY

3.1 Research Framework 18
3.2 Research Procedure 20
3.3 Research Participants 21
3.4 Linguistic Variables and Instrument 21
3.5 Data Analysis for research Objective1 …… 22
3.6 Data Analysis for research Objective 2…….25

CHAPTER 4 FINDINGS

4.1 Students' ability in English word recognition and pronunciation ……27
4.2 Students' opinions towards phonics……..35

TABLE OF CONTENTS (CONTINUED)

Page

CHAPTER 5 DISCUSSION AND CONCLUSION

5.1 The students' word recognition and pronunciation skill……...38
5.2 The students' opinions after learning through phonics ……41
5.3 Pedagogical Implications……..43
5.4 Limitation of the study. ……44
5.5 Recommendations for future research……..44
BIBLIOGRAPHY.....45
APPENDICES
Appendix A Lesson plan 1-5……...53
Appendix B Word recognition test, Pronunciation, Questionnaire…….63
BIOGRAPHY ……66

LIST OF TABLES

Table		Page
1	Comparison of the data of word recognition	22
2	Comparison of the data of pronunciation	24
3	Pre-test and post-test scores on word recognition	28
4	The scores on students' word recognition skill	30
5	Pre-test and post-test scores pronunciation	32
6	The scores on students' pronunciation skill	34
7	The students' opinion towards phonics	36

CHAPTER 1
INTRODUCTION

This chapter describes the background of the study, research objectives and hypotheses, scope of the study, definitions of key terms as well as significance of this study.

1.1 Background of the Study

Due to the goal of forming the ASEAN Economic Community (AEC), Thailand has had a lot of movements preparing for open trade with its neighbors. The use of English as the common language is one of the biggest concerns among Thais (Suttipun. 2012). Since ASEAN was formed, English has been chosen to be the working language among ASEAN communities. Both Thai and English are needed for all official communications, which will require the Thai population to learn and develop English language skills.

English plays a vital communicative role in many countries. English provides the means to give instruction and to utilize technologies in a universal language. English is also used by Thai people to communicate with others from different backgrounds, especially those from native and non-native-English speaking countries. By learning the English language, developing countries such as Thailand stand to increase the rate of English fluency necessary to be competitive in the global market because the English language is used in many social contexts for a variety of purposes (Kongkerd. 2013).

These factors appear to affect the ability of the researcher's students to learn English in the classroom. Khamkhien (2010, cited in Sethi. 2013: 167) reported that Thai students' English competence was generally low due to several factors. These factors which include inappropriate curricula, low opinion, ineffective learning media, and ineffective teaching techniques were all viewed as limiting students' learning achievements and affecting the ability of students to learn English.

Currently, there is a large body of research demonstrating the effectiveness of teaching methodologies in the areas of word recognition and pronunciation. Teachers and researchers have had continuous success by utilizing one of the oldest teaching methods that focuses on phonics. Phonics enables students to improve their language learning abilities by focusing on developing phonemic awareness, which in turn plays

a role in speech production. Several studies (for example, Ehri et al. 2001; Thongsin. 2007) have found that students' abilities in word recognition and pronunciation could be increased through the use of phonics.

With Thailand's initiative to raise English fluency for students, an approach such as phonics can improve students' word recognition and pronunciation. This type of approach will help Thai students increase their English fluency in a way that aligns with Thailand's projected communication needs (Pawapatcharaudom. 2007). Phonics allows students the opportunity to practice differentiating sounds by teaching phoneme/grapheme relationships (Hempenstall, 2002). With this improved phonemic awareness students should be able to approach English language learning with increased confidence, thus resulting in greater English proficiency. This approach and technique serves to support English language learning in the classroom (Celce-Murcia & Goodwin. 1996).

In English language teaching, there are many ways to teach and implement proper word recognition and pronunciation. In the past, teaching and learning English were teacher-centered Thai students were taught English through memorization (Saising. 2003). As a result of this, the students' test results taken at the end of every semester indicated difficulties in word recognition and pronunciation. Many researchers have found that the phonics treatment is available for improving Thai students' word recognition and pronunciation abilities. For example, Bamrungratanagul (2012) studied an improvement on the English word recognition and pronunciation skills after being taught through the phonics approach. The result was that the phonics approach could be a promising tool for teachers when it comes to students' recognition and pronunciation abilities. Recent studies conducted by Ali (2007), Sinsap (2009), Kajornboon (2009), Laohawiriyanon (2011), Thawarom (2011), Srisawat (2014) had similar positive results that the phonics approach can develop the students' recognition and pronunciation abilities.

In language learning, word recognition and pronunciation are important skills for learners but Thai students have great difficulties when they learn English because of the differences between English and Thai. For example, some tense English vowels such as /i/, /e/, and /u/ are slight diphthongs. They are pronounced with a diphthongal quality. The degree of diphthongization is greatest when these slight diphthongs occur in stressed syllables as /e/ in table. On the other hand, the vowels /i/, /e/, and /u/ in Thai do not have diphthongal quality, so Thai students always have difficulty when

they pronounce these vowel sounds. Phonics is one of the teaching methods which help students' improve their speaking abilities because phonics shows the correspondence between the sounds and word recognition patterns that represent them (Ehri. 2013). So, this research aims to study the pronunciation and word recognition of students before and after using phonics and students' opinions towards phonics are also investigated.

1.2 Objectives of the Study

The study aims to examine:

1. Students' ability in English word recognition and pronunciation before and after using phonics.

2. Students' opinions on learning English word recognition and pronunciation skills after using phonics.

1.3 Hypotheses of the Study

The following hypotheses are generated to meet the following objectives:

1. Students recognize and pronounce English words better after using phonics.

2. Students have higher opinions to learn English in terms of word recognition and pronunciation skills.

1.4 Scope of the Study

The study focused on Mathayom1 students who enrolled in the E20202 in reading and writing class during the second semester of 2015 academic year (from July to October 2016) at Chonburi "Sukhabot" School, Muang, Chonburi. The researcher chose this group of students because of the problems observed in their word recognition and pronunciation skills. So, the researcher used phonics to assist this group of students in word recognition and pronunciation of the English vowel sounds /æ/ , /e/, /ɪ/, /ɒ/, /ʌ/ that cause difficulties for them.

1.5 Definition of key terms

The following terms are defined below:

1. Phonics is the method for teaching the English language by developing learners' ability to hear, identify and manipulate phonemes in order to teach the correspondence between the sounds and word recognition patterns that represent them

(Ehri. 2013).

2. Pronunciation is the way in which a word is pronounced. It is the ability to accurately pronounce the words containing target vowel sounds represented by specific letters (Ehri & Wilce. 1980).

3. English as a Foreign Language (EFL) is an acronym for the phrase "English as a Foreign Language". It means English is not the native or first language being used for communication (Gebhard. 2006).

4. Word recognition is the ability of a reader to recognize written words correctly. (Ehri & Wilce. 1985).

5. Opinion on language learning is defined as developing the ability to communicate in the second / foreign language (Schmidt. 1995).

1.6 Significance of the study

1. Using phonics may help students recognize and pronounce English words more accurately and systematically.

2. The research will provide useful techniques for teaching English, such as using word recognition patterns for vowels, phonics games, and worksheets. Also, it will serve as a model for English teachers who are interested in conducting further research based on phonics.

CHAPTER 2
REVIEW OF RELATED RESEARCH AND LITERATURE

This chapter provides literature review relating to English word recognition and pronunciation skills, phonics, attitudes or opinions toward English. The chapter also discusses conceptual framework for the present study.

2.1 Word recognition and Pronunciation

Word recognition is decoding and blending a combination of letter sounds into syllables or words. Word recognition is the basis of gaining more knowledge of other learning English (Ehri. 2013).

Ladefoged (1982 cited in Fromkin at al. 2003) mentioned that the knowledge of letter sound directs the students to the success of reading. To read the word is very easy for a reader who has the knowledge of letter sounds because he or she knows the letter sounds and can combine them into a word. In reading, the speaker would work with the word from left-to-right and separate the letter sounds before combining them into a word (Reed. 2012). The speaker of English understands that there are three letter sounds that make up the word “cut”. The beginning sound is represented with the letter “c” that represents the consonant letter sound /k/, the second letter is “u” that represents the vowel sound /ʌ/, and the final letter is “t” that represents the consonant sound /t/.

Rubin (1993) stated that word recognition is the basic of the reading process. Word recognition is a twofold process that comprises both the specification of printed symbols so that the word can be pronounced and the attachment or association of meaning with the printed symbols.

Chutharop (1994) stated that word recognition has occurred when the brain processes and stores what has been learned and the words can be output when needed. Recognition is divided into four types. Firstly, recognition is to remember what were previously recognized when we meet it again. Secondly, recall is to remember what were previously recognized without seeing it again as we can tell again the multiplication table or lesson that we used to study in a primary school. Thirdly, relearning is to remember what were previously recognized but we forgot it already. Fourthly, retention is a memory that is ready to run over again after leaving for a while.

In addition, word recognition is a basic skill in learning all subjects as students can read and get more information or knowledge. High levels of success in all subject areas can be related to reading ability. Children's ability to decode unknown words is needed as it is the basis of academic success in all areas, U.S. Department of Education (2002 cited in Cynthia. 2010). Reading skills help learners' learning of other subject fields. Without the reading skill, students can hardly extend or get more knowledge of learning in their future academic lives.

Correct word recognition is a key to speech improvement by helping students to make English words and recognize their letter-sound relationship. Teachers should inspire the students to learn new words and help diminish their word recognition mistakes. They should grow a sense of competition among students to help them improve their word recognition skills. Moreover, the teachers should help the students' word recognition practice by giving scores to the students for recognizing words correctly (Miressa & Dumessa. 2011: 111). Although there are many definitions of word recognition in the previous research studies. In this research, it can be concluded that word recognition is the ability of a reader to recognize written words correctly.

Pronunciation is defined as how sounds are pronounced by speakers indicating their social class and education. It is the ability to accurately pronounce the words comprising target vowel sounds characterized by specific letters (Morrow &Tracey. 1997).

Burns (2003 : 120) mentioned that correct and clear pronunciation is significantly important in language learning. Without this, learners may not be understood and may be poorly understood by other English speakers. As effective pronunciation involves a lengthy process to improve these skills, incorporating native English teachers in the classroom remain to be a major opinion for students. Other resources such as movies, tape recordings, visual aids, and positive support may help learners to produce good pronunciation.

Pronunciation is also significant in language learning. Effective pronunciation is necessary for good communication (Witt & Young. 2000). English, both written and spoken, has been accepted as the principal means of communication for most countries of the world. Effective communication and pronunciation are generally special (Fraser. 1999). Proper pronunciation leads to better communication. It is

important to note that successful language achievement is influenced by the concept of good pronunciation (Simon & Taverniers. 2011).

Pronunciation is one of the major problems identified as impeding or contributing to the lack of speaking ability of Thai learners (Khamkhien. 2010). This is because English has a different set of sounds, while Thai does not. To effectively learn another language, mostly to attain the target-like pronunciation and reduce foreign accents that can result from a negative L1 transfer, learners need to know what sounds are achievable in the target language but not in their own mother tongue.

Khamkhien (2010) stated that as observed from the speaking tests, there are certain characteristics that should be taken into consideration. First, although pronunciation is focused and practiced a lot in class during the lesson, a number of learners could not perform on reading aloud. It was found that their expression was problematic, leading to confusion among the listeners. Most of them read word by word without intonation, pauses or stress. Hence, the knowledge of phonetics is a must and is needed in the instruction at the foundation of the course. Thai teachers should focus on pronunciation or on word level before going beyond communication in English. During EFL pronunciation lessons, teachers need to pay attention to factors that can have effect on a learning process of their students.

Thus, in this research, pronunciation is defined as the way in which a word is pronounced. Pronunciation is important not only for listening and speaking but also for word recognition.

2.2 Phonics

Teaching phonics to EFL students is challenging for teachers. The teachers should be taught in a systematic and explicit way about the types of phonics knowledge that are appropriate to their word recognition and pronunciation skills (Martínez. 2011). Conventionally, there have been four basic approaches to teaching phonics: implicit (analytic, incidental, contextual), explicit (synthetic), embedded (incidental, discovery), and analogic (phonograms, word families) (Baker. 2000).

According to Cunningham (2000) implicit or analytic phonics teaching, teachers do not present sounds in separation from words. He argues that if teachers are resolutely pointing out each new word and trying to explain it independently, students will not be able to decode new words. If they resolutely stop their lesson to

provide word recognition and pronunciations of words, this could deeply obstruct students and confuse them.

The embedded phonics approach, a type of implicit phonics, aims to teach students reading skills by embedding phonics teaching in text reading. Instruction tends to depend on incidental or discovery learning (Serna. 2006). The embedded approach uses the students' abilities to be able to learn to read on their own. Students will be able to decide their own reading style. This type of phonics inspires students to try and read on their own (Cunningham. 1999).

Explicit phonics refers to the building up of phonics skills from their smallest unit (Cunningham. 1999). Teachers usually present the skills in order to use isolated, direct instructional strategies. In addition, controlled vocabulary texts are used to give self-confidence and practice which using the students' lately developed reading skills (Morrow and Tracey. 1997). Research has discovered that it is essential for students to repeatedly practice phonics they have already learned in addition to sounds they are learning. They can do this by reading books and doing activities on their own. However, overwhelming students with too many words will only confuse them and hinder their learning of new words. Beginning readers require simple texts to allow them to develop the ability and confidence they need (Hempentall. 2009).

Explicit or synthetic phonics, which refers to the building up of phonics skills from the smallest unit, is concerned with how individual letters are pronounced and sound are blended to identify the words (Westwood. 2008). It requires students to study letter-sound correspondences in order to decode and blend sounds to read the words. Synthetic phonics teaches the child how to convert letters or letter combinations into sounds and then how to blend the sounds together to form recognizable words. Explicit phonics or synthetic phonics approach refers to teaching letter sound relationship by articulating the sound in isolation. For example, a word "sit" is pronounced by blending the sounds of /s/, /i/ and /t/ together and read as /sit/.

In implicit or analytic phonics teaching, it involves analyzing phonemes of a word. In analytic phonics, children learn to recognize words by learning individual letter sounds (Adams. 1998). According to Westwood (2008 : 23), analytic phonics is letter to sound relationships taught by breaking down words in order to sound it out and then blending the phonemes to identify the words, For example, ship: /sh/-/i/-/p/.

The low-level English knowledge of students may block their pronunciation skills and difficult vocabulary may be complicated for them to understand (Donglan.

2004). Many students say that they feel learning English is very hard. One reason is that students' incorrect pronunciation can have an effect on the meaning of the word. The question remains does this treatment makes students' English word recognition and pronunciation skills better, does it have an effect on their learning English? (Panel. 2006).

Regarding the analogical approach to phonics, Cunningham (1999 : 95) claimed that when readers come across unknown words they tend to pay attention to patterns in the words, because the human brain functions as a "pattern decoder." When students observe an unknown word, they search their "memory stores" for words with matching opinion pattern (Wagstaff. 1994). The use of rhyming 'word families' is intended to make it easier for students to read or spell a new word, as less mental processing is required (Cunningham. 1999: 91).

There are two main benefits to using phonics as part of language instruction. The first is that students are able to learn the relationship between letters and sounds (Adams. 1998). Without the ability to understand and apply the relationships between letters and sounds, students will be unable to connect words to eventually be able to read and recognize words on sight. Ravid (1995 : 97) notes that through learning phonics students understand the significance of letter-sound relationships, and this reduces their chances of transferring their mother-tongue sounds into English sounds.

For students to benefit from phonics, there must be a lot of repetition and a clear understanding of the connections between sounds and letters. If students can unlock this phonics puzzle, the results will show that they are able to pick up any unknown words or sentences. They will have not only the ability to read a sentence correctly, but also the confidence that the sounds they are producing are correct (Hiebert & Martin. 2007).

In the present study, the researcher chose explicit and systematic teaching means that teachers need to provide language learning environment, a daily focus on recognize and pronounce word, the purpose and assessment of the pronunciation instruction are made explicit to students, explicit teaching of phonological and visual. Teaching of the strategies can be used with activities in speaking, listening, reading and writing. This is supported by Cunningham (1990) maintained that direct instruction yield greater academic gains over the implicit method. In explicit instruction students are encouraged to concentrate on the sounds found within words.

Students in explicitly taught phonemic awareness classrooms are encouraged to manipulate the sounds in words and phrases.

2.3 Attitudes or opinions towards EFL/ESL

From a sociolinguistic point of view, there is an interaction between language and society and how people use language as a social phenomenon. The speaker of non-native English accents, which have its own distinctive features, might encounter social judgment. Regardless of the ability of the speaker, a speech can be judged by people's attitudes towards the accent as there is "a relatively enduring organization of beliefs, feelings, and behavioral tendencies towards socially significant objects, groups, events or symbols" (Hogg & Vaughan. 2005).

Language attitudes or opinions played important roles in the acceptance and understanding of a particular accent. The allusion from related studies to language and attitudes has shed some light on a significant effect on people's intelligibilities. For instance, Holmes (2008) indicated that people tend to understand better when they listen to the speakers they admire. Even though the attitude towards the admired speaker is important, the attitudes towards variations of people's accents should also be put on the spot. Assuming that language and attitudes are closely connected (Meyerhoff. 2011), people's preferences might be one of the factors affecting intelligibility and comprehensibility of a particular English accent.

Fishman and Agheyisi (1970) suggested that there is a different viewpoint between mentalist and behaviorist perspectives towards language attitude. The mentalists view attitude as a mental and neutral state of readiness which cannot be observed directly, but must be inferred from the subject's introspection. There are some difficulties arising from this viewpoint, including the question of what variables influence attitude and in what way is it quantifiable? Mantle-Bromly (1995) pointed out that attitude refers to effect, is evaluative, and is an emotional reaction towards attitudinal objects. Gardner also noted that attitude is evaluative reaction to some referent or attitudinal object, inferred on the basis of an individual's beliefs or opinion about the referent.

Oxford (1990) supported that learners' attitudes are probably one of the very biggest influences on language learning both in success or failure. However, it was rather difficult to be sure that the affective factors cause differences in language acquisition. In conclusion, negative feeling can obstruct progress while positive

emotion and attitude can promote language learning far more enjoyably and effectively.

Krashen (1998) a major theorist in the field of second language acquisition also proposed a theory called, “the affective filter hypothesis”. This theory stated that the affective factors-motivation, needs, attitudes, and emotion states might affect learners’ ability to acquire language. This might be explained in that the filter will increase when a learner is in a stressful environment. On the other hand, the filter will decrease then the learner is relaxed and motivated.

Hohenthal (2003) stated that attitudes are important in language growth or decay, restoration or destruction: the status and importance of a language in society and within an individual derives largely from adopted or learned attitudes. Attitude is something individual, but it has origins in collective behavior. Attitude is something has which defines or promotes certain behaviors. Although an attitude is a hypothetical psychological construct, it touches the reality of language life.

Lambert (1976) mentioned that attitudes consist of three components: An affective component, consisting of emotional reactions toward the attitude object. A cognitive component, consisting of thoughts and beliefs about the attitude object. A behavioral component, consisting of actions or observable behavior toward the attitude object.

Baker (1997) proposed the importance of attitudes in the discussion of bilingualism. Attitudes are learned predispositions, not inherited, and are likely to be relatively stable; they have a tendency to persist. However, attitudes are affected by experience; therefore, attitude change is an important notion in bilingualism. In addition, attitudes vary from favorability to unavoidability. Attitudes are complex constructs; e.g. there may be both positive and negative feelings attached to a language situation.

Oskamp (1977) gave many reasons why attitude is such a poplar and useful concept. Firstly, attitude is a shorthand term. A single attitude can summarize many different behaviors. Secondly, an attitude can be considered the cause of a person’s behavior towards another person or an object. Thirdly, the concept of attitude helps to explain the consistency of a person’s behavior, since a single attitude may underline many different actions. Fourthly, attitudes are important in their own right regardless of the reaction to a person’s behavior, your attitudes toward various individuals, instructions, and social.

2.4 Related studies

A number of studies claimed the importance of word recognition and pronunciation on language learning. For example, Hill (2005) studied the teaching of phonics of fifty students at the primary level in sound analyzing, and ability in spelling words. It revealed that students increased their ability to read, spell, and select the correct vowel and consonant sounds. The findings led to the conclusion in the thesis supporting the use of phonics in helping students to gain language awareness. Similarly, Pung (2001) studied the effects of teaching phonics to grade 12 students at a university in Hong Kong to help them improve their reading skills. Pung claimed that pronunciation could help students to gain and improve phonological awareness.

In Thailand, teachers of EFL have also conducted researches on the use of phonics in promoting students' word recognition and pronunciation skills. Recent studies conducted by Ali (2007), Sinsap (2009), Kajornboon (2009), Laohawiriyanon (2011), Thawarom (2011), Bamrungratanagul (2012), Srisawat (2014) also presented the positive results in the teaching of English through phonics.

Ali (2007) investigated young learners who were taught reading and spelling through word recognition and phonics. The objectives of the study were to investigate the effectiveness of teaching young EFL learners how to read and spell through two approaches, which are, the phonics approach and the word recognition approach. The subjects in this study were 20 EFL Kindergarten 3 students who were divided into two groups. The study was conducted for a total of more than 6 hours. The students were divided into 2 equal groups of 10. According to the research instrument, both the groups had the opportunity to learn the set words through both phonics and word recognition approaches in order to find out and test their spelling abilities. The lesson was divided into 2 themes; the first theme was "Ordinal Numbers" and the second theme "Number in words". Altogether, there were 20 new words. Group "A" was taught through the phonics approach while Group "B" was taught through the word recognition approach. The test was conducted to see how much they had understood and how good were their spelling skills. The research findings obtained from the study concluded that on average the students taught through the phonics approach achieved a higher score than the students taught through the word recognition approach. The word recognition approach was much easier for students to understand and the score was higher than the other approach. It can be concluded that a mixture

of different approaches should be used in teaching young children how to spell. The results showed that not only did the groups that were taught through the phonics approach obtain a high score, but the group that was taught through the word recognition approach also achieved something and for some new words, they showed a better score when compared to the score of students who learnt through the phonics approach.

Sinsap (2009) studied using phonics to enhance Mathayomsuksa1 students' reading and spelling skills as well as motivation. The objectives of the study were 1) to find out the enhancement of students' English spelling recognition after being taught through the phonics method. 2) to examine the enhancement of students' English pronunciation skills after being taught through the phonics method. The subjects consisted of 37 Mathayom 1 students at Nonkhowittayakhom Sch[illegible] 13
Sisaket. The instruments used comprised 5 phonics lessons, a pre-test and a post-
a motivation questionnaire and an informal interview. It focused on the five main English vowel sounds 'a' /æ/ 'e' /e/ 'i'/ɪ/ 'o'/ɒ/ 'u'/ʌ/. The data obtained were analyzed by using the t-test, standard deviation, mean, and percentage. The results showed that the difference between the means of the post-test and pre-test of spelling gain (5.08) and pronunciation (9.0) was significant. Therefore, we can conclude that students' spelling and pronunciation skills improved substantially when being taught by the phonics method. The study concluded that phonics instruction was beneficial in the reading class and also created more motivation to learn reading.

Kajornboon (2009) studied using phonics method to promote English pronunciation and vocabulary knowledge of students. The subjects consisted of 15 Mathayom 1 students studying English Fundamental Course at the Prince Royal's College, Chiang Mai Province. The experiment consisted of 6 lesson plans using the phonics approach. The instruments used comprised the English pronunciation test and the English vocabulary test. It focused on English vowel and consonant sounds. They are /i/,/i:/,/u/,/u:/,/l/,/r/,/ch/,/sh/,/f/ and /v/. The research procedure included an assessment of the students' English pronunciation both before and after learning through the phonics approach. The data obtained were analyzed by using mean, standard deviation and percentage. The finding of this research was that the students could pronounce consonant and vowel sounds more correctly and gained more vocabulary knowledge after learning through the phonics approach. The results showed that the difference between the means of pre-test and post-test in

pronunciation skill gained (11.6) and the comparison knowledge in using vocabulary between the mean of pre-test and post-test gained (2.86). It showed that phonics instruction can improve students' pronunciation because the student could segment the sounds and produced them correctly. Phonics instruction improved students' pronunciation because the students recognized, segmented and blended the letter sounds into words correctly. Students had more chance to practice more vocabulary by reading words repeatedly and also be exposed to the meaning of words so that their vocabulary knowledge could be improved.

Laohawiriyanon (2011) studied the effects of comprehensive phonics instruction on reading and spelling achievement. The research aimed to study the improvement of students' reading and spelling skills after using phonics. The subjects in this study were 37 students at Satun Primary Educational Service Area Office. They were divided into three groups: 1) "high" 2) "middle" and 3) "low". Pre-test and post-tests were used to find out the reading achievement and retention of word reading. The framework of this study is the use of phonics instruction which was broken up into four parts. Firstly, alphabetical knowledge was making sure students could read and say letters. Then, came phonics awareness which was having students learn letter sounds. After that came phonic, which was having students blend letter sounds into words. Finally, word recognition, word reading and word spelling were taught and implemented into a lesson. The results showed that the average post-test scores were 49.18 percent and the average delayed post-test scores were 47.05 percent Furthermore, the explicit teaching of phonics improved word reading and word recognition but did not improve word spelling significantly.

Thawarom (2011) studied "Using phonics instruction to improve single syllable word reading of the fourth grade students at Ave Maria School". The purpose of the study was to investigate the effectiveness of phonics instruction on fourth grade students' single syllable word reading. The objectives of the study was conducted to find out the extent to which phonics instruction helps the beginning readers understand how letters are linked to sound. The subjects were 20 fourth grade students in the second semester of the academic year 20 at Ave Maria school, Muang District, Ubon Ratchathani. It focused on English vowel and consonant sounds. They are single-syllable words with five short vowel sounds including 'a'/æ/, 'e'/e/, 'i'/ɪ/ 'o'/ɒ/, 'u'/ʌ/. and 18 initial consonant sounds representing basic letter sound correspondences (each letter representing a common sound for the beginners). The

instruments used comprised the phonics test that was used for subject selection, pre-testing and post-testing. The students were assigned to read the words on the pre-test before taking the phonics course. Post-testing was then carried out to determine the effectiveness of the phonics method. The data were analyzed using t-test, means, and percentages. The results of the study indicated that the students, single syllable word reading ability improved substantially after the students had been treated with the phonics instruction.

Bamrungratanagul (2012) studied the improvement on the English spelling recognition and pronunciation skills after being taught through the phonics approach. The subjects selected by purposive sampling, were 30 students grade 2 of Kasetsart University Laboratory School. The objectives of the study were 1) to study whether the grade 2 students' English spelling proficiency improves after being taught through the phonics approach and 2) to study whether the grade 2 students' English pronunciation proficiency improves after being taught through the phonics approach. The experiment consisted of 5 lesson plans using the phonics approach. It focused on English vowel and consonant sounds. They are /æ/, /e/, /ɪ/, /ɒ/, /ʌ/, /b/, /c/, /d/, /f/, /g/, /h/, /k/, /l/, /m/, /n/, /p/, /r/, /s/, /t/, and /w/. The data obtained were analyzed by using mean, standard deviation and percentage. The results showed that students' spelling and pronunciation skills improved substantially when being taught using the phonics approach. The finding of this research was that the phonics approach could be a promising tool for teachers when it comes to students' spelling and pronunciation ability. The results showed that the difference of the mean scores gained from the pre-test and the post-test in word recognition skill was 12.07 and pronunciation skill was 19.46, which was considered quite high.

Srisawat (2014) studied "The effectiveness of phonics instruction on simple word reading of Thai English as a foreign language first graders". The purposes of the study were to compare the results of simple English words reading before and after learning through phonics instruction and to investigate whether there were problematic letters for the learner to pronounce. The participants were seven Thai EFL first graders (Pratomsuksa1) studying Fundamental English course at Ban Hong-kah school, Rasisalai District, Srisaket Province, Thailand. They were in the second semester of the academic year 2014. The experimental instruments were 7 lesson plans of one-hour leaning period each. It focused on 5 short vowel letter sounds 'a' /æ/ 'e' /e/ 'i'/ɪ/ 'o'/ɒ/ 'u'/ʌ/ and consonant letter sounds p /p/, t /t/, k /k/, m /m/, and n

/n/. The instruments were the comparative pre-test and post-test made up of two word reading lists containing 25 CVC words. The findings of the study were that phonics instruction seemed to help promote simple English word reading of the students. The results showed that the difference of the mean scores gained from the pre-test and the post-test in word reading skill was 4.71. For the pre-test of problematic letters were not distinguished because all of the 7 students could not read any words provided in the test lists. It can be concluded that the vowel letters seemed to be less problematic than the consonant letters.

The review of related studies showed the students' competency in English word recognition and pronunciation before and after using phonics, and attitudes on students' learning English word recognition and pronunciation skills after using phonics. A number of previous studies (e.g. Ali (2007), Sinsap (2009), Kajornboon (2009), Laohawiriyanon (2011), Thawarom (2011), Bamrungratanagul (2012), Srisawat (2014) found that using phonics can improve pronunciation, spelling and listening skills. Moreover, word recognition and reading ability of the learners were also improved.

CHAPTER 3
RESEARCH METHODOLOGY

This study was a quasi-experimental research study, which aimed to examine students' ability in English word recognition and pronunciation before and after using phonics and students' attitudes in learning word recognition and pronunciation skills after using phonics. The instruments used in this study consisted of a pre-test and a post-test, fifth – period lesson plans and a questionnaire. Details about research framework, the participants, the research procedures, the instruments, data collection and data analysis are presented in this chapter.

3.1 Research Framework

Phonics is helpful in teaching English pronunciation. Kajornboon (2009) stated that "phonics are the building up of consonant sound and vowel from their smallest unit thus, it helps students understand the significance of letter-sound relationships". In this research, the researcher used explicit phonics in teaching pronunciation of five vowel sounds ('a'/æ/, 'e'/e/, 'i'/ɪ/, 'o'/ɒ/, 'u'/ʌ/). This enabled the students to: 1) identify sounds in spoken words (phonological awareness); 2) recognize the common spellings for each phoneme; 3) blend phonemes into words for reading; 4) segment words into phonemes for spelling and pronunciation.

The explicit or synthetic phonics helps students learn word recognition and pronunciation. Firstly, it helps students by revising their learning about background knowledge on letters recognition, letters sound recognition and sound identification. Secondly, learning lessons based on letters sound blending or segmenting into CVC words and sound recognition. Thirdly, introducing new letters sounds (3 sounds per a week) and instructing blending and segmenting letter sounds into CVC words along with the words for recognizing initial and final consonants. Finally, it helps by providing learning activities on letters sounds recognition sounds positioning; initial and final consonants and middle short vowels, blending and/or segmenting into CVC words and word recognition with new letters for students to practice (Sethi. 2013).

In order to achieve the high result in explicit phonics instruction, other factors should be considered. For example, frequent teaching, daily lessons, keep the lesson focused, create a classroom environment in which children are active and like to

participate. Phonemic awareness and phonics instruction is a critical path for teaching young learners to read. Children learn that a word is made up of a series of discrete sounds while they are able to pick out and manipulate sounds in spoken words. It is teaching of listening skills. At the same time, children will obtain the distinctive phonics instruction with the understanding that in written English, words are composed of pattern of letters that represent sounds of spoken English words. The picture below illustrates English sounds and the letter formations that are used as the key tools for teaching phonemic awareness and phonics instruction.

Students with different backgrounds make greater benefits in reading when they have got systematic and explicit phonics instruction in kindergarten and first grade (Sinatra, Stahl-Gemake, & Berg. 1984). However, an essential component of effective phonics lessons is that teachers provide direct and explicit instruction on each skill presented (Carnine, Silbert, Kameenui, & Tarver. 2004). In explicit instruction, teachers clearly categorize the objective of the lesson and briefly clarify why learning the targeted skill is important. Numerous studies (Devonshire, Field, Foster, Moores, Williamson, & Blackman. 1993; Duncan, Seymour, & Hill. 1997) have indicated that phonological awareness teaching programs that comprise letter-name and letter-sound correspondence have a greater positive impact on reading progress than interventions relating to phonological awareness or sound-letter instruction alone. Training in phonemic awareness and phonics may lead to higher scores on tests of phonemic awareness and phonics knowledge, but such instruction will not improve struggling readers' ability to read (Ivey & Baker. 2004).

In this study, the focus is on explicit phonics because it helps students understand letter, sound correspondences and develop their knowledge of the way words are formed, resulting in long term memorization of the words. Moreover, phonics can provide the students with common rules to pronounce English words, which help increase their reading ability.

3.2 Research Procedures

To achieve the objectives of the study, the experiment began from the first week to the eleventh week and involved the following.

In the first week, the pre-test conducted during the first week of teaching, 50 minutes (a period) per week and then the teacher evaluated the students' level of word recognition and pronunciation before teaching phonics. The second to tenth period of teaching focused on teaching phonics. The teacher followed the five lesson plans:

Each lesson was divided into three parts: warm up, presentation and practice, and production. Each lesson was aimed to present the vowel sounds in relation to the target word recognition for about thirty minutes. The students listened to the recording produced by a native speaker. They were instructed to listen, pronounce, and choose the word they heard.

The teacher pronounced the words while showing the corresponding letters and the students repeated them. The teacher explained and classified the sound elements. Then, the teacher read the words out loud while pointing to each word and pronouncing each sound in the word.

The students listened and then repeated the words after the teacher. After repeating the first word three times, the second word would be taught. The teacher followed the same procedure. Next, the students were given the worksheets which contained each of the vowel sounds that would be introduced during the lesson.

The students would be instructed to listen and spell the words that they heard from the teacher. After the students had completed the task, they presented their task in front of the class and pronounced the words.

The tenth period of teaching focused on the post-test. The post-test would be given after all of the five phonics lessons were taught. It would be used as a tool to evaluate the students' knowledge of word recognition and pronunciation of the words. Each student would have thirty minutes to complete the word recognition post-test and ten minutes to complete the pronunciation post-test. The word recognition post-test was the same as the pre-test. (See in Appendix1)

The opinions of questionnaire about word recognition and pronunciation would be given to the students at the end of the course. They were asked to read and place a tick to rate each question from 1-5.

3.3 Research Participants

The study focused on Mathayom1 students who enrolled in the E20202 (reading and writing). In this course, the students learned about proper pronunciation word stress and word recognition during the second semester of 2015 academic year (from November to February 2015) at Chonburi "Sukhabot" School, Muang, Chonburi. The researcher informed Chonburi "Sukhabot" School, students, and students' parents by using the consent forms. The researcher chose this group of students because of the problems observed in their word recognition and

pronunciation skills.

3.4 Linguistic Variables and Instruments

The researcher used the variables (/æ/, /e/, /ɪ/, /ɒ/, /ʌ/) and a questionnaire to collect the data.

The variables can be described as follows;

/æ/ Tense low front unrounded vowel.

/e/ Unrounded, not so stretched.

/ɪ/ Unrounded, can be stretched a bit.

/ɒ/ Unrounded, open wide.

/ʌ/ Moderately rounded. (Yip. 2006).

The five phonics lessons were based on the course syllabus and content in a textbook and comprise of the five main vowel sounds (/æ/, /e/, /ɪ/, /ɒ/, /ʌ/). Each lesson plan was divided into two periods, each of which took 50 minutes (See appendix A-E).

The researcher used a pre-test and a post-test to measure the improvement of the students. The vocabulary containing five vowel sounds on the tests were chosen from the textbook “Read on and write up1”. The researcher listed all of the words that contained the 5 vowel sounds, grouped them into 5 sets and chose the top five words from each set.

Data Analysis

3.5 Data Analysis for research objective 1

This research aimed to examine students’ ability in English word recognition and pronunciation. The English word recognition pre-test and post-test was used.

The scores of every word in the pre-test and post-test on the word recognition were recorded as shown in table 3.1. One native speaker tested the students by saying each word three times and the students circled the words they heard. Then the researcher recorded the pre-test and post-test scores that are showed in Table 1.

Table 1: Comparison of the pre-test and post-test scores on the data of word recognition in terms of percentage, mean and SD.

Words	**Pre**		**Post**		**Gain**	**%**
	√	×	√	×		
1. it	25	12	34	3	9	24.32
2. ship	12	25	17	20	5	13.51
3. will	14	23	20	17	6	16.22
4. bed	23	14	23	14	0	0
5. leg	19	18	25	12	6	16.22
6. name	17	20	24	13	7	18.92
7. mad	17	20	21	16	4	10.81
8. sad	20	17	24	13	4	10.81
9. hand	14	23	20	17	6	16.22
10. but	22	15	36	1	14	37.84
11. bug	19	18	29	8	10	27.03
12. hug	14	23	22	15	8	21.62
13. saw	22	15	25	12	3	8.11
14. law	5	32	11	26	6	16.22
15.caught	11	26	11	26	0	0
Mean	16.93	20.07	22.80	14.20	5.87	15.86
SD	5.34	5.34	6.98	6.98	3.62	9.79

Table 1 presented the comparison of the pre-test and post-test scores on the data of word recognition. The highest percentage was the word **"but"** (37.84%). The second percentage was the word **"bug"** (27.03%). The third percentage was the word **"it"** (24.32%). The forth percentage was the word **"hug"** (21.62%). The fifth percentage was the word **"name"** (18.92%). The sixth percentage was the word **"will"** (16.22%), **"leg"** (16.22%), **"hand"** (16.22%) and **"law"** (16.22%). The seventh percentage was the word **"ship"** (13.51%). The eighth percentage was the word **"mad"** (10.81%) and **"sad"** (10.81%). The ninth percentage was the word **"saw"** (8.11%). Finally, the tenth percentage was the word **"bed"** (0%) and the word **"caught"** (0%). The word **"bed"** and the word **"caught"** were 0% because the students' knowledge was not increased.

For pronunciation, students read all the words in table 2, they pronounced each segment in each word like /s/ /i/ and /t/. The correct pronunciation was recorded, if the students blend the vowel and the final sound, omit the final sound, cannot or mispronounce the words, the researcher would identify this as incorrect pronunciation. The number of correct and incorrect pronunciation was shown in table 2.

Table 2: Comparison of the pre-test and post-test scores on the data of pronunciation in terms of percentage, mean and SD.

Words	**Pre**		**Post**		**Gain**	**%**
	√	×	√	×		
1.sit	31	6	36	1	5	13.51
2.ship	31	6	35	2	4	10.81
3.pick	29	8	35	2	6	16.22
4. age	20	17	26	11	6	16.22
5. taste	18	19	27	10	9	24.32
6. date	21	16	31	6	10	27.03
7. bag	30	7	35	2	5	13.51
8. lab	32	5	37	0	5	13.51
9. bad	35	2	37	0	2	5.41
10. cut	26	11	33	4	7	18.92
11. tub	27	10	35	2	8	21.62
12. hut	22	15	36	1	14	37.84
13. rod	18	19	27	10	9	24.32
14. cod	19	18	28	9	9	24.32
15. hop	25	12	31	6	6	16.22
Mean	25.60	11.40	32.60	4.40	7.00	18.92
SD	5.64	5.64	3.94	3.94	2.93	7.91

Table 2 presented the comparison of the pre-test and post-test scores on the data of pronunciation. The highest percentage was the word **"hut"** (37.84%). The second percentage was the word **"date"** (27.03%). The third percentage was the word **"taste"** (24.32%), **"rod"** (24.32%) and **"cod"** (24.32%) The fourth percentage was the word **"tub"** (21.62%). The fifth percentage was the word **"cut"** (18.92%). The sixth percentage was the word **"pick"** (16.22%), **"age"** (16.22%) and **"hop"** (16.22%). The seventh percentage was the word **"sit"** (13.51%), **"bag"** (13.51%) and **"lab"** (13.51%) The eighth percentage was the word **"ship"** (10.81%). Finally, the tenth percentage was the word **"bad"** (5.41%).

3.6 Data Analysis for research objective 2

The research instrument used to answer the research question 2 was the questionnaire. The students were asked to express their views by rating the statements on the questionnaire according to their degrees of agreement. The data obtained from the questionnaire was analyzed by counting the numbers of students' opinions. The coding manual for the checklists of item 1 to item 8 was shown in AppendixB when raters counted the number of the students. The numbers of students' opinions were calculated into percentages.

For students' opinion toward phonics, there were eight questions in the questionnaire which were adapted from Sinsap (2009) (see in AppendixB). The questionnaire consisted of eight statements which were translated into Thai. Questions one and two were about word recognition; Questions three and four were about pronunciation; Question five was about word recognition and pronunciation; Question six was about students' confidence level on word recognition and pronunciation; Question seven was about the standard of the pre-test and post-test and the last question was about opinion. In this research the 5-point Likert scale was incorporated in the instrument, the range of rating scale and meaning are as follows.

1.00 - 1.49	=	strongly disagree
1.50 - 2.49	=	disagree
2.50 - 3.49	=	somewhat agree
3.50 - 4.49	=	agree
4.50 - 5.00	=	strongly agree.

The numerical recreations of the scales are as follows:

5	=	highest
4	=	high
3	=	medium
2	=	low
1	=	lowest

มหาวิทยาลัยหัวเฉียวเฉลิมพระเกียรติ 華僑崇聖大學 HUACHIEW CHALERMPRAKIET UNIVERSITY

CHAPTER 4
FINDINGS

This chapter reported the results of this present study that examined the effects of phonics on EFL students' word recognition, pronunciation and students' opinions after learning through phonics. The participants of the study were thirty-seven Mathayom1 students at Chonburi "Sukhaboth" School. The instruments used to collect data in this study consisted of the word recognition test and the pronunciation test. One test was used as a pre-test and the other test was used as a post-test. The scores from the two tests were compared in order to investigate the students' ability in English word recognition and pronunciation. To investigate the students' opinions towards phonics, the researcher used the questionnaire which was adapted from Sinsap (2009).

4.1 Students' ability in English word recognition and pronunciation

The pre-test and the post-test comprised a list of 15 words which contained the five vowels /æ/, /e/, /ɪ/, /ɒ/, /ʌ/. There were three words in each set; there was one word that was going to be tested, the others were not. The students were asked to listen to the foreign teacher and chose the words they heard. The words that were tested were grouped into 5 sets. Set 1 was the set of the vowel /ɪ/ which contained the words **"it"**, **"ship"**, and **"will"**. Set 2 was the set of the vowel **/e/** which contained the words **"bed"**, **"leg"**, and **"name"**. Set 3 was the set of the vowel /æ/ which contained the words **"mad"**, **"sad"**, and **"hand"**. Set 4 was the set of the vowel /ʌ/ which contained the words **"but"**, **"bug"**, and **"hug"**. Set 5 was the set of the vowel /ɒ/ which contained the words **"saw"**, **"law"**, and **"caught"**. The scores of the pre-test and the post-test on word recognition of each student were shown in table 4.1 and the scores of the pre-test and the post-test on word recognition words in each set were shown in table 4.2.

Table 3: Pre-test and post-test scores on word recognition

Students	Pre-Test (out of 15 words)	Post-Test (out of 15words)	Gain
1	11	13	2
2	7	9	2
3	6	10	4
4	8	11	3
5	6	10	4
6	4	10	6
7	7	7	0
8	8	12	4
9	4	10	6
10	5	6	1
11	9	11	2
12	12	14	2
13	12	13	1
14	8	9	1
15	5	7	2
16	6	9	3
17	4	8	4
18	9	15	6
19	6	6	0
20	10	11	1
21	7	8	1
22	6	10	4
23	6	7	1
24	6	9	3
25	9	12	3
26	10	13	3
27	6	10	4
28	8	12	4
29	7	9	2
30	7	8	1

Students	Pre-Test (out of 15 words)	Post-Test (out of 15words)	Gain
31	5	7	2
32	10	12	2
33	7	9	2
34	10	11	1
35	7	11	4
36	8	11	3
37	8	12	4
Mean	**7.41**	**10.05**	**2.65**
SD	**2.11**	**2.24**	**1.58**
P			**.000**

From table 4.1, it was found that students' word recognition improved by using phonics. The scores of the post-test were mostly higher than the pre-test. The highest score gain achieved after completing the pre-test and post-test was 6. The total mean score of the pretest was 7.41 and the standard deviation was 2.11. The total mean score of the posttest was 10.05 and the standard deviation was 2.24. The results of the pre-test and the post-test were significantly different at p = 0.00. This showed that phonics instruction greatly improved the students' English word recognition ability.

For word recognition test, there were fifteen words in this part, where the students had to choose the word they heard. According to the study which focussed on the five vowels; /ɪ/,/e/,/æ/,/ʌ/ and /ɒ/, it was also found that students had much difficulty with the words that contained the vowel /ɒ/ and had less difficulty with the words that contained the vowel /ʌ/ as shown in table 4.2.

Table 4: The scores on students' word recognition test

Words	Pre	%	Post	%	Gain
	√		√		
Set /ɪ/					
-it	25	67.57	34	91.89	9
-ship	12	32.43	17	45.95	5
-will	14	37.84	20	54.05	6
Total	51	45.95	71	63.96	20
Set /e/					
-bed	23	62.16	23	62.16	0
-leg	19	51.35	25	67.57	6
-name	17	45.95	24	64.86	7
Total	59	53.15	72	64.86	13
Set /æ/					
-mad	17	45.95	21	56.76	4
-sad	20	54.05	24	64.86	4
-hand	14	37.84	20	54.05	6
Total	51	45.95	65	58.56	14
Set /ʌ/					
-but	22	59.46	36	97.30	14
-bug	19	51.35	29	78.38	10
-hug	14	37.84	22	59.46	8
Total	55	49.55	87	78.38	32
Set /ɒ/					
-saw	22	59.46	25	67.57	3
-law	5	13.51	11	29.73	6
-caught	11	29.73	11	29.73	0
Total	38	34.23	47	42.34	9

From the word recognition test, it was found that after the students received phonics instruction, the posttest of the mean score was higher than the pretest mean score. The first set of words that the students recognized most was the set of the vowel **/ʌ/** which contained the words "**but**, **bug** and **hug".** For the pre-test 55 students recognized these words, and for the post-test the number of the students

recognizing this set of words was 87. The second set of words that the students recognized was the set of the vowel /ɪ/ which contained the words "**it**, **ship** and **will".** For the pre-test 51 students recognized these words, and for the post-test the number of the students recognizing this set of words was 71. The third set of words that the students recognized was the set of the vowel /æ/ which contained the words "**mad**, **sad** and **hand".** For the pre-test 51 students recognized these words, and for the post-test the number of the students recognizing this set of words was 65. The fourth set of words that the students recognized was the set of the vowel /e/ which contained the words "**bed**, **leg** and **name".** For the pre-test 59 students recognized these words, and for post-test the number of the students recognizing this set of words was 72. And the last set of words that the students recognized was the set of the vowel /ɒ/ which contained the words "**saw**, **law** and **caught".** For the pre-test 38 students recognized these words, and for post-test the number of the students recognizing this set of words was 47.

For pronunciation test, there were fifteen words in this part, where the students had to read consonant sounds and vowel sounds. This part mainly focused on teaching through the phonics method that enhanced students' pronunciation skills. The finding for this part was shown in Table 5 and Table 6.

Table 5: Pre-test and post-test scores on pronunciation

Students	**Pre-Test (out of 15 words)**	**Post-Test (out of 15 words)**	**Gain**
1	4	12	8
2	3	11	8
3	1	10	9
4	2	9	7
5	6	11	5
6	2	13	11
7	4	13	9
8	2	3	1
9	1	12	11
10	4	6	2
11	5	15	10
12	1	15	14
13	3	14	11
14	13	14	1
15	1	6	5
16	1	13	12
17	1	13	12
18	2	15	13
19	0	15	15
20	3	11	8
21	1	6	5
22	2	14	12
23	0	9	9
24	0	13	13
25	0	15	15
26	3	10	4
27	11	11	0
28	11	15	4
29	3	12	9
30	2	6	4

Students	Pre-Test (out of 15 words)	Post-Test (out of 15 words)	Gain
31	2	9	7
32	0	7	7
33	7	13	6
34	1	13	12
35	10	11	1
36	2	15	13
37	6	15	9
Mean	**3.24**	**11.49**	**8.32**
SD	**3.34**	**3.21**	**4.28**
P			**.000**

From table 5, it was found that students' pronunciation skill improved by using phonics. The scores of the post-test were mostly higher than the pre-test. The highest score gain achieved after completing the pre-test and post-test was 15. The lowest gain was 0. The mean score of the pretest was 3.24, the standard deviation was 3.34, and the posttest was 11.49, the standard deviation was 3.21.

The study revealed that four students (10.81%) out of thirty seven students got more than fifty percent of the score in the pre-test whereas in the post-test thirty-one students (83.78%) got more than fifty percent of the score in the post-test. Especially three students who got zero in the pretest but their post test scores dramatically improved by 13 and 15 respectively.

Among the five vowels, the study revealed that the students had much difficulty with the words that contained the vowel /æ/ and had less difficulty with the words that contained the vowel /ʌ/ as shown in table 6.

Table 6: The scores on students' pronunciation skill

Words	**Pre**		**Post**		**Gain**
	√	**%**	√	**%**	
Set /I/					
Sit	31	27.93	36	32.43	5
Ship	31	27.93	35	31.53	4
Pick	29	26.13	35	31.53	6
Total	91	81.98	106	95.50	15
Set /e/					
Age	20	18.02	26	23.42	6
Taste	18	16.22	27	24.32	9
Date	21	18.92	31	27.93	10
Total	59	53.15	84	75.68	25
Set /æ/					
Bag	30	27.03	35	31.53	5
Lab	32	28.83	37	33.33	5
Bad	35	31.53	37	33.33	2
Total	97	87.39	109	98.20	12
Set /ʌ/					
Cut	26	23.42	33	29.73	7
Tub	27	24.32	35	31.53	8
Hut	22	19.82	36	32.43	14
Total	75	67.56	104	93.69	29
Set /ɒ/					
Rod	18	16.22	27	24.32	9
Cod	19	17.12	28	25.23	9
Hop	25	22.52	31	27.93	6
Total	62	55.86	86	77.48	24

From table 6, it was found that the set of words that contained the vowel /ʌ/ was pronounced correctly the most. The number of the correct pronunciation was higher in the post-test. The first set of words that the students pronounced correctly most was the set of the vowel **/ʌ/** which contained the words "**cut**, **tub** and **hut".** For the pre-test 75 students pronounced these words and for post-test the number of the

students pronouncing this set of words was 104. The second set of words that the students pronounced correctly was the set of the vowel /e/ which contained the words "**age**, **taste** and **date".** For the pre-test 59 students pronounced these words and for the post-test the number of the students pronouncing this set of words was 84. The third set of words that the students pronounced correctly was the set of the vowel set was set /ɒ/ which contained the words "**rod**, **cod** and **hop".** For the pre-test 62 students pronounced these words and for post-test the number of the students pronouncing this set of words was 86. The fourth set of words that the students pronounced correctly was the set of the vowel set was set /i/ which contained the words "**sit**, **ship** and **pick".** For the pre-test 91 students pronounced these words and for the post-test the number of the students pronouncing this set of words was 106. And the last set of words that the students pronounced correctly was the set of the vowel one was set /æ/ which contained the words "**bag, lab** and **bad".** For the pre-test 97 students pronounced these words and for post-test the number of the students pronouncing this set of words was 109.

4.2 Students' opinions towards phonics

This research also aimed to examine students' opinions in learning English word recognition and pronunciation skills. Having been taught by the phonics method, the students were asked to express their views by rating the statements on the questionnaire according to their degrees of agreement. The data was analyzed from the numbers of students' opinions and were calculated into percentages in order to investigate if both the test scores and the percentage were effective after receiving phonics instruction in word recognition and pronunciation. The results of the analysis were shown in Table 7.

Table 7: The students' opinion towards phonics

	Topic	N=37					M	SD
		5	4	3	2	1		
		%	%	%	%	%		
1	Phonics inspires me to enhance my word recognitions.	48.65 (18)	40.54 (15)	10.81 (4)	-	-	4.41	0.69
2	I want to learn through phonics to enhance my word recognition in the future.	48.65 (18)	48.65 (18)	2.70 (1)	-	-	4.43	0.60
3	Phonics inspires me to enhance my pronunciation skills.	59.46 (22)	24.32 (9)	16.22 (6)	-	-	4.46	0.73
4	I want to learn through phonics to enhance my pronunciation in the future.	64.86 (24)	35.14 (13)	0.00 (0)	-	-	4.57	0.55
5	I rely more on my word recognition and pronunciation skills when I study English through phonics.	21.62 (8)	48.65 (18)	24.32 (9)	-	-	3.95	0.74
6	Phonics lessons inspire me to recognize and pronounce the words correctly.	29.73 (11)	48.65 (18)	16.21 (8)	-	-	4.08	0.55
7	The post-test was easier than the pre-test after studying English through phonics.	35.14 (13)	56.76 (21)	8.11 (3)	-	-	4.22	0.63
8	Phonics motivated me more to learn English.	27.03 (10)	48.65 (18)	24.32 (9)	-	-	4	0.71
	Total	**41.89**	**43.92**	**12.84**	-	-	**4.27**	**0.65**

On the basis of the results from Table 7, it was found that the students agreed and strongly agreed with all statements in the questionnaire. The students rated the fourth statements the highest (M=4.57), which was explained as "strongly agree". The

response to the fourth statement indicated that the students wanted to learn through phonics to enhance their pronunciation in the future. The students rated the third statement M=4.46, which was explained as “agree”. The response to the third statement showed that phonics inspires students to enhance their pronunciation skills. However, there were no mean scores below 3.95, showing that all responses to the statements were either “strongly agree” or “agree”.

The second statement (M=4.43) was also rated as “agree”. The answer to the second statement indicated that the students wanted to learn through phonics to enhance students’ word recognition in the future. The students rated the first statement M=4.41 which was explained as “agree”. The answer to the first statement showed that phonics inspires the students to enhance their word recognitions.

The students rated the seventh statement M=4.22 which was explained as “agree”. The answer to the seventh statements showed that phonics lessons inspire them to spell and pronounce the words correctly. The answer to the seventh statement showed that the post-test was easier than the pre-test after studying English through phonics.

The sixth (M=4.08) and the eighth (M=4.00) statements were explained as “agree”. The answer to the sixth statement showed that phonics lessons inspired them to recognize and pronounce the words correctly. The answer to the eighth statement indicated that overall, phonics motivated the students more to learn English.

The students rated the fifth statement the lowest (M=3.95). This statement showed that students relied more on their word recognition and pronunciation skills when they studied English through phonics. Although the fifth statement was rated the lowest by the students, it was still explained as “agree” and showed that students were confident to enhance word recognition in the future through phonics instruction.

CHAPTER 5
CONCLUSION, DISCUSSION AND RECOMMENDATIONS

This chapter is divided into four parts. The first part is conclusion and discussion. The second part presents the pedagogical implication from the study. The third part presents the limitation of the study. Then, the last part presents recommendation for further research.

5.1 Conclusion and Discussion

The results of this study provided the effect of phonics on EFL students' English word recognition and pronunciation used by Mathayom1 students at Chonburi "Sukhaboth" school.

1. The students' word recognition and pronunciation skill.

The first objective in this study was to examine students' ability in English word recognition and pronunciation before and after using phonics, the results showed that the total mean score of the pre-test in word recognition was 7.41 and the post-test score was 10.05. The results of this test supported the findings of Ali (2007), Thawarom (2011), Bamrungratanagul (2012), Srisawat (2014) who found that students got significantly higher scores after phonics teaching. It meant phonics was particularly helpful for word recognition and pronunciation because the students showed quite a lot of improvement in recognizing and pronouncing English words.

For this reason, it was essential that the students were able to improve their word recognition with unfamiliar words that followed the same pattern presented throughout the lessons. The assumption was that if the students had not been taught phonics, they would not have been able to make relationships between letters and sounds, and the results would not have been as positive. The students' understanding of the relationships between letters and sounds enabled them to spell a greater number of words. It could be concluded that the students' word recognition scores on the post-test were higher than on the pre-test because they were taught words using the phonics approach that allowed them to recognize word through sound-letter correspondences.

This study was supported by Thawarom (2011) who investigated the effectiveness of phonics instruction on fourth grade students' single syllable word reading. The results of the study revealed that the phonics instruction greatly enhanced single-syllable CVC word reading ability of the fourth grade students. In

both cases students' ability improved after phonics teaching. It was also supported by Srisawat (2014) who found that phonics instruction seemed to help promote simple English word reading skill of participants of the present study. As for the problematic letter sounds for the students to pronounce, it was found that consonant letters on both onset and coda positions were more problematic than vowel ones.

Considering students' phonics improvement in terms of word recognition: the results suggested that the students were required to know and match the sounds of the language. Additionally, the results revealed that they increased their word recognition and pronunciation skills after learning through phonics. The set that had the largest increase in scores after being introduced to phonics was set /ʌ/ of words containing the words but, bug and hug. They gained the progress of 49.55, which was the highest percentage gain score. The set that had the smallest increase in scores was set /ɒ/ containing the words saw, law and caught. They gained the progress of 34.23, which was the lowest percentage gain score. Set /ɒ/ was difficult for students because of vowel quality and this vowel sound doesn't exist in the Thai language. Moreover, the vowel quality causes difficulty for Thai students because vowel quality is not phonemic, but vowel length is phonemic in Thai. These conclusions can also be supported by the results from Bamrungratanagul's study (2012) which found that the students' scores for word recognition and pronunciation were significantly higher than those on their pre-test. The findings in this study also indicated that over a short period of time of phonics instruction, the students seemed to understand the letter-sound correspondences. They noted that students were able to increase their ability in word recognition after learning and applying phonics.

The results also indicated that most students could manipulate individual phonemes in a word for reading by breaking a word down in order to sound it out and then blending the phonemes to identify the words, for example; *b,u,t / b,u,g / h,u,g.* In terms of vowel sounds, phonics could help the students who could not distinguish between the letter names and the letter sounds. The reason was the students had never been introduced to phonics when English was taught in the classroom before the pre-test. The teacher only taught the students to recognize the names of the English letters. On the other hand, after the phonics teaching, the students became more conscious of how to pronounce words in English because they realized how each letter sounded. Therefore, the scores of the post- test significantly increased. When the students were

able to decode the sounds of vowels, then they were able to mix or blend the sounds to recognize the words.

The second part of the first objective in this study was to examine students' pronunciation abilities before and after learning the phonics method. The study showed on overall improvement in students' ability to properly pronounce the words on the test that had been given to them after using the phonics method.

The results showed that the total mean scores of the pretest in pronunciation were 3.24 and the post test scores were 11.49. The results indicated that the students needed to acquire phonics knowledge which would begin by teaching them how to convert letters or letter combinations into sounds and then how to blend the sounds together to form recognizable words. Hence, the results of this study supported the findings of Kajornboon (2009) who found that students taught by using the phonics approach gained significantly higher pronunciation scores while the majority of students of pronunciation scores increased. Kajornboon's study (2010) pointed out that phonics instruction can improve students' pronunciation because the student could segment the sounds and produced them correctly.

The results from both the pre-test and post-test showed an increase in students' pronunciation skills. Set /ʌ/ had the highest increase in scores and while set /æ/ also had an increase in scores, it was the set that students improved the least because the word in this set had the long sounds and the students already practice it before. After being taught through phonics, students were able to link sounds in order to form words, they were also able to recognize target vowel sounds. It can be said that teaching English pronunciation using the phonics approach requires students to learn the connections between letters and sounds in order to create or recognize unfamiliar words. This also can be applied to teaching word recognition. The primary focus of phonics instruction was to help beginning readers understand how letters were linked to sound to form letter-sound correspondences and spelling patterns. As students recognized these distinctions, they were able to apply this knowledge to their pronunciation. The result of the pronunciation post-test was shown to be higher than that of the pre-test. It can be concluded that students' pronunciation skills can improve when being taught through the phonics approach. It indicated that phonics teaching classes made the students aware of combining words and recognizing sounds of the words. It is an indication of quality and effectiveness of phonics teaching and learning. In conclusion, having been taught phonics, the students were able to

recognize the sounds of the letters and how to blend the sounds, enabling them to read words of the CVC structure. Thus, phonics instruction greatly enhanced the students' reading ability.

This was consistent with the study of Kajornboon (2009) which found that using phonics method could make Mathayomsuksa1 students pronounce consonant and vowel sounds more correctly and they gained more vocabulary knowledge after learning through the phonics approach. Moreover, Bamrungratanagul (2012) found that an improvement on the English spelling recognition and pronunciation skills after being taught through the phonics approach. All these studies supported the present study which showed a significant increase in scores from the pre-test to the post-test of the students' word recognition and pronunciation skills on the target vowel sounds. In addition, Sinsap (2009) suggested that phonics instruction should be taught with the longer learning duration so that the learners can be more familiar with the letter sounds taught. This study has shown that although the phonics method seemed to yield good results both in ability and motivation for the 37 students, it is suggested that any further studies include a larger number of students from a greater variety of background for the results to be more generalizable.

5.2 The students' opinions after learning through phonics.

The second objective of this study was to investigate students' opinions on learning English word recognition and pronunciation skills after using phonics.

After learning through phonics students were given a survey questionnaire that gave them 8 statements and asked them to rate the statements on a scale ranging from strongly agree to strongly disagree. The learners attended the lessons of phonics instruction for about ten weeks. They had so much fun and were happy to learn phonics instructions. From the research, the students were affected with the positive development.

The results showed that the total mean scores of the students' opinions after learning through phonics were 4.27. The results indicated on overall increase in the level of student opinions. After learning phonics students were more motivated to learn English. The students were encouraged and motivated through phonics instructions. Also, without knowledge of sound-letter correspondences, word recognition and pronunciation of the words would have been more difficult. The results showed that the students desired to learn word recognition and pronunciation

skills through the phonics method in the future. The positive outcome on the post-test showed that students increased their interest as well as increased attitude to learn English. The students also expressed a higher level of opinions after being introduced to the phonics method. The statement that students rated the highest percentage for "strongly agree" was statement 4 "I want to learn through phonics to enhance my pronunciation in the future." The result (M=4.57) indicated that students were greatly motivated by the phonics teaching classes mostly the five vowel sounds and interested to learn more about phonics in the future. The statement that students rated the second was statements 3 "Phonics inspires me to enhance my pronunciation skills." The result (M=4.46) indicated that students were interested to learn phonics and pronunciation skills. The statement that students rated the third was statements 2 "I want to learn through phonics to enhance my word recognition in the future." The result (M=4.43) indicated that students want to study phonics to enhance their word recognition skills in the future. Hence, the results of this study supported the findings of Sinsap (2009) who found that phonics instruction was beneficial in the reading class and also created more motivation in language learning.

Phonics teaching and learning is great fun. While teaching phonics the teacher used various kinds of games with flash cards and PowerPoint to make the lessons interesting. It was evident from the comments in the questionnaire by students who suggested that phonics should be taught from kindergarten onwards and they also wanted the teacher to use many vocabularies while teaching them phonics. They thought that phonics could make them pronounce the words clearly and it was very useful. It was to be noted that almost all the students did not learn phonics before the pre-test.

Furthermore, the subjects were observed during the class that their opinions toward word recognition and pronunciation were more positive because they were noticed to have fun in class. Phonics method increases learners' enthusiasm and optimism on reading activities. This happens when the students have phonics awareness through their ability to identify the sounds of the letters. Reading English can be interesting and fun when the students feel that new words they encounter are not problematic (Ehri, 1980). That is, the students gained motivation in reading too. Furthermore, having been taught phonics, the students were able to recognize the sounds of the letters and how to blend the sounds, enabling them to read single-

syllable words of the CVC structure. Phonics instruction greatly enhanced the students' word recognition and pronunciation.

This research concluded that after being introduced to and applying the phonics method their word recognition, pronunciation and attitude levels were increased. The overall advantage of teaching phonics was that the students' levels of word recognition and pronunciation both increased. The disadvantage was that some students did not improve even after teaching them phonics. One explanation of the lack of improvement could simply be the lack of personal opinions of the students. Teachers must motivate students but in order to improve, students must be personally motivated as well. Also, if students struggle with learning phonics it could cause them to become discouraged and unmotivated to continue to learn.

5.3 Pedagogical Implications

The findings in the present study showed that it was effective to use phonics approach to improve students' word recognition and pronunciation skills, and these were positive.

Apparently, there are some implications which can be drawn from the research finding of this study which are as follows. Firstly, teachers may employ various assessments to assess and evaluate students' English word recognition and pronunciation which is not only the test before and after the instruction or the worksheets that were done at the end of lesson. The assessment can be done after few weeks of the instruction in order to evaluate the progress of the students' English word recognition and pronunciation.

Secondly, based on the English pronunciation test, teachers may also motivate the slow learners in order to make learners participate positively and effectively. Teacher should use materials (flashcards, letters sound cards) through group activities in order to make learners' positive participation effectively.

Finally, teachers need to design more activities that can develop students' emotional, social, physical language. The teachers may add songs and rhymes when introducing the letters sound to make the lesson more fun.

5.4 Limitation of the study

A few limitations in this study should be taken into consideration. Firstly, time intervention was a limitation. The sessions of the instruction were ten weeks. Even though, the findings showed the desirable results of pronunciation ability, it would be better to have longer periods of the instruction to see more improvement of English word recognition ability. Secondly, the study group was limited to only 37 students in the secondary school, with a specific background. So, the results cannot be applied to the general population. Finally, there were only five sound-letter connections that were presented and familiarized to the students. So, the rules of letter-sound correspondence should be taught during the phonics lessons. This supports the finding of Sinsap (2009) who conducted the studies of the use of phonics instruction and found that the phonics instruction was effective to support the learning of reading and pronunciation.

5.5 Recommendation for Future Research

The recommendations for the future research are as follows:

First, the opposition between tense and lax vowels such as /e/ and /ɛ/,/i/ and /ɪ/, /u/ and /ʊ/ should be tested.

Second, a comparison between two different groups of samples with the same level of phonological background knowledge should be done in order to compare the improvement on English word recognition and pronunciation.

Third, the study should have been done more than ten weeks in order to follow up and confirm the effects of phonics instruction.

Forth, in order to see the progression of the students on English word recognition, the small quizzes should be done every three weeks so that future lesson plans can be planned accordingly regarding what should be or should not be taught repeatedly.

Finally, most importantly for the teachers who want to teach phonics, one thing they need to be aware of in order to deliver high quality phonic work systematically is the four steps of teaching, review and revisit, teach, practice and apply, which must be applied accordingly.

BIBLIOGRAPHY

Adams, M. (1998) **Beginning to read**. Cambridge: The MIT Press.

Ali, A. (2007) **A case study to evaluate young learners taught reading and spelling through word recognition and phonics.** Master's thesis in English. Bangkok: Thammasat University.

Baker, L. I. N. D. A. (2000) **Building the word-level foundation for engaged reading.** Engaging young readers. New York : Guilford Publications, 17-42.

Bamrungratanagul, L. (2012) "An improvement on the English spelling recognition and pronunciation skills after being taught through the phonics approach." **Master's Thesis.** Bangkok: Rangsit University.

Burns, A. (2003) **Clearly speaking: pronunciation in action for teachers.** National Center for English language teaching and research, Macquarie University, Sydney, n.d.

Celce-Murcia, M., Brinton, D.M. and J.M. Goodwin. (1996) **Teaching Pronunciation: A reference for teachers of English to speakers of other language. England:** Cambridge University Press.

Chutharop, M. (1994) **Psychology of learning and teaching**. Bangkok : Thipwisut Printing.

Cunningham, A. E. (1990) "Explicit versus implicit instruction in phonological awareness". **Journal of Experimental Child Psychology**, 50 page 429-444.

Cunningham, P. M. (1999) "What should we do about phonics" **Best practices in literacy instruction.** page 68-89.

Cunningham, P. (2000) **Making words: Multilevel. hands-on. developmentally appropriate spelling and phonics activities.** Torrance : California: Good Apple.

Cynthia, P. (2010) **Saxon Phonics Versus Whole-Language Reading Instruction in First Grade Classroom, Gender, and Beginning and End-of-Year DIBELS Scores,** Master Thesis: Tennessee Technological University. America: Cookeville.

BIBLIOGRAPHY (CONTINUED)

Devonshire, A. L., Field, L. M., Foster, S. P., Moores, G. D., Williamson, M. S., & Blackman, R. L. (1998) The evolution of insecticide resistance in the peach–potato aphid, Myzus persicae. **Philos**ophical Transactions of the Royal Society of London B: Biological Sciences, 353 (1376) page 1677-1684.

Donglan, Z. (2004) "Your English Is Too Cheem!": Singaporean Student Listening Difficulties and Tackling Strategies. Asian Englishes, 7 (1) page 74-91.

Duncan, L. G., Seymour, P. H., & Hill, S. (1997) "How important are rhyme and analogy in beginning reading?" **Cognition**, 63 (2) page 171-208.

Ehri, L. C., Nunes, S. R., Stahl, S. A., & Willows, D. M. (2001) "Systematic phonics instruction helps students learn to read: Evidence from the National Reading Panel's meta-analysis" **Review of educational research,** 71 (3) page 393-447.

Ehri, L. C., & Wilce, L. S. (1980) "The influence of orthography on readers' conceptualization of the phonemic structure of words" **Applied Psycholinguistics** 1 (4) page 371-385.

Ehri, L. C., & Wilce, L. S. (1985) "Movement into reading: Is the first stage of printed word learning visual or phonetic?" **Reading Research Quarterly** page 163-179.

Ehri, L. C. (2013) **Grapheme—Phoneme Knowledge Is Essential for Learning to Read Words in English.** Word recognition in beginning literacy, 1 no place: no publisher.

Fishman, J. A. & Agheyisi, R., (1970) "Language attitude studies: A brief survey of methodological approaches." **Anthropological linguistics**, page 137-157.

Fraser, H. (1999) "ESL pronunciation teaching : Could it be more effective?" **Australian Language Matters**: page 7-8.

Fronkin, V., Rodman R., & Hyams, N. (2003) **An Introduction to Language.** 7th ed. Manssachusetts: Thomson and Heinle.

Gebhard, J. G. (2006) **Teaching English as a foreign or second language: A teacher self-development and methodology guide.** America: University of Michigan Press.

BIBLIOGRAPHY (CONTINUED)

Hiebert, E. H., & Martin, L. A. (2007) **Repetition of words: The forgotten variable in texts for beginning and struggling readers.** Finding the right texts: What works for beginning and struggling readers, page 47-69.

Hempenstall, K. (2002) "Phonological processing and phonics: Towards an understanding of their relationship to each other and to reading development." **Australian Journal of Learning Difficulties**, 7(1), page 4-28.

Hempentall, K. (2009) **"Some Issues in Phonics Instruction: Implicit and Explicit Phonics Instruction"** [Online] Available: http://www.eucationalnews.org/some_issues_in_phonics_instruction.htm.

Hill, S. (2005) **The input hypothesis.** Beverly Hills: Loredo.

Holmes, J. (2008) **An introduction to Sociolinguistics** (3rd ed.) London: Longman.

Honhenthal, J. (2012) **Students' attitudes towards English:** The case of life science 3(1), page 200-209.

Hogg, M., Vaughan, G. (2005) **Social psychology** (4th ed.) London: Prentice Hall.

Ivey, G., & Baker, M. I. (2004) Phonics instruction for older students? Just say no. **Educational leadership**, 61 (6), page 35-39.

Kajornboon, N. (2009) **"Using phonics method to promote English pronunciation and vocabulary knowledge of Mathayomsuksa 1 students"** Master's thesis in English, Chiang Mai University.

Khamkhien, A. (2010) **Teaching English speaking and English speaking tests in the Thai context : A reflection from Thai perspective.** English Language Teaching, 3 (1), page 184.

Kongkerd, W. (2013) "Teaching English in the era of English used as a lingua franca in Thailand" **Executive Journal.** 33 (4) page 3-12.

Krashen, S. (1998) **International Review of Social Sciences and Humanities,** school of Khulna University. Comprehensible output? System, 26 (2) page 175-182.

BIBLIOGRAPHY (CONTINUED)

Lambert, P. H. (1976) "Detection of immune complexes in unheated sera by a modified 125I-C1q binding test effect of heating on the binding of C1q by immune complexes and application of the test to systemic lupus erythematous" **The Journal of Immunology**, 116 (1) page 232-235.

Laohawiriyanon, C. (2011**) "Influence of explicit teaching of phonics on retention of word spelling of fifth graders."** Master's thesis in English, Songkla: Prince of Songkla University.

Martinez, Á. M. M. (2011) "Explicit and differentiated phonics instruction as a tool to improve literacy skills for children learning English as a foreign language" **GIST Education and Learning Research Journal,** (5), page 25-49.

Meyerhoff, M. (2011) **Introducting Socioolinguistics** (2nd ed.). New york: Routledge.

Miressa M. and Dumessa M., 2011. "Investigating factors contributing to grade nine students' spelling errors at Don Bosco High and Preparatory School in Batu" **Journal of Language and Culture** 2 (6): page 103-115, June 2011 Available online http://www.academicjournals.org/JLC.

Morrow, L. and Tracey, M. (1997) "Strategies Used for Phonics Instruction in Early Childhood Educational Classroom." **Reading Teacher** 50 (n.d.) : page 546-549.

Oskamp, S., (1977) "Prediction of success or failure in birth planning: An approach to prevention of individual and family stress" **American Journal of Community Psychology,** 5(4), page 447-459.

Oxford, R. L. (1990) **Language learning strategies** (Vol. 210). New York: Newbury House.

Panel. (2006) **Executive Summary:** Developing Literacy in Second-Language Learners: Report of the National Literacy Panel on Language-Minority Children and Youth. Mahwah, NJ: Lawrence Erlbaum Associates. Accessed online February 2010 from: http://www.cal.org/projects/archive/nlpreports/Executive_Summary.pdf.

BIBLIOGRAPHY (CONTINUED)

Pawapatchraudom, R. (2007) **An Investigation of Thai students' English Language Problems and their learning strategies in the International program.** Master's thesis in English, Bangkok : Mahidol University.

Pung, A. (2001) **"The teaching of phonics and its relation to proficiency in reading- related tasks in Hong Kong."** Master's thesis in English, Applied Linguistics Hong Kong: The University of Hong Kong.

Ravid, D. (1995) **Language change in child and adult Hebrew: A psycholinguistic perspective.** England : Oxford University Press.

Rubin, D.A **(**1993) **Practical Approach to Teaching Reading (2nd ed.).** Needham Heights. Library of Congress Cataloging-in-Publication Data.

Saising, J. (2003) **Integration of phonics and whole language approaches to promote English oral reading ability. Reading comprehension. spelling. and opinion about English reading of prathomsuksa 4** Master's Thesis. Chiang Mai: Chiang Mai University.

Schmidt, R. (1995) Consciousness and foreign language learning: A tutorial on the role of attention and awareness in learning. **Attention and awareness in foreign language learning,** 9, page 1-63.

Serna, C. (2006) "The role of phonemic awareness and phonics in beginning reading" **in Journal of Education**, 6 : page 26-31.

Sethi, D. (2013) **Effects of Synthetic Phonics Instructions Using play based language learning on English word recognition ability of kindergarten learners.** Master's Thesis in Teaching English as a second language, Bangkok : Chulalongkorn University.

Simon, E., & Taverniers, M. (2011) Advanced EFL learners' beliefs about language learning and teaching: a comparison between grammar, pronunciation, and vocabulary. **English Studies,** 92(8), page 896-922.

Sinsap, T. (2009) **Using Phonics to Enhance Mathayomsuksa1 Students' Reading and Spelling Skills As Well As Motivation.** Master's Thesis in Teaching English as a second language, Ubon Ratchathani : Ubon Ratchathani University.

BIBLIOGRAPHY (CONTINUED)

Srisawat, C. (2014) **Effectiveness of Phonics instruction on simple word reading of Thai and English as a foreign language.** Master's thesis in English, Ubon Ratchathani : Ubon Ratchatani University.

Suttipun, M. (2012) **Readiness of Accounting Students in the ASEAN Economic Community:** An Empirical Study from Thailand. In 1st Mae Fah Luang University International Conference. Retrieved from http://mfuic2012. mfu.ac.th/electronic_proceeding/Documents/00_PDF/O-SSH/O-SSH-03% 20Muttanachai% 20Suttipun. pdf, accessed February (Vol. 20, page 2014).

Thawarom,P. (2011) **Using phonics instruction to improve single-syllable word reading of the fourth grade students at Ave Maria school. Master's thesis in English,** Ubon Ratchatani University.

Thongsin, N. (2007) **A study of English pronunciation problems for Thai learners Phitsanulok:** Naresuan University.

Tsui, A. B. (1996) Reticence and anxiety in second language learning. **Voices from the language classroom,** page 145-167.

Wagstaff, J. M. (1994) **Phonics that work! :** New strategies for the reading/writing classroom. Scholastic Inc.

Witt, S. M., & Young, S. J. (2000) Phone-level pronunciation scoring and assessment for interactive language learning. **Speech communication,** 30(2), page 95-108.

Westwood, P. (2008) What teachers need to know about reading and writing difficulties. Camberwell, **VIC, Australia**: SCER press.

Yip, M. (2006) The symbiosis between perception and grammar in loanword phonology. **Lingua,** 116(7), page 950-975.

Appendix A

Lesson Plan 1

Course: E20202 Reading and Writing (Unit 7 Breaking Down a Volcano)

Date: January 13, 2016 **Time: 120 minutes**

Instructor: Kultida Kukeartkarn **Class: M. 1**

Terminal Objective:

Students will be able to make inferences from the reading text.

F 1.1 (M.1/3),(M.1/4); F1.3 (M.1/2)

Enabling Objectives: Students will be able to…

- learn how to recognize and remember the /æ/ sound
- match the target words with the right meaning.
- pronounce the target words correctly.
  bag, lab, bad.
- use the following vocabulary correctly.

go fishing (v.)	beach (n.)	forest (n.)
lake (n.)	coast (n.)	e-mail (n.)
log on to the Internet	a search engine (n.)	
go mountain biking (v.)	vacation (n.)	

- find the main idea of the reading text.
- guess unwritten information from the conversation and then answer the questions.

Background knowledge:

- Students have learned about finding details strategy.

Materials Material and Equipment:

- Sentence strips
- Quiz
- Adventures in Reading & Writing 1

Evaluation:

- Students can answer the questions on page 39 and do the Quiz [Reading skills: making inferences].

Lesson Plan 1 (continued)

Procedures:

Time	Teacher	Student
20 min.	**Warm up** 1. Teacher presents the following words using phonics approach in teaching the /æ/ sound in the words like bag, lab and bad. 2. Teacher puts the pictures of them on PPT and shows these words bag, lab, bad.	1. Students practice reading by repeating after the teacher. 2. Students repeat after the teacher.
25 min.	**Pre reading** 1. Before reading, Teacher asks students to guess What story they are going to read. 2. Teacher tells students to look through a text. "Biking down a Volcano" to find keywords and phrases that are likely to indicate the specific information, then read just this piece of the text on page 38. 3. Before letting students read to find the specific information presents the key vocabularies and asks students whether they know these vocabularies or not. 4. Teacher shows the following sentences and lets students read loudly and guess the meaning of the key vocabularies in Thai. go fishing (v.) go mountain biking (v.) vacation (n.) coast (n.)	Key answer: A) Go mountain biking Students scan the passage to find the key words and phrases. Students look at the vocabularies on the board and answer which word they know. Students read the sentence strips and guess the meaning of the vocabularies in Thai.

Lesson Plan 1 (continued)

Time	Teacher	Student
	I like to ***go fishing*** on weekends with my father at Bangkhuntian District.	go fishing (v.) = ไปตกปลา
	KhaoYai National Park is the wonderful place for **going mountain biking**.	go mountain biking (v.)= ไปขี่จักรยานไต่ภูเขา
	The school will be closed for Christmas **vacation**.	vacation (n.) = เวลาหยุดงานหรือหยุดภาคเรียน
	The Sunrise **Coast** of Thailand stretches from Cha Am in the North through to Chumphon.	coast (n.) = ชายฝั่งทะเล
	She turns on her computer and **logs on to the Internet**.	logs on to the Internet = การติดต่อเข้าไปในอินเทอร์เน็ต
	Google or *Google* Web Search is a web ***search engine*** owned by *Google* Inc.	a search engine (n.) = เครื่องมือที่ใช้ท่องอินเตอร์เน็ตเพื่อแสวงหาข้อมูลที่ต้องการ
	E-mail gives us the ability to contact any person in the world in a matter of seconds.	e-mail (n.) = จดหมายอิเล็กทรอนิกส์
15 min.	**<u>While Reading</u>** 1. Teacher reads the text out loud. Then teacher asks students to underline difficult words or phrases. 2. Teacher asks Students the write the difficult words on board and explains the meaning. 3. Teacher reads the text out loud	Students listen to teacher. Students write words on board. Students listen again.

Lesson Plan 1 (continued)

Time	Teacher	Student
	for the second time. [Students close the book].	
35 min.	**Post Reading** [pair work] 1. Teacher checks Students' comprehension from the exercise on page 38 and lets Students discuss the answers with their partners.	Students answer the questions in the exercise on page 38. Key answer: 1. False 2. False 3. True 4. True 5. True
	2. Teacher asks Students what the main idea of this story is.	Key answer: 3) Valerie plans a good mountain bike riding trip.
	3. Teacher explains how to make inferences To make an inference you use what is **written** in a story to guess at something that is **not written**. Example: **Information from story:** Valerie finds a vacation place by using the Internet. **Inference:** ⟶ Valerie knows how to use the Internet to find information.	Students listen to teacher's explanation.
	4. Teacher asks students to do exercise on page 39 to check their understanding and share answer with the partner.	Students do exercise on page39. Key Answer: 1) In Hawaii 2) Before

Lesson Plan 1 (continued)

Time	Teacher	Student
		3) Surprised
	5. Teacher asks students to do Vocabulary Review on page 40. [together]	Students do Vocabulary Review on page 40. Key Answer: 1. Mountain biking 2. Forest 3. Beach 4. Fishing 5. Lake
	6. Teacher distributes the Quiz, asks them to finish it and then submit it to Teacher. [Students must close the book.]	Students do the Quiz and submit to teacher.
5 min.	**Wrap-up** 1. Teacher what do we learn today?	About go mountain biking
	2. What technique do we use to read today?	Scanning, Making inferences

✍**Comment:**

_____

_____

_____

_____

_____

Lesson Plan 1 (continued)

Quiz

Name_____Class_____No._____

Thinking of "Biking down a Volcano." Finish the sentences by matching the phrases.

fishing	*mountain biking*	*Hawaii*
volcano	*38 miles down hills*	

1. Valerie's favorite sport is ……..
2. Richard wants to go ……...
3. Valerie plans a vacation in…….
4. They go biking down a ……..
5. Valerie and Richard ride…….

CHULALONGKORN RAJAVIDYALAYA UNIVERSITY

Lesson Plan 2

Course: E20202 Reading and Writing (Unit 7 Breaking Down a Volcano)

Date: January 13, 2016 Time: 120 minutes

Instructor: Kultida Kukeartkarn Class: M. 1

Terminal Objective:

Students will be able to write about his/her friend's favorite outdoor activity. F 1.2 (M.1/1),(M.1/5); F1.3 (M.1/1); F4.1 (M.1/1)

Enabling Objectives: Students will be able to…

1. learn how to recognize and remember the /i/ sounds
2. produce the sounds of the vowels in isolation;
3. pronounce the target words correctly; and
4. use target vocabulary correctly.
5. pronounce the target words correctly it, ship, will.

- Use the following vocabulary correctly.

baseball	biking	fishing	golf	hiking
running	soccer	sailing	skiing	swimming
tennis	volleyball			

- Students will be able to use the following language pattern correctly.

I like	+ Ving
She likes	+ to V1
He likes	+ N

- Ask and answer questions about their favorite outdoor activity.
- Write down the answers from the conversation with their partners.

Background knowledge:

- Students have learned vocabulary about sports and activities and how to use verb 'like'.

Materials Material and Equipment:

- Pictures
- Answer sheet
- Adventures in Reading & Writing 1

Evaluation:

- Students will be able to write about his/her friend's favorite outdoor activity.
- Using writing scoring rubrics to evaluate student's writing assignment.

Lesson Plan 2 (continued)

Procedures:

Time	Teacher	Student
20 min.	**Warm up** 1. Teacher presents the following words using phonics approach in teaching the /i/ sound in the words like it, ship, will. 2. Teacher puts the pictures of them on PPT and shows these words it, ship, will.	1. Students practice reading by repeating after the teacher. 2. Students repeat after the teacher.
30 min.	**Pre-writing** 1. Teacher presents these following pictures on the board. 2. Teacher asks students to match pictures of sports/	Students match pictures with the vocabulary.

Lesson Plan 2 (continued)

Time	Teacher	Student
	activities with the answer. baseball biking fishing golf hiking running soccer sailing skiing [pair work] 3. Teacher asks students to discuss their favorite sports/activities. 4. Teacher tells students to write the activities they like and they both like in given answer sheet. 5. Teacher tells some Students to share their answers in front of the whole class. [Presenting in a full sentence of I like + Ving She likes + to V1 He likes + N 6. Teacher asks students to take turns asking and answering questions about friend's favorite outdoor activities and write down the answer. [on page 42] • What outdoor activity do you like? • When do you do this activity? • Where do you do this	Key answer: 1=baseball 2=biking 3=fishing 4=golf 5=hiking 6=running 7=soccer 8=sailing 9=volleyball 10=swimming 11=skiing 12=tennis -Students discuss their favorite sports/activities -Students write the activities they like and they both like in given answer sheet. -A couple pairs of Students present their answer. -Students take turns asking and answering questions about friend's favorite outdoor activities and write down the answer. Possible answers: • I like biking. • I go biking after school every day. • I go biking around my village.

Lesson Plan 2 (continued)

Time	Teacher	Student
	activity? • Whom do you do this activity with? • Why do you like it?	• I go biking with my brother. • I like it because I want to have a good health.
15 min.	**Writing** 1. Teacher asks students to write a short paragraph telling about their friend's favorite outdoor activity from their note.	Students write a short paragraph telling about their friend's favorite outdoor activity from their note.
25 min.	**Editing** 1. Teacher tells students to exchange their writing with another pair. 2. Then tells students to edit and correct other people's work and return it to the owner.	Students exchange their writing with another pair. Students edit and correct other people's work and return it to the owner. Students correct their writing by using their friend's feedback.
25 min.	**Post-writing** 1. After editing Students' work, Teacher asks students to submit their work to teacher. 2. Teacher gives comments to students' work and grades their work by using writing scoring rubrics. 3. Teacher picks the best paragraph writing to present to the whole class.	Students submit their assignment to teacher
5 min.	**Wrap-up** 1. What do we learn today?	-About outdoor sports/activities. -Writing a short paragraph

Lesson Plan 2 (continued)

Comment:

_____

_____

_____

_____

_____

Lesson Plan 2 (continued)

Writing Scoring Rubrics

DIRECTIONS: Indicate the number from the following scale that reflects your assessment of the student's work.

Meaning: 1 = Weak, 2 = Moderately, Weak, 3 = Average, 4 = Moderately Strong, 5 = Strong

Item	Description	1	2	3	4	5
1.	The spelling, punctuation, and grammar on the writing assignment are accurate.					
2.	The writing assignment is neatly typed or handwritten.					
3.	The writing assignment is focused, clear, and specific engaging with relevant, strong supporting detail.					
4.	Student uses clear, various, and accurate word choice. He/She picks the right words for the right places.					
5.	Student's work is easy to follow or read aloud. It has effective variation in length and sentence patterns and no sentence fragment.					
6.	Student effectively organizes his/ her writing in logical and creative manner.					
	Total	**/30**				

Lesson Plan 3

Course: E20202 Reading and Writing (Unit 8The Flood)

Date: January 13, 2016 Time: 120 minutes

Instructor: Kultida Kukeartkarn Class: M. 1

Terminal Objective:

Students will be able to identify the main idea of the reading passage.

F 1.1 (M.1/3),(M.1/4); F1.3 (M.1/2)

Enabling Objectives: Students will be able to…

- learn how to recognize and remember the /e/ sounds of both short and long vowels;
- Match the target words with the right meaning.
- Pronounce the target words correctly.
  bed, leg, name
- Use the following vocabulary correctly.

rain (v.)	river (n.)	flood (n.)	scared (adj.)
safe (adj.)	tourist (n.)	dangerous (n.)	danger(n.)
blanket (n.)	decide (v.)	chicken (n.)	potato (n.)
empty house (n.)	prepared (adj.)		

- Find the main idea of the reading text.
- Guess unwritten information from the conversation and then answer the questions.

Background knowledge:

- Students have learned about making inferences.

Materials Material and Equipment:

- Sentence strips
- Quiz
- Adventures in Reading & Writing 1

Evaluation:

- Students can answer the questions on page 45 and do the Quiz [Reading skills: understanding the topics].

Procedures:

Lesson Plan 3 (continued)

Time	Teacher	Student
20 min.	**Warm up** 1. Teacher presents the following words using phonics approach in teaching the /e/ sound in the words like age, test, date. 2. Teacher puts the pictures of them on PPT and shows these words age, test, date.	1. Students practice reading by repeating after the teacher. 2. Students repeat after the teacher.
25 min.	**Pre-writing** 3. Before reading, Teacher asks students to guess What story they are going to read. 4. Teacher tells students to look through a text. "The Flood" to find keywords and phrases that are likely to indicate the specific information, then read just this piece of the text on page 44. 5. Before letting students read to find the specific information presents the key vocabularies and asks students whether they know these vocabularies or not. rain (n.), river (n.), flood (n.), sacred (adj.), safe (adj.) 6. Teacher shows the following sentences and lets Students read loudly and guess the meaning of the key vocabularies in Thai.	Key answer: C) He is in a flood. Students scan the passage to find the key words and phrases. Students look at the vocabularies on the board and answer which word they know. Students read the sentence strips and guess the meaning of the vocabularies in Thai. rain (n.) = ฝน

Lesson Plan 3 (continued)

Time	Teacher	Student
	November **rain** is sometimes dangerous. Our house is located near the Chao Phya **River**. There was the biggest **flood** in Thailand last year. People moved the **safe** place during the biggest flood. They look **scared** of the tigers in the cage.	river (n.) = แม่น้ำ flood (n.) =น้ำท่วม,อุทกภัย safe (adj.) = ปลอดภัย sacred (adj.) = ตื่นตกใจกลัว
15 min.	**<u>While Reading</u>** 7. Teacher reads the text out loud. Then teacher asks students to underline difficult words or phrases. 8. Teacher asks students the write the difficult words on board and explains the meaning. 9. Teacher reads the text out loud for the second time. [Students close the book]	Students listen to teacher. Students write words on board. Students listen again.
5 min.	**<u>Wrap-up</u>** 1. Teacher what do we learn today? 2. What technique do we use to read today?	-About the flood. Understanding the topic, Identifying the main idea

Lesson Plan 3 (continued)

Comment:

_____

_____

_____

_____

_____

Lesson Plan 4

Course: E20202 Reading and Writing (Unit 8The Flood)

Date: January 13, 2016 Time: 120 minutes

Instructor: Kultida Kukeartkarn Class: M. 1

Terminal Objective:

Students will be able to write about his/her favorite city or town.

F 1.2 (M.1/1),(M.1/5); F1.3 (M.1/1); F4.1 (M.1/1)

Enabling Objectives: Students will be able to…

- learn how to recognize and remember the /ɒ/ sounds.
- Pronounce the target words correctly.
  rod, cod, hop
  Use the following vocabulary correctly.
  traffic jam pollution
  beautiful atmosphere/ beaches/ places tourist attractions
  New York city Paris Tokyo
  Seoul Pai
- Students will be able to use the following language pattern correctly.
  *I want to live in*_____.
  *I like this city/ town because*_____.
  *I don't like*_____
- Ask and answer questions about their favorite city or town.
- Write down the answers from the conversation with their partners.

Background knowledge:

- Students have learned vocabulary about places and how to use verb 'like'.

Materials Material and Equipment:

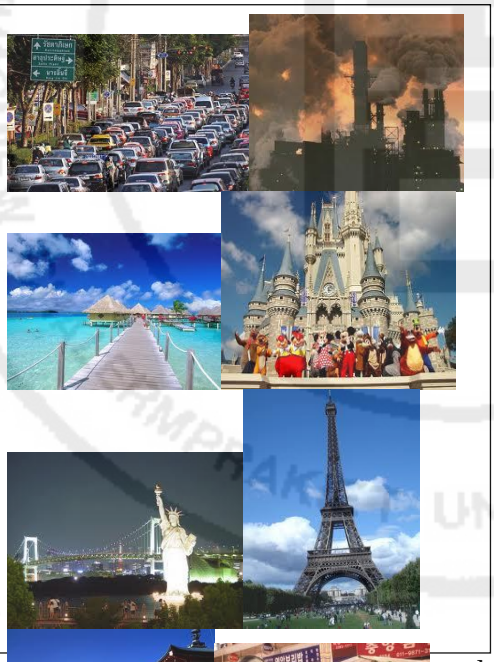
- Pictures
- Answer sheet
- Adventures in Reading & Writing 1

Evaluation:

- Students will be able to write about his/her favorite city or town.
- Using writing scoring rubrics to evaluate student's writing assignment.

Lesson Plan 4 (continued)

Procedures:

Time	Teacher	Student
20 min.	**Warm up** 1. Teacher presents the following words using phonics approach in teaching the /ɒ/ sound in the words like rod, cod, hop. 2. Teacher puts the pictures of them on PPT and shows these words rod, cod, hop.	1. Students practice reading by repeating after the teacher. 2. Students repeat after the teacher.
30 min.	**Pre-writing** 1. Teacher presents these following pictures on the board.  natch vities pollution beautiful eaches/ places ons New York city Paris Tokyo Seoul Pai	Students match pictures with the vocabulary. Key answer: 1=traffic jam 2=pollution 3=beautiful atmosphere/ beaches/ places 4=tourist attractions 5=New York city 6=Paris -Students discuss their favorite city/town

Lesson Plan 4 (continued)

Time	Teacher	Student
	[pair work] 3. Teacher asks students to discuss their favorite city/town. 4. Teacher tells students to write what they like about favorite city/town or where they live in. 5. Teacher tells some students to share their answers in front of the whole class. 6. Teacher asks students to take turns asking and answering questions about their favorite city/town and write down the answer. [on page 48] • What city or town do you live in? • What do you like about your city/ town? • What don't you like about your city/ town? • What city/town do you want to live in? • Why do you like that city/ town?	-Students write what they like about favorite city/town or where they live in. -A couple pairs of students present their answer. -Students take turns asking and answering questions about their favorite city/town and write down the answer. Possible answers: • I live in Bangkok. • I like Bangkok because it has a lot of shopping center. • I don't like traffic jam. • I want to live in Paris. • I like it because it has a lot of beautiful places.
15	**<u>Writing</u>** 1. Teacher asks students to write a short paragraph telling about their favorite city/town from their note.	-Students write a short paragraph telling about favorite city/town from their note.
25	**<u>Editing</u>** 1. Teacher tells students to exchange their writing with	-Students exchange their writing with another pair.

Lesson Plan 4 (continued)

Time	Teacher	Student
	another pair. 2. Then tells students to edit and correct other people's work and return it to the owner.	-Students edit and correct other people's work and return it to the owner. -Students correct their writing by using their friend's feedback.
25 min.	**Post-writing** 1. After editing students' work, Teacher asks students to submit their work to teacher. 2. Teacher gives comments to students' work and grades their work by using writing scoring rubrics. 3. Teacher picks the best paragraph writing to present to the whole class.	-Students submit their assignment to teacher.
5 min.	**Wrap-up** 1. What do we learn today?	-About favorite city/town. -Writing a short paragraph.

✍**Comment:**

_____

_____

_____

_____

_____

_____

Lesson Plan 5

Course: E20202 Reading and Writing (Unit 9First Day of School)

Date: January 13, 2016 Time: 120 minutes

Instructor: Kultida Kukeartkarn Class: M. 1

Terminal Objective:

Students will be able to put events from the reading passage in order.

F 1.1 (M.1/3),(M.1/4); F1.3 (M.1/2)

Enabling Objectives: Students will be able to…

- learn how to recognize and remember the /ʌ/ sounds.
- Match the target words with the right meaning.
- Pronounce the target words correctly.
  cut, tub, hut.
- Use the following vocabulary correctly.

classroom (n.)	cafeteria (n.)		principal (n.)
main office (n.)	locker (n.)	sign (n.)	strange(adj.)
pleased (adj.)	class schedule (n.)		homeroom (n.)
difficult (adj.)	suddenly (adv.)		laugh (v.)

- Find the main idea of the reading text.
- Guess unwritten information from the conversation and then answer the questions.

Background knowledge:

- Students have learned about understanding the topic.

Materials Material and Equipment:

- Quiz
- Adventures in Reading & Writing 1

Evaluation:

- Students can answer the questions on page 49 and do the Quiz [Reading skills: putting events in order].

Lesson Plan 5 (continued)

Procedure:

Time	Teacher	Student
20 min.	**Warm up** 1. Teacher presents the following words using phonics approach in teaching the /ʌ/ sound in the words like cut, tub, hut. 2. Teacher puts the pictures of them on PPT and shows these words cut, tub, hut.	1. Students practice reading by repeating after the teacher. 2. Students repeat after the teacher.
25 min.	**Pre reading** 1. Before reading, Teacher asks students to guess What story they are going to read. 2. Teacher tells students to look through a text. "First Day of School" to find keywords and phrases that are likely to indicate the specific information, then read just this piece of the text on page 50. 3. Before letting students read to find the specific information presents the key vocabularies and asks students whether they know these vocabularies or not. 4. Teacher shows the following sentences on page 50and lets students read loudly and guess the meaning of the key vocabularies in Thai. Lon Sampon sees a big **sign** over the Everything looks **strange**.	Key answer: B) He is a new student. Students scan the passage to find the key words and phrases. Students look at the vocabularies on page 50 and answer which word they know. Students read the sentence and guess the meaning of the vocabularies in Thai. sign (n.) = ป้าย เครื่องหมาย

Lesson Plan 5 (continued)

Time	Teacher	Student
	"I am **pleased** to meet you, Lon." It is his **class schedule**. Your locker is next to your The first day at a new school is **difficult**. **Suddenly**, Lon feels better. Hernando **laughs**.	strange (adj.) = แปลกถิ่น pleased (adj.) = ยินดี พอใจ class schedule (n.) = ตารางสอน homeroom (n.) = ห้องประจำชั้น difficult (adj.) = ยาก suddenly (adv.) = ทันทีทันใด laugh (v.) = หัวเราะ
15 min.	**<u>While Reading</u>** 1. Teacher reads the text out loud. Then teacher asks students to underline difficult words or phrases. 2. Teacher asks students the write the difficult words on board and explains the meaning. 3. Teacher reads the text out loud for the second time. [Students close the book]	Students listen to teacher. Students write words on board. Students listen again.
35 min.	**<u>Post Reading</u>** [pair work] 1. Teacher checks students' comprehension from the exercise on page 51and lets Students discuss the answers with their partners.	Students answer the questions in the exercise on page 51. Key answer: 1.True 2.True 3.False 4.False 5.True

Lesson Plan 5 (continued)

Time	Teacher	Student
	2. Teacher asks students what the main idea of this story is. 3. Teacher explains how to put events in order **"Putting events in order helps you understand the story's action. To put events in order look for words like before and after. Also for specific times like 1:00 p.m."** 4. Teacher asks students to do exercise on page 51 to check their understanding and share answer with the partner. 5. Teacher asks students to do Vocabulary Review, Vocabulary Expansion on page 52-53. [together] 6. Teacher distributes the Quiz, asks them to finish it and then submit it to teacher. [Students must close the book.	Key answer: 1) Lon starts his first day at a new school. Students listen to teacher's explanation. Students do exercise on page 51. Key Answer: 1, 4, 3, 2, 5 Students do Vocabulary Review on page 52. Key Answer: 1. classroom 2. principal locker 3. cafeteria 4. main office\ Students do the Quiz and submit to teacher.
5 min.	**<u>Wrap-up</u>** 1. What do we learn today? 2. What technique do we use to read today?	About the school. Putting events in order.

Lesson Plan 5 (continued)

Comment:

_____

_____

_____

_____

_____

_____

Word recognition Test

แบบทดสอบวัดความสามารถในการรับรู้คำภาษาอังกฤษ

Direction: Circle the word you hear.

คำสั่ง ให้นักเรียนฟังและวงกลมคำที่ได้ยิน

1.	a. eat	b. it	c. neat
2.	a. sheep	b. ship	c. shot
3.	a. will	b. well	c. wound
4.	a. bet	b. bat	c. bed
5.	a. leg	b. lag	c. lay
6.	a. knit	b. net	c. name
7.	a. met	b. mat	c. mad
8.	a. said	b. set	c. sad
9.	a. head	b. hat	c. hand
10.	a. boat	b. but	c. boss
11.	a. boat	b. bug	c. bowl
12.	a. hill	b. help	c. hug
13.	a. so	b. saw	c. see
14.	a. low	b. law	c. let
15.	a. coast	b. caught	c. cause

Pronunciation Test

แบบทดสอบวัดความสามารถในการออกเสียง

Direction: Pronounce each of the following words.

คำสั่ง ให้นักเรียนออกเสียงคำต่อไปนี้

Words	Correct (1)	Incorrect (0)
1.sit		
2.ship		
3.pick		
4. age		
5. taste		
6. date		
7. bag		
8. lab		
9. bad		
10. cut		
11. tub		
12. hut		
13. rod		
14. cod		
15. hop		
score		

Chonburi "Sukhaboth" school

The questionnaires of teaching phonics effect on students' opinions.

……

Mathayom 1 /……. Semester 1 / 2560

Put the correct mark (✓) into your opinion.

TOPICS	Confident level				
	Strongly disagree	Disagree	Somewhat agree	Agree	Strongly agree
1. Phonics inspires me to enhance my word recognitions.					
2. I want to learn through phonics to enhance my word recognition in the future.					
3. Phonics inspires me to enhance my pronunciation skills.					
4. I want to learn through phonics to enhance my pronunciation in the future.					
5. I rely more on my word recognition and pronunciation skills when I study English through phonics.					
6. Phonics lessons inspire me to recognize and pronounce the words correctly.					
7. The post-test was easier than the pre-test after studying English through phonics.					
8. Phonics motivated me more to learn English.					
TOTAL					

Suggestion

……

……

……

โรงเรียนชลบุรี “สุขบท” จังหวัดชลบุรี

แบบสอบถามความคิดเห็นของนักเรียนที่มีผลต่อการเรียนการสอนแบบโฟนิกส์

.....

ชั้นมัธยมศึกษาปีที่ 1 /..... ภาคเรียนที่ 1 ปีการศึกษา 2560

ให้นักเรียนทำเครื่องหมายถูก ลงในช่องที่ตรงกับความคิดเห็นของนักเรียน

หัวข้อ	ระดับความคิดเห็น				
	เห็นด้วยมากที่สุด	เห็นด้วยมาก	เห็นด้วยปานกลาง	เห็นด้วยน้อย	เห็นด้วยน้อยที่สุด
1. การเรียนโฟนิกส์สามารถพัฒนาการรับรู้คำในภาษาอังกฤษ					
2. ฉันต้องการเรียนโฟนิกส์เพื่อพัฒนาการรับรู้คำเพิ่มเติม					
3. การเรียนโฟนิกส์ทำให้ฉันออกเสียงภาษาอังกฤษได้ถูกต้อง					
4. ฉันต้องการเรียนโฟนิกส์เพื่อพัฒนาทักษะการออกเสียงเพิ่มเติม					
5. ฉันมีความมั่นใจในทักษะการรับคำและอ่านการออกเสียงเมื่อเรียนด้วยโฟนิกส์					
6. การเรียนโฟนิกส์ทำให้ฉันอยากจดจำคำและอ่านออกเสียงภาษาอังกฤษมากขึ้น					
7. การทำแบบทดสอบหลังเรียนง่ายกว่าการทำแบบทดสอบก่อนเรียน					
8. การเรียนโฟนิกส์ทำให้ฉันสนใจเรียนภาษาอังกฤษ					
รวม					

ข้อเสนอแนะ

.....

.....

BIOGRAPHY

Name	Miss Kultida Kukeartkarn
Date of Birth	July 10, 1982
Address	126/1 M.9 Sukhumvit Rd., Bangpakong, Chachoengsao, 24130, Thailand

Academic Background

2001 – 2005	Bachelor's degree in English Business Communication, Sripatum University
2010 – 2015	Bachelor's degree in Chinese, Jinan University, China

Work Experiences

2010 - 2014	Government teacher at Surasakmontree school
2014 - Present	Government teacher at Chonburi "Sukhaboth" school

HUACHIEW CHALERMPRAKIET UNIVERSITY