

การสอนอ่านแบบโฟนิกส์เพื่อพัฒนาทักษะการอ่านภาษาอังกฤษ ของนักเรียนชั้นประถมศึกษาปีที่ 1 ในระบบการศึกษาสองภาษา โรงเรียนไทยนิยมสงเคราะห์ เขตบางเขน สังกัดสำนักการศึกษากรุงเทพมหานคร

The Use of Phonics Instruction to Develop English Reading Skill of Grade One Students in Bilingual Program at Thainiyomsongkroh School, Bangkaen District under Education Department of Bangkok Metropolitan Administration.

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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อศึกษาการใช้การสอนอ่านแบบโฟนิกส์เพื่อพัฒนาทักษะการอ่านภาษาอังกฤษ โดยดูการพัฒนาของผู้เรียนจากการเปรียบเทียบบททดสอบก่อนและหลังการสอนอ่านแบบโฟนิกส์ กลุ่มเป้าหมายที่ใช้ในการศึกษา คือนักเรียนชั้นประถมศึกษาปีที่ 1/1 และ 1/2 โรงเรียนไทยนิยมสงเคราะห์ เขตบางเขน สังกัดกรุงเทพมหานคร ในภาคเรียนที่ 1 ปีการศึกษา 2557 จำนวน 75 คน เครื่องมือที่ใช้ในการวิจัยประกอบด้วยแผนการสอนที่ใช้วิธีการสอนแบบโฟนิกส์ 9 แผน เวลาในการสอนทั้งหมด 23 ชั่วโมง และแบบวัดการอ่านขั้นต้น 1 ชุด โดยทดสอบก่อนเรียน และหลังเรียน การวิเคราะห์ข้อมูลใช้สถิติทดสอบ ค่าเฉลี่ยสถิติ ส่วนเบี่ยงเบนมาตรฐาน สรุปผลการศึกษาพบว่า วิธีการสอนอ่านแบบโฟนิกส์สามารถช่วยให้นักเรียนพัฒนาทักษะการอ่านภาษาอังกฤษ โดยมีผลการทดสอบสูงกว่าก่อนเรียนอย่างมีนัยสำคัญทางสถิติที่มีค่า $p < 0.001$

คำสำคัญ : การสอนแบบโฟนิกส์ การอ่าน ภาษาอังกฤษ ชั้นประถมศึกษาปีที่ 1

Abstract

The purpose of this research was to study the outcome of using phonics instruction to develop English reading skills by analyzing through pretest and posttest after the lessons given out to the students. The target population were grade one students in room one and room two at Thainiyomsongkroh School, Bangkaen District, BMA. There were 75 students in term one of the academic year 2014. The research instruments were nine lesson plans on phonics instruction and taught for 23 hours and one pretest and posttest. Statistical analysis of this study were composed of statistical mean, standard deviation, and t-test. The findings revealed that the result of the posttest after using phonics instruction at the level of letter-sound recognition and short vowels was significantly higher than that of the pretest at $p < 0.001$.

Keywords: Phonics, English Reading, Grade One

1. Introduction

In Southeast Asia, the purpose of having bilingual education is to assist the education system of many colonized countries to keep their cultures, languages, and heritage at the same time to learn how to use English as their official language. At the present time, having bilingual education in Southeast Asia is significant due to the preparation for the integration ASEAN that will arrive soon. Samtalee, B., the former deputy dean of Yala Rajabhat University, stated that in order for Thailand to be competitive with other ASEAN countries, bilingual approach to early learning is needed. This is to help students to learn the context of subjects in their first language which would give students much more understanding and exercising more critical thinking at the same time transitioning and developing to learn more of second language (Samtalee, B. 2013). The number of bilingual education program has not only increased throughout the world,

but it has also increased in Thailand rapidly both in private and public schools. As much as bilingual education is popular, there is a doubt on how effective this program is. Even though there is a debate on the effectiveness of this program, it can never definitely say that bilingual education is a bad approach of learning. Krashen (2004) defended and stated in Let's Tell the Public the Truth about Bilingual Education, that "there was no evidence that schools that dumped bilingual education showed higher gain in students' quality in learning or improvement in English reading." Krashen has opposed to the one oppose to bilingual education that the program has done well, but it can improve like most things. Krashen has suggested that reading proficiency both in native language and English language is the key to improve bilingual education (Krashen, 2004).

Through Krashen's suggestion on improving the reading skill in English language, many researchers

and educators believe phonics is one of the best methods in assisting students to learn to read. According to and as defined by Jones and Deterding (2007) and Celce-Murcia (2001), phonics is the learning of letters and sound recognition to decode the sound to put together words to utilize as one of the tool to start reading. Moreover, Fields and Spangler (1995) stated that “teaching reading by pronouncing the sounds of letters is a method that may be appropriate for teaching a foreigner who does not speak the language”. According to the research of National Institute on Child Health and Human Development 2000 in Shanahan (2006), “phonics instruction improved kindergarten and first-grade children’s word recognition and spelling skills and had a positive impact on their reading comprehension. Phonics for second-grade students (and older struggling readers) also improved their word recognition skills, but without any measured improvement in reading comprehension. The research was to evaluate the value of using phonics instruction to be special emphasis to children learn to read from 38 studies found in The National Reading Panel. It can be concluded that children has a faster start in learning to read with systematic phonics instruction rather than responsive instruction or no phonics instructions” (Shanahan, 2006).

Phonics Instruction has been one of the considered methods for teaching students to read in countries where English is the first language or to native English speaker learners, and it has done well for

itself and has been introduced among non-native speakers in other countries including Asia in the past few years. More and more educators have become interested with the phonic approach and have researched and adapt its use for the benefit of their own students and others. Researchers has been conducted in countries where English is not the first language. Slaney (2003) studied South Korean five to seven year old primary school students. Chim (2007), has also conducted studies on the use of phonics instructions among primary five students in Hong Kong. Siik and Hawkins (2013) has conducted a seven month long case study on a Malaysian student. The results of all the studies conducted by these researchers have shown and yield the positive effect on the use of phonics approach to develop English reading and spelling performance of the students. In addition, Thailand has looked into the phonics instructions in the past few years based on the researched of several Thai researchers. Siriratanasak. (2009) studied on developing reading skills of grade two students for fifteen weeks in Assumption School using the Jolly Phonics teaching kits. Charuwatee (2011) studied the phonics program for parents as support for the English reading skill development of students in St. Andrews International School. Kodae and Laohawiryanon (2011) studied the effects of intensive phonics instructions to grade five students in Yala province. Bamrungratanagul (2012) also studied the English spelling and pronunciation skills of grade two students in Kasertsat University Lab School. All

these studies in Thailand yielded positive results on the students reading, spelling and pronunciation skills. Thai researchers have done researched on the use of phonics instructions to several levels of Thai students to develop their reading skills, spelling skills, and pronunciation skills. The result of phonics instruction as one of a strategy to assist students to improve their English reading skills, spelling skills, and pronunciation skills is fruitful and excellent. However, those related phonics instruction research were mostly conducted with students on grade two level or above. As the matter of time change, with new studies from the experts on the early literacy development and second language acquisition on the L2 learners, together with bilingual approach program has entered into many Thai schools, the need of phonics instruction has considered to be one of an instruction for many educators to review to find an effective strategy to help students in developing English reading skill.

With the matter of the early literacy development is the better, this research project is about the use of English phonics instruction to help grade one student in bilingual program to better develop English reading skill. Reading is a huge part in continuing the study of everything- not only in the classroom, but also the key to gain more information beyond the classroom. Therefore, the significance in giving strategy to grade one to read and be able to develop English reading skill is of great value. This is the reason of the inspiration for this research using phonics

instruction to improve the skill in English reading of grade one students in BMA bilingual program was conceived. This research is a parallel study from these of other, previous research done in Thailand and in other countries: Though it is on the same approach, the focused participants in the studies in Thailand were done on levels, higher than grade one, while studies in other countries mainly focused on kindergarten and grade one Sirirattanasak (2009) and Bumrungrattanakul (2012) studied grade two levels, while Kodae and Laohawiriyanon (2011) studies grade five level. Slaney (2003) studied Kindergarten students in South Korea; Shepherd (2013) studies grade one in Nigeria. This study focuses on the grade one level to find out and to prove in the Thai, context that teaching phonics at the early stage will help students a better and proficient reader at an early age. This in mind, a quantitative research method was employed in the study in order to find the improvement of the participants after the phonics approach taught. The research can benefit other teachers who see the importance of English reading skill and seek to supplement their teaching strategy. This study can then be a guideline for teachers or school administrators in adapting teaching strategy and instruction in order to start developing students' English reading skill.

2. Objective

The objective of this research was to view the outcome of using phonics instruction by analyzing the

pretest and posttest after the lessons in a basic level given out to students with the focus only at the level of letter-sound recognition and short vowels blending in order to develop English reading skill of grade one BMA bilingual program students at Thainiyomsongkroh School.

3. Materials and Method

3.1 Data Collection

In doing this research experiment which is limited to the letter-sound recognition of consonants and short vowels, was within term 1 academic year 2014 in the English subject class. The data were collected during English class taught with phonics lesson; the total teaching time was 23 hours.

Research procedures are as follow:

- 1). Explain the procedures and steps to the homeroom teachers and students population for this experiment.
- 2). Give the pretest to the students to do reading test individually with one hundred short words before giving the students the phonics lessons and collect the data. The test has been approved by three experts with the measure of IOC in finding the validity and difficulty of the test.
- 3). Using phonics instruction at the letter-sound recognition and blending only short vowels to teach the students after the pretest. The total lesson taught was 23 hours.

4). There were nine mini tests after each lesson according to the lesson plan.

5). The students did the posttest individually by using the one test sample after the phonics instruction was conducted to the students to see the differences in development of English reading skill and the data were collected.

6). The pretest and posttest data were then statistically analyzed to see if they answered the objectives of the study.

Table 1: Research Process

Target Group	Pretest	Teaching Process	Posttest
E	T1	X	T2

Represented as:

E	means	Target Group
T1	means	Pretest
T2	means	Posttest
X	means	Lesson plans by

using phonics instruction to improve English reading skill

3.2 Population

The target group 75 BMA grade one bilingual program students at Thainiyomsongkroh School in term one the academic year 2014. The students were in two classrooms. Classroom 1 had 37 students, and classroom 2 had 38 students. There were 44 boys and 31 girls. In terms of developing English reading skill, the scope of study for grade one was limited to only

letter- sound recognition and blending the words for beginner reading focusing only on short vowels.

3.3 Research Instrument

1). Nine sets of lesson plans on phonics instruction for beginner level based on Jolly Phonics handbook third edition using the actions for each letter and blend sounds. However, the researcher had modified some part of the grouping to focus only the consonants and short vowels (Lloyd, 2008). The lesson plans were broken into two stages. On stage one; the lesson plans were in four groups to identify letter and sound. Each lesson was designed for each group as follow: Group 1: s,a,t,ip,n Group 2: c,k,e,hr,m,d Group 3: g,o,u,l,f,b Group 4: j,q,z,w,v, y, x. The second stage was to blend the sound to read and focusing only on short vowels a, e, i, o, u in short words recognition. The lesson plan was designed on each short vowel per one lesson plan. In addition, the lesson plans also integrated the songs to learn letter- sound using the Pelangi phonics song book (Yeo Rao, 2006). Further, the exercises on phonics at the beginning level were obtained from Up and Away in Phonics books (Crowther, 1997.) These lesson plans followed strand 1 and indicator FL.1.1: G1/2 of the Basic Education Core Curriculum (OBEC) B.E. 2551 (A.D. 2008).

2). One reading test with the amount of 100 total words for pretest and posttest to evaluate the reading skill and development of students. The test was designed to measure the ability of students in grade one

to recognize letters sound taught and blending small words in short vowels together. The validity of the test were considered and approved by a panel of three experts using the IOC finding the validity and difficulty of the test. The result came out to be the average mean at 1 and SD at 0.

3.4 Data Analysis

The Statistics used in analyzing the data are: Mean, Standard Deviation, and Dependent t-test (using only one sample test). The t-test was employed in order to test the significant difference of the students' scores in the pretest and posttest on English reading skill development by comparing the pretest and posttest. The result of the pretest and the posttest were analyzed by using the statistical formula.

4. Result and Discussion

This research was conducted in term one of the academic year 2014 by using phonics instruction to develop English reading skill of grade one students in bilingual program at Thainiyomsongkroh School, Bangkaen district under Education Department of Bangkok Metropolitan Administration. There were a total of 75 students as participants in two classrooms. The total duration of teaching was 23 hours. There were 9 lesson plans prepared for teaching using the same set of pretest and posttest.

Table 2 Research result on the students' reading development pretest and posttest by using phonics instruction in terms of mean, standard deviation, and t-test

Target Group	Pretest		Posttest		t-test	p-value
	Mean	SD	Mean	SD		
75	2.19	7.13	74.36	30.62	-21.13	0.001

Based on table 2, the result has shown that the Mean scores of the pretest were 2.19, and that of the posttest were 74.36. The Mean difference gained from the Mean scores of the pretest and the posttest were 72.17 with the t-test at -21.13. The result of posttest is significantly higher than the pretest at the $p < 0.001$.

5. Discussion

The purpose of conducting this study was to find out the effect of using the phonics instruction in teaching reading and to develop the reading skill of grade one students. Its objective was to investigate the improvement and development of the reading skill of student participants at the level of letter-sound recognition and short vowels after they were taught the approach of using letter-sound recognition in reading. The study was conducted using the pretest to determine the reading abilities of the students prior to the teaching of the phonic approach and doing the posttest after they were taught letter-sound recognition using phonics approach to determine the effects of the approach.

It has been found out based on both the students' pretest raw data and mean score, as shown in Table 2, that most students have shown significant

improvement in their reading skill after they were taught the phonics approach. The positive result has shown that phonics instruction help students to have strong word and sound recognition and can develop English reading skill .The mean score before the instruction, as shown in Table 2, was only 2.1867 while after the instruction the mean score was 74.3600 showing statistically higher than the previous. The mean difference only suggest that during the twenty three hours period of phonics instruction conducted to the students, they have shown improvement and development in recognizing the English letters and decoding them to form individual sounds and later linking the sounds to form word or words with short vowels. The results of the test have shown that the students have improved their reading ability through letter and sound recognition and this is supported by the studies conducted by several researchers and advocates on the effect of phonics instructions in developing and improving the reading skill of students especially in the lower grades. The findings in the studies of Siriratanasak (2009), Charuwatee (2011), Kodae and Laohawiriyanon (2011) and Bamrungratanagul (2012) all concluded that after the participants were given phonics instruction, they all showed significant improvements in their letter sound recognition, letter sound decoding, pronunciation and even spelling skills.

6. Conclusion

The aim of this study is to investigate the effects of phonics teaching in the reading development of grade one students. Using the tools of pretest and posttest to determine the developmental effects of the phonics approach, it was found out, after the posttest was conducted, that there was a significant improvement in the reading abilities of the students. Results have shown and proven these effects. Scores of the students' test in the pretest showed that students can barely read words. Some cannot even recognize letters and decode letter sounds. The posttest had shown a different result where most of the students got significantly higher scores as compared to the pretest before the phonics instruction was conducted. After the 23 hours teaching period, the effects of using phonics approach to reading was observed because of the difference of the results between the pretest and the posttest. The findings of this study have shown that the use of phonics in teaching early age students to read is positive and yielded good results. The participants were grade one students and have shown that teaching reading through phonics approach have greatly helped them in improving their reading skills in English. Although this approach is deemed appropriate to teach in grade one and even earlier, it is also recommended to continue teaching them in higher grade level. It would further yield good results if this approach is integrated in all English subjects in primary level. It is also recommended to teachers and school administrators to

employ this approach and integrate it in their curriculum to scaffold and support the reading program of students learning English in both bilinguals and EP program schools. Further studies is also recommended to find out detailed benefits of teaching reading through phonics approach to the educational and linguistic development of students.

7. Acknowledgement

I would like to express my sincere thanks to all the people who have made my thesis to be successfully completed. My thesis cannot be successfully done without Dr. Wanida Ploysangwal-my advisor, to Dr. Boonsri Cheevakumjorn, Dr. Donrutai Boonprasit, and Ajarn Yaowarat Trisatayakul-the three experts who evaluate my lesson plans and the reading test, to Dr. Prapatpong Senarith, Dr. Manid Boonprasert, and Dr. Maneepen Apibalsri the committee to this thesis, to the management, co-teachers, and students at Thainiyomsongkroh school, and to my family.

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