The Effects of Intensive Phonics Instruction on Thai-Muslim Grade 5 Students' English Reading and Writing Abilities: A Case Study

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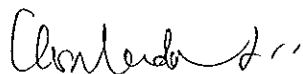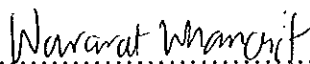
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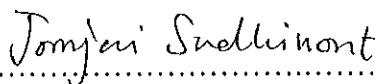**Major Program** Teaching English as an International Language

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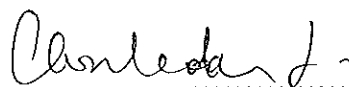
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ชื่อวิทยานิพนธ์   ผลของการสอนโฟนิกส์แบบเข้มต่อความสามารถในการอ่านและเขียน
ภาษาอังกฤษของนักเรียนไทยมุสลิมชั้นประถมศึกษาปีที่ 5: กรณีศึกษา

ผู้เขียน   นายฮัมดี้ คอแด๊ะ

สาขาวิชา   การสอนภาษาอังกฤษเป็นภาษานานาชาติ

ปีการศึกษา   2553

<div align="center">บทคัดย่อ</div>

งานวิจัยครั้งนี้มีวัตถุประสงค์เพื่อศึกษาผลสัมฤทธิ์ทางการอ่านและเขียนภาษาอังกฤษของนักเรียนไทยมุสลิมชั้นประถมศึกษาปีที่ 5 โดยใช้การสอนแบบเข้มด้วยวิธีโฟนิกส์ โดยมีคำถามวิจัยห้าประการ ดังต่อไปนี้ 1) ผลสัมฤทธิ์ด้านการอ่านและเขียนของนักเรียนก่อนและหลังเรียนโดยใช้การสอนแบบเข้มด้วยวิธีโฟนิกส์มีความแตกต่างกันหรือไม่ ถ้ามี ขนาดของผลเป็นอย่างไร 2) ความคงทนของความสามารถด้านการอ่านและเขียนของนักเรียนที่เรียนโดยใช้การสอนแบบเข้มด้วยวิธีโฟนิกส์เป็นอย่างไร ถ้ามี ขนาดของผลเป็นอย่างไร 3) อุปสรรคและปัญหาในการเรียนการสอนอ่านและเขียนภาษาอังกฤษโดยใช้การสอนแบบเข้มด้วยวิธีโฟนิกส์ได้แก่อะไรบ้าง 4) ปัจจัยที่ช่วยส่งเสริมการเรียนการสอนอ่านและเขียนภาษาอังกฤษโดยใช้การสอนแบบเข้มด้วยวิธีโฟนิกส์ได้แก่อะไรบ้าง และ 5) ความรู้เกี่ยวกับภาษามาเลย์ที่ได้รับจากการเรียนนอกเวลามีความสัมพันธ์กับการเรียนภาษาอังกฤษแบบโฟนิกส์หรือไม่ อย่างไร

งานวิจัยครั้งนี้เป็นงานวิจัยกึ่งการทดลอง โดยมีกลุ่มทดลอง คือนักเรียนไทยมุสลิมชั้นประถมศึกษาปีที่ 5 จำนวน 41 คน ซึ่งเรียนในโรงเรียนระดับประถมศึกษาของรัฐ ในจังหวัดยะลา การทดลองครั้งนี้ผู้วิจัยใช้แบบแผนการวิจัยแบบการทดลองกลุ่มเดียว (one group pre-test post-test design) และมีการทดสอบวัดความคงทนของความรู้ด้านการอ่านและการเขียน 6 สัปดาห์หลังจากเสร็จสิ้นการทดลอง เครื่องมือที่ใช้ในการเก็บข้อมูลประกอบด้วย 1) ข้อสอบวัดความสามารถด้านการอ่านและเขียนเพื่อใช้ทดสอบก่อนและหลังเรียน และทดสอบความคงทนของความสามารถด้านการอ่านและเขียน 2) แผนการสอนปรับพื้นฐาน 3) แผนการสอนตามเนื้อหาที่สอดคล้องกับหลักสูตรกระทรวงศึกษาธิการ 4) แบบสังเกตพฤติกรรมระหว่างเรียน และ 5) แบบสัมภาษณ์กึ่งมีโครงสร้าง ข้อมูลที่ได้จากการศึกษาถูกนำมาประมวลผลทั้งในเชิงคุณภาพและเชิงปริมาณโดยมีผลดังนี้

1. ผลสัมฤทธิ์ด้านการอ่านและการเขียนมีความแตกต่างกัน โดยนักเรียนมีความสามารถด้านการอ่านสูงขึ้นกว่าด้านการเขียน (ร้อยละ 28.92 และ ร้อยละ 3.51 ตามลำดับ)

ถึงแม้ว่านักเรียนสามารถพัฒนาทักษะการอ่านได้ดีขึ้น แต่ถือว่ายังอยู่ในระดับที่ยังไม่น่าพอใจ โดยเฉพาะทักษะการเขียนอยู่ในระดับที่ต้องปรับปรุงอีกมาก แต่อย่างไรก็ตาม ค่าเฉลี่ยความแตกต่าง ของการสอบก่อนเรียนและหลังเรียนของทักษะการอ่านมีค่าแตกต่างกันมาก ซึ่งชี้ให้เห็นว่านักเรียน มีการพัฒนาความสามารถทางการอ่านอย่างมาก ถึงแม้ยังอยู่ในระดับที่ไม่น่าพอใจก็ตาม หาก พิจารณาในรายละเอียดแล้วพบว่า ทักษะความสามารถด้านการรู้จำเป็นทักษะที่นักเรียนทำได้ดีที่สุด รองลงมาคือทักษะการจับคู่ภาพและประโยค ตามด้วยทักษะการอ่านเพื่อความเข้าใจ และทักษะที่ นักเรียนทำได้น้อยที่สุดคือทักษะการอ่านคำ

       2. หลังจากสิ้นสุดการสอนแบบเข้มด้วยวิธีโฟนิกส์ไปแล้วหกสัปดาห์พบว่า ความ คงทนความรู้ด้านการอ่านของนักเรียนเพิ่มขึ้น หากพิจารณาในรายละเอียดพบว่าทักษะด้านการรู้ จำเป็นทักษะที่นักเรียนยังคงจำได้ในระยะยาวได้ดีที่สุด (ร้อยละ 53.59) ตามด้วยทักษะการจับคู่ภาพ และประโยค รองลงมาคือทักษะการอ่านเพื่อความเข้าใจ และทักษะที่นักเรียนทำได้น้อยที่สุดคือ ทักษะการอ่านคำ ส่วนค่าเฉลี่ยความแตกต่างของการสอบหลังเรียนทันทีและหลังเรียนหกสัปดาห์ ของทักษะการอ่านมีค่าแตกต่างกันมาก ซึ่งชี้ให้เห็นว่านักเรียนยังคงความสามารถทางการอ่านได้ดี อย่างมาก

       3. ปัญหาหลักในการสอนการอ่านและเขียนภาษาอังกฤษ โดยใช้วิธีโฟนิกส์คือ นักเรียนไม่สามารถอ่านคำสามพยางค์ขึ้นไป คำควบกล้ำ และคำที่มีเสียงต่างจากตัวอักษร

       4.   การได้รับสนับสนุนจากพ่อแม่ ความรู้เกี่ยวกับโฟนิกส์ การสอนแบบเข้ม แบบฝึกหัดที่น่าสนใจ และกิจกรรมการเรียนรู้ เป็นปัจจัยสำคัญที่ส่งเสริมให้นักเรียนเกิดการเรียนรู้ ภาษาอังกฤษ

       5.   ด้านปฏิสัมพันธ์ระหว่างความรู้เกี่ยวกับภาษามาเลย์ที่ได้รับจากการเรียนนอก เวลากับการเรียนภาษาอังกฤษแบบโฟนิกส์ โดยภาพรวมพบว่านักเรียนนั้นนำความรู้จากการเรียน ภาษาอังกฤษไปประยุกต์ใช้กับภาษามาเลย์ ซึ่งมีผลต่อเนื่องมาถึงการพัฒนาทักษะการอ่าน ภาษาอังกฤษได้ดีขึ้น

       ผลจากการทดลองแสดงให้เห็นว่า การสอนโดยวิธีโฟนิกส์เป็นวิธีการสอนหนึ่งที่ ช่วยพัฒนาความสามารถด้านการอ่านของนักเรียนที่มีปัญหาในการอ่านได้ โดยจำเป็นอย่างยิ่งที่ ผู้สอนจะต้องมีการปรับพื้นฐานให้นักเรียนในเรื่องหน่วยเสียง (Phonemic awareness) และเรียนรู้ วิธีการสะกดคำอ่านแบบโฟนิกส์ก่อน ซึ่งต้องใช้เวลาไม่น้อยกว่า 8 ชั่วโมง นอกจากนั้นแล้วผู้สอน ควรสอนโดยวิธีโฟนิกส์ในคาบเรียนซ่อมเสริมควบคู่ไปกับการเรียนปกติในห้องเรียน อีกทั้งจำเป็น อย่างยิ่งที่ผู้สอนควรให้นักเรียนได้ฝึกฝนการเขียนให้มากขึ้น เพื่อให้นักเรียนได้พัฒนาการเขียนได้ อย่างเต็มที่ โดยเวลาในการฝึกฝนควรมากกว่า 15 นาทีขึ้นไป

Thesis Title   The Effects of Intensive Phonics Instruction on Thai-Muslim Grade 5 Students' English Reading and Writing Abilities: A Case Study

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ABSTRACT

This study aimed at investigating the effects of intensive phonics instruction on Thai-Muslim Grade 5 students' English Reading and Writing abilities. Seven research questions were posed: 1) Under intensive instruction, are there any differences between students' reading and writing achievements before and after studying with phonics instruction? If yes, in what way? What is the effect size? 2) What is the retention level of the students' reading and writing abilities? What is the effect size? 3) What are problems and obstacles the students have during intensive phonics instruction? 4) What are factors encouraging students to learn English during intensive phonics instruction? 5) Under intensive instruction, are there any relationship between existing knowledge of Bahasa Malay and English phonics learning? If yes, in what way?

The researcher adopted a quasi-experimental design for the study, which was carried out with forty-one Thai-Muslim grade 5 students at a public primary school in southern Thailand. The research design employed in this study was one group pre-test and post-test followed by retention test carried out six weeks after the post-test. The instruments used were 1) an identical achievement test used for pre, post, and retention tests, 2) lesson plans for the eight-hour orientation, 3) lesson plans for teaching three units, 4) a students' behavioral observation form, and 5) semi-structured interviews. The main findings from the paired sample t-test, effect size, and other qualitative analyses that the researcher conducted are summarized as follows:

1. The students' reading abilities improved more than writing abilities (28.92% and 3.51% respectively) but their reading abilities were not satisfactory and writing abilities, especially, were very poor. However, the effect size for pre-and post-

reading tests was large which means that the students showed a significant improvement on reading although the post-test result was unsatisfactory. In a closer look at the reading ability, the students showed improvement on word recognition the most. Then it was followed by matching sentences with pictures, reading comprehension and word reading.

2. The students could retain only reading ability after six weeks of receiving treatments. A closer look at the results of each sub-skill reveals that the students could retain word recognition the most (53.59%). Then it was followed by matching pictures with sentences, reading a short story in the retention test and word reading. The effect size of the difference between the post-test and the retention test was large.

3. The students' interview revealed that the students could not handle words with three syllables, words having cluster sounds, and words having sounds pronounced differently from written scripts.

4. The interviews revealed that the parents' support, students' English phonics knowledge, intensive instruction, interesting exercises, and activities were the main factors encouraging students to learn English effectively during intensive phonics instruction.

5. Students used phonics knowledge learned from English class to read Bahasa Malay in Tadika, which in turn made them more fluent in reading English.

The findings of this study indicated that when designing tasks that use phonics as a potential alternative method of teaching English to low-proficiency EFL students, teachers should devote more than 8 hours to teach the low-proficiency students alphabetic knowledge and phonemic awareness in orientation. Moreover, it is recommended that synthetic phonics instruction should be continued in a systematic manner after orientation or taught as a special class along with normal classes. Importantly, teachers should provide writing exercises with repetition and review during the teaching and the time span should be longer than 15 minutes.

ACKNOWLEDGEMENT

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CHAPTER 1

INTRODUCTION

This introductory chapter presents the rationale and purposes of the study. The research questions, scope of the study, significance of the study, and definitions of terms are subsequently presented.

1.1 Rationale of the Study

Due to globalization and internationalization, English, a lingual Franca for many centuries, has proven to be an effective language to communicate with people around the world because of its wide use in academia, business, commerce, and technology. In addition, because of growing numbers of children who are learning English as a foreign or second language (EFL/ESL), and an increasing recognition that reading and writing skills provides important opportunities for the learners in an EFL context in which sources of L2 input are limited (Gehard, 1996), EFL/ESL teachers have been paying increased attention to the teaching of English reading and writing.

In Thailand, the Ministry of Education (Education, 2008) has included the teaching and learning of English in four skills in the school curriculum at all levels. However, Thailand as a non-English speaking environment puts EFL learners in a situation in which they have to rely on reading and writing skills. Especially, reading proficiency is considered the most useful because EFL learners have limited opportunity to use listening and speaking skills (Murahwa, 2009). Moreover, reading is the most essential skill necessary for academic success (Chhabra & McCardle, 2004 cited in Cihon, 2002) However, it has been found that Thai students' level of reading ability at all education levels is still poor (Mungsiri, 2002). It is believed that children who are unable to read at the beginning of their school year remain unable to read throughout their schooling (McGuinness, 2004; Stanovich & Siegel, 1994 cited in Cihon, 2002). Therefore, teachers should teach students how to read using phonics

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and how to write things as simple as one-line sentences at the early level in primary school (Mayfield & Poulter, 2002).

According to my teaching experiences at a primary school in Yala, Southern Thailand, I observed that even grade 6 students cannot read in English. They can only memorize the letter names A-Z, but cannot match the names with alphabetic graphology. However, this problem is not reflected in their examination results because they seemed to receive high grades in all subjects.

However, according to the results of Ordinary National Education Test (O-NET), it was found that Ban Lalae grade 6 students scored 20.04%, 26.05% and 25.37% in English subject in academic years 2006, 2007, and 2008 respectively. The scores were much lower than the national standard which is 50%. It shows that the students need to improve their reading urgently.

In this study, the subjects were 41 grade 5 students. All of them had studied English for only 1-2 hours a week when they were in Grades 1- 4, but they still could not identify and write all English letters and could not read basic English words such as big, pen, or dad. When they heard the teacher said 'cat', they could tell the meaning, however, when the teacher pointed to the word 'cat' on the board, they could not read. In other words, it can be said that they had a very small amount of oral vocabulary. Therefore, English proficiency of the subjects was much lower than the expectation of the core curriculum for Grade 4 students i.e. they should possess approximately 800 words.

There are at least three main reasons explaining why their English ability is unsatisfactory. Firstly, teachers teach students to memorize alphabet and words without learning English alphabet. One of the typical exercise types is to get students to trace the alphabet without knowing the letter names. There are no activities to teach them about letter-sound correspondence or phonemic awareness. Another typical classroom English exercise in primary school class is coloring pictures with not much attention paid to how words are pronounced. The main focus is on memorizing words in isolation and their meanings. At higher levels, students are required to read texts aloud after teachers. This practice was observed by Chandavimol (1998) who found that the traditional way of teaching reading is that many teachers simply tell students to read a text and do exercises with little interaction between readers and texts.

The second reason is that the Basic Core Education Curriculum B.E. 2551 (A.D.2008) requires primary level students to study English for only 1-2 hours per week, which is far too little for EFL students to be exposed to the target language being learned. This leads to students not being able to learn or remember what has been taught. Coupled with the requirement of the Basic Education Committee Office and local school-related organizations, the students have to participate in many extracurricular activities such as sports days, boy scouts and girl guides activities, and community services. These activities last at least two months consecutively, thus taking them away from class.

The third reason might be due to socio-economic status of students' parents. By and large their parents are rubber plantation workers. Most of them are uneducated and have low income. They have to go work early in the morning and do not care if their children go to school or not. They cannot help their children with homework in all subjects, let alone English. They do not and cannot support their children to buy books. These students spend a lot of time, both after school on weekdays and on weekends, to study Quran and Bahsa Malay at Tadika which is a religious school for children. Also, because they are Muslims living in a cohesive Muslim community, they always put their children in an Islamic religious school (Pondok) nearby if their children do not perform well in their formal education. Some families put their children in an Islamic religious school even if they do well. These indicate that they are at a very high risk of being poor readers at an early stage of learning. When these students study at a higher level, they will fail (Harris & Sipay, 1980). Thus, their reading abilities should be developed at an early stage and it is essential for the teacher to find what works in his/her classroom.

There are many teaching approaches to teach reading and writing from the outset. Bauman & Hoffman (1998, cited in Brackemyer, Fuca & Suarez (2001)) maintained that beginning readers benefit from instruction that helps them understand that the words they speak and hear can be presented by written scripts. Skills in decoding and phonological analysis are necessary to make them successful. One of the most commonly used approaches is a systematic phonics approach. It is a method of instruction that teaches students correspondences between graphemes in written language and phonemes in spoken language and how to use these correspondences to

read and spell words. The phoneme /k/ can be represented by c, k, ck, ch, or q spellings and the sounds /p/, /e/, /n/ can be blended to 'pen', for example. Phonics instruction is a systematic approach with all the major graphemes-phonemes correspondences being taught and are covered in a clearly defined sequence. This includes short and long vowels as well as vowel and consonant digraphs such as oi, ea, sh, and th. Also, it may include blends of letter-sounds that from larger subunits in words such as onsets and rimes (Ehri, 2003; Bald, 2007).

There have been studies demonstrating the positive effects of using a phonics approach to teach beginning learners and learners with reading and writing difficulties; many were using English as L1. There also have been studies in L2 or EFL contexts. For example, Brackemyer, Fuca & Suarez (2001) investigated the improvement of reading skills of kindergarten and second grade students in a northern suburb of Illinois through phonics instruction. They found that students could develop their reading skills after studying with phonics. It also indicated that the second grade students showed improvement in word recognition and reading fluency. One of positive outcomes found was to promote students' learning while actively engaging students in meaningful discovery such as at the kindergarten level, when the researcher introduced the letter "Dd" the students practiced writing the letter in chocolate pudding. More evidence is from the study of Bailley, Borrczak & Stankiewicz (2002) who found that the first and fourth grade students had an increase in phonetic skills and improved writing abilities.

In the EFL context, Yen (2004) details the positive effects of explicit phonics instruction and authentic readings on fifty six EFL primary pupils in Taiwan. The results of the study showed the beginning elementary school students could read English at their levels independently. In addition, through learning to decode and comprehend English words, sentences or simple texts, the subjects' confidence and interest in learning English appeared to increase. However, they needed more stories and more time to practice. Another study conducted by Wu (2005) found that, 55 EFL primary school students in Taiwan showed an improvement in reading English words through the use of explicit phonics instruction. The studies above demonstrated that a phonics approach can improve students reading and writing skills. They suggest that an early and systematic emphasis on teaching children to decode words leads to better

achievement than a later or more haphazard approach (Adams, 1990; Chall, 1989, 1996 cited in Stahl, 1998).

Recently, the Basic Core Education Curriculum B.E. 2551 (A.D.2008) has established a new requirement which limits primary level students study of English to only 1-2 hours per week. This sounds relatively too little for EFL learners, especially low proficiency students to learn a foreign language. It is widely believed that for one to be able to learn a foreign language, he/she should be exposed to the language as much and often as possible. This is confirmed in a study conducted by Torgesen, Alexander, Wagner, Rashotte, Voeller, and Conway (2001). They carried out the experiment with 60 children, aged between 8-10, in the state of Florida. These students had severe reading disabilities. They were randomly assigned to two instructional programs that incorporated principles of effective instruction but differed in depth and extent of instruction in phonemic awareness and phonemic decoding skills. All children received 67.5 hours of one-to-one instruction in two 50-minute sessions per day for 8 weeks. It was found that both instructional programs produced substantial improvements in general reading skills that were stable over a 2-year follow-up period.

Considering the problems of English teaching and learning at my school and research findings which indicate positive outcomes of using the phonics approach in class, I, as an English teacher, would like to employ a phonics approach to improve students' English learning ability, especially in reading and writing abilities. It is going to be a challenging teaching process. Based on their socio-economic background, the students seem to be unmotivated, do not live in an area where the need to learn English is felt, and exposure to English is quite low. More importantly, after checking students' profiles, it was found that the subjects have to study Quran from 6 – 8 p.m. every weekday and they also have to study at Tadika (religious school for children) from 8.30 a.m. - 3.30 p.m. on weekends. Some students started going to Tadika when they were 5 years old. At the Tadika, they study Bahasa Malay which uses Latin script for writing and Bahasa Malay borrows many words from English as well. The subjects in this study speak Malayu, a dialect of Bahasa Malay, at home and at school. Malayu shares the same vocabulary as Bahasa Malay but with slightly different pronunciation. Because the subjects spend a relatively large amount of time

to study Bahasa Malay, it would be interesting to study whether there is a relationship between learning Bahasa Malay and English. Another issue worth investigating is whether phonics instruction will help increase the students' ability to read and write in English under an intensive program requiring the students to study English one hour a day every day over a period of seven weeks instead of normal class time. This intensive teaching is intended as a solution to solve the problem of intermittent classes due to many other extra curricula activities.

Therefore, under an intensive program, the researcher tried the systematic phonics instruction with grade 5 students in the study to investigate the efficiency of this teaching method in improving students' reading and writing, and also to examine what problems and obstacles students face during instruction and what activities encourage them to learn.

1.2. Research Questions

The purpose of this study was to investigate the effects of intensive phonics instruction on Thai-Muslim Grade 5 students' English reading and writing abilities. The present research addresses the following questions.

1. Under intensive instruction, are there any differences between students' reading and writing achievements before and after studying with phonics instruction? If yes, in what way? What is effect size?

2. What is the retention level of the students' reading and writing abilities? What is effect size?

3. What are problems and obstacles the students have during intensive phonics instruction?

4. What are factors encouraging students to learn English during intensive phonics instruction?

5. Under intensive instruction, are there any relationship between existing knowledge of Bahasa Malay and English phonics learning? If yes, in what way?

1.3 Scope of the study

The participants in the study were a group of 41 EFL Thai students who were in grade 5 from Ban Lalae School, Kabang District, Yala Province, in the first semester of the 2010 academic year. Thus, the results of this study may not be able to generalize to other groups of students.

1.4 Significance of the study

Students and teachers of English may acquire benefit and value of intensive phonics instruction. Students may be equipped with a new and interesting learning technique to improve their reading and writing abilities which they may apply phonics as basic knowledge to read and write in higher educational level. For teachers, the results of this study may serve to underline the importance of using phonics as a teaching method in their classes.

1.5 Definition of Terms

The key terms used in this study are defined as below.

1.5.1 Phonics instruction refers to a way of teaching and spelling that stresses letter-sound relationships (Yopp and Yopp, 2000). In this study, each lesson began with having students do dictation activity, followed by introducing new target words with their meaning. The next step was to teach them how to decode and encode the target words. The last step was to expose students to the target words in context.

1.5.2 Intensive teaching means teaching English for approximately 50-60 minutes every school day for 8 weeks.

1.5.3 Reading ability means the ability in which the students decode words correctly as measured by the scores the subjects obtained from the tests prepared by the researcher. In this study, there were three levels of reading ability as follows:

1. **word reading**: students' ability to pronounce target words correctly according to the IPA system.

2. **word recognition**: students' ability to match the written target words with the words they had heard from the teacher.

3. **reading comprehension**: students' ability to understand short statements or 100 word reading passages.

1.5.4 Writing ability means the ability in which students can write words correctly both at word level or sentence level.

CHAPTER 2

REVIEW OF LITERATURE AND RELATED RESEARCH

In this chapter, the literature related to the present study is reviewed in order to obtain a theoretical framework intensive phonics instruction with Grade 5 students who have poor English abilities. The review is divided into five main areas: reading, models of reading, a phonics approach, the role of noticing in learning, intensive teaching, and related research on using a phonics approach to teach children both in the contexts of L1 and ESL/EFL. Each area will be taken in turn.

2.1 The Core Curriculum

The Ministry of Education's policy (Education, 2008) is that Grades 4-6 students study English two hours a week. When they finish this level, they are expected to be able to have a certain command of English to communicate about themselves, their families, schools, the environment, foods, beverages, free time and recreation, health and welfare, selling and buying, and climate with vocabulary of around 1,050-1,200 words (concrete and abstract words). In other words, they are expected to possess all four language skills to communicate with others about simple everyday life topics. To do so, students should at least have basic skills in English. For example, they should be able to read and write simple English because reading and writing skills are very important for students at this level to prepare them for study at a higher level.

2.2 Reading: Definition

Scholars have defined "reading" differently. For Anderson & Nunan (2008), reading is considered a multifaceted process of how readers make meaning from written or printed texts. The first step involves identifying words in print (word recognition). Once readers can recognize words, they can construct an understanding

from them (comprehension). Finally, readers become fluent when they coordinate word identification and make meaning automatically and accurately. Reading becomes laborious if the process does not take place smoothly. Also, it is a process of understanding a text which depends on existing knowledge of readers in decoding written language. According to Williams (1994), it is a process of looking at and understanding what has been written. Reading aloud without understanding cannot be called "reading".

2.3 Models of Reading

There are three models of reading: bottom-up, top-down, and interactive. A bottom-up approach focuses on the ability of a reader to decode any given text from the smallest units to a larger one. The notion behind this approach is that reading is a matter of decoding a series of written symbols into their aural equivalents. That means the learners have to recognize the letters in order to be able to sound out the letters and then the letters are grouped up to form words with meaning (Nunan, 1991). The process is illustrated below.

Figure 2.1: Bottom-up model of reading (Cambounrne, cited in Nunan 1991)

Meaning

Pronunciation

Blending

Phonemes and

graphemes matching

Every letter

discriminated

Print
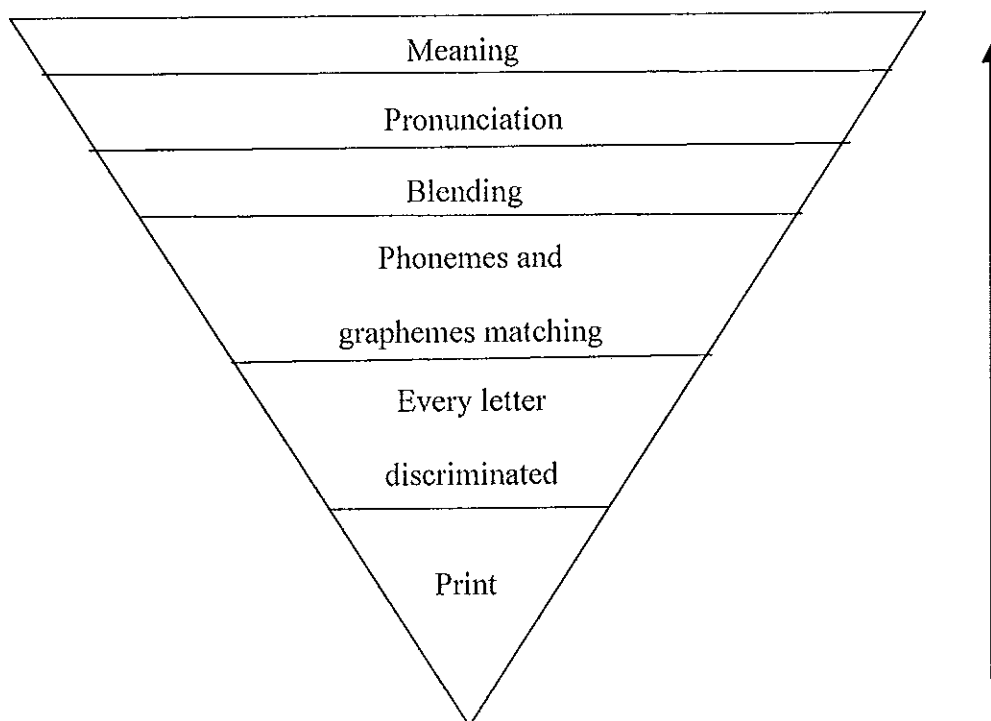
As indicated in Figure 1, readers process every word as it is encountered. Then, the graphemes/letters are matched with phonemes or an individual unit of sound in a language. Finally, meaning takes place.

The second model is top-down approach. It is an approach in which readers work at macro-features of written texts in order to make meaning out of the texts, for example, the writer's purpose, the topic of the message, and the overall structure of the texts (Nunan, 1998). To be able to do so, readers have to apply their prior knowledge, expectations, assumptions, and questions to the text being read. Readers must know the meaning of vocabulary, so they continue to read as long as the text confirms their expectation about it. In contrast to the bottom-up approach, the top down processing begins with predictions about reading materials by the reader, with the visual cues in the material being used to test these predictions as necessary (Wall berg, Hare, and Pullman, 1981).

The third approach is called interactive approach which is a combination of bottom-up and top-down approaches. According to Gove (1983), an interactive approach assumes parallel processing of information from print and background knowledge. It is used when readers have little background knowledge about the topic and then have to turn to their vocabulary knowledge.

From the above perspectives, phonics approach is considered the bottom-up approach because it teaches learners to recognize the smallest units of a text.

2.4 Phonics Approach

A comprehensive study on empirical literature on teaching reading conducted by the National Reading Panel (2000, cited in Cihon, 2002) suggested that an effective reading program should include five components: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. According to the study, direct and systematic phonics instruction is important in building reading skills. Although it appears that phonics teaching focuses on word decoding, it does not necessarily mean that writing is not part of the picture. In fact, reading and writing are interrelated. It is suggested that instruction in reading leads to improving writing and *vice versa*

(Shanahan, 1987) and that children learn to read by learning how to write (Hoskinson, 1979 cited in Shanahan, 1987)

Johnson and Pearson (1978) provide an explanation as to why phonics is important to children's learning how to read. Children whose mother tongue is English have between 3000 – 48,000 words in their speaking and listening vocabulary repertoires upon entering school (Monroe and Rogers, 1964 cited in Johnson and Pearson, 1978). The purpose of phonics is to help children recognize how the words they know orally are written. Thus, they need to learn phonemic awareness as a basic skill of phonics which finally leads to text comprehension.

Gunning (2002) points out that if a student is familiar with decoding, then he/she can pay full attention to comprehension. The synthetic phonics instruction is the best way to better decoding skills. Children with well-developed decoding skills can become good readers, read fluently and with comprehension (Blevins, 1998). Cooper (2000) and Gunning (2002) note that comprehending a text is the final goal of reading instruction. Students usually use cueing systems to comprehend a written text. Phonics knowledge is classified as one of the three cueing systems that fluent readers apply to reading comprehension (Rasinski & Padak, 2001; Rubin, 2002). The three cueing systems include syntactic cues, semantic cues, and graphophonic cues. The syntactic cues refer to students' knowledge of grammar or structure of a language whereas the semantic cues refer to students' "knowledge of the world". The graphophonic cueing system means students know letter-sound connections. Adams' (1994) four processors (see Figure 2) show a clear concept how graphophonic cueing systems operate.

Figure 2.2: Four Processors at Work When Students Decode Words (Adams, 1994, p.158)
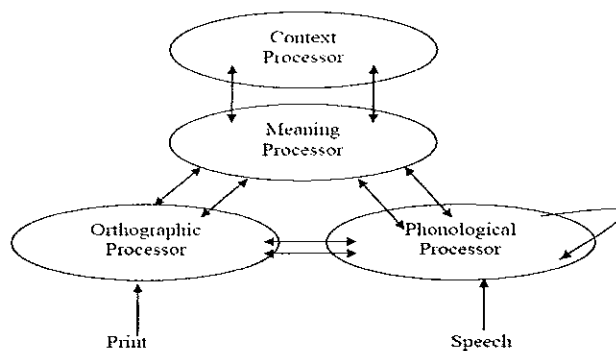
As shown in Figure 2, during reading activities, students see a line of letters in text (orthographic processor), they then connect these letters to their spoken languages (phonological processor). Students' word knowledge takes place in the stage called meaning processor. Finally, context processor constructs the meaning of a whole text. These four processors work simultaneously when a reading activity occurs. When any of these four processors cannot fully function, students might face difficulties comprehending a written text.

2.4.1 Phonemic Awareness Instruction

Armbruster, Lehr & Osborn (2001) defines phonemic awareness as the ability to hear, think about, notice, and manipulate individual sounds in spoken words. A smallest part of sound in a spoken word is called a "phoneme. For example, a word *hat* has three phonemes, /h/, /æ/, and /t/. There are several ways to teach phonemic awareness to children.

1. Children can recognize words beginning with the same sound, for example, "*bell, bike,* and *boy* all have /b/ at the beginning."

2. Children can isolate and say the first or final sound in a word, for example, "The beginning sound of *dog* is /d/." "The ending sound of *sit* is /t/."

3. Children can combine or blend separate sounds in a word to sound out the word, for example, "/m/, /a/, /t/- *mat.*"

4. Children can break or segment a word into its separate sounds, for example, "hat- /h/, /a/, /t/."

In addition, effective phonemic awareness instruction can help students to notice and manipulate sounds in spoken language. There are many phonemic awareness activities and processes encouraging children to be successful beginning readers.

1. Phoneme isolation: children recognize individual sounds in a word.

2. Phoneme identity: children recognize the same sounds in different words.

3. Phoneme categorization: children recognize the word in a set of three or four words that has an "odd" sound.

4. Phoneme blending: children listen to a sequence of separately spoken phonemes, and then combine the phonemes to form a word. Then they write and read the word.

5. Phoneme segmentation: children break a word into its separate sounds, sounding out each sound as they tap out or count it. Then they write and read the word.

6. Phoneme deletion: children recognize the word that remains when a phoneme is deleted from the word.

7. Phoneme addition: children make a new word by adding a phoneme to an existing word.

8. Phoneme substitution: children substitute one phoneme for another to create a new word.

In addition, many researchers have suggested useful practices for teaching phonemic awareness as follows:

1. Begin with short, two-sound words (Uhry & Ehri, 1999 cited in Fox, 2004). Two-sound words are separated more easily than three- and four-sound words. Additionally, two-sound words beginning with a vowel, such as /ape/, /it/ and /eat/ are segmented more easily than words beginning with a consonant, such as /be/, /tie/ and /to/.

2. Demonstrate how to use phonemic awareness when reading and writing new words (Juel & Minden-Cupp, 2000 cited in Fox, 2004). It cannot be assumed that students can automatically infer how to use their phonemic awareness skills when they read and spell. Therefore, it will be more effective if the teacher models how to use phonemic awareness to read and spell and has them practice.

3. Encourage students to finger-point read (Uhry, 2002 cited in Fox, 2004). Finger-point reading is strongly related to phonemic awareness. Students do not only to see words, but also have chances to notice beginning letter-sound correspondences and to use those correspondences to match written words with spoken words.

4. Cleary differentiate between speech sounds and letter names (Fox, 2004). The teacher might say "Monkey begins with the letter *m* (name)" to have students to notice the letter name.

2.4.2 Phonics Instruction

Phonics is generally defined as a method of presenting learners the relationship between letters and sounds. According to Harris and Hodges (1995 cited in Raskin & Padak, 2001), phonics is "a way of teaching, reading, and spelling that stresses symbol-sound relationships". There are several approaches used in phonics instruction (Armbruster, Lehr & Osborn, 2000).

1. Analogy-based phonics: Children learn to use parts of word families they know to identify words they do not know that have similar parts. For example, they are taught a set of words that are posted on the board (e.g. lake, ten, cat) before being taught to use parts of these words to decode unfamiliar words by pronouncing the shared rime and blend it with the new onset (e.g. take, hen, and bat).

2. Phonics through spelling: Children learn to separate words into phonemes and to make words by writing letters for phonemes.

3. Embedded phonics or Phonics in context: Children are taught letter-sound relationships to identify unfamiliar words during the reading of connected texts.

4. Onset-rime phonics instruction: Children learn to identify the sound of a letter or letters before the first vowel (the onset) in a one-syllable word and the sound of the remaining part of the word (the rime).

5. Analytic phonics: Children learn to analyze letter-sound relationships of learned words. They do not pronounce sounds in isolation. This approach can be conducted in the following sequences:

(1) show a list of words with a common phonics element,

(2) ask learners to examine the words and discover what they have in common, focusing on finding a similar sound,

(3) when the common sound is discovered, discuss the spelling that stands for the sound with learners, and

(4) ask learners to verbalize a generalization about the sound and spelling, such as "the letter p stands for the /p/ sound."

To illustrate, a lesson of analytic teaching can begin with the teacher writing the words "boy," "box", "bed", "book", and "bat" on the board. Then she asks the learners to analyze and see what all the fve words have in common. She could read the words for them and have them listen for the common sound. The students make the generalization as to what sound the letter b stands for. Once they make this self-discovery, then other spellings for that sound may be discussed.

6. Synthetic phonics: Children learn how to change letters or letter combinations into sounds, and then how to blend the sounds together to form recognizable words. Anderson et al (1985) and Adams (1990) propose the sequence of teaching synthetic phonics (explicit phonics) as follows:

(1) the letter names are taught,

(2) alphabetic principle is taught and reviewed i.e. every letter sound that each letter stands for is taught, for example, *s* and *h* make the /ʃ/ sound,

(3) phonemic awareness (how to break apart and manipulate the sounds in words) is taught, for example, *feet* has three sounds: /f/, /e/, and /t/

(4) the principle of blending sounds to form word is taught, and

(5) chances to blend sounds of unknown words in context are provided.

To illustrate, a lesson adopting synthetic phonics would start with the teacher writing the letter 'b' on the board and telling the students the sound it makes. The students imitate. The teacher orally gives examples of words beginning with b. In an EFL situation, she can use words which students are most likely to be familiar with like "boy," "ball, "bat," or "book". She can ask students to identify whether the /b/ sound is at the beginning middle or end of the word. She writes down the words and asks the students to circle b. She could ask the students to orally give some more words starting with b. She can start teaching them how to write letter 'b'.

In addition, Lloyd (1992 cited in Bowey, 2006) offers the synthetic sequences of letter-sound correspondences as shown below:

1. s a t i p n.

2. c k e h r m d.

3. g o u l f b.

4. ai j oa ie ee or.

5. z w ng v oo.

6. y x ch sh th.

7. quo u oi ue er ar.

The teaching steps begin with teaching all letters and letter sounds in 1 such as letter "s" sounds /s/, letter "a" sounds /æ/, letter "t" sounds /t/. After that learners are taught to blend the letter sounds together such as /s/, /sæ/, /t/ are blended /sæt/, /p/, /i/, /n/ are blended /pin/, /t/, /æ/, /p/ are blended /tæp/. During blending letter sounds, the learners also learn the meaning of the words they sound out.

2.4.3 Activities for Phonics Instruction

Gunning (2006) proposed many phonics activities in a classroom, for example,

1. Making Words: Teachers give letters to students to make words. The teachers can begin with two letters, then put more letters to make words. For example, the teachers first give 'op', then add one letter t to make the word 'top', and add the letter 's' to make the word 'stop'. While doing this activity, the students can notice that the letter 'p' with the rime "op" makes the word "top". However, when they add the letter 's' with the same rime, the pronunciation changes.

2. Word Sort: This is an activity where students put words having the same vowels together by looking at letter and sound correspondence. For instance, the teacher can say to the students "Find the words with the same rime" (cat, cot, pin, hat, hot, and tin). This activity encourages the students to notice how the initial sound changes when the initial letter changes but the rime stays the same.

3. Word Search: This activity trains the students to recognize words by noticing the spelling and singling out the target words among many other words. Teachers ask students to find or locate given words in a sentence, or a short paragraph either by underlining them or pointing at them.

4. Rhymes: It is an important activity that encourages students to develop decoding skills, so they will practice what they have learned. The teacher shows the rhyme words or rhyme sentences, then students read the words e.g. take, cake, make, bake, lake, and a sentence "A big pig is in a big bin.". The students finally can notice the same initial sounds and vowel sounds.

5. Word Wall: This activity helps the students to remember the words they have already learned. After each word is introduced to the class, the teacher places the word on the wall. This can also be used as a reference: when new words that have the same spelling patterns are introduced, the teacher can point to the word on the wall to remind them how to pronounce the word.

6. Dictation: It is an activity the teacher uses with students to practice spelling and writing. The teacher read words aloud and students write down the words they hear.

To conclude, phonics instruction can help students develop decoding reading skills. Good readers are often fluent decoders. A good knowledge of how to decode words means that students can easily transfer printed words into spoken language and generate the meanings of words. A familiarity with phonics helps students to save time in decoding words and focus their attention on comprehending texts.

2.5 Bahasa Malay

Bahasa Malay is the official language of Malaysia (Malaysian) spoken by people across the Malacca Strait including the coasts of the Malay Peninsula of Malaysia and southern Thailand. Although a modified Arabic script called Jawi is

officially used in Malaysia such as ماكن (eat), مينوم (drink), ايبو (mom), Latin alphabet is also very commonly used (or Rumi in Bahasa Malay) to represent the sounds such as "makan" (eat), "minum" (drink), ibu (mom). Many words in Bahasa Malay are borrowed from English such as pen, pencil, sugar.

In southern Thailand, Bahasa Malay is known as "Bahasa Malayu". It is widely spoken by Thai people in rural areas in Pattani, Yala, Narathiwat, and Satun. Bahasa Malayu is slightly different from Bahasa Malay in terms of pronunciation only. The table 2.1 below shows some examples of Bahasa Malay and Bahasa Malayu.

Table 2.1: The comparison of word pronunciation in Bahasa Malay and Bahasa Malayu

Bahasa Malay	Pronunication	Bahasa Malayu	Pronunciation	Meaning
radio	/reɪdɪə/	radio	/reɪdɪə/	radio
coffee	/kʌffɪ/	kopi	/kɔːpiː/	coffee
plastik	/plæstɪk/	plasti	/plʌstɪ/	plastic
pen	/pen/	kalaepeng	/kɑːlæpeŋ/	pen
pencil	/pensɪl/	kalaepencil	/kːlæpensl/	pencil
sugar	/sʊgə/	saka	/sɑːkɑː/	sugar
motor	/mɔːtə/	motor	/mə tə/	motor
buku	/bʊkʊ/	bok	/bək/	book
hospital	/hɒspɪtl/	hospita	/hɒspɪtl/	hospital
ice	/aɪs/	icebatu	/aɪsbatu/	ice
computer	/kəmpjuːtə/	computer	/kəmpjuːtə/	computer
glass	/glɑːs/	glah	/glɑːh/	glass
ti	/tiː/	ti	/tiː/	tea

2.6 The Role of Noticing in Language Learning: Noticing Hypothesis

Noticing is a cognitive process necessary for second language learning. Schmidt (1990) proposes the notion of "noticing hypothesis", He maintains that learners can acquire the target language through conscious learning by paying
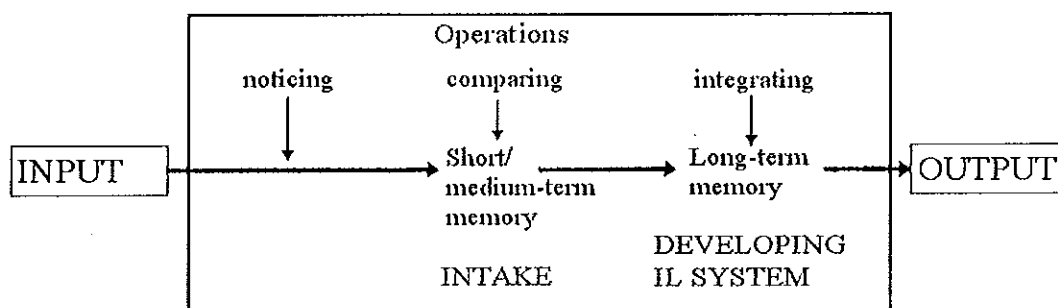
attention to and noticing in target language input. This input becomes intake (knowledge) when learners understand the significance of noticed input. According to Schmidt and Frota (1986), there are two crucial types of noticing conditions which are necessary for acquisition. Firstly, learners have to attend to linguistic features of the input that they are exposed to. Secondly, learners have to 'notice the gap' for acquisition can occur. They have to notice a difference between their current state of form or competence, as realized in the output, and the target form or structure, the input.

In accordance with Schmidt and Frota (1986), Ellis (1997) suggested an operation in which implicit knowledge takes place i.e. short-term knowledge gained from the input and how it becomes long-term or more permanent knowledge. Such an operation consists of three elements:

1. Noticing: learner's ability to pay attention to specific linguistic features in the input,

2. Comparing: learner' ability to compare the features noticed with the features he/she produces in output,

3. Integrating: learner's ability to construct new hypotheses in order to incorporate the noticed features into his/her interlanguage system

Figure 3 below summarizes the learning process involving the three stages: noticing, comparing, and integrating.

Figure 2.3: The Process of Learning Implicit Knowledge (Ellis, 1997:119)

For noticing to take place, Schmidt (1990) also proposed six factors which can induce learners to notice a certain feature in the input: 1) Task demands (i.e. the task teachers use to help students to notice certain linguistic features), 2) Frequency (i.e. repetition of linguistic features occurring in the classroom input), 3) Unusual features (i.e. linguistic features that do not conform to students' expectations), 4) Salience (i.e. certain features may be more salient than others because of their phonological form or their position in utterances), 5) Interactional modification during the negotiation of meaning (i.e. teachers' attempts to deal with communication problems in classroom), and 6) Existing linguistic knowledge (i.e. the students' current stage of development which may make it easier to notice some linguistic features than others).

Although noticing operates at cognitive level and if learners pay attention to target linguistic input, the input does not necessarily become intake and kept in their long-term memory. Although sensory and surface features such as color brightness in the input offer opportunities for learners to notice the input, they are not sufficient for the transference of noticed input to more permanent memory (Treisman, 1964, 1979 cited in Craik, 2002). In order to turn noticed input stored in learners' short-term memory to their long-term memory, learners need a higher level of a cognitive operation, that is, repetition or rehearsal of meaningful input (Waugh & Norman, 1965; Atkinson and Shiffrin, 1968, cited in Craik, 1973). Craik and Lockhart (1972 cited in Craik & Watkins, 1973) argue that if learners pay attention and repeat in some simple form, for example, phonemic representation, the information will not be stored in their long-term retention, but only in the short-term memory.

Craik and Watkins (1973) carried out a study on the role of rehearsal and short-term memory. They divided 54 subjects to participate in three sessions. All 54 subjects heard the same 27 lists of 21 words containing critical words and noncritical words in the following the sequence: 1. the subjects listened to a series of word lists and reported the last word beginning with a particular word; 2. the subjects were told the "critical letter" prior to listening so that they could ignore words from the start of the list, until the first critical word was presented; 3. they held that word in mind until a subsequent critical word was presented, and 4. this procedure continued until the list ended. After the presentation of list ended, they had to write down the last critical

word. Additionally, in each session, the word list was presented at different speeds (slow and medium). For example, the subjects were told that "G" is the critical letter, then the list began with DAUGHTER OIL RIFLE GARDEN GRAIN TABLE FOOTBALL ANCHOR GIRAFFE.... The subjects would first hold GARDEN, replaced it by GRAIN and then by GIRAFFE; if the remaining words were noncritical (that is, did not begin with G), GIRAFFE would be reported at the end of the list. The results indicated that an average of 26.2 of a possible 27 lists were correctly identified and reported, with no subject making more than two errors. The findings revealed that the subjects, with repetition of meaningful words presented at slow speed, could report the words better than replacing words. This shows that even for short-term memory to be stored, repeated meaningful contexts is required.

From the review above, it can be concluded that noticing is an important aspect that helps students to learn, and students should be trained how to notice target language features through different types of activities. For phonics instruction to be successful, this concept should be incorporated in the teaching process.

2.7 Intensive Teaching

Intensive language teaching is normally understood in the context in which language learning experiences takes place outside language classrooms and outside normal class time. It aims at encouraging learners to learn a target language in an environment which is conducive to acquiring the language over a short intensive period of time. Students are provided with ample opportunities to practice and develop their language skills through many activities. It is believed that an intensive program helps promote students' language learning ability but it seems that there is not much empirical study on the effect of intensive teaching on students' learning outcome.

A study carried out by Connelly, Johnston and Thompson (2001) compared two groups of 6-year-old beginning readers. The first group consisted of 22 students from two schools in Tayside, New Zealand. They were taught to read through an intensive phonics approach. The second group comprised 26 students studying in two schools in Wellington, New Zealand. The approach used to teach the students in this

group was a "book experience" non-phonics approach. Both approaches aimed at improving the students' word recognition and reading comprehension abilities. It was found that the students taught by phonics had higher reading comprehension ability, and made more attempts to identifying unknown words using both phonological decoding and contextual information, but they read much more slowly than the students taught by non-phonics. It was also found that they scored better in phoneme segmentation and non-word reading tasks. The researchers reasoned that the texts used in the study were too difficult for beginning readers coupled with a small sample of the texts.

In 2002, Woodruff, Schumaker and Deshler investigated whether an intensive reading intervention on the decoding skills could help students with reading deficits. They compared 62 grade 9 students enrolled in this program with 62 grade 9 students attending their normal scheduled English reading classes. Both groups of students were from different schools. The experimental group was divided into smaller groups, and then provided with word identification strategies. They were taught one hour daily with graded-materials with eight weeks of instruction. Then they returned to attending their English class for the rest of the school year. It was found that intensive instruction strategy within a relatively short period of time could boost students' decoding skills by several grade levels.

In Thailand, Laohawiriyanon et al (2007) conducted an intensive English teaching program with a group of 30 grade 2 students coming from 16 primary schools in Southern Thailand. The aim of the study was to investigate the effect of the intensive English teaching program on the students' English listening and speaking abilities. The entire program took place for eight consecutive days, five hours a day. At the outset, the majority of the students knew the English alphabet by heart. They did not recognize the written scripts and know the relationship between letters and sounds. They had some basic speaking and listening (oral) vocabulary such as dog, cat, tiger, pen, pencil, yellow, red, and one-ten. Moreover, these students had learned such vocabulary in isolation. Therefore, their ability to speak English was nil. During the treatment, the students were exposed to different activities ranging from learning alphabet to putting vocabulary into meaningful short phrases or sentences. The results of the experiment demonstrated that the participants in the experiment showed an

increase in the ability to speak English meaningfully, for example, "two cats on the chair", and "red T-shirt". Also, they could follow simple instructions such as "Color the book yellow" or "Walk to the window". The results of the study suggested that learning English in an intensive environment, although only in a short period of time, could increase students' listening and speaking abilities.

The results of the empirical studies above suggest that intensive English teaching had a positive effect on students' English abilities. Thus, it would be interesting to investigate the possibility of introducing intensive phonics teaching during normal school time, which might help solve the problem of the current teaching situation in my school.

2.8 Related Studies on Phonics Instruction

There have been many studies carried out, both in L1 and ESL/EFL contexts, to improve students' reading skills through phonics instruction. For instance, Appleton, Karlson, and Mendez (2002) investigated whether phonics instruction can improve students' reading skills. The participants of the study were from 3 elementary schools in two communities in Chicago, Illinois: 16 second grade students from school A, 10 first grade students from school B, and 10 first grade students from school C. The treatment was conducted every day for 16 weeks during September 2001 to January 2002. The participants in group A learned English through phonics activities such as word wall, making word, and name cheers while those in schools B and C were taught Saxon Phonics. The results showed that the students were able to read fluently and independently. Also, the students demonstrated an increase in reading for pleasure. It was recommended that each lesson should have covered two periods instead of only one because the students were bored. The 3" x 3" paper story books were not of high interest among the students although they loved assembling and coloring them. The theme of the books should be of students' interest.

A study by Hatcher, Hulme and Snowling (2004) studied 410 children at pre-kindergarten level at 20 classes in 20 schools in the city of Carlisle, United Kingdom. The students were divided into four matched groups (five classes per group) and randomly assigned to three experimental phonics teaching conditions: Reading with

Rhyme, Reading with Phoneme, and Reading with Rhyme and Phoneme. One control group was assigned to reading alone. For each condition, the reading element contained a strong phonic component. Each program was implemented over 14.5 months (5.4 months during terms 2 and 3 of the first school year, and 9 months during the second school year). The results of the study indicated that a reading program containing a highly structured phonic component was sufficient for most 4.5-year-old children to master the alphabetic principle and to learn to read effectively.

Another study conducted in L1 context was by Bailey, Borczak and Stankiewicz (2002) who examined the improvement of students' writing skills through the use of phonics instruction. The subjects of the study were 49 first grade students from two schools and 22 fourth grade students from one school in a Midwestern city, USA. The experiment took place 12 weeks every school day. The findings revealed that the subjects of the study showed an increased phonetic skills and improvement on writing abilities. They recommended that useful activities such as "Word Wall", "Word Sort", and "Making Word" can be used with upper elementary levels and those children preferred individual writing projects to a workshop to practice their writing skills.

An investigation into developing reading, spelling, and phonemic awareness skills in initial readers was conducted by Johnston and Watson in 2004. They conducted two experimental studies with the same groups of students. The subjects in the study, aged 5 years old, were divided into 3 groups: 109 students in one control group using analytical phonics, 78 students in an experimental group using analytic phonics and phonological awareness, and 117 students in the other experimental group using synthetic phonics. The first experimental study was carried out to compare the effectiveness of analytical and synthetic phonics. The intervention of the first study lasted 20 minutes a day over 16 school weeks. It was found that synthetic phonics teaching was more effective in developing reading, spelling, and phonemic awareness skills than analytic phonics.

The second experiment was conducted after 16 weeks of the first experimental study. The objective of the second experiment was to examine whether synthetic phonics method was more effective for teaching letter-sound knowledge than analytic phonics method. The results indicated that the synthetic phonics group read and spelt

faster than their counterpart. It can be concluded from both studies that synthetic phonics helped students read non-words much better than analytic phonics. They proposed that children with dyslexic difficulties may learn to read more easily when they receive early phonological awareness training prior to synthetic phonics teaching.

In 2001, Brackemyer, Fuca and Suarez indicated 22 kindergarten students in a Midwestern city improved phonemic awareness after receiving phonics instruction for 15 weeks and 50 second grade students in that city had an improvement on reading abilities after studying with phonics for 15 weeks. The researchers suggested that repeated exposure to phonics is needed to produce successful readers. The teaching method should be more integrated rather than simply using phonics isolation.

Eldredge, Quinn and Butterfield (2001) conducted a study at nine schools in Utah, USA to examine the casual relationships between three measures of reading achievement: phonics, reading comprehension, and vocabulary. The first set of data was obtained from measuring 504 second-grade students at the beginning and end of school year. The students were given the achievement tests during the first week of September, 1984 and again in the second week of May, 1985. During the school year, the teachers involved in the study conducted their reading classes as usual. The results indicated that phonics knowledge influenced students' both reading comprehension and vocabulary gains. In the same year, Eldredge, Quinn and Butterfield (2001) replicated the study with 1,585 second-grade students at the beginning and end of school year of another school. The results of the first study were confirmed. They concluded that phonics instruction should be introduced in early elementary-grade reading instruction and that students should learn phonics in a comprehension-focused reading environment with many holistic reading experiences.

Rosica (2005) conducted an investigation to examine the effectiveness of the Wilson Reading Program in improving the decoding, encoding, and fluency with two special students in Pennsylvania for six months every school day. They were taught 45 minute daily lessons. It was found that the students improved decoding, encoding, and fluency, and they also felt comfortable with the program.

As for an ESL/EFL context, Liaw (2003) conducted a study with thirty seven grade 5 Taiwanese students with the integration of phonics instruction and whole

language principles. The experiment took place two periods a week over one semester. Three reading evaluations were made along the course of training; an evaluation was taken each month. She found that the children showed positive gains in their phonics skills and vocabulary recognition. The second reading evaluation was lower than the first one because the children themselves decided to choose more challenging books to read after receiving the training. However, the children demonstrated an improvement in their reading ability in the third evaluation. She suggested that teachers who want to teach reading through phonics should be trained to fully understand the concept of phonics teaching.

With respect to EFL study conducted in Thailand, Vanichanan (1999) investigated the effectiveness of using phonics instruction on third grade students' English listening and reading abilities. One hundred and fifty-one subjects participated in the study and were taught to listen to and read English words for one semester. The findings show that the subjects had great improvement on both skills.

In 2003, Saising investigated the effect of integrating phonics and whole language approaches on students' English oral reading, reading comprehension, spelling. It also examined the students' attitude towards the studying English with the combination of phonics and whole language approaches. The subjects were 15 grade 4 students in Chiang Mai Province. The treatment lasted 20 hours. It was found that the subjects had an improvement on reading and spelling abilities. Their reading comprehension also improved but the results were unsatisfactory. It was also found that they had positive attitude towards the two approaches. It was recommended that it would be more beneficial to learners if the treatment covered longer period of time and that phonics should be taught to them before they started their normal class.

Mekwong (2004) studied the effect of phonics instruction on the subjects' pronunciation ability and their ability to retain English vocabulary. The subjects were 20 third grade students and were taught phonics for five sixty-minute lessons. Each lesson covered four periods. In total, the treatment lasted 20 hours. The findings revealed that the subjects improved their pronunciation ability and were able to retain their vocabulary knowledge.

It can be concluded from all the findings above that phonics instruction is an approach that teaches students the relationship between letters and sounds. Equipped

with such phonics knowledge, they are able to decode both recognizable and unfamiliar words. Most research reviewed here are studies carried out in the context in which English is the mother tongue. Some studies conducted in ESL/EFL also yielded positive outcomes. Not many studies have experimented on introducing phonics instruction in an intensive environment. Therefore, the researcher incorporated intensive phonics instruction to help grade 5 students with poor reading ability to improve their reading and writing abilities.

2.9 Theoretical framework

Given that phonics instruction, noticing hypothesis, and intensive teaching have been said to contribute to an improvement in students' learning outcome, in this study, the researcher will incorporate the three concepts phonics instruction, noticing hypothesis, and intensive teaching into teaching a group of students with poor English reading ability. The teaching process will begin with phonemic awareness, followed by phonics activities. Their learning will be reinforced by dictation to increase the spelling ability. The ultimate goal is to help them with reading comprehension. The students who undergo this process are expected to be able to read a short paragraph and write up to short sentence level. Because they are EFL students, their vocabulary knowledge is very limited, and vocabulary development is necessary throughout the course of learning. Activities used in this process are activities incorporating the concept of "noticing hypothesis" to encourage the students to take notice of the input, as summarized in the diagram below.

Figure 2.4: Phonics instruction scheme
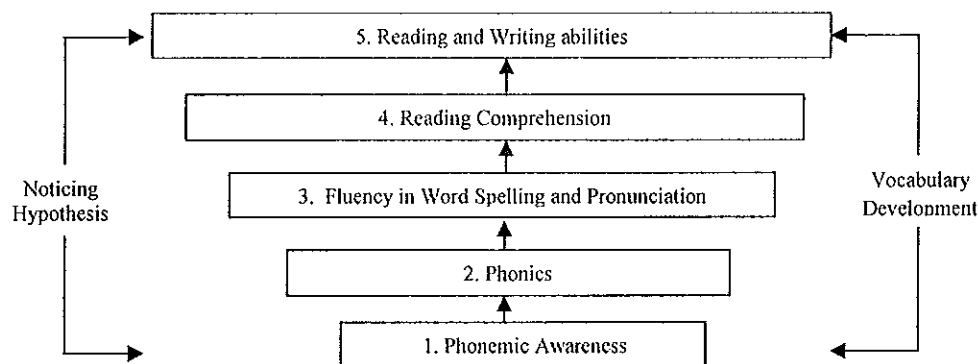
With these steps of phonics instruction according to figure 2.4, it leads the researcher to design research methodology to help Grade 5 students who have poor English performances by incorporating three concepts of phonics instruction, noticing hypothesis, and intensive teaching. The research methodology has been explained in chapter three.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter explains the research procedures used in this study. It consists of two main parts:

3.1 The Preliminary Study

3.2 The Present study

      3.2.1 Population of the Study

      3.2.2 Subjects of the Study

      3.2.3 Research Instruments

      3.2.4 Data Collection

      3.2.5 Data Analysis

The details of the methodology are described as follows.

3.1 The Preliminary Study

The preliminary study investigated the students' English abilities in Grade 4, family information, and target words to be used in the study.

The researcher ascertained the students' information related to their grades, their families, their parents' jobs and their educational levels from the students' profiles. The results showed that there were 60 students whose grades fell between 1 and 2 in Grade 4. The researcher, then, asked about reading abilities of 60 students whose grades fell between 1 and 2 with the Grade 4 teacher. It was found that 54 students could not read words at all and also could not match the alphabetic sounds with letters in written scripts. Referring to data of students' family, it showed that 80% of these students are from low income families, 90% of their parents are rubber plantation workers, and 80% of their parents had only finished study at a primary level and had studied Islamic knowledge in Pondok (Islamic religious school). Their parents had never studied English at a higher level.

.   The researcher analyzed the Basic Core Education Curriculum (Education, 2008) to design teaching materials for three units: At School, People around Us, and Food and Drinks. The core curriculum establishes that Grade 6 students should be sufficiently skilled in using foreign languages (with emphasis on listening, speaking, reading and writing) to talk about themselves, their families, schools, the environment, foods, beverages, free time and recreation, health and welfare, selling and buying, and climate with vocabulary of around 1,050-1,200 words (concrete and abstract words).

        After that the researcher reviewed literature related to English phonics instruction with L1 and L2 learners who had low English proficiency. It was found that the learners mostly used only 100 words in each study. The researcher then surveyed primary level commercial books such as *Say Hello 5*, *Gogo loves English*, *New Aha!*, and *English 5* in order to construct a vocabulary list to be used as a preliminary test. A 100 word list was tested with students of similar abilities to my subjects from another school according to their English grades and teachers. It was found that they could not read nor tell the meaning of 90 words. The researcher tested 90 words with the subjects of this study. It was found that the subjects could not read nor tell the meaning of all 90 words. Finally, the researcher chose only 70 words which could be used in the three units. The 70 words are described as shown in Table 1 and 2 below.

Table 3.1: The Distributional Amount of the Target Words

Parts of speech / No. of Syllables	monosyllabic	disyllabic	trisyllabic	four-syllabic	Total
Nouns	19	17	6	1	43
Verbs	13	1	-	-	14
Adjectives	4	-	1	1	6
Adverbs	1	2	-	-	3
Preposition	3	-	1	-	4
Total	40	21	7	2	70

Table 3.2: Distributions of Words according to Parts of Speech and Syllables

Parts of Speech	Target words			
	1 syllable	2 syllables	3 syllables	4 syllables
Noun	book , friend, Math, field, pen, mom, dad, bread, milk, fish, fridge, food, salad, juice, park, dog, game, day, school	student, classroom, football, playground, English, subject, teacher, homework, doctor, breakfast, sandwich, table, carrot, basket, Monday, Friday, salad	library, computer, hospital, banana, papaya, tomato	activity
Verb	have, do, like, teach, help, work, love, want, eat, make, cook, drink, join	study		
Adjective	all, kind, close, big		favorite	interesting
Adverb	well	often, always		
Preposition	with, front , next		opposite	

3.2 The Present Study

3.2.1 Population of the study

The population of the study was Thai-Muslim Grade 5 students in five primary schools located in Kabang District, Yala Province. There were 267 students whose average age was 11 in the 1st semester of academic year 2553.

3.2.2 Subjects of the study

The subjects of the study consisted of 41 students at Ban Lalae School. They were purposely chosen on the basis of the consistently poor performance in English

subjects they had taken in Grades 1- 4. There were 20 girls and 21 boys in the 1st semester of academic year 2553.

3.2.3 Instruments

3.2.3.1 Treatments

The treatment comprised two phases: orientation and three units of core contents. In the orientation, the subjects were taught English alphabet and phonemic awareness. To facilitate learning, the researcher used basic oral vocabulary to make the phonemic awareness lessons more concrete to the subjects. This phase consisted of four 60- minute teaching periods.

The second phase is the teaching of three units; the contents were based on the core curriculum provided by the Ministry of Education. They are as follows:

1. At School
2. People around Us
3. Food and Drinks

The objectives of the three units were 1. the subjects could read aloud and understand the meaning of words, 2. the subjects could write words and short sentences, and 3. the subjects could comprehend a short paragraph of about 100 words. All 70 target words were distributed in each unit according to the unit content. Each target word was taught following phonics approach with the integration of activities enhancing the students' ability to 'notice' the input. Each unit covered nine periods; each period lasted 60 minutes.

Every class began with dictation activity. The students were required to write the target words learned from the previous class. The purpose of this activity was to reinforce the students' knowledge of the target words through writing activity. After that, new target words were presented to the students by having them look at picture cards and repeating the words after the teacher. The teacher, then, showed word cards, and pronounced the words for the students to repeat. These activities were presented

with the aim to teach the students word meaning and word pronunciation. Then, the knowledge of target words was reinforced by having students to match the word cards that correspond to their picture cards. When the students knew the meaning and pronunciation of each target word, they were taught how to decode the words through phonics instruction. For example, to teach the word "pen", the teacher showed the word card and then sounded out /p/+/e/+/n/ = pen. The students repeated. After each target word was taught, the teacher wrote on the board all the target words and non-target words which have the same sound patterns such as "dad", "pen", "book" and "bad", "hen", "took" (non-target words). The purpose of this activity was to have the students decode the non-target words using analytical skill to sort words with the same sound patterns.

After the students learned how to decode target and non-target words, they ahd opportunities to see the target words were used in context. The teacher did this by teaching them a required basic grammatical point such as verb to be, subject verb agreement, or wh-questions. At the end of the lesson, the students had about 10 minutes to do some reinforcement activities such as dictation, filling in the gap with target words, reading comprehension (short answers, or multiple-choice exercise). Table 3.3 below shows the content of each period in the orientation and Table 3.4 shows the content of the three units.

Table 3.3: Content for Orientation Lessons

Class	Phonics sound	Words	Activities
1	-	Review Aa – Zz	- Sing ABC song - Matching the alphabets with the sounds
2	/a/, /e/, /i/, /ɒ/ , and /u/	an, at, en, et, in, it, on, ot, un, and ut	- Sing ABC song and the alphabet song - "Finding alphabet" game - abc bingo

Class	Phonics sound	Words	Activities
3	/a/, /e/, /i/, /ɒ/, and /u/	ant, cat, hen, leg, pig, lip, dog, pot, gun, bug, fan, wig, mat, and jug	- "Finding alphabet" game - matching game - word search
4	/ar/, /u/, /st/, and /bl/	car, look, stand, star, and bloom	- word bingo - gossip game - making word

Table 3.4: Detail of Each Unit

Unit	Class	Phonics sound	Target Words	Grammar	Activities
Unit 1 At School	1	- /u:/, /u/, /ɔ:l/, /r/, /b/, and /f/	school, room, foot, ball, and all	- Singular and plural nouns - Verb to be	- Matching pictures and word cards - word sort - Word making
	2	- /eɪ/, and /aʊ/, - final : /nd/ - initial cluster : /st/, /pl/ and /gr/	student, study, friend, play, and playground	- Subject verb agreement	- Matching pictures and word cards - word making - Dictation

Unit	Class	Phonics sound	Target Words	Grammar	Activities
Unit 1 At School	3	- /I/ - initial /kl/ - final /ld/, and /θ/	have, math, class, English, with, and field	- there is..../ there are.....	- word sort - Matching pictures and word cards - Dictation
	4-5	- final /_l /, /kt/, /kst/, /u/, /ei/, /fr/, /ʌ/, /θ/	well, subject, next to, do, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, and day	- Subject verb agreement (Review) - Present simple tense	- Matching pictures and word cards - word making - Dictation - Rhymes - Word sort
	6	- /ʧ/ - /aɪ/, /ər/,	kind, library, like, teach, and teacher	- Subject verb agreement (Review) - yes-no question	- Word wall - Word search - word sort - Dictation
	7	- /k/ - /ɒ/, /ər/, /kl/, /əʊ/ and /ə:/	computer, opposite, close, and homework	Wh-question (where)	- Making word - Matching pictures and word cards - Dictation
	8-9	Review sounds	Review target words	Wh-question (what and when)	- Word search - Dictation - Matching pictures with sentences

Unit	Class	Phonics sound	Target Words	Grammar	Activities
Unit 2 People around us	1	/ʌ/ and /ɒ/	doctor, and mom	- Subject verb agreement	- word sort - Matching pictures and word cards - Dictation
	2	/d/, / æ/, and /ɑ ː /	dad, and park	- Wh-question (where)	- Rhymes - Word making - Dictation
	3	/g/, /lp/, /eɪ/, and /eɪm/	help, always, and game	- Wh-question (what and when)	- Matching pictures and word cards - Word search - Dictation
	4	/tl/, /ɜ/, and /ŋ/	hospital, and interesting	- Yes-no question	- Matching pictures and word cards - Word making - Dictation
	5	/w/, /æ/	work, and activity	Wh-question (what)	- Word search - Dictation - Word making
	6	/fr/, /ɔ/, /ɔ/, and /nt/	in front of, dog, and want	Wh-question (where)	- Matching pictures and word cards - Word making - Dictation
	7	/ʌv/, /I/, /g/, and /ə/	love, big, and favorite	Wh-question (what)	- Dictation - Word search - Rhymes
	8-9	Review sounds	Review target words	- Review wh-questions and yes-no question	- Word wall - Word search - Word sort

Unit	Class	Phonics sound	Target Words	Grammar	Activities
Unit 3 Food and Drinks	1	/ɛ/, /st/, and /lk/,	breakfast, bread, and milk	- Yes-no questions	- Word wall - Word search - Word sort
	2	/It/, and /ʧ/	eat, fish, make, and sandwich	- Wh-question (what)	- Matching pictures and word cards - Word making - Dictation
	3	/fr/, /dʒ/, and /æ/	fridge, and banana	- Wh-question (when)	- Word sort - Matching pictures and word cards - Dictation
	4	/u:/, /bl/, and /dr/	juice, table, and drink	- wh-question (what)	- Dictation - - Word search - Rhymes
	5	/yə/, and /æ/	papaya, food, and salad	- wh-question (what and when)	- Matching pictures and word cards - Word making - Dictation
	6	/u/, and /oʊ/	cook, and tomato	- wh-question (what)	- Rhymes - Word making - Dictation

Unit	Class	Phonics sound	Target Words	Grammar	Activities
Unit 3 Food and Drinks	7	/æ/, /t/, and /ɔ fən/	carrot, basket, and often	- there is/ there are - wh-question (how often)	- Word search - Dictation - - Word making
	8-9	Review sounds	Review target words	- Review all grammars	- Dictation - - Word making - Rhymes

The materials and lesson plans were verified by three experts to assure the content validity. Finally, the researcher revised the materials as suggested.

3.2.3.2 Pre-, Post-, and Retention Tests

In this study, the test was used three times as pre-, post, and retention test. The interval between pre- and post-tests was eight weeks, and that between post-test and retention test was six weeks. All the three tests were parallel; items were rearranged in order to prevent students memorizing the answers. There were 120 items with all 70 target words included in the tests. The tests were divided into six parts as follows:

Part 1: Word Reading (35 marks)

This part consisted of 35 target words for each subject to read aloud. The purpose of the test was to measure the subjects' word decoding skills. Each item was worth 1 mark. The pronunciation was judged correct according to IPA. For example, the word 'fish' was read /fɪʃ/, but not /fɪs/ nor / fɪt /. This section was scheduled separately from the rest of the test. (Refer to p. 166 on appendix C)

Part 2: Word Recognition (35 marks)

This part was used to measure the subject's ability to identify the words they heard. The same 35 target words in the "Word Reading" were used to assure that the

subjects knew the same words in both reading and listening modes. The researcher read each word aloud 3 times. The subjects chose the word they had heard from the four choices given. One mark was assigned to each item. (Refer to p.167 on appendix C)

Part 3: Dictation (35 marks)

The purpose of this part was to measure the subjects' spelling or encoding ability. Once again, the same 35 target words as in parts one and two were tested. The researcher read each target word three times for the subjects to write the words they had heard. One mark was given if the spelling was all correct. (Refer to p. 170   on appendix C)

Part 4: Describing Pictures (15 marks)

This part was used to test the writing ability at sentence level. There were five pictures as prompts for the subjects to describe in three to six words using a target word. Each picture / item was worth three marks. One mark was for correct grammar; one for correct spelling, and one for meaning. Each picture contained three to four target words. (Refer to p.171 on appendix C)

Part 5: Matching Pictures with Descriptions (5 marks)

This objective of this part was to measure the subjects' reading comprehension ability at sentence level. They were required to read and understand a sentence. There were four alternative pictures for the subjects to choose the one which corresponded to the sentence provided. One sentence was worth one mark. Each sentence contained at least three to four target words. (Refer to p.173 on appendix C)

Part 6: Reading Comprehension (5 marks)

This part was also used to measure reading comprehension ability of the subjects in a longer context. The subject was required to read a 100 word long passage containing 50 target words then chose the correct answer from four choices. There were five questions in this part. Each question was worth one mark. (Refer to p. 176 on appendix C)

The test was used as pre-, post, and retention tests. To assure the content validity of the test, it was verified by three experts and then revised as suggested. The researcher did not pilot the test because all the target words were unknown as derived from the preliminary study. All items in the pre-, post-, and retention tests were the same; only some choices were rearranged. This was to avoid the problem of equivalent level of difficulties which might affect the results of the tests.

3.2.3.3 Students' Behavioral Observation Form

For the purpose of data triangulation, the researcher constructed an observation form to observe the subjects' behavior during target words learning. It recorded both quantitative and qualitative data. Behavior in this study refers to the ability of the subjects to perform certain classroom activities. While teaching, the researcher observed the number of students who performed each activity occurring in each period. The researcher, then, recorded the results immediately after the class. For example, 60% of the subjects could read word cards. The observation scheme is as follows:

The last column in the form was for the researcher to analyze later whether the subjects' performance fell into the types of noticing scheme (noticing, comparing, and integrating) as proposed by Schmidth (1990) and Ellis (1997)

As for qualitative data, two open-ended items were employed. The first one required the researcher to record any comments and collect more detailed data as to which activity worked or did not work, why/why not, why a particular student subject could do/ could not do the activity. The second item was for the researcher to record remarks/comments to reflect on what should be done if the researcher discovered any problems while teaching.

To assure the content validity of the test, it was verified by three experts and then revised as suggested. The observation form is shown in Table 4 below.

Table 3.4: Students' Behavioral Observation form

Skill	Learning Activities	Numbers of students performing activities					Steps of Noticing
		0-24%	25-49%	50-74%	75-99%	100%	
Reading	1. Repeat words after the teacher correctly						Noticing
	2. Independently pronounce words correctly						
	3. Read word cards correctly						
	4. Read short messages with target words correctly						
Writing	5. Write target words correctly						
Reading	6. Use word analogy skill (book: look, took)						Comparing
Word Recognition	7. Listen and identify words on the board correctly						
Reading comprehension	8. Give the meaning of the words they read correctly.						
	9. Give the meaning of a sentence or a short message on the board correctly						
Writing	10. Write sentences with target words correctly						Integrating

Teacher' opinions

....

....

....

Suggestions:

....

....

....

Note: "Correct" means ability to pronounce a word correctly according to IPA rule such as if the word 'fish' is read /fɪs/, it is false.

3.2.3.4 Semi-Structured Interview

The semi-structured interview was conducted to gather in-depth data related to factors affecting the subjects' ability to retain their knowledge after six weeks of receiving the treatment. It was also used to probe subjects' opinions on phonics teaching, problems which they had while learning, and what helped them learn, for example. The researcher asked the subjects questions and if necessary showed them test items so that they could recall what they did during the test. The researcher asked them to give the meaning of the target words or decode the words to ensure their retention ability. Non-target words were included because the researcher needed to establish whether the subjects could read and spell or simply guess.

To assure the content validity of the interview questions, they were verified by three experts and then revised as suggested. The questions in the interview are shown below.

1. Can you still read English books? Why/Why not?

2. What activities helped/did not help you to remember how to read English books? Why/ Why not?

3. Did teaching activities in class help you to learn reading English? How much did it influence you? How did it influence you?

4. Can you still read English such as word and sentence cards with understanding? Why/Why not?

5. What activities or learning materials helped you to understand English contents? How?

6. Can you still write words? Why?

7. What activities or learning materials helped you to write short sentences? How much? Why/Why not?

8. What did you do outside the classroom? Did you review the lessons outside the classroom? How did you review? Why? Did anybody help you with the revision?

9. Did going to Tadika help you read English better? How?

3.3 Data collection

The data was collected following the six steps below taking place during the first semester of academic year 2553. All the steps of data collection were carried out based on the procedures shown in the flow chart below.

Figure 3.1: The sequence of data collection

```
┌─────────────────────────────┐
│          Pre-test           │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐
│         Orientation         │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐
│      Phonics treatments     │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐
│         Post -test          │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐
│       Retention test        │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐
│  Interview 30 minutes /a group │
└─────────────────────────────┘
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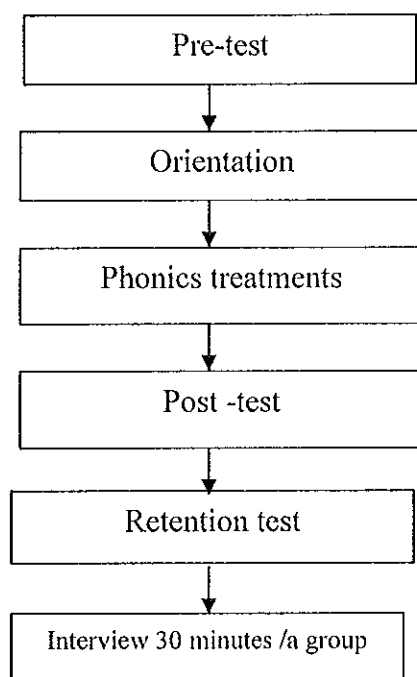
For pre-test, all subjects had to do the pre-test in two separate parts. The first part was for subjects to read aloud 35 target words individually. After that, they were put together in a exam room to finish parts 2-4 of the test.

After that, the researcher began the orientation which aimed at teaching them alphabetical knowledge and phonemic awareness. Each period lasted 60 minutes. The researcher found that the lessons went quite slowly although the researcher was very well aware of their poor linguistic background. After period 4, the subjects still had not learned much, that is to say, they still did not know the entire alphabet, they could not write the alphabet. As a consequence, they could not grasp the notion of phonemic awareness; they had a very slight knowledge of letter-sound relationship. Once the researcher found that the majority of the class still lagged behind the objectives of the orientation, the researcher extended the number of hours planned for the orientation to 8 hours instead of 4 hours.

For the treatment, the researcher began to teach unit 1 to the subjects and planned to spend 9 classes. But the subjects had very poor English proficiency and were not familiar with the new teaching method. The researcher had to extend the teaching of unit 1 to 12 classes instead. When the subjects began to be familiar with the method, the researcher could teach units 2-3 within the time limit (9 hours each). This means the total hours including the orientation to unit 3 was 38.

The post-test took place one day after the last class ended. The first part of test was given on the first day because the subjects were tested on their word reading individually. This time the test took much longer time than in the pre-test. This is because the subjects could not read any words in the pre-test, but after the treatment they knew how to read. As a result, it took 15-20 minutes for each subject because they needed time to decode the target words. Then, the rest of test was given to the subjects to do on the next day.

Six weeks after the post-test, the subjects were examined for retention ability following the same test schedule as the post-test. The researcher marked all the test papers to use the test results as a basis for the semi-structured interviews which took place one week later.

For the semi-structured interviews, the researcher started by interviewing each subject using the semi-structured interview questions. After interviewing 4-5 students, it was found that the subjects were too shy to be interviewed. As a result, the researcher changed the interview format and replaced it with a group interview consisting of 5 subjects in each group, as suggested by Faulkner et al, (1991) that group interviewing suits children better. To interview the students based on their post-test score using 27% technique (Fan, 1952). It was found that there were only two groups because there were no students whose score fell above the top 27%: 5 students who had middle abilities and other 36 subjects who had low abilities. The researcher interviewed all 5 students who were in the middle ranged group and randomly selected 10 representative students from the low ability group. Each group was interviewed for 30 minutes.
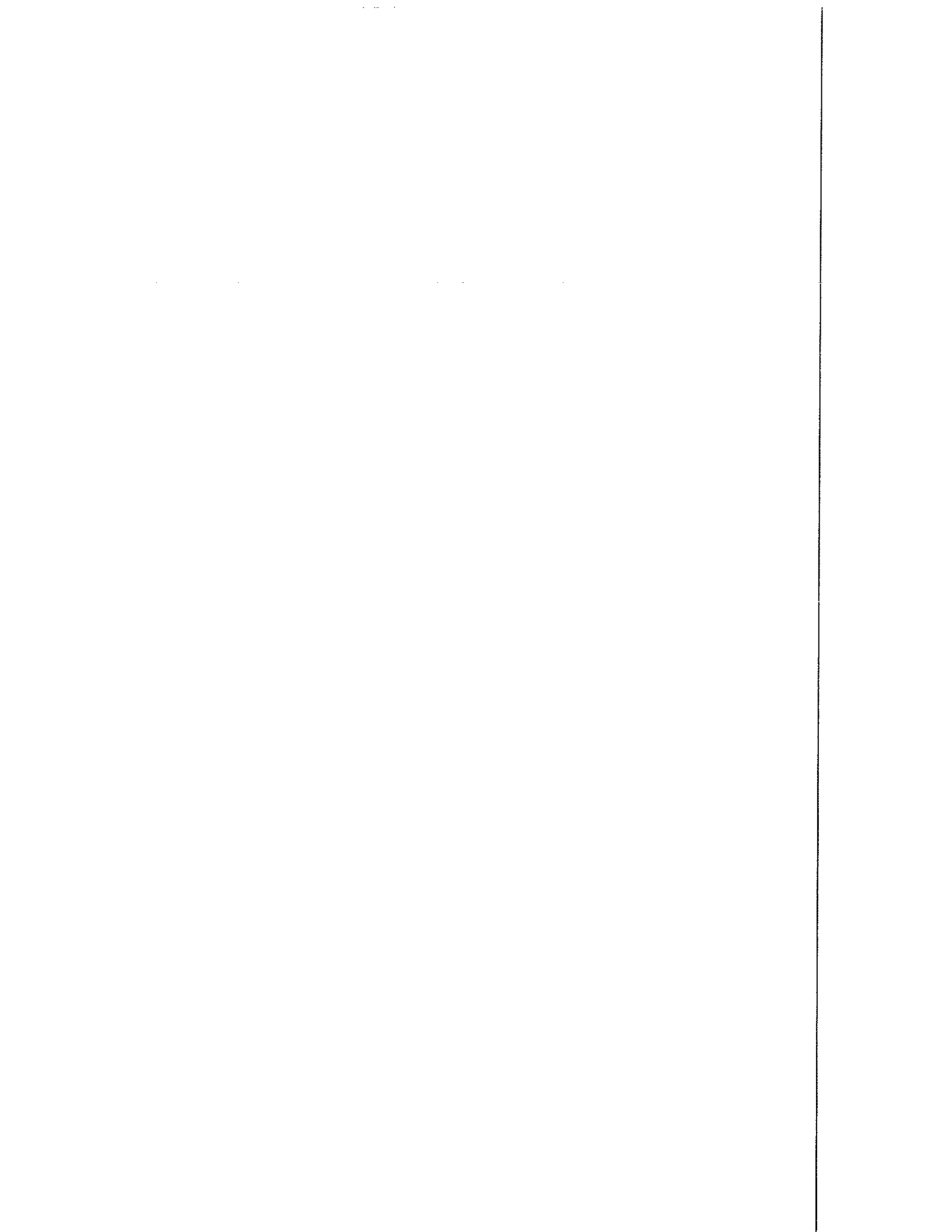
3.4 Data analysis

This quasi-experimental research was conducted using both quantitative and qualitative data. The quantitative data were the achievement tests of reading, writing and reading comprehension and students' behavioral observation. The qualitative data were from the open-ended sections of behavioral observation and from the group interviews after the retention test. The analysis of both quantitative and qualitative data is outlined below.

The researcher calculated quantitative data of reading, writing, and reading comprehension achievements using percentages, means, and Paired-sample t-test. As the total score of each part of the test was different, the research adjusted the score of each part by equalizing each of them to 100% for comparison purposes. That is, for parts 1-3, the total score of each part was 35 and was adjusted to 100. For part 4, the score was equalized from 15 to 100, and parts 5-6 from 5 to 100.

Another a statistic used in this study is Cohen's effect size (Cited in Puengpipattrakul, 2009). It was used to investigate the degree to which intensive phonics instruction effected differences between the pre- and post-test, and between the post-test and retention test. The levels of magnitudes or sizes of the intensive phonics instruction effect were divided into three levels. Following Cohen (1998, cited in Ehri, 2003) an interpretation of effect size of 0.2 is a small effect, 0.5 a moderate effect and 0.8 a large effect. If the effect size is zero, this means that there was no effect of phonics instruction on the subjects. If the effect size is 0.8, this means that there was a large effect of phonics instruction on the subjects.

To calculate the effect size, the researcher determined the mean score of the post-test test and subtracted the mean score of the retention test to see whether the mean score of post-test test was higher. The researcher divided this value by the standard deviation to put all the values on the same scale so effect size could be analyzed. These steps of finding effect size were also used with the pre-test and the post-test.

Generally, effect size is used to describe the differences between independent and dependent variables or the mean score of a treatment group and the mean score of a control group. However, for this study, effect size is applied to describe the

differences between the mean score of the pre-test and the post-test, and the differences between the mean score of the post-test and the retention test. This means that effect size can tell us whether intensive phonics instruction influences the subjects' post-test and retention or not.

In analyzing qualitative data, the researcher chose a basic statistic to analyze groups of data to find out frequency distributions. After that the researcher analyzed and presented the data descriptively.

CHAPTER 4

FINDINGS AND DISCUSSION

This chapter presents the data analysis of the quantitative and qualitative data. The quantitative data are the results of reading, writing and reading comprehension abilities in pre-test, post-test and retention test. The qualitative data are students' behavioral observation results while learning in class and the results of the interviews carried out after the post and the retention tests. The data are presented in order to answer the research questions addressed in Chapter 1. The main findings were divided into the following sections:

1. The differences between students' reading and writing abilities and the effect size

2. The retention level of students' reading and writing abilities and the effect size

3. Distribution of words correctly identified and read by the subjects in the post-test and the retention test

4. The results of students' behavioral observation while learning

5. The results of group interviews after retention test

4.1 The Differences between Students' Reading and Writing Abilities and the Effect Size

To answer the first research question as to how effectively the subjects in this study could learn how to read and write through the intensive phonics instruction, the researcher analyzed the mean scores of the pre-test and post-test using Paired sample *t*-test. In addition, to arrive at the degree to which the pre-test and post-test score differed, the effect size was calculated using Cohen's effect size measures. The results showing the differences the students' reading and writing abilities in the pre-test and the post-test are presented in Table 4.1 below

Table 4.1: Students' Reading and Writing abilities in the pre-test and post-test

Ability	Sub-skill	pre $\bar{x}$ (100%)	Post $\bar{x}$ (100%)	SD.	T	Sig. (2-tailed)	ES
	Word Recognition	0	42.44	16.79	5.09	0.00*	-2.7
	Reading Aloud	0	15.40	19.36	16.18	0.00*	-0.6
Reading	Matching pictures with sentences	0	24.39	18.17	8.59	0.00*	-1.3
	Reading Comprehension	0	16.10	16.26	6.33	0.00*	-1.5
	Overall	**0**	**24.58**	**12.85**	**-12.24**	**0.00***	**-1.6**
	Dictation	0	2.79	4.36	4.09	0.00*	-0.8
Writing	Describing Pictures	0	2.43	6.58	2.37	0.02*	-0.5
	Overall	**0**	**2.61**	**4.85**	**-3.45**	**0.00***	**-0.7**

As shown in Table 4.1, overall, after receiving intensive phonics instruction, the students' reading abilities were much higher than writing abilities. Out of 100%, the students average score in all parts in the pre-test was 0, and in the post –test, it was 24.58 % for reading and 2.61 % for writing respectively. A further look at the score of each sub-skill in reading, the results indicated that the participants had a greatest improvement on word recognition and then it was followed by matching pictures with sentences (42.44% and 24.39% respectively). Using Paired sample *t*-test to test the difference between mean scores of the pre-test and the post-test, the result of reading ability showed that there was a significantly difference at 0.05 level (t = -12.24, sig = 0.00). The effect size was large (-1.6). As for writing ability, it was found there was a significant difference at 0.05 level (t = -3.45, sig = 0.00) with medium effect size (-0.7).

It can be concluded that the subjects in this study demonstrated a certain degree of improvement on reading ability more than that on writing ability. Word recognition, especially, improved the most. This means the subjects were able to identify the words they heard and also read words correctly, but could not write words or short sentences to describe pictures.

4.2 The retention level of students' reading and writing abilities and the effect size

To examine whether the subjects could retain their reading and writing abilities, the researcher administered the retention test to measure the subjects' long term memory of reading and writing abilities after six weeks of instruction. The results are presented in Table 4. 2 below.

Table 4.2: Reading and Writing Mean Scores in Post-Test and Retention Test

Skill	Sub-skill	Post-test		Retention test		t	Sig. (2-tailed)	Effect size
		$\bar{X}$ (100%)	SD.	$\bar{X}$ (100%)	SD.			
Reading	Word Recognition	42.44	16.79	53.59	15.54	-5.53	0.00*	- 0.7
	Reading Aloud	15.40	19.36	14.98	18.59	0.37	0.71	0.0
	Matching pictures with sentences	24.39	18.17	27.32	22.25	-0.88	0.38	- 0.3
	Reading comprehension	16.10	16.26	25.85	19.10	-2.78	0.01*	- 0.5
	Overall	24.58	12.85	30.44	13.15	-3.96	0.00*	-0.4
Writing	Dictation	2.79	4.36	2.51	3.79	0.60	0.55	0.0
	Describing Pictures	2.43	6.58	0.49	2.30	1.90	0.07	0.4
	Overall	2.61	4.85	1.50	2.49	1.89	0.65	0.3

Table 4.2 shows the comparison between the subjects' English learning achievements and their retention. It was found that overall, the students' reading ability in the retention test increased significantly from 24.58% to 30.44% respectively whereas the mean score of writing ability in retention decreased from 2.61% to 1.50% respectively. A closer look at the score of each sub-skill demonstrates that after six weeks of instruction, the subjects could retain and develop word recognition skills the most and they could remember more words (42.44% and 53.59% respectively). The subjects retained word recognition better than reading

aloud (53.59% and 14.98% respectively). In addition, the mean scores of matching pictures with sentences and reading a short story in the retention test were almost the same (27.32 and 25.85 respectively). However, the data clearly shows that the result of students' reading comprehension ability in the retention test improved more than in the post test. There was a significant difference at 0.05 (t= -2.78, sig = 0.01) with a moderate effect size was moderate (-0.5).

The data of the retention test on writing revealed that the subjects' improvement on dictation was as little as that on the ability to describe pictures (2.51% and 0.49% respectively). It should be noted that the subjects could not retain their writing ability after six week of receiving treatments.

Using Paired sample *t*-test to test the difference between mean scores of the pre-test and the post-test and effect size, the results of reading ability in the post test and retention test showed that there was a significant difference at 0.05 (t = -3.96, sig = 0.00) with close moderate effect size (-0.4). However, the results of writing ability in the post-test and retention test were found to have no significantly difference (t = 1.89, sig = 0.65) and also with small effect size (0.3).

It can be concluded here that intensive phonics instruction had a positive effect on the subjects to retain their reading abilities but writing. This means that the subjects could identify words they heard and still could read the words in isolation or in context. However, they could hardly write words and even less so in writing to describe pictures with short sentences. More interestingly, the data reveals that the subjects could improve reading comprehension ability at sentence and paragraph levels better than reading aloud and writing. This result will be explained in the discussion.

4.3 The distribution of words correctly identified and read by the subjects in the post-test and the retention test

As word recognition and word reading are the two sub-skills which the subjects could do the best, it is worth investigating whether what kinds of words the

subjects could identify and read. A further analysis was carried out. Table 4.3 below shows the distribution of words the subjects could identify and read in the post-test.

Table 4.3: Distribution of words correctly identified and read by the subjects in the post-test

Part of Speech	One syllable			Two syllables			Three syllables			Four syllables		
	TW	RT %	RD %	TW	RT %	RD %	TW	RT %	RD %	TW	RT %	RD %
Noun	friend	66	5	subject	54	10	hospital	49	20	activity	54	15
	milk	49	22	school	51	41	library	41	12			
	bread	41	5	home-work	51	22						
	park	39	7	student	49	24						
	fridge	32	0	English	44	46						
	juice	29	15	salad	41	22						
				doctor	32	12						
				teacher	22	7						
Verb	do	68	46	study	44	27						
	have	61	10									
	play	49	29									
	like	34	5									
	eat	41	12									
	drink	29	10									
Adj.	all	56	41	always	12	5	favorite	24	5	interest-ing	15	12
	kind	49	2									
	close	41	2									
Adv.	well	49	15				opposite	29	10			
	often	22	2									
Prep.	with	37	2									
	next	29	2									

Note: TW= target word, RT: word recognition, RD: word reading

Overall, Table 4.3 reveals that most subjects could only identify and read words with one or two syllables and they also could read words they frequently heard and saw such as "school", "homework", "student", "study", "do", and "play". In

contrast, the data on word reading shows that the subjects had problems with three types of words i.e. words having initial cluster sounds such as "fridge", "bread", and "close", words having ending cluster sounds such as "park", "friend", and "drink", and words sounded out differently from the written form such as "often". In addition, the subjects could not read words having diphthong vowels such as "friend", "bread", "eat", and "teacher". They read the word "bread" as /bri:d/ and "eat" as /it/.

Moreover, the subjects could not read words having digraphs such as "with" was pronounced /wɪt/, "teacher" was pronounced /tɪsə/. The subjects also were confused with words having "i" which was pronounced /aɪ/. For example, they pronounced "like" as /lɪk/, "kind" as /kɪn/. One of the important problem that caused the students to get low scores in word reading aloud might be that the subjects could not pronounce words correctly according to IPA such as "milk" was pronounced /mɪl/ or /mɪk/, "have" was pronounced /hæf/, "with" was pronounced /wɪt/, and "next" was pronounced /nes/. In this study, it can be said that intensive phonics instruction helped most students to identify words they heard but it helped only some students to read words with one and two syllables according to IPA.

As word recognition and word reading are the two sub-skills which the subjects could retain, a further analysis was carried out to investigate as to what kinds of words the subjects could identify and read. Table 4.4 below shows the distribution of words the subjects could identify and read in the retention test.

Table 4.4: Distribution of words the subjects read and identify in the retention test

Part of Speech	One syllable			Two syllables			Three syllables			Four syllables		
	TW	RT %	RD %	TW	RT %	RD %	TW	RT %	RD %	TW	RT %	RD %
Noun	fridge	77	2	English	76	51	hospital	44	20	activity	51	10
	milk	68	24	home-work	71	24	library	39	15			
	bread	54	5	school	63	44						
	friend	54	0	salad	63	20						

Noun	park	51	2	subject	56	5						
	juice	20	7	student	49	27						
				teacher	49	7						
				doctor	41	7						
Verb	do	68	61	study	59	27						
	play	51	32									
	have	51	7									
	like	39	5									
	drink	37	15									
	eat	12	20									
Adj.	all	66	41	always	18	2	favorite	59	2	interest-ing	17	5
	kind	63	2									
	close	37	5									
Adv.	often	66	5									
	well	44	17									
Prep.	next	54	5									
	with	37	5									

Note: TW= target word, RT: word recognition, RD: word reading

With regard to the retention test administered six weeks after the treatments, Table 4.4 indicates that most subjects could still identify words with one, two, or three syllables but they could read only words with one or two syllables. Moreover, words frequently heard and saw were correctly identified and read such as "English", "homework", "school", "salad", "subject", "do" and "play". However, the data on word reading skill shows that the subjects still had problems with three types of words i.e. words having initial cluster sounds such as "fridge", "bread", and "close", words having ending cluster sounds such as "park", "friend", and "drink", and words sounded out differently from the written form such as "often". In addition, the subjects still could not read words having diphthong vowels such as "friend", "bread", "eat", and "teacher". They read the word "bread" as /bri:d/ and "eat" as /it/.

The same problem found in the post-test still persisted i.e. the subjects could not read words having digraphs such as "with" was pronounced /wɪt/, "teacher" was pronounced /tɪsə/. The subjects were still confused words with the letter "i" which

was pronounced /aɪ/ as in "like" which they pronounced /lɪk/, or "kind" which they pronounced /kɪn/. Moreover, "fridge", "have" and "with" were still found problematic to them. It can be said that intensive phonics instruction helped most students to identify words they heard but it helped only some students to read words with one and two syllables according to IPA.

In addition, the researcher analyzed the post-test and the retention test results using 27% technique (Fan, 1952) to study the subjects' improvement on reading and writing. The results are shown in the Table 4.5 below.

Table 4.5: Number of students categorized in three groups using 27% technique (Fan, 1952)

Test	0-27%	28-72%	73-100%
Post-test	36	5	-
Retention test	34	7	-

Table 4.5 shows that in the post-test, there were five students who achieved the middle ranged score and 36 students whose scores fell into the bottom 27%. Surprisingly, it was found that, for the retention-tests, there were seven students who achieved the middle ranged score. After examining the results of both tests, it was found that two students who were in the bottom 27% in the post-test received higher scores (hereafter called seven students). These results were used as a basis for interviewing.

4.4 The results of students' behavioral observation while learning

Additionally, the researcher will use the class observation log to support the previous findings. The researcher recorded and observed the students' performance in learning activities or lack thereof. The observation was conducted on the basis of how many students performed each activity. Moreover, the table of observation was divided according to the noticing hypothesis (noticing, comparing, and integrating) proposed by Ellis (1997). The results are shown in Table 4.5 below.

Table 4.6: The Summary of Students' Behavioral Observation Results

Skill	Learning Activities	Numbers of students performing activities					Steps of Noticing
		0-24%	25-49%	50-74%	75-99%	100%	
Reading	1. Repeat words after the teacher correctly				x		Noticing
	2. Independently pronounce words correctly			x			
	3. Read word cards correctly		x				
	4. Read short messages with target words correctly	x					
Writing	5. Write target words correctly	x					
Reading	6. Use word analogy skill (book: look, took)		x				Comparing
Word Recognition	7. Listen and identify words on the board correctly			x			
Reading comprehension	8. Give the meaning of the words they read correctly.		x				
	9. Give the meaning of a sentence or a short message on the board correctly	x					
Writing	10. Write sentences with target words correctly	x					Integrating

With respect to behavioral observation data in Table 4.5, the results of learning activities of each skill under the "noticing" indicate that 90% of the subjects could repeat words after the teacher correctly, 60% of the subjects independently pronounced words correctly, 40% of the subjects read word cards correctly, and only 15% of the subjects could read short messages with target words correctly and could write target words correctly.

As for the students' ability to compare what they have learned with new knowledge, the table indicates that 30% of the subjects could use word analogy skill to read words e.g. book, look, big, and pig. Sixty percent of the subjects could listen and identify words on the board correctly, but only 30 % of the subjects could

correctly provide the meaning of the words they read. Only 15% of the subjects could give the meaning of a sentence or a short message on the board correctly.

With respect to the ability to integrate their previously learned knowledge into new knowledge (in other words, use the knowledge of the words learned to construct sentences), the data demonstrates that only 15% of the subjects could write sentences with target words correctly and applied phonics to writing. For example, the subjects could write an answer on the board such as "I like banana." or "I eat salad." after the teacher asked a question.

To sum up, the observation results show that, among the three elements of noticing hypothesis, the majority of the subjects were only at "noticing" level. What they could do best is repeating words after the teacher, followed by pronouncing words independently. Once the lessons were more complicated (i.e. reading short messages, reading words using analogy skill, or writing short sentences), the number of the students who were able to perform such activities reduced. The observation results are in agreement with the results of the group interview.

4.5 The results of group interviews after retention test

To interview the students, the researcher divided them into three groups based on their post-test score using 27% technique (Fan, 1952 cited in Kramut, 2001). It was found that there were only two groups: 5 students who had middle abilities and other 36 subjects who had low abilities. The researcher interviewed all 5 students who were in the middle ranged group and randomly selected 10 students from the low ability group. The interview results are shown in Table 4.6.

Table 4.7: The Summary of Group Interview Results

Issue	Achievers	Interview Extract
Word recognition	M1	I know the spelling of the words I hear because I try to spell them and match sounds of the words with the words I see.
	M2	I compare sounds of letters in a word I hear to sounds of letters in a word I see.

Issue	Achievers	Interview Extract
Word recognition	M3	I can identify words I hear because I compare the letters sounds I hear to the letters sounds I see.
	M4	I can identify words I hear because I spell words I see.
Word recognition	M5	I know the spelling of the words I hear because I can spell them. I sometimes match the words I hear with the letter sounds of words.
	L1	I know the written form of easy words like dog, dad when I heard teacher say them because I can spell them. And I also remember some words.
	L2	I can identify words I hear because I can spell words and match letter sounds of the words I hear with the letter sounds of the words I see.
	L3, 5, 8, 9, 10	I don't know how the words I heard were written. I simply guessed. I chose the word from the choices.
	L4	I remember some words.
Useful activities for word recognition	M1	Identifying words I hear on the board in a class helps me to identifying words in the exam. 'Word sort' also helps me to compare sounds I hear to the words I see.
	M2, 3, 4	'Word sort' helps me to compare sounds I hear to words I see.
	M5	Spelling words helps me to read words. I identify words from what I can read.
	L1	I can identify words because of 'Word sort'. I can compare sounds I hear to the letters in words.
	L2	Identifying on the board help and 'word sort' helps me a lot to match words I hear with the words I read.
Problems in Word recognition learning	M1-M4	I sometimes cannot identify words which have cluster sounds.
	L 3, 6-9	I can identify easy words such as big, dad but I have big trouble with many syllable words.

Issue	Achievers	Interview Extract
Reading ability	M1	I can read English in short sentences now and I think I can spell in English. But there was little time to practice in each class.
	M2	I can read short sentences and spell short words.
Reading ability	M3	If I have time to spell words, I can read them and can read short sentences.
	M4	I can read sentences but slowly.
	M5	I can read sentences but I have to spell words. But I don't know the meaning.
	L1	I can read only easy words such as big, pen.
	L2	I can read easy words and very short sentences like 'It is a pen.' but I don't know the meaning. I don't have enough time to practice reading.
	L3	I can read only easy words but it takes time to think.
	L4, 10	I can memorize alphabet but I cannot read words.
	L6	I cannot remember all alphabets. I don't know why I must learn English.
	L7, 9	I cannot remember alphabet.
	L8	I cannot read and don't know alphabet.
Useful activities	M1	I think 'word sort' helps me to compare words and I practice to spell and read with 'rhymes'.
	M2	"Word sort" helps me a lot to compare words so I can read words that I've never learned but I don't know the meaning. "Word making" helps me to read new words by myself. I also like 'word wall' because it helps me review vocabulary. I like "rhymes" because it helps me read sentences easily.
	M3	"Word sort" and "Word making" help me read new words and I reviewed the words with "word wall" and "rhymes".
	M4	I like 'word sort' because it helps me compare new words and 'word search' because it is easy to find.

Issue	Achievers	Interview Extract
Useful activities	M5	I like 'word search' very much because I didn't have the words to write. Just choose the words the words and it is an easy activity.
	L2	I like 'word sort' because it helps me compare words.
	L5	I like to repeat after the teacher and friends.
	L6,7,8,	I like repeating because I can't' read.
Useful activities	L9	I like repeating because I can't' read. I didn't read words wall because I can't read.
	L10	I like repeating words and I like reading alphabet. I like 'word search' because I am too lazy to write.
Problems in reading learning	M1, 2, 3	I have a problem with long words like interesting, activity etc.
	M4	I cannot read words that begin with two consonants.
	M5	I have a problem with words that sound differently from written scripts.
	L1, 2	I do not like to read more than three syllable words.
Writing Abilities	M1, 2	I can write easy words and easy sentences but I need a lot of time to practice.
	M3	I can write easy words.
	M4, 5	I can write easy words but I want a lot of time.
	L1,3-10	I cannot write.
	L2	I try to write easy words.
Useful writing activities	M1	I like writing words in the air, in my notebook and on the board.
	M2	Writing in the air and in my notebook help me recognize words.
	M3	I like "writing in the air" and in my notebook.
	M4	I prefer "writing in the air" and in my notebook and writing on the board.
	M5	I like to write in the air. It is fun.
	L1	I try to write in the air and in the notebook.
Useful writing activities	L2	I liked "writing in the air" and in my notebook. I am shy to write on the board.

Issue	Achievers	Interview Extract
Useful writing activities	L3	I copied words from the blackboard in my notebook.
	L4	I couldn't write words in the air but I copied words from the board.
	L5	I can't write in the air.
	L6	I don't know alphabet so I can't write.
	L8, 9	I don't like writing.
Useful writing activities	L10	I try to write but I can't write because I can't mix sounds of each word together.
Problems in writing learning	M1,3,4	I needed more time to practice writing. It took me a long time to read and to understand. Then I could write.
	M5	I sometimes forgot how to read words because I did not review it at all.
	L1,2	I can write only one syllable words such as pin, bin etc. because many syllable words need more time to practice.
Reading Comprehension	M1,3,4,5	I know only easy and short sentences such as "I like a banana". I can't understand a passage because I have no enough vocabulary. During the test, I chose the answers from choices given in the test.
	M2	"I don't know how to understand a story. I don't know many words in the passage. I know only easy and short sentences. During the test, I chose the answers from the choices in the test."
	L1	I try to understand easy and short sentence such as 'A pen is on a table'
	L2	I tried to understand easy and short sentences like "A pen is in a box." I don't understand a long passage. I chose the answers from choices given in the test.
	L3-L10	I can't understand the passage in the test. It was very long. I choose the answers from the choices in the test.
Useful reading comprehension activities	M1,2,3	Writing easy and short sentences in notebook helps me to practice comprehension but not a passage.
	L1	I wrote sentences in the notebook and tried to understand the meaning.

Issue	Achievers	Interview Extract
Problems in reading comprehension Learning	M1, 4	I do not know many words in a story so I don't know what the story was about.
	M2, 5	There is not enough activity to help me understand a story. I also don't know many words in a story. I know easy and short sentences like "I eat a banana". There is no enough time for us to practice.
Problems in reading comprehension Learning	L1, 2	There is no interesting activity to help me to improve reading comprehension. There is also no time to practice.
Parents' support	M1	My mother usually tells me about the importance of study.
	M2	My parents usually ask me about homework and teach me to do it.
	M3-M4	Our parents usually tell us to study and look at sisters that can get good job.
	M5	My father tells me to study if you don't want to be poor like him.
	L1	My mother usually asks me about my homework.
	L2	My parents support me to study.
Activities related to English study during vacation at Ss' home	M1,2,4,5	I used what you have taught me at school to read in Bahasa Malay at Tadika. It helped me a lot. I could read in Bahasa Malay. When I could read in Bahasa Malay, I was confident to read in English. When I was fluent in reading in Bahasa Malay, I practiced reading in English.
Intensive teaching	M 1-5 L1,2	I like studying English everyday because I did not forget what I had studied in the prior class and I could use it with the new content.
Learning materials	M 1-5 L1,2	I liked the exercises. They were cute. I colored in the pictures. They helped me to read. I understood the story because of the pictures in the exercises. I could write on the exercise worksheets. I didn't like the exercise books I got from school. The school didn't let us write anything in them.
	L 3-10	I did not know anything in the exercises. I just copied them from my friends who could do them. But I liked coloring in the pictures.

The data in Table 4:6 presents many issues from the interview results: the subjects' opinions about their English learning abilities, useful learning activities, problems of learning to read and write, parents' support, and studying in Tadika (religious school for children). These issues will be taken up in turn.

With respect to word recognition, the middle achievers reported that they could identify the words they heard because they compared the letter sounds they heard with the letters they saw. They also knew the spelling of the words they heard. They had problems in identifying multi-syllable words and words with cluster sounds. In contrast, the low achievers could not achieve the same results as the middle achievers; they could read only one-syllable words. Words consisting of more than two syllables were reported as problematic. It is noted that "word sort" was an activity encouraging students to improve word recognition skill in both middle and low achiever groups.

As data on word reading suggested, the middle achievers reported that they could read words and short sentences, but they had problems with reading words having three syllables, words having cluster sounds, and words having sounds differentiated from written scripts. The middle achievers said that they liked to read aloud with the aid of activities such as "word sort", "word wall", and "rhymes". In contrast, some low achievers reported that they could read only one-syllable words and felt comfortable with the preferred "repeating after the teacher" activity because they did not have to generate answers by themselves.

As far as writing skill is concerned, the interview results indicate that the middle achievers could write easy words while the low achievers could not write at all. The middle achievers preferred writing in the air and in notebooks whereas the low achievers preferred only writing in notebooks. Both groups reported that they needed more time to practice writing.

For reading comprehension, the interview results show that some students from the middle group could comprehend only short sentences. The activity encouraging students' reading comprehension skill was writing short and easy sentences into notebooks because they could review what they wrote at home. In contrast, the low achievers did not know the meaning of words and therefore had no comprehension of a reading passage. The most revealing data discovered from the

interview is that they said that they simply guessed answers because multiple choices were provided in the reading comprehension test.

As for factors contributing to learning English, it can be argued that the regularity of the English class is the key element of the students' improved reading abilities. This is because attending class on a regular basis helped them continuously pay attention to studying and recall what they had learned on the previous days more quickly and easily. The second factor, which is surprising, is the application of phonics knowledge to reading Bahasa Malay when they attended the Tadika. As emerged from the interview, the students reported that they used phonics to read Bahasa Malay words so they felt encouraged to read English words at school. They, therefore, became more fluent readers in English. Having said that, the students seemed to be satisfied with the ability to read Bahasa Malay because after they found that they could read the words they speak. In other words, these students already possess the speaking and listening vocabulary in Bahasa Malay. Being able to read the words they already know and use in everyday life makes reading more meaningful to them. This did not happen in an English class at school; they could decode words, but still did not know the meaning. This finding will be taken up in detail in the discussion of findings. Thirdly, the middle achievers and some low achievers reported that their parents always reminded them that education was important and usually asked them to do homework.

4.6 Conclusions and discussions of the findings

4.6.1 Intensive phonics instruction: Reading, writing, and reading comprehension abilities

4.6.1.1 Reading ability

The post-test and retention test results of the intensive phonics instruction suggested the subjects in this study could improve their reading ability the most and writing ability the least. A closer look at their reading ability reveals that the sub-skill which was improved the most was word recognition, followed by word reading. This

study echoed one study on improving reading skills through the introduction of phonics instruction to the primary grades (Brackemyer, Fuca & Suarez, 2001).

There are two plausible explanations as to why the subjects performed better in the word recognition test than in the word reading. First, it can be argued that the amount of time spent on teaching phonemic awareness was inadequate to ensure a good learning outcome. According to The National Reading Panel (2000, cited in Fox, 2004), students with low sound awareness may benefit from 18 to 20 hours of phonemic awareness instruction whereas students with good sound awareness will need only a little time. However, the results of the observation show that a few low achievers attending class regularly could identify CVC words (such as big, dad, and dog) when they listened to the researcher saying the words out loud. This is because those were one syllable words the subjects had learned by heart in their previous years, as illustrated in the following interview excerpt.

"I know the written form of easy words like dog, dad when I heard teacher say them because I can spell them. And I also remember some words."

Low achiever 1

Support for this finding comes from the study carried out by Eldredge, Quinn & Butterfield (2001) who discovered young children find it easier to decode oral words than to sound out words for which they have no background.

For those who were frequent absentees, it was observed that they could not identify the written form of the words they heard from the researcher. As a consequence, when the researcher gave them some time to practice, they played with their classmates who also did not know English letters. The interview excerpt below demonstrated that the subjects could not identify words and only randomly chose the word from the given choices.

"I don't know how the words I heard were written. I simply guessed. I chose the word from the choices."

Low achievers 3, 5, 8, 9, 10

The second explanation could be related to the sequence of phonemic awareness teaching steps employed in this study. According to Anderson (1985), Adams (1990), and Lloyd (1992 cited in Bowey 2006), the sequences of teaching letter–sound correspondences is the following order: 1) s a t i p n, 2) c k e h r m d, 3) g o u l f b, 4) ai j oa ie ee or, 5) z w ng v oo, 6) y x ch sh th, and 7) qu ou oi ue er ar. After the students were taught alphabetical knowledge, they were then taught how to blend letter sounds together. Finally, they were taught to read words. The researcher, however, encountered limitations in following the suggested order. There were only 35 hours of instruction. Although the researcher was well aware from the beginning of the orientation that the subjects needed more than four hours as planned to master alphabetical knowledge and phonemic awareness, the researcher could only extend the teaching time up to only eight hours, which still was inadequate. The researcher could only teach the entire alphabet, vowels with consonants (an, at, en, et, in, it, on, ot, un, and ut), words (ant, cat, hen, leg, pig, lip, dog, pot, gun, bug, fan, wig, mat, jug) and cluster sound (stand, bland, gland, brand, grant, plant). Also, the experiment on phonics teaching was integrated in the core curriculum of the Ministry of Education in which the researcher had to teach three units (At School, People around Us, and Food and Drinks). Therefore, such words as "school", "study", 'student" and "field" were included in the first unit (At School) because they were suitable for the topic, but for Anderson (1985), Adams (1990), and Bowey (2006), these words should be taught later because they are words with letter combinations and have long vowels. Especially, the researcher found that the words "study" and student" confused subjects the most because they are written with the same four letters but in fact pronounced differently.

According the observation, it was noted that many subjects did not know all the words and could not blend the sounds. However, there were seven subjects (five students who achieved the middle ranged score and the other two low score) who

were more capable than the rest of the group. There was a relationship between their in-class performance, post-test and retention test scores. From the observation, this group of students began to read from the introduction of phonemic awareness but they could not do it spontaneously. Once they developed the ability to see letter-sound relationships, they continued to read long words and short sentences during the actual treatment. It was noticeable that at least 80% 0f the subjects had problems with cluster sounds e.g. 'fridge' was read /fid/, 'milk' was read /mil/, 'drink' was read /drin/, or /drik/, with words containing sounds differentiated from written scripts e.g. 'with' was read /wit/, with words beginning with same letters but having different pronunciation e.g. 'student' sometimes was read /stʊdent/ and 'study' was read /stu:di/, a word that has a silent consonant sound e.g. often was read /ɒften/. The interview results also confirmed that they have problems with clusters sounds.

"I have a problem with long words like interesting, activity etc."

Middle achievers 1, 2, 3

"I cannot read words that begin with two letters."

Middle achiever 4

"I have a problem with words that sound differently from written scripts."

Middle achiever 5

The observation revealed that, from the start, these seven students were more able to blend words than the rest of the group. During the treatment, they could identify multi syllable words they heard correctly such as "interesting", "activity", and "hospital". Although they did not know the meaning or had not learned how to spell the words, they tried to use the letter sound relationship to spell them, as shown in the interview excerpts below.

"I know the spelling of the words I hear because I try to spell them and match sounds of the words with the words I see."

Middle achiever 1

"I know the spelling of the words I hear because I can spell them. I sometimes match the words I hear with the letter sounds of words."

Middle achiever 5

It was also observed that these five students could read short sentences such as. 'A pen is on the table", "The students play in the field", "I go to the English room", but it took them for a while to spell each word. This was also the case when they were asked to read a short reading passage, as shown in the following interview excerpt.

"I can read English in short sentences now and I think I can spell in English. But there was little time to practice in each class."

Middle achiever 1

"I can read sentences but slowly."

Middle achiever 4

"I can read sentences but I have to spell words. But I don't know the meaning."

Middle achiever 5

4.6.1.2 Writing ability

Let me now turn to the subjects' writing ability. The fact that there was a low level of improvement on the subjects' writing ability indicated that the subjects had not benefited from the intensive phonics instruction at least in writing at word and sentence levels. Two contributing factors which placed the subjects at risk for being poor writers may be suggested: insufficient amount time devoted to practice writing and the teaching method which was constrained by the curriculum. Each factor will be discussed in detail next.

Regarding time for writing practice, the subjects had only 10-15 minutes after the end of each class to practice writing every day. The writing exercises required them to fill in the missing words in sentences and to answer reading comprehension questions; they needed more time to complete the activities. Due to time constraints, they had to hand in the exercises immediately when the class was over. It was observed that they had to do the exercises quickly and some of them copied the answers from their peers. Most of them did not attempt to do anything with the exercises. Moreover, the fact that the subjects had approximately 10-15 minutes at the end of each class seemed frequent and sufficient but, having said that, since the exercise content changed daily with the lessons, the subjects were not reinforcement by any repetition or review. When the subjects started a new lesson, they were taught new words. According to the interview results, it was discovered that even the subjects who seemed to perform better than many other students still found the time problematic. They reported that:

"I can write easy words and easy sentences but I need a lot of time to practice."

Middle achievers 1,2

"I can write easy words but I want a lot of time."

Middle achiever 4, 5

Providing sufficient time for students is very crucial, as emphasized by Gentry (2000, cited in Bailey, Borczak & Stankiewicz, 2002) that "Three things determine the successful development of literacy: time, time and time... Nothing is more important than how the children in your classroom spend their time".

The second plausible factor impeding the subjects' writing ability is the teaching method. During the orientation, the subjects in this study were taught alphabetic knowledge and basic word recognition, and therefore, had no opportunities to practice writing. The observation noted that the subjects had not been able to write basic English words since the beginning of unit 1. Due to the time constraints, the researcher was under pressure to catch up with the schedule and to cover all three units. As a result, the teaching steps were not systematic enough and did not provide enough time for the subjects to go through each step with confidence. Johnston and Watson (2004), who found that the 5 year-old new school entrants taught by a synthetic phonics method were successful in reading and writing, suggests 8 steps of phonics teaching. Their steps of teaching are as follows: 1. singing alphabet song, 2. teaching 2 letters sounds with teaching how to form the letters, 3. looking for the letters in words and say whether the letter sounds learnt were at the beginning, in the middle, or at the end of each word, 4. teacher modeling how to sound out letters, 5. students practicing writing letters, 6. blending sounds /h/ /a/ /t/, 7. practicing more, and 8. reading from picture cards.

In this study, the researcher did not teach step 3 (asking students to look for the position of each letter sound in words. Also, the researcher did not have the students practiced writing letters after the modeling of sounding out letters. This can be a reason why the students in this study had not yet developed their writing abilities.

As for reading comprehension skill, by and large this skill is comparatively difficult to acquire when compared to word recognition and writing skill. Surprisingly enough, in this study it was found that the subjects obtained higher score in reading than in writing. The first explanation could be that there were 2 parts in measuring the students' reading comprehension ability: matching sentences that describe the pictures (5 items), and 5 reading comprehension questions. The number of question in each part might be too small for statistical inference. Also, because the test format of both parts was in multiple choices, it was subject to the students guessing the correct

answers. This is confirmed the interview results which revealed that the subjects in this study relied on guessing, thus the score of reading comprehension did not reflect the actual reading comprehension ability of the subjects'. This is in agreement with the observation that the students could not master long sentences and long reading passages. Below are some interview excerpts from the students:

I know only easy and short sentences such as "I like a banana". I can't understand a passage because I have no enough vocabulary. During the test, I chose the answers from choices given in the test.

Middle achiever 1,3,4,5

"I don't know how to understand a story. I don't know many words in the passage. I know only easy and short sentences. During the test, I chose the answers from the choices in the test."

Middle achiever 2

"I tried to understand easy and short sentences like "A pen is in a box." I don't understand a long passage. I chose the answers from choices given in the test."

Low achiever 2

"I can't understand the passage in the test. It was very long. I choose the answers from the choices in the test."

Low achievers 3-10

4.6.1.3 Reading comprehension ability

There are two major explanations as to why the subjects could not improve their reading comprehension ability. First, in retrospect, it could be that the teacher dedicated much more time on teaching word decoding because of the subjects'

inability to read words. As a result, the subjects cautiously read word by word during the treatments. This can be supported by Gunning (2000) and Rosica (2005) who maintained that the problem with this stage (reading word by word) is that too much emphasis is placed on students to read each word accurately so that comprehension fails. Additionally, there was only one reading comprehension passage at the end of each unit. According to observations, they could not comprehend a reading passage within one period. They asked for more time to practice. But because the final exam was approaching, they could not spend more time practicing reading for comprehension. According to Chall (1997 cited in Connelly, Johnston, & Thompson, 2001), it takes 2 years for children improve their reading comprehension ability. The excerpts below demonstrate that both time and vocabulary knowledge were problematic for them.

> There is not enough activity to help me understand a story. I also
> don't know many words in a story. I know easy and short sentences
> like "I eat a banana". There is no enough time for us to practice.
>
> Middle achiever 2, 5

> There is no interesting activity to help me to improve reading
> comprehension. There is also no time to practice.
>
> Low achiever 1, 2

Next, it could be argued that this group of students had very low proficiency in English; they started to learn word recognition and word reading skills and had not yet been able to master them well. According to many studies, learners' development of good reading comprehension depends on fluent word recognition skill (Adam 1990; Ehri, 2003; Perfetti 1985 and Stanovich 1980, 1990 cited in Connelly, Johnston & Thompson, 2001). This impeded the researcher in teaching reading comprehension using English the way teachers who teach English to native speakers. Connelly, Johnston & Thompson (2001) suggested that teachers use wh-questions were to practice reading comprehension, for example, "What is the lion doing", "Where do the monkeys live?". Those questions influence the students' reading comprehension

ability. The researcher attempted to ask these questions to the subjects in this study, but there was no answer from them. This is confirmed by the following interview excerpts:

"I do not know many words in a story so I don't know what the story was about."

Middle achievers 1, 4, 5

4.6.2 Retention and implicit learning

As demonstrated in the findings, the subjects in this study could retain their reading and reading comprehension abilities after six weeks of receiving the treatment but not writing ability. In addition, it was found that the subjects' reading comprehension ability as reflected in the final exam score did not show their actual reading comprehension ability. The point of discussion here will concern the subjects' retention of reading and writing abilities.

Retention or long-term memory involves learner's ability to turn input into intake (White, 1987 cited in Ellis 1997; Schmidt, 1990; Ellis, 1997). They all believe that noticing plays an important role in learning. Schmidt (1990) and Ellis (1997) proposed a similar concept explaining the operation which the learner goes through in order to acquire implicit knowledge, i.e. short-term knowledge gained from the input and how it becomes long-term or more permanent knowledge. Such an operation consists of three elements:

1. Noticing: learner's ability to pay attention to specific linguistic features in the input,

2. Comparing: learner' ability to compare the features noticed with the features he/she produces in output, and

3. Integrating: learner's ability to construct new hypotheses in order to incorporate the noticed features into his/her interlanguage system

For noticing to take place, Schmidt (1990) also proposed six factors which can induce learners to notice a certain feature in the input: 1) Task demands (i.e. the task teachers use to help students to notice certain linguistic features), 2) Frequency (i.e. repetition of linguistic features occurring in the classroom input), 3) Unusual features (i.e. linguistic features that do not conform to students' expectations), 4) Salience (i.e. certain features may be more salient than others because of their phonological form or their position in utterances), 5) Interactional modification during the negotiation of meaning (i.e. teachers' attempts to deal with communication problems in classroom), 6) Existing linguistic knowledge (i.e. the students' current stage of development which may make it easier to notice some linguistic features than others).

Upon analyzing the teaching method employed in this study, it was found that there were 5 factors which can be used to explain why the subjects could or could not retain their abilities after six weeks of studying.

Two complementary contributing factors which deserve a discussion together here are existing linguistic knowledge and task demand. Between these two factors, existing linguistic knowledge seems to be the point of departure of the subjects' inability to develop their encoding skill. There were 41 students in this study: 7 had shown a considerable degree of improvement in reading ability while the other 34 had not. While the former found all the activities challenging, the latter did not. Seven students were always enthusiastic to integrate their previously learned knowledge to the new one. Common activities used to teach phonics to this group of subjects were flash cards, word cards, sentence cards. For instance, when the researcher showed a flash card "homework", they tried to read the word immediately by spelling it, using the phonics rules they learned to decode the word. They looked forward to decoding new words by comparing the written scripts of a new word with what they had learned. For example, they tried to decode the new word "cook" by comparing the vowel "oo" from the word "foot" they head learned in the previous class. Or they also attempted to match picture cards with flash cards to learn the meaning of new words. When they saw a card containing learnt words such as "I like to play with my friends in the playground.", they tried to decode each word and read the whole sentence at

once though most of them were unable to tell the meaning of some words. The students reported in the interview about these activities that:

I can read short sentences and spell short words.

Middle achievers 2

I can read sentences but slowly.

Middle achievers 4

I can read sentences but I have to spell words. But I don't know the meaning.

Middle achievers 5

First, lacks of linguistic knowledge caused problem. The 34 students who still could not fully develop phonemic awareness found such reading tasks very difficult because they could not blend letter sounds to form a word. Having realized that the subjects had not yet mastered alphabetic knowledge and phonemic awareness, the researcher tried another strategy by randomly sticking the entire alphabet on the classroom wall and asked the students to practice sounding each letter in their free time. It was observed that 7 students in the low achieving group showed an improvement in their phonemic awareness and started to be able to blend letter sounds together. Unfortunately, that was towards to end of the semester. The reasons why the 27 students still could not develop their phonemic awareness are that they were not attentive to learning, were frequent absentees and did not get support by their parents.

Second, task demands employed in this study did not work well. It seems that there was far too high a degree of writing task demand. This is because there were a majority of the subjects who were still incapable of forming English letters, had very little notion of letter sound correspondence, thus making any writing exercises too difficult for them. This can be supported by Bailey, Borczak & Stankiewicz (2000) who posited that children can be successful in written language if they possess phonemic awareness. In this study, the subjects were required to do writing exercises

in each class. In the orientation, there were not many exercises to practice writing alphabet: in the first exercise students practiced forming each letter and the second exercise students filled in rimes by using picture cues (such as "h<u>en</u>", "p<u>ig</u>", and "h<u>ot</u>"). It was found that the students could not encode the words they heard by themselves but copied from a student who could do so. Moreover, they copied the words without knowing what the letters were. The following interview excerpts demonstrate that the students preferred much less demanding exercises. For example, they opted for coloring pictures accompanying words which, in fact, was not the objective of the exercise.

> I did not know anything in the exercises. I just copied them from my
> friends who could do them. But I liked coloring in the pictures.
>
> Low achievers 3-10

The third factor which affected the subjects' reading and writing abilities is frequency of exposure and practice of the target linguistic input. In this study, the treatment took place within only eight weeks instead of 15 weeks. It can be said that studying English every school day for eight weeks consecutively is intensive. However, it cannot be assumed that the lesson hours and frequency provide students with enough exposure and practice it of each unit's targets and content. Let me turn to what happened in class during the treatment. Three areas to be considered here are teaching methods, exercises, and activities. Firstly, although the researcher was well aware that recycling the input was essential, it was difficult to do so as the researcher had to cover all the three units as required by the core curriculum. As a result, the students encountered new words when they started a new unit, thus preventing opportunities for frequent review, exposure and practice. This is confirmed by the data from the interview below:

> I can read English in short sentences now and I think I can spell
> English words. But there was little time to practice in each class.
>
> Middle achiever 1

I can write easy words and easy sentences but I need a lot of time to practice.

Middle achievers 1, 2

I can read easy words and very short sentences like 'It is a pen.' but I don't know the meaning. I don't have enough time to practice reading.

Low achiever 2

In contrast, the fact that the seven students who achieved the middle and low ranged score were attentive to studying and never absent from class, frequency of exposure and practice of exercises seemed to have a positive effect on their long-term reading ability. This can be supported by the interview excerpts which follow:

I liked the exercises. They were cute. I colored in the pictures. They helped me to read. I understood the story because of the pictures in the exercises. I could write on the exercise worksheets. I didn't like the exercise books I got from school. The school didn't let us write anything in them.

Middle achievers 1-5 and Low achievers 1,2

I needed more time to practice writing. It took me a long time to read and to understand. Then I could write.

Middle achievers 1, 3, 4

However, it can be argued that frequent exposure and practice of the target linguistic input must be meaningful to learners in order to enhance learning. For 34 subjects who lagged behind the seven seven subjects and could not comprehend any English, frequent exposure and practice did not benefit them in terms of learning English. It only helped them enjoy activities irrelevant to learning. The observation results revealed that these students enjoyed repeating words and sentences after the

teacher and peers. Also, they copied words into a book but it did not help them to improve their writing. This is also illustrated by the interviews excerpts below:

I liked repeating because I can't' read.

Low achievers 6,7,8

I copied words from the blackboard in my notebook.

Low achiever 3

I couldn't write words in the air but I copied words from the board.

Low achiever 4

There were certain activities that the researcher frequently used and it was found that the activities helped seven students to read. They are "Word Sort", "Word Making", and "Rhyme". With respect to observation results, the students usually used "Word Sort" to practice spelling. As Cunningham (1998 cited in Bailey, Borczak & Stankiewicz 2002) suggests, "Word Sort helps children to acquire and use pattersn to identify words. Moreover, "Making Word' was also frequently been used by these students to help them to read and write new words from their previously learned knowledge. This can be supported by Cunningham and Hall (1998 cited in Bailey, Borczak & Stankiewicz 2002) who posit that "Making words is hands-on, manipulative activity in which students learn how adding letters and moving letters around creates new words". In addition, "Rhyme" was frequently used by these students to practice reading sentences. As suggested by Meier and Juel (1999 cited in Bailey, Borczak & Stankiewicz 2002), "Rhyme" helps to foster spelling-sound knowledge. This is confirmed by students' interviews that they frequently used these activities and they also worked well to help these students to practice writing as shown in the interviews below.

I think "word sort" helps me to compare words and I practice to spell and read with 'rhymes'.

<div align="right">Middle achiever 1</div>

"Word sort" helps me a lot to compare words so I can read words that I've never learned but I don't know the meaning. "Word making" helps me to read new words by myself. I also like 'word wall' because it helps me review vocabulary. I like "rhymes" because it helps me read sentences easily.

<div align="right">Middle achiever 2</div>

"Word sort" and "Word making" help me read new words and I reviewed the words with "word wall" and "rhymes".

<div align="right">Middle achiever 3</div>

4.6.3 The relationship between English and Bahasa Malay

All subjects in this study are Thai-Muslim and speak Malayu, the dialect used in daily life. During the week, one of their daily routines is to study Quran from 6 – 8 p.m. They also have to study at Tadika -- a religious school for children-- from 8.30 a.m. – 3.30 p.m. on weekends. These students started studying Quran and going to Tadika when they were five years old. One of the subjects that the students have to study is Bahasa Malay for two hours per week. Bahasa Malay is similar to Malayu in terms of vocabulary. Bahasa Malay -- an official language in Malaysia – uses Roman script to represent words. For example, "makan" (to eat) is pronounced /mɑ : kʌn/, "baca" (to read) is pronounced /bɑ : cɑ : /, and 'buku' (book) is pronounced /buːkuː/. The fact that Bahasa Malay and English share the same written scripts, it would appear easier for the subjects to learn how to read in English because they already possessed the alphabetical knowledge before learning English. However, there are some phonemes in Bahasa Malay are sounded out differently from English such as the letter "a" (pronounced /ɑ : /, "c" (pronounced /ç/, "u" (pronounced /uː/). These

different phonemes might cause pronunciation mistakes. Prior to the treatment, the researcher assumed that the subjects already had sufficient alphabetic knowledge, meaning they already knew their ABCs.

The researcher discovered that the subject only learned the letters A-Z by heart but they could not identify all the English letters when they encountered any written scripts on the blackboard or in English books. Also, they could not read Bahasa Malay words either. Based on the interview results, the subjects reported that the teacher at Tadika taught them to memorize words without looking at written scripts. Therefore, the subjects did not learn any Roman letters from Tadika as expected. This means that the researcher had to spend much longer time to teach them the alphabetic knowledge in class.

After the treatment was over, it was observed that seven subjects could read English words and sentences although it took them some time. The researcher also found out that the subjects had no difficulties in learning English words which have the same meanings as in Malayu, but they are similar in relation to pronunciation, for instance, hospital, pen, pencil (in Malayu these words are hospital, kalam pen, kalam pencil respectively). Surprisingly, in the retention test, four out of seven students could read words and write words much faster than in the post-test. To confirm that these four students could actually read and write, the researcher asked them to read and write English words and sentences which were not target words. It was found that they could still read the words and sentences but there were some mistakes in the decoding and encoding, for example, they pronounced the words "but" as /bʊt/, "many" as /mɑ : nɪ/, "city" as / ¢ɪtɪ: /. They wrote the words "do" as "du", "mom" as "mam", and "look" as "luk". Relying upon the background linguistic knowledge, the researcher knew that the mistakes in word decoding and encoding were interfered by Bahasa Malay. These students, however, did not know the meaning of the words they decoded correctly. This is in accordance with the studies carried out by Ehri, Nunes, Stahl, & Willows (2001), Henry (1988), and Gunn, Biglan, Smolkowski, & Ary (2000) who found that students who are taught to decode English words using phonics approach could read words although they do not know the meaning.

Therefore, to find out further what the subjects did between the post-test and the retention test, the researcher interviewed the four students about what they had

done during the vacation. It was found that these four students applied phonics knowledge learned in class to read Bahasa Malay, as illustrated in interview excerpt below.

> I used what you have taught me at school to read in Bahasa Malay at Tadika. It helped me a lot. I could read in Bahasa Malay. When I could read in Bahasa Malay, I was confident to read in English. When I was fluent in reading in Bahasa Malay, I practiced reading in English.
>
> Middle achievers 1,2,4,5

The researcher then tested the four students by having them read a sentence written in Bahasa Malay (Saya sudoh makan ekan denagan kawan kawan di sekeloh). It turned out that they were able to read it and also tell the meaning (I have just eaten fish with friends at school). The researcher further had them read and tell the meaning of some English words which have the same meaning (but similar pronunciation to Malayu, for example, pen, pencil, sugar, hospital, motor, bicycle, radio (kalam pen, kalam pencil, saga, hospital, mutu, becika, radio respectively). It was found that they could both read and give the meaning of the words quickly and correctly. This is because those words were words that the students have in their oral vocabulary repertoire and is supported by Eldredge, Quinn & Butterfield (2001) who maintain that young children who already have listening and speaking words can read those words faster than words which they have no background knowledge.

This chapter presented the findings and discussion of using intensive phonics instruction to teach grade 5 Thai-Muslim students to learn how to read and write in English. The findings show that the students improve their decoding skill better than encoding skill. Moreover, the interaction between the two languages (English and Bahasa Malay) also plays an important role in their reading ability. The implications arising from this study will be presented in the next chapter.

CHAPTER 5

SUMMARY, IMPLICATIONS AND RECOMMENDATIONS

In this chapter, a summary of the study is provided first. Then the implications and recommendations based on the findings in the previous chapter are presented. With respect to empirical research, suggestions on pedagogical implications for employing intensive phonics instruction to low-proficiency students and recommendations for further studies are proposed.

Summary

This quasi-experimental research examined seven research questions as follows:

1. Under intensive instruction, are there any differences between students' reading and writing achievements before and after studying with phonics instruction? If yes, in what way? What is effect size?

2. What is the retention level of the students' reading and writing abilities? What is effect size?

3. What are problems and obstacles the students have during intensive phonics instruction?

4. What are factors encouraging students to learn English during intensive phonics instruction?

5. Under intensive instruction, are there any relationship between existing knowledge of Bahasa Malay and English phonics learning? If yes, in what way?

This study was conducted with Thai-Muslim students studying in Grade 5 at Ban Lalae school in Yala Province in southern Thailand. The research design employed in this study was one group pre-test, post-test design followed by retention test carried out 6 weeks after the post-test. The instruments used were 1. an identical achievement test used for pre, post, and retention tests, 2. lesson plans for the 8-hour orientation, 3. lesson plans for teaching 3 units, 4. a students' behavioral observation

form, and 5. semi-structure interview questions The quantitative data was calculated and analyzed by percentages, means, Paired sample *t*-test, and effect size whereas the data from open-ended section of student's behavioral observation and group interviews were analyzed qualitatively by categorizing the information under thematic student's perspectives.

5.1 Summary of the findings

1. The differences between students' reading and writing achievements before and after studying with intensive phonics instruction and the effect size

After receiving intensive phonics instruction, the students' reading abilities improved more than writing abilities (28.92% and 3.51% respectively) but their reading abilities were not satisfactory and writing abilities, especially, were very poor. However, the effect size for pre-and post-reading tests was large which means that the students showed a significant improvement on reading although the post-test result was unsatisfactory. In a closer look at the reading ability, the post-test data indicated that the students showed improvement on word recognition the most (42.44%). Then students improved in matching sentences with pictures (24.39%) more than reading comprehension and word reading (16.10% and 15.40% respectively). This result is congruent with the data from classroom observation and the interview showing that most subjects could not read target words, comprehend sentences and improve writing except for seven students who had better reading ability. However, they were only at the noticing level during classes and their comprehension ability improved only up to sentence level.

2. The retention level of the students' reading and writing abilities and the effect size

It was found that the students could retain only reading ability after six weeks of receiving treatments. A closer look at the results of each sub-skill reveals that the students could retain word recognition the most (53.59%). Then it was followed by matching pictures with sentences, reading a short story in the retention test and word reading (27.32%, 25.85% and 14.98% respectively). The effect size of the difference

between the post-test and the retention test was large. However, these results of reading comprehension do not reflect students' abilities because the interview data revealed that the students did not comprehend the reading passage used in the test but simply guessed answers from choices. Also, the interviews showed that most students could not identify words they hear and they also could not read words; however, seven students (five middle achievers and two low achievers) could identify words they hear by using spelling skills. In addition, these seven students' retention increased because practicing phonics during vacation helped them to read words faster.

3. Problems and obstacles the students had during intensive phonics instruction

The students' interview revealed that there were many problems related to each skill. First, all of them could not handle words with three syllables, words having cluster sounds and words having sounds pronounced differently from written scripts. In particular, low achievers also found two-syllable-words problematic. Second, there was the time constraint. From the students' perspective, they did not have enough time in practicing reading, writing, and reading comprehension.

4. Factors contributing to students' learning how to read and write

The interviews revealed that there were many factors encouraging students to learn English effectively during intensive phonics instruction. 1. Students' English phonics knowledge was used in their daily life. The middle achievers and some low achievers used phonics knowledge learned from English class to read Bahasa Malay in Tadika, which in turn made them more fluent in reading English. 2. The activities such as "Word sort", "Making word", "Word wall" and "rhyme" helped the middle and low achievers to improve reading, writing and comprehend short sentences. 3. Exercises were more interesting compared to exercises the students were given in their previous years. They provided the students opportunities to practice writing on worksheets, but in previous years, they were not allowed to write in their exercise books. 4. Intensive instruction encouraged students to prepare for and pay closer

attention to studying. 5. Parents' support of the middle achievers and some low achievers motivated students pay attention to studying.

5. The relationship between existing knowledge of Bahasa Malay and English phonics learning

The students' interviews revealed that four students who were ranged in middle scores used English phonics knowledge to apply with Bahasa Malay during vacation. They could read Bahasa Malay fluently because they already have oral vocabulary. This practice of Bahasa Malay affected students to read English more fluently but they still did not know the meaning.

5.2 Pedagogical Implications

Since this study was carried out with a group of only 41 low-proficiency EFL students, it is difficult to generalize or draw conclusions that using intensive phonics instruction for all low-proficiency Thai EFL students would produce identical results. The findings of this study may provide some useful information for English classroom learning, and also for designing tasks that use phonics as a potential alternative method of teaching English to low-proficiency EFL students. However, if it is to be used effectively and successfully in the classroom, the following pedagogical constraints and problems need to be taken into account:

1. As shown in the study, the researcher prepared four hours to teach the low-proficiency students alphabetic knowledge and phonemic awareness in orientation but the students still did not know the entire alphabet and sound blending. Therefore, the researcher extended the orientation to 8 hours. Only some students started to acquire alphabetical knowledge and learned sound blending. To employ phonics instruction to teach very low-proficiency students to be literate, teachers should devote more than 8 hours for such preparation so that students are equipped with alphabetic knowledge and phonemic awareness before embarking on the core curriculum content.

2. The researcher had very little time in comparison to the normal practice in classes where English is the mother tongue. The time allotted to teaching systemic phonics was not enough for students to acquire such abilities. When the researcher

started teaching the unit contents following the core curriculum, the phonics instruction the researcher adopted were analytic and embedded phonics. Only some students who had good analytic skills could learn English. Hence, analytic phonics did not suit with students. It is recommended that synthetic phonics instruction should be used or adapted in a systematic manner after orientation or taught as a special class along with normal classes.

3. The students stated that their problem was that they did not have enough time to practice writing, The problem is not an absolute lack of time because they had approximately 10-15 minutes at the end of each class to practice writing, but rather the pace of teaching in that the researcher had to teach the contents prescribed by the core curriculum. Every day, the researcher started a new set of vocabulary and could not provide reinforcement by any repetition or review. Therefore, writing exercises with repetition and review should be prepared for low-proficiency students and the time span should be longer than 10-15 minutes. Moreover, the exercises should be also provided as homework.

4. In this study, the teacher paid much attention to teaching decoding words and very little attention to teaching reading comprehension. There were also not enough and appropriate activities to encourage students to practice reading comprehension. Therefore, the teacher should prepare reading comprehension activities to enhance students' reading comprehension. For example, have students work more often at sentence level instead of word level or ask very simple questions about the passage.

5. The study found that students who knew the meaning of the word could decode and read the word faster. Therefore, prior to a class, the teacher should provide or practice oral vocabulary first.

6. The students in this study preferred copying words from the blackboard because they could see how letters are formed and slowly recognize words they were taught to sound out. Therefore, the teacher should frequently write on the board as a model to help students know see how to write correctly. In addition, the students in this study also liked repeating words after the teacher, so it is important for the teacher to pronounce words correctly as a model.

5.3 The Recommendation for Further Studies

The following suggestions for further study aim to develop a thorough understanding of intensive phonics instruction and to produce new findings. Some recommendations for further studies are:

1. The present study was conducted with only one group of Grade 5 students. It would be beneficial if a further study were conducted using a control group with English traditional instructions and a experimental group, which is exposed to intensive phonics instruction.

2. In this study, the researcher tested the students with the same target words taught in the class; therefore, students could read target words in the post-test and retention because they might remember those words from a class. To measure whether students can apply phonics skill to reading, a further study needs to use new words that have the same patterns For example, the target word is "banana", so the new word should be "papaya".

3. In this study, the reading passage used to test students' reading comprehension was too long for low proficiency students. Further research should only test low–proficiency English students' reading comprehension at the sentence level. The students will pay closer attention in doing the test, which reflects their actual ability.

4. The reading comprehension test used in this study consisted of only 5 reading comprehension questions and 5 sentences to match with corresponding pictures. It is too little for statistical inference. Therefore, more questions are deemed necessary for attaining a more accurate reflection of students' ability.

5. In this study, the researcher initially tried to interview students one on one, but little information was elicited. The students were too shy to speak. The researcher decided to use a focus group technique to interview the student. Hence, a subsequent study should interview the children at this level with about 5 children in a group.

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APPENDENCIES

APPENDIX A

Lessons plans in orientation

Orientation 1

Subject: English   **Grade 5**

Review Alphabet   **Time allocated: 60 minutes**

Aims

1. Students are able to pronounce English alphabets correctly.

Contents

    Review Alphabet

Learning Activities	Aids
Warm up (10 minutes)	
1. Have students sing an alphabet song.	- abc VCD
2. Point to alphabets in the chart and have the students pronounce each of alphabets such as m, o, and b.	- Alphabet chart
Presentation and practice (30 minutes)	
3. Have the students play "Arrangement Game"	- alphabet and picture cards
4. Let the students practice pronouncing the alphabets in pairs or small groups. Give each pair or group a set of alphabet cards.	
5. The teacher does as a model, for example, show me the letter 'm', put the letter 'p' on your head.	
Production (10 minutes)	
5. Let students do an exercise (a-z).	- Worksheet 1 (a-z)
6. Provide the worksheet to students. Let students trace letters in worksheet only a-c in a class then let them do the rest as homework.	- Exercise 1

Exercise 1

Write the missing alphabets. (จงเขียนอักษรที่ขาดหายไปในช่องว่าง)

A	__	C	__	E	__
__	H	I	__	K	L
M	__	__	P	__	R
S	__	U	__	W	__
__	Z				

Write the missing alphabets. (จงเขียนอักษรที่ขาดหายไปในช่องว่าง)

__	b	c	__	__	f
__	h	__	j	__	l
m	__	o	__	__	r
s	__	__	v	__	x
__	z				

Name_____ NO._____ Class_____

Worksheet 1

<u>The alphabets</u>

Aa Bb Cc Dd Ee Ff Gg

Hh Ii Jj Kk Ll Mm Nn

Oo Pp Qq Rr Ss Tt Uu

Vv Ww Xx Yy Zz

A. Write.

C

D

E

F

G

g

H

h

I

i

J

j

K   k

K   k

I   I

I   I

M   m

M   m

N   n

N   n

105

O o

P p

Q q

R r

S s

6

S S

I i

10

I I

U u

U U

V v

V V

W w

X x

Y y

Z z

Orientation 2

Subject: English   Grade 5
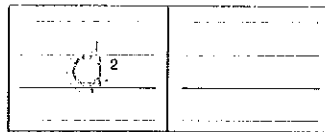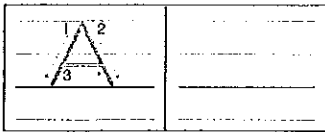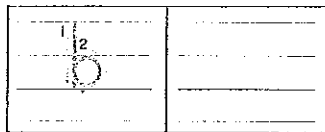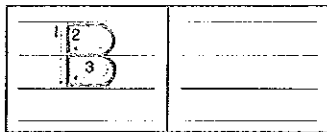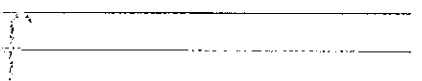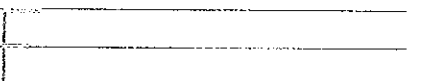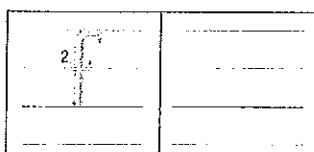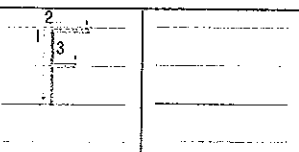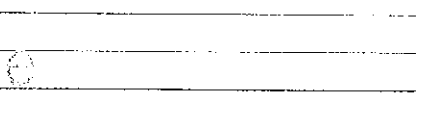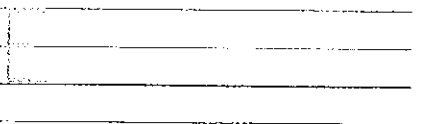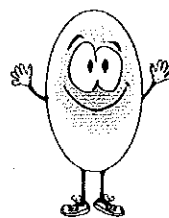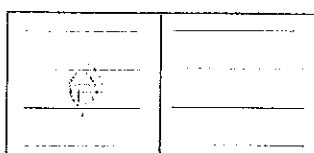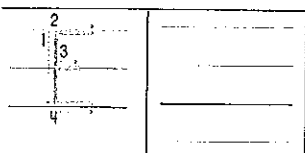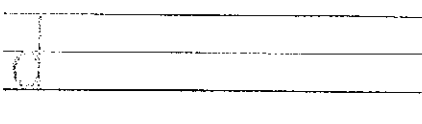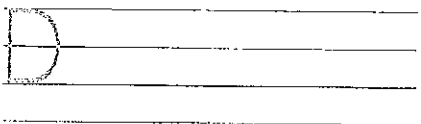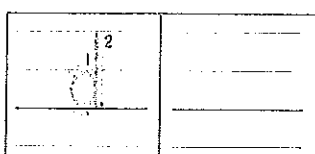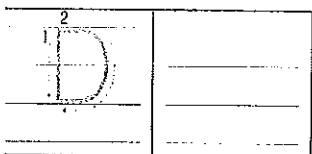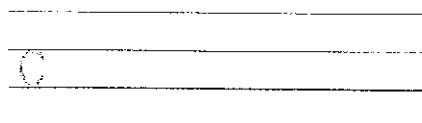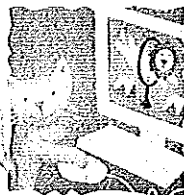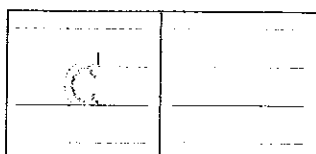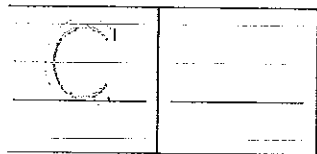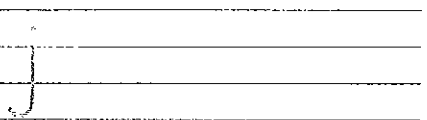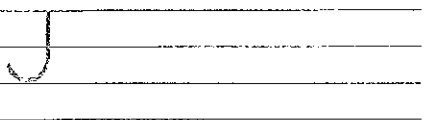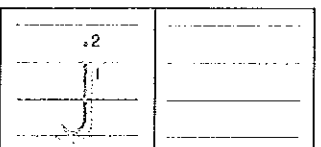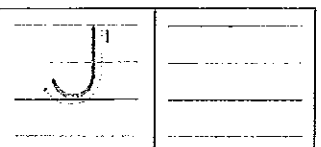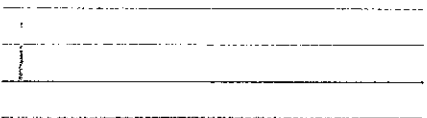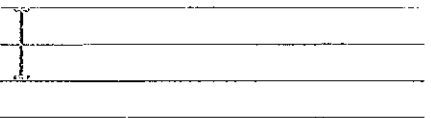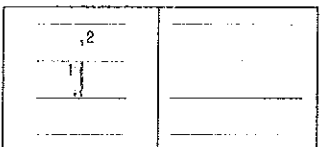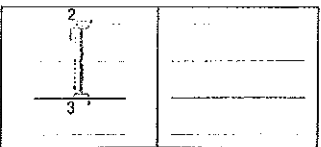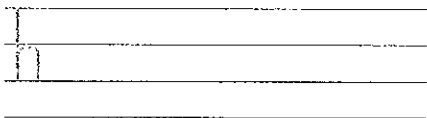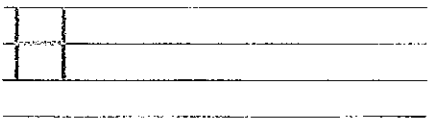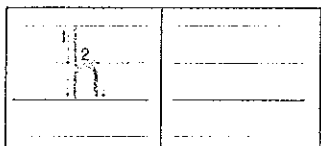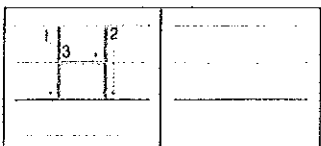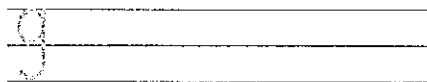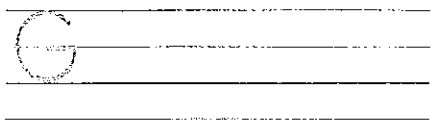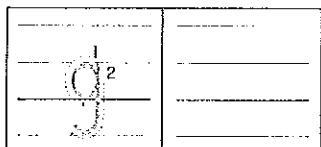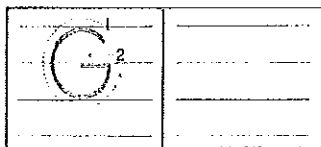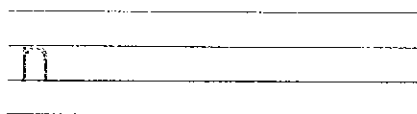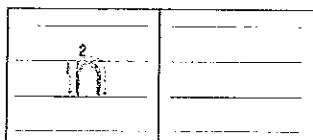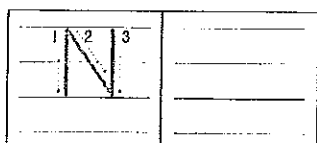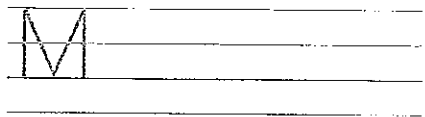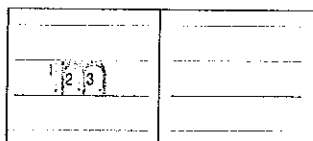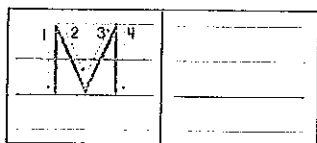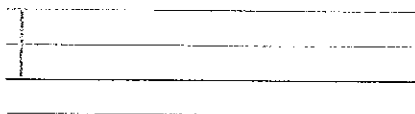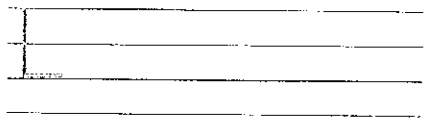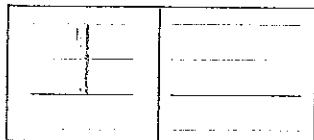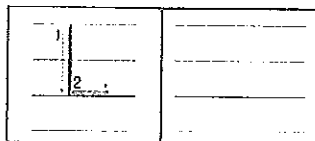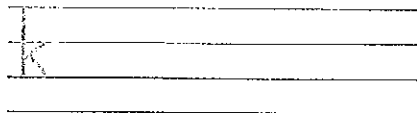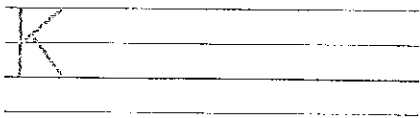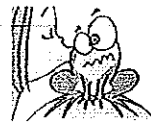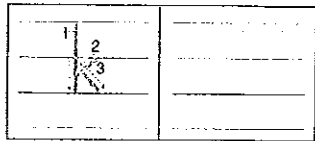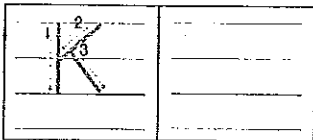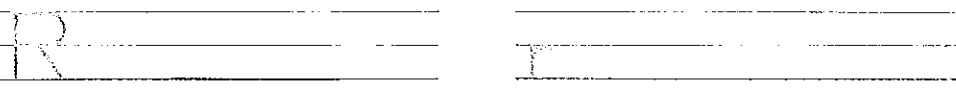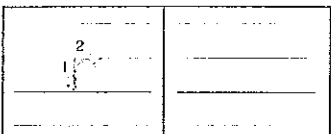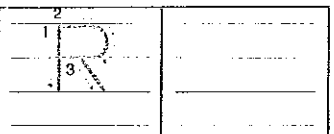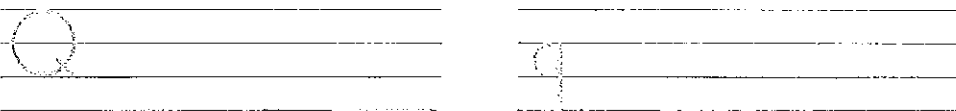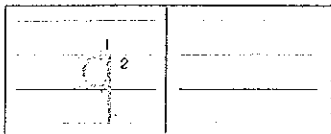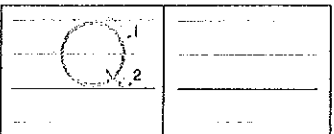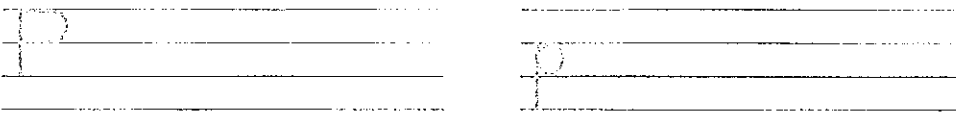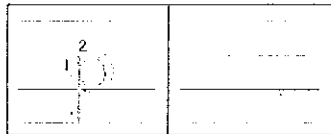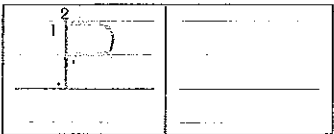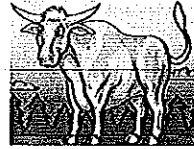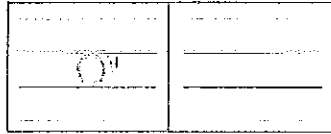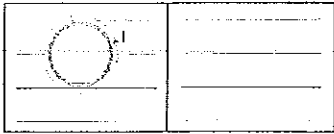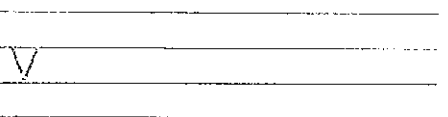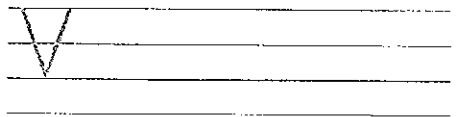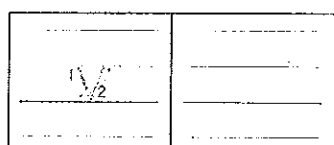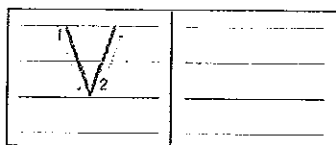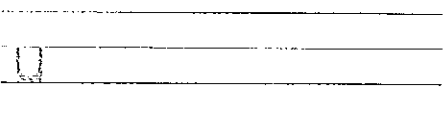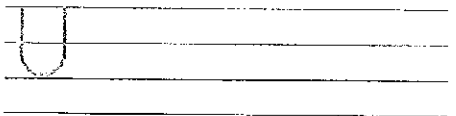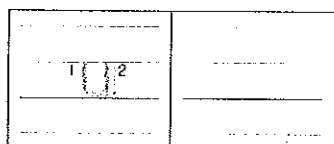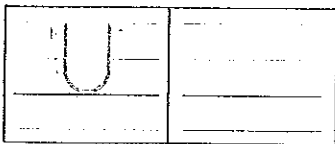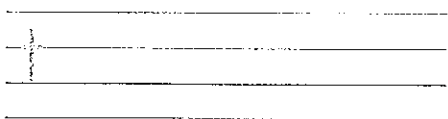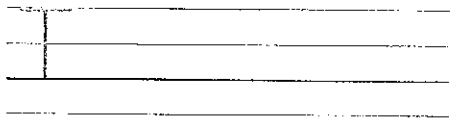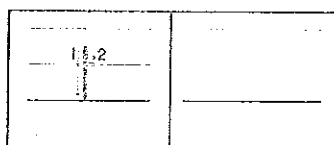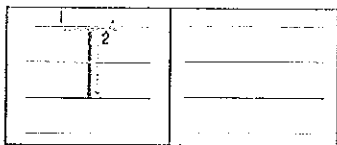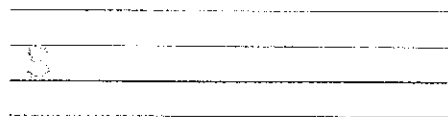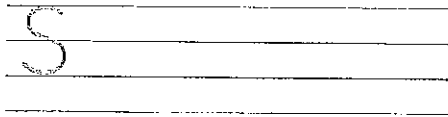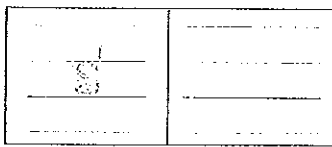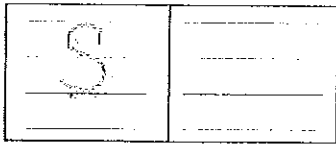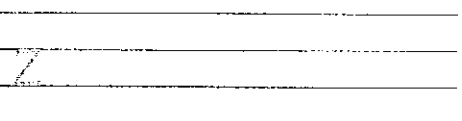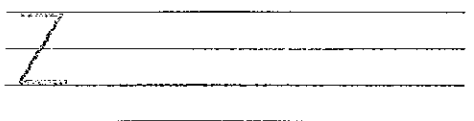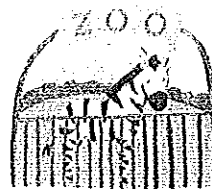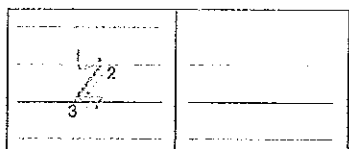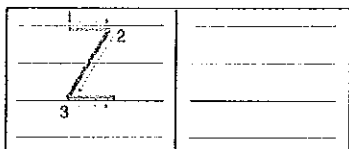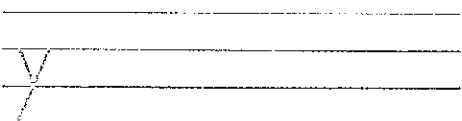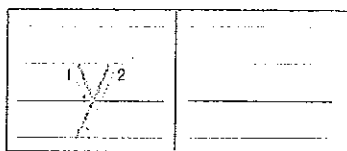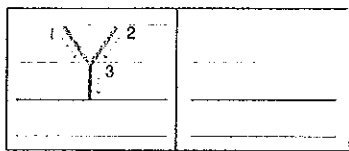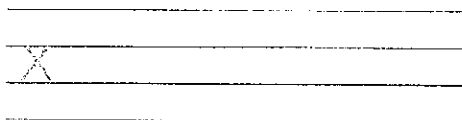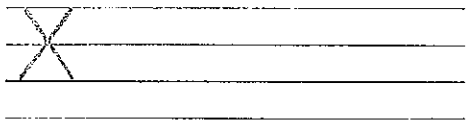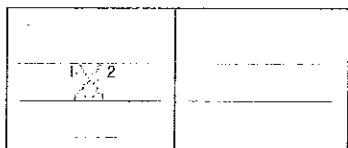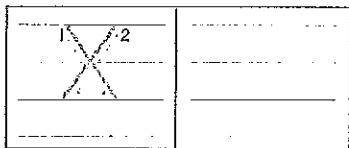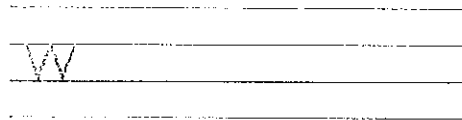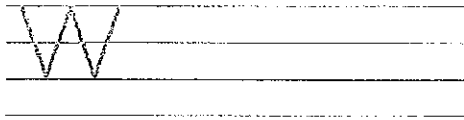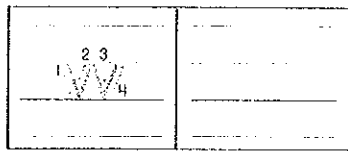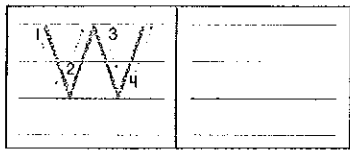
Review vowels   **Time allocated: 60 minutes**

Aims

1. Students are able to pronounce English alphabet correctly.

2. Students are able to pronounce vowels with consonants correctly.

Contents

- Review Alphabet

- Review a, e, i, o, and u (an, at, en, et, in, it, on, ot, un, and ut)

Learning Activities	Aids
Warm up (10 minutes)	
1. Have students sing an alphabet song 2. Write a-z on the board. Divide the students into eight groups. Let students play "Finding alphabet game."	- abc VCD - Alphabet chart
Presentation and practice (30 minutes)	
3. Have the students play abc Bingo (The students write letters they want into the Bingo card). 4. Have the students write letters correctly in the table on the board as an answer and read them, for example, a-ant, t-ten 5-7 times. Let students point and read the letters they choose 5-7 times. 5. Do the step 3 and 4 four times. Letters must be changed each time. 6. Show a, e, i, o, and u cards to the students and let them read 5-7 times. 7. Show the students an, at, en, et, in, it, on, ot, un, and ut cards and let	- Bingo sheet - cards - a board

them read 5-7 times. Invite two or three students to the board, show the cards, and others read the cards 5-7 times. 8. Let the students look at the words below on the board and read them. an and ant pan ban ran at bat cat fat rat hat en den fen hen men end et bet get het jet met in bin din fin min pin it bit fit hit nit pit on bon don won ot cot got hot pot not un bun dun fun gun pun run ut but cut gut hut nut 9. Students practice pronouncing a set of an, at, en, et, in, it, on, ot, un, and ut cards in pairs. One student shows the card and another read it.	
Production (10 minutes)	
10. Listen the words saying by the teacher and write them in the blanks in exercise 2.	Exercise 2
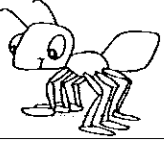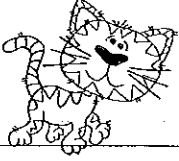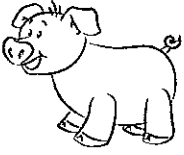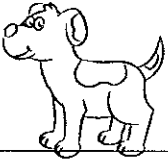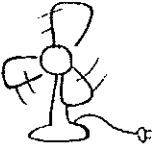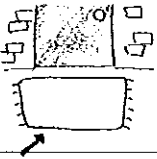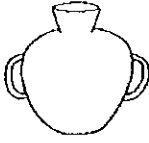
Exercise 2
Listen and write into the blanks below (จงฟังและเขียนลงในช่องว่าง)

	_ _ t		c _ _
	h _ _		l _ _
	p _ _		l _ _
	d _ _		P _ _
	g _ _		b _ _
	f _ _		w _ _
	m _ _		j _ _

Name_____ No._____ Class._____

Orientation 3

Subject: English

Review words

Grade 5

Time allocated: 60 minutes

Aims

1. Students are able to say English alphabet correctly.

2. Students are able to pronounce vowels with consonants correctly.

3. Students are able to read words correctly.

4. Students are able to understand the meaning of the words that they read correctly.

Contents
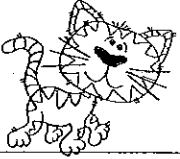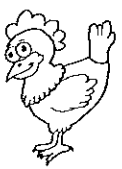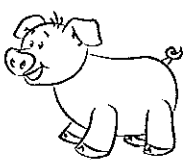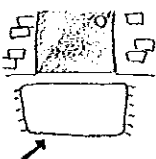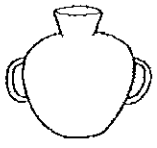
     - Vocabulary: ant, cat, hen, leg, pig, lip, dog, pot, gun, bug, fan, wig, mat, and jug

     - Review a, e, i, o, and u (an, at, en, et, in, it, on, ot, un, and ut)

Learning Activities	Aids
Warm up (10 minutes)	
1. Have students sing an alphabet song. 2. Play 'Finding game' on the board. The students will find these sounds an, at, en, eg, ig, ip, ot, og, ug, un, and on according to what the teacher says. 3. Show the students an, at, en, eg, ig, ip, ot, og, ug, and un cards, and read 5-7 times. 4. Ask the students to stand in a circle. Give everyone an, at, en, eg, ig, ip, ot, og, ug, and un cards. Tell them to do what you say, for example, show me 'eg', then students point and read. Do with all cards.	- cards
Presentation and practice (30 minutes)	
5. Show the pictures to the students and say these words such as ant, cat, hen, leg, pig, lip, dog, pot, gun, bug, fan, wig, mat, and jug, then	- pictures

the students repeat 5-7 times. Let three students come to show the pictures and the whole class says the words from the pictures 5-7 times.	- word cards
6. Show the word cards and read 5-7 times. Get 3 students to show the pictures and the whole class read the words 5-7 times.	
7. Ask the students to stand in two lines. Give the pictures to a line and the word cards to another line. Let them play 'Matching game.'	

Production (10 minutes)

8. Show the words below on the board. Let students read the words.	- a board
an and ant pan ban ran fan at bat cat fat rat hat	- Exercise 3
en den fen hen men end et bet get het jet met	
eg beg leg meg peg in bin din fin min	
ig big fig dig pig wig ip dip lip rip tip	
on bon don won ot cot got hot pot	
un bun dun fun gun pun run ut but cut gut hut	
ug mug jug bug rug lug it bit fit hit nit pit	
9. Let the boy students read the word cards (ant, cat, hen, leg, pig, lip, dog, pot, gun, bug, fan, wig, mat, and jug) and the girl student shows the pictures. Then do same with the girls.	
10. Divide students into a group of five. The teacher pronounces the word and one student from each group find that word on the board.	
11. Have the students do exercise 3.	

Exercise 3

Underline the words matching to the pictures. (จงขีดเส้นใต้คำที่ตรงกับภาพ)

	ant and ann		bat cat hat
	pen men hen		beg leg reg
	pig big fig		lip hip nip
	bog fog dog		got pot lot
	gun fun run		rug bug dug
	ban man ran		rig fig wig
	hat fat mat		hug jug lug

Name_____ No. _____ Class._____

Orientation 4

Subject: English   **Grade 5**

Review words   **Time allocated: 60 minutes**

Aims

1. Students are able to pronounce cluster sound correctly.

2. Students are able to pronounce vowel sounds /a/ and /u/ correctly.

3. Students are able to read words correctly.

Contents

- Vocabulary: ant, cat, hen, leg, pig, lip, dog, pot, gun, bug, fan, wig, mat, and jug

- Review /a/, /u/, /st/

Learning Activities	Aids
Warm up (10 minutes)	
1. Students will play 'The word bingo.' (ant, cat, hen, leg, pig, lip, dog, pot, gun, bug, fan, ten, jam, wig, mat, and jug) 2. The teacher writes words correctly on the board as answers, and read the words he writes students repeat the words 5-7 times. Let students point, read words and show the pictures they choose 5-7 times.	- bingo sheet
Presentation and practice (30 minutes)	
3. Show the word cards to the students and read the words. Then the students repeat 5-7 times (car, jar, look, took, stand, star). Notice and discuss about words. 4. Have the students play 'gossip game' by using these words (car, jar, look, took, stand, and star). 5. Ask the students to stand in a circle. Then have them play 'Word paper ball game'. 6. Write words on the board. Let the students discuss and try to read. - car jar bar par far … card bard	- pictures - word - paper balls

- look took book hook … foot boot	
- stand bland gland brand … grant plant	
- car mar tar star scarf	
7. The teacher reads and the students repeat 5-7 times. Let students read themselves 5-7 times.	
Production (10 minutes)	
8. Students do exercise 4.	- Exercise 4
9. Students change their exercises to their friends to check the answers from the teacher.	

Exercise 4

Listen and underline the words you hear. (จงขีดเส้นใต้คำที่ได้ยิน)

1	car bar far	2	ant and ann	3	bat cat hat
4.	look took book	5	pen men hen	6	beg leg reg
7	stand bland gland	8	pig big fig	9	lip hip nip
10	star scarf smart	11	bog fog dog	12	got pot lot
13	mar far bar	14	gun fun run	15	rug bug dug
16	hook rook foot	17	ban man ran	18	rig fig wig
19	boot loot hoop	20	hat fat mat	21	hug jug lug

Name_____ No. _____ Class._____

APPENDIX B

Examples of lesson plans and exercises in unit 1

Lesson plan 1

Subject: English

Grade 5

Unit 1: At School

Time allocated: 60

minutes

Aims

1. Students are able to pronounce vowel sounds such as /uː/, /u/, /ɔɪ/

2. Students are able to pronounce initial consonant sounds such as /r/, /b/, and /f/

3. Students are able to understand meaning of words and short sentences related to the school context.

4. Students are able to use singular and plural nouns and verb to be correctly.

5. Students are able to use preposition such as in, on, at, and under correctly.

Contents

    Vocabulary (Total 16 words): place, classroom, playground, rest room, canteen, hall, library, art room, science lab, language lab, football field

    Target words: school, room, foot, ball, all

Grammar

    - Singular and plural nouns

    - Verb to be

Learning Activities	Aids
Warm up (5 minutes)	
1. Sing alphabet song and read letters and letters in words.	- Flash cards
Presentation and practice (35 minutes)	
2. Show the pictures (classroom, playground, rest room, canteen, hall, library, art room, science room, language room, football field) one at a time and students say words 5 times.	- Pictures - Word

3. The students repeat each word after the teacher 5-7 times.	cards
4. Show the word cards (place, classroom, playground, rest room, canteen, hall, library, art room, science room, language room, football field). Read the words. Let the students repeat each word 5-7 times.	- Cards with sentenc es
5. Ask the students to choose word cards and show to the class to read together.	
6. Get the students to work in groups of 5 by matching the pictures and the word cards. After matching, the groups read each card.	
7. Each group shows the matching cards and read aloud.	
8. The teacher reads each word and gets the whole class to repeat.	
9. The students in each group sort these words together.	
fool, pool, ball, hall, mall, pall, ball, all, look, nook	
tool, cool, wool, school, doom, loom, call, fall, took, book	
boom, , zoom, room, cook, gook, hook, rook	
10. Show the words and read these words in front of the equality sign	
call, fall, ball, hall, mall, pall = ball, all	
tool, cool, fool, pool, wool = school	
boom, doom, loom, zoom = room	
cook, gook, hook, look, nook, rook, took = book	
11. Show a flashcard (foot). Let students read the word.	
12. Let the students in each group recognize, try to making word using the prior learning words, discuss and read the words in step 10.	
13. Write sentences. Let the students read each sentence 5-7 times.	

A pen is on a book. A pen is in a book. A pen is under a book. A book is in a pen. Books are on a pen. Books are under a pen. Balls are on a table. Balls are under a table. Balls are in a table. 14. The teacher reads each sentence. The students repeat. 15. The teacher says each sentence in step 9. Get the students in the whole class to act out. 16. Show cards with sentences below. Get students read. A football is in a classroom. Balls are in a hall. All boxes are in an art room. Books are in a library. A football field is big. There are many rooms in a school. There is a pen on a table. There is a small table in a room. 17. Divide students into 8 groups. Provide 8 pictures for each group. The teacher says each sentence. Get each group to show the picture which matches what the teacher has said. 18. Let the students work in groups. A student shows the picture and another student describe the picture.	
Production (10 minutes)	
19. Students do exercise 1 and 2. 20. Students give their exercise to their partners to check answers. 21. The teacher gives the answers.	-Exercise 1 -Exercise 2 -Script

Exercise 1

1. Write the vocabulary according to the picture.

(จงเขียนคำศัพท์ตามรูปที่ปรากฏ)
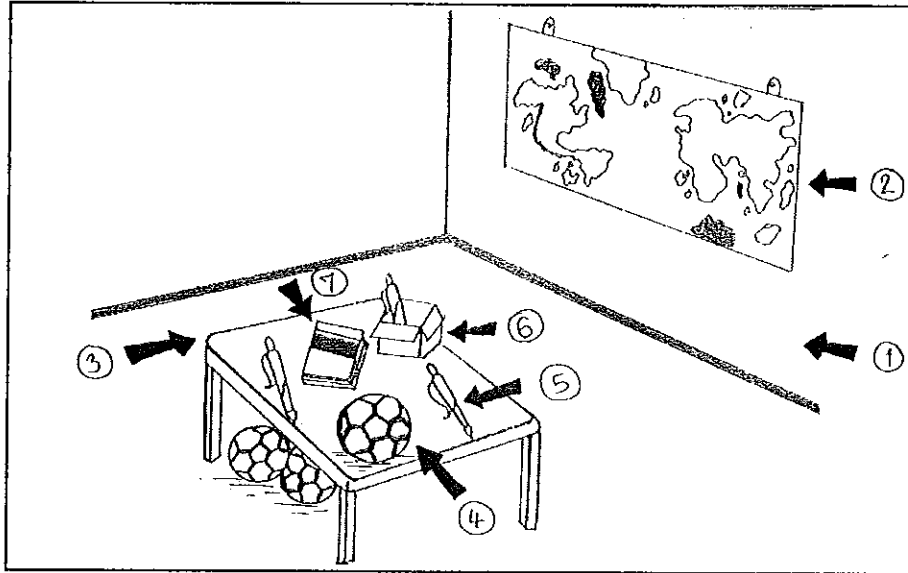
1. _____ 2. _____ 3. _____ 4. _____

5. _____ 6. _____ 7. _____

Exercise 2

2. Put the number in the circle under the picture that you hear.

(จงเขียนตัวเลขในวงกลมใต้รูปที่ได้ยิน)
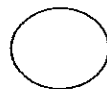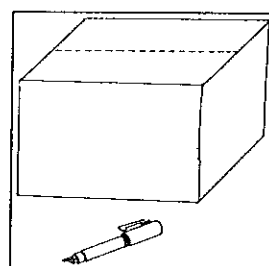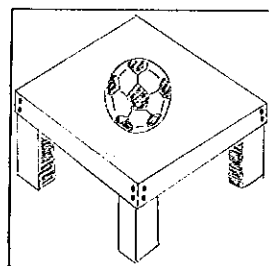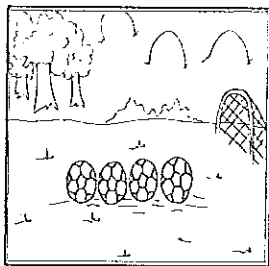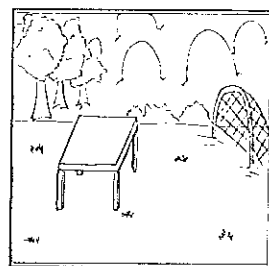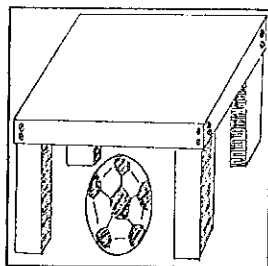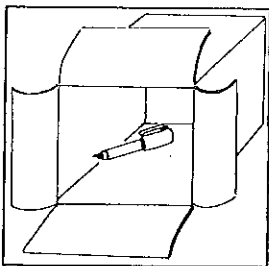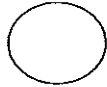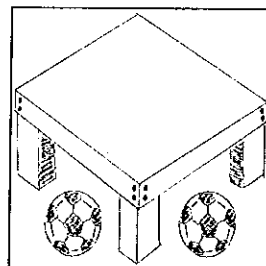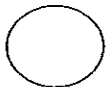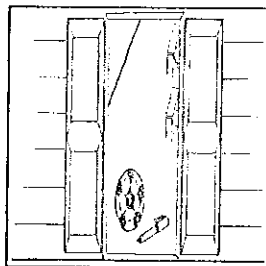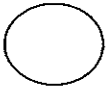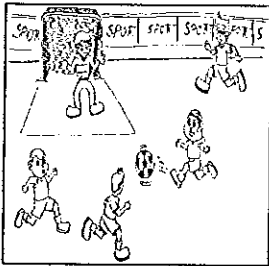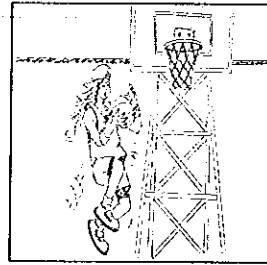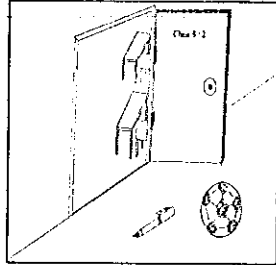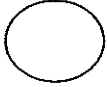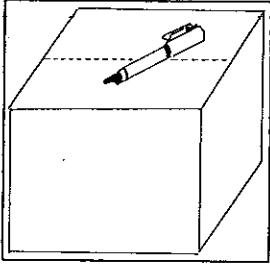
Script

1. A ball is under the table.

2. A pen is in the box.

3. There are many balls in the field.

4. A pen and a ball are in front of the class.

5. She plays the basketball in the basketball field.

6. Two balls are under the tables.

7. The students play football in the football field.

8. A pen is on the box.

9. There is a table in the field.

10. There is a ball and a pen in the class.

Lesson plan 2

Subject: English   Grade 5

Unit 1: At School   Time allocated: 60 minutes

Aims

1. Students are able to pronounce 4 clusters sounds /st/, /fr/, /pl/ and /gr/

2. Students are able to pronounce long vowel /ei/, /a□/ and final consonant /nd/

3. Students are able to understand meaning of new words related to a school context.

4. Students are able to use subject verb agreement (singular, plural nouns).

Contents

      Vocabulary (total 10 words): student, study, friend, play, playground,

basketball, tennis, in front of

      Target words: student, study, friend, play, playground, in front of

Grammar

      - Subject verb agreement

Learning Activities	Aids
Warm up (10 minutes)	
1. Sing alphabet song.	- Word cards
2. Let the students do dictation (school, room, foot, ball, all).	- Pens
3. The students change the answers sheet with their partners and check the answers from the board.	- books
4. Review vocabulary presented in lesson 1. Show word cards (school, room, foot, ball, all) and let the whole class read all the words 5-7 times.	- balls - a table
5. Let the boy students read and the girl students repeat 5-7 times. Then the girls read and the boys repeat 5-7 times.	- lots - answer sheets
6. Prepare lots. Provide them to the students then the students who get the lots that are written the words read it loudly.	
7. Put a pen and two books on a table and two balls under the table. Ask students to describe the location of the objects. (under, in, on)	

Presentation and practice (30 minutes)	
8. Show pictures (student, friend, playground, basketball, tennis, study, in front of, and play) and say words 5 times.	- Pictures
9. Students repeat each word after the teacher 5-7 times.	- Word cards
10. Get 2-3 students to show the pictures. The whole class says the words.	- The board - Cards with sentence
11. Show word cards (student, friend, playground, basketball, tennis, study, in front of, and play). Pronounce each word and let students repeat each word 5-7 times.	
12. Divide students into 7 groups. Provide pictures and word cards to each group. Get students to match the cards and pictures. Let students in each group read the words.	
13. Show the board containing different words, as shown below.	
Student, study: stamp, star, stair, stud, stub, stood, sty, stick	
friend : Fred, fro, frat, fry, Friday, freed, front, frat	
play : ploy, plop, plan, plane, plat, pled	
play : clay, flay, may, hay, gray, lay, delay	
ground : grid, grit, grad, grab, grub, greet, greed	
ground : round, bound, found, hound, mound, pound, sound	
14. Discuss with students. Guide them to look at target spelling and let them try to make new words from patterns.	
15. The teacher says each word and gets a student to point the word he/she has heard.	
16. Get 2-3 students to point to the words and others read the words.	
17. Show sentences and students read.	
1. The student is in the playground.	
2. The ball is in the playground.	

3. The students are in the playground.	
4. The balls are in the playground.	
5. The student plays basketball in the field.	
6. The students play football in the field.	
7. The student studies in the classroom.	
8. The students study in the classroom.	
9. The pen is in front of the student.	
10. The student is at the school.	
18. Students read and notice the differences in verbs in all sentences.	
19. Divide students into 7 groups. Let students discuss subject and verb agreement.	
20. Each group reads and tells the meaning.	
21. Ask students to come to the desk and pick a sentence or a picture in step 17. Get the students to stand in a circle and a student who gets the sentence reads the sentence. A student who gets the picture stands beside him. Do the same for the set of the sentences.	
Production (10 minutes)	
22. Let students do exercise 3.	- Exercise 3
23. Students give their exercise to their partners to check answers.	
24. The teacher gives the answers.	

Exercise 3

Put the missing word under the pictures.

(จงเติมคำที่ขาดหายไปใต้รูป)
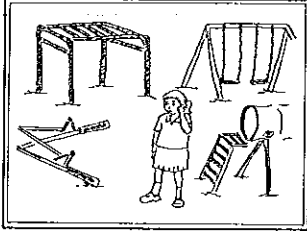
1. The _____ in the playground.
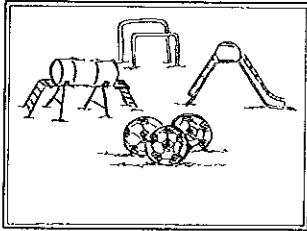
2. The three _____ _____ in the _____.
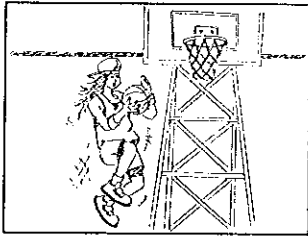
3. The _____ plays football in the basketball field.
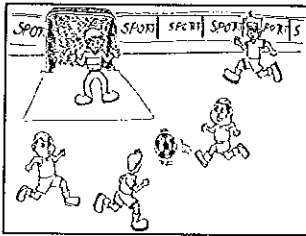
4. The _____ play football in the football _____.

5. The _____ _____ in the classroom.
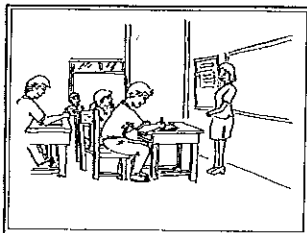
6. The _____ study in the _____.
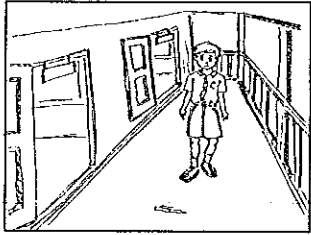
7. The _____ is _____ the student.
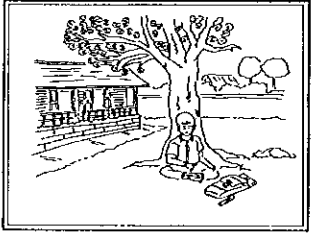
8. The _____ is _____ the tree.

The answer script

1. The <u>student</u> <u>is</u> in the playground.

2. The three <u>balls</u> <u>are</u> in the <u>playground</u>.

3. The <u>student</u> plays football in the basketball field.

4. The <u>students</u> play football in the football <u>field</u>.

5. The <u>teacher</u> <u>teaches</u> in the classroom.

6. The <u>students</u> study in the <u>classroom</u>.

7. The <u>pen</u> is <u>in</u> <u>front</u> <u>of</u> the student.

8. The <u>student</u> is <u>under</u> the tree.

Lesson plan 3

Subject: English   Grade 5

Unit 1: At School   Time allocated: 60 minutes

Aims

1. Students are able to pronounce the /l/ sound and final consonant sound $/ \theta /$.

2. Students are able to pronounce an initial cluster consonant sound /kl/ and a final cluster sound /ld/

3. Students are able to understand meaning of new words related to a school context.

4. Students are able to use 'there is' and 'there are' correctly.

Contents

     Vocabulary (total 15 words) : Thai, music, social studies, computer, physical education (PE), today, have, math, class, English, with, field

     Target words: have, math, class, English, with, field

Grammar

     - there is..../ there are.....

Learning Activities	Aids
Warm up (10 minutes)	
1. Let the students do dictation (student, study, friend, play, playground, in front of, school, and classroom). 2. The students change the answers sheet with their partners and check the answers from the board. 3. Show word cards related to a school. Review vocabulary presented in lesson 2. Students read the words. (school, classroom, football, student, study, friend, play, playground, in front of) 4. Show the pictures and let students describe each picture. - A student is in the playground.	- Word cards - Pictures

- Students are in the playground. - Student plays basketball in the field. - Students play football in the field.	
Presentation and practice (30 minutes)	

5. Show word cards (Thai, music, social studies, computer, physical education (PE), today, have, math, class, English, with, field) and read the words. Students repeat 5-7 times.
 	
6. Get 2-3 students to show the words. The whole class reads.
 	
7. Read the target words and the students repeat 5 times. Then let the students read the words on the right side 5 times except the last word that the teacher explains to them.
 	
   math, with : bath, both
 	
   class   : clad, clay
 	
   field   : fold, hold, told
 	
   English   : fish, brush
 	
   cave, nave, brave, Dave, save, gave, lave $\neq$ have
 	
8. Get the student reads then the whole class repeats 5-7 times.
 	
9. Divide students into 8 groups. Provide the sentences below to each group. Let students read and notice sentences.
 	
   1. There is a student in the field.
 	
   2. There is a ball in the field.
 	
   3. There is a table in the field.
 	
   4. There are three students in the field.
	- a board
	
	- cards with sentence
	
	- Pictures
	
	- Bag
	
	- Pen
	
	- Pencil
	
	- book
	
	- Table

5. There are four balls in the field. 6. There are two tables in the field. 10. Provide the pictures according to the sentences in step 13. The students in each group match the pictures with sentences. 11. Students work in small groups. Each group has bags, pencils, pens, books, and tables. Students put objects and say sentences, for example, 'there is a pencil on the book', and 'there are three books under the table'. 12. Invite two or three students to demonstrate in front of the class. The whole class says to describe objects in front of the class. For instance, 'there is a pencil on a book', and 'there are three books under the table'.	
Production (10 minutes)	
13. Let students do exercise 4. 14. Students give their exercise to their partners to check answers. 15. The teacher gives the answers.	- Exercise 4

Exercise 4

Write to describe the pictures, using there is / there are.

(จงเขียนบรรยายภาพต่อไปนี้โดยใช้ **there is / there are**)
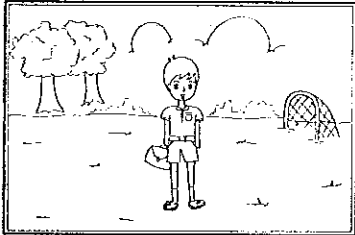
1. _____
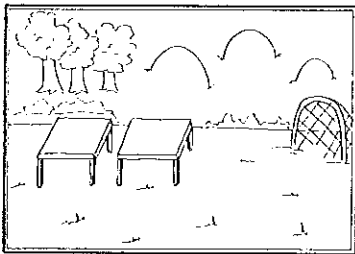
2. _____
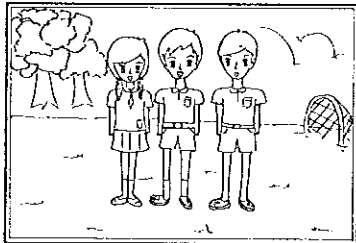
3. _____
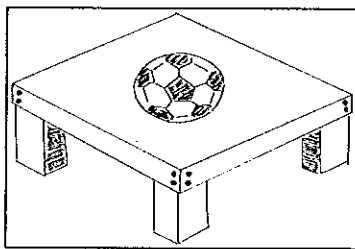
4. _____
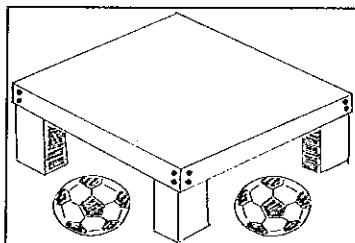
5. _____
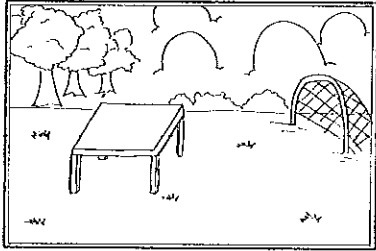
6. _____
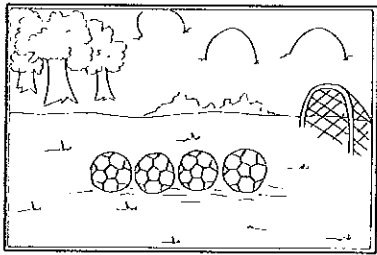
7. _____
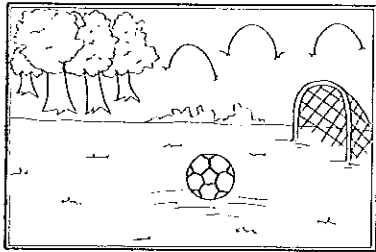
8. _____

The answer script

1. There is a student in the field.

2. There are two tables in the field.

3. There are three students in the field.

4. There is a ball on the table.

5. There are two balls under the table.

6. There is a table in the field.

7. There are four balls in the field.

8. There is a ball in the field.

Lesson plan 4-5

Subject: English   **Grade 5**

Unit 1: At School   **Time allocated: 120 minutes**

Aims

1. Students are able to pronounce final consonant sound / l /.

2. Students are able to pronounce a final cluster consonant sound /kt/ and /kst/.

3. Students are able to pronounce a vowel sound /u/.

4. Students are able to understand meaning of new words related to a school context.

5. Students are able to use present simple tense correctly.

Contents

  Vocabulary (total 13 words): day, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, well, subject, next to, do,

  Target words: well, subject, next to, do, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, day

Grammar

  - Subject verb agreement (Review)

  - Present simple tense

Learning Activities	Aids
Warm up (10 minutes)	
1. Let the students do dictation (study, friend, playground, in front of, have, math, class, English, with, field). 2. The students change the answers sheet with their partners and check the answers from the board. 3. Show pictures below. Let students describe each picture. 1. There is a student in the field.	- Pictures - Bags - Pens - Pencils - Rulers - Books

2. There is a ball in the field.	- Balls
3. There is a table in the field.	- Tables
4. There are three students in the field.	
5. There are four balls in the field.	
6. There are two tables in the field.	
4. Get the 10 students to put objects (bags, pens, pencils, rulers, books, balls, tables) in front of the class. The whole class describes the objects.	

Presentation and practice (30 minutes)	
5. Read the word cards (day, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, and Sunday). Students repeat 5-7 times. Students give the meaning of the words.	- Word cards
6. Show more cards (well, subject, next to, do) and read the words.	- Pictures
The whole class repeats after the teacher 5-7 times. Get the students to read in pairs or small groups.	
7. Let students make new words from based on words in step 6	
8. Let students in each group see the board and discuss about the words below.	
well : bell, cell, dell, fell, hell, sell, tell, yell	
subject : insect, affect	
next : text, sext, bext, extra	
day : may, pay, bay, cay, lay, gay, hay, ray, say, way	
to, do $\neq$ go, no, so	

9. Get the students from each group to read the words.

10. Give the meaning of each word.

   10.1 English, math, social study, PE, art = subject

   10.2 You understand what the teacher teaches, so he teaches well.

   10.3 Put the pen, the book and the ball in a row. Then tell the students "The book is next to the pen" and "The ball is next to the book".

   10.4 The teacher gives homework to you to do at home.

   10.5 We must go to school on Monday to Friday. We do not go to school on Saturday and Sunday.

11. After the students get the meaning, write the sentences on the board. Then the teacher reads the sentences below and the students repeat each sentence 3 times.

   1. I do English homework on Monday.

   2. The students play a football at the field.

   3. He studies many subjects on Monday.

   4. She has math class on Friday.

   5. My friends are in the playground next to the field.

   6. Students have many pens.

   7. We have a big ball at our school.

12. Divide the students into 6 groups. Each group finds the meaning of the sentences.

13. Invite one student from each group to come in front of the

class and give the meaning by showing the picture. 14. Provide pictures to each group. Let the students work in groups. One show the picture and one describe the picture. 15. The students read all sentences on the board 3 times. 16. Let students notice the difference of verbs in each sentences. 17. Encourage the students to think of more sentences by placing new words instead of some words in the sentences in step 10. Get one student from each group to write the new sentence on the board. The whole class checks the sentences then read the sentences 5 times.	
Production (10 minutes)	

18. The students do the test 1.
 	
19. After doing test 1, the students give their tests to their friends to check the answer from the teacher.
 	
20. Write the answers on the board.
 	
  1. There are <u>many students</u> in the playground.
 	
  2. There is an <u>English book</u> next to the tree.
 	
  3. There are <u>two tables</u> in the field.
 	
  4. There is <u>math room</u> next to the playground.
 	
  5. There are <u>many balls</u> in the field.
 	
  6. There is <u>a pen</u> in the playground.
 	
  7. This is <u>a big</u> school.
 	
21. Get 8 students to read the sentence. Each student read only one sentence. The whole class repeats 5-7 times.
	- test 1

Test 1

Put the words that you hear into the blanks below.

(จงเขียนคำศัพท์ที่ได้ยินลงในช่องว่าง)
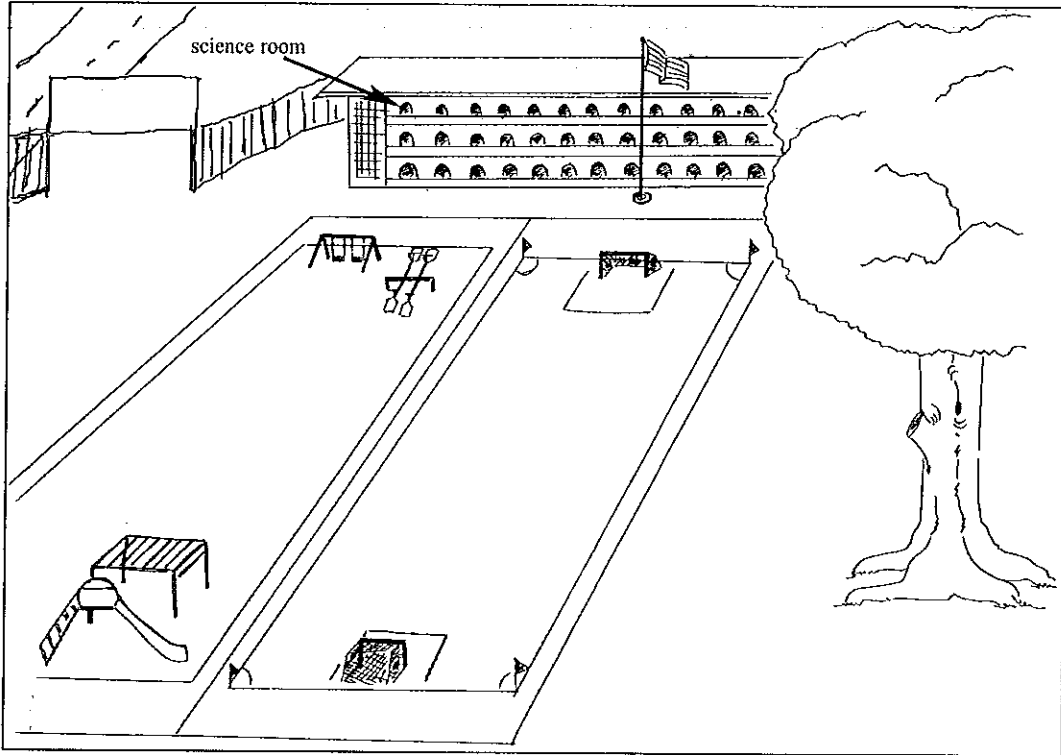
Script

1. There are <u>students</u> in the playground.

2. There is an <u>English book</u> next to the tree.

3. There are <u>tables</u> in the field.

4. There is <u>a math room</u> next to the Science room.

5. There are <u>balls</u> in the field.

6. There is <u>a pen</u> in the playground.

7. This is <u>a school</u>.

Lesson plan 6

Subject: English   **Grade 5**

Unit 1: At School   **Time allocated: 60 minutes**

Aims

1. Students are able to pronounce a consonant sound / t□ /.

2. Students are able to pronounce a vowel sound /aI/ , / ər/ and / i /.

3. Students are able to understand meaning of new words related to a school context.

4. Students are able to use yes-no question correctly.

Contents

     Vocabulary (Total 10 words) : timetable, lunch, board, tape, radio, kind, library, like, teach, teacher

     Target words: kind, library, like, teach, teacher

Grammar

     - Subject verb agreement (Review)

     - yes-no question

Learning Activities	Aids
Warm up (10 minutes)	
1. Let the students do dictation (well, subject, next to, do, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, day). 2. Let students sort words in step 1. 3. The students change the answers sheet with their partners and check the answers from the board. 4. Show the pictures and the students describe the pictures below.	- Pictures - Cards with sentence

1. I do English homework on Monday. 2. The students play a football at the field. 3. He studies many subjects on Monday. 4. She has math class on Friday. 5. My friends are in the playground next to the field. 6. Students have many pens. 7. We have a big ball at our school. 5. Put the cards with sentences in step 1 on the board. The whole class reads each sentence 3 times. Get 7 students to read. Each student read each sentence and the whole class repeats 3 times. 6. Get other 7 students to put the pictures under the sentences. 7. Get the students to read and all the students repeats 3 times.	
Presentation and practice (30 minutes)	
8. Show the pictures (timetable, lunch, board, tape, radio, kind, library, like, teach, teacher) and say the words. The whole class repeats after the teacher 5-7 times. 9. Show and read the word cards in step 5. The students repeat after the teacher 5-7 times. 10. Let students work in pairs. One student shows the pictures and another say the word. Then one shows the word cards and another read the words. 11. Invite the students to put the words under the pictures on the board. 12. The teacher shows the words below on the board.	- Pictures - Word cards - The board

kind : mind, find, bind, hind, rind, wind

library : lion, lime, line, live, like, light, lie, libel

library : lucky, ducky, pinky, twenty, rugby, Henry, city

like : bike, dike, hike, mike, pike, tike

teach : beach, leach, peach, reach

teach : cheese, chicken, chunk, champ, chap, rich, bitch, hitch

teacher : her, tiger, miter, fiber, letter, higher, biter

13. Divide students into 7 groups. Let them discuss in each group.

14. Let students in each group make new words from the target words in 12.

15. The whole class reads the words on the board.

16. The teacher points to the word and choose the student to read. Do the same with all students.

17. Show the pictures (the sentences below) then students describe the pictures. The teacher writes the sentences that the students describe on the left of the board. Let students read each sentence 3 times.

   1. There is a student in the library.

   2. There is a pen on the book.

   3. There are three balls in the playground.

   4. There are many students in the classroom.

   5. The teacher teaches students in the classroom.

   6. The teacher writes English on the board every class.

   7. The students study math in the classroom on Monday.

8. The students <u>play</u> football in the field on Friday.

18. The teacher puts the sentence cards below on the right of the board. The students repeat after the teacher each sentence 3 times. Let students read each sentence 3 times.

   1. Is there a student in the library?

   2. Is there a pen on the book?

   3. Are there three balls in the playground?

   4. Are there students in the classroom?

   5. Does the teacher teach students in the classroom?

   6. Does the teacher write English on the board every class?

   7. Do the students study math in the classroom on Monday?

   8. Do the students play football in the field on Friday?

19. Divide students into groups of six. Let students notice and discuss about the differences of sentences on two sides of the board. Let the students work in pairs to ask and answer the questions.

20. Show the sentence cards below and let the students read 3 times. Invite the students from each group to match the answer with the questions.

   1. Yes, there is.

   2. No, there is not.

   3. Yes, there are.

   4. No, there are not.

   5. Yes, he does.

6. No, he does not. 7. Yes, they do. 8. No, they do not. 21. The teacher explains how to answer yes-no question. 22. The teacher shows the pictures. The girl students ask and the boy students answer. Then the boys ask and the girls answer. 23. Let students work in pair to ask and answer the questions. Then get some pairs of the students to ask and answer the question in front of the class.	
Production (10 minutes)	

24. Let students do exercise 5.
 	
25. Students give their exercise to their partners to check answers.
 	
26. The teacher gives the answers.
 	
27. Let the whole class read theses rhymes to practice reading.
 	
    Ten pens and ten hens are in a fence.
 	
    A big pig is in a big bin.
 	
    Students study with a star.
 	
    A box and a fox is on log.
	- Exercise 5

Exercise 5

Answer the questions below.
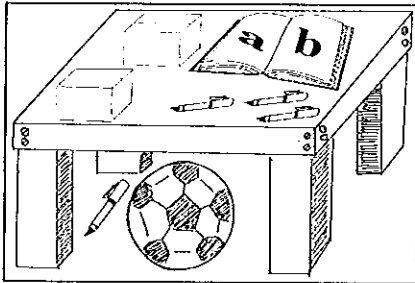
1. Is there a pen under the table?

_____

2. Is there a ball on the table?

_____

3. Are there many pens next to a box?

_____

4. Are there two boxes under the book?

_____

5. Is there a pen in a book?

_____
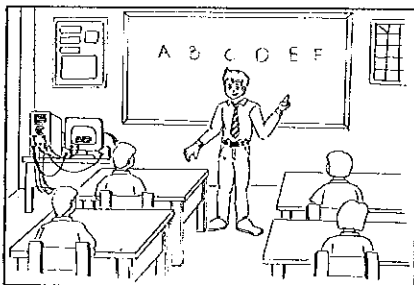
6. Does the teacher teach in the classroom?

_____

7. Do the students study math?

_____

8. Is there the computer in front of the classroom?

_____
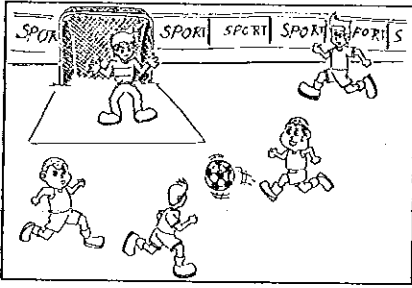
9. Do they play football in the playground?

_____

10. Is there a ball in the field?

_____

Answer Key

1. Yes, there is.

2. No, there is not.

3. Yes, there are.

4. No, there are not.

5. No, there is not.

6. Yes, he does.

7. No, they do not.

8. Yes, there is.

9. No, they do not.

10. Yes, there is.

Lesson plan 7

Subject: English   **Grade 5**

Unit 1: At School   **Time allocated: 60 minutes**

Aims

1. Students are able to pronounce a consonant sound /k/.

2. Students are able to pronounce a vowel sound /ə/, /ɪr/, /oɪ/ and / ɪ/.

3. Students are able to understand meaning of new words related to a school context.

4. Students are able to use 'where' correctly.

Contents

Vocabulary (Total 13 words): homework, dictionary, scissor, box, floor, calculator, computer, dinner, between, opposite, love, practice, close

Target words: computer, opposite, close, homework

Grammar: Wh-question (where)

Learning Activities	Aids
Warm up (10 minutes)	
1. Let the students do dictation (kind, library, like, teach, teacher, subject, Monday, day, do, Friday).	- Pictures
	- A ball
2. The students change the answers sheet with their partners and check the answers from the board.	
3. Review vocabulary presented in lesson 5. Show the word cards (kind, library, like, teach, teacher) and let the whole class read all	

the words 5 times. 4. Invite the boy student to read and the other boy students repeat 5 times. Do the same with the girl students. 5. Pass the ball among the students. When the teacher says 'stop'. Show the word card. The student who holds the ball reads the card. Do the same with all students.	
Presentation and practice (30 minutes)	
6. Show the pictures (dictionary, scissor, box, floor, calculator, computer, dinner, between, opposite, love, practice) and say the words. The whole class repeats after the teacher 5-7 times. 7. Show and read the word cards in number 6. The students repeat after the teacher 5-7 times. 8. Let students work in pairs to match the pictures and word cards. Then the students read the words. 9. Invite the students to put the words under the pictures on the . board. 10. Let students make new words from these words' patterns such as computer, opposite, close, work and let them read those words they make. 11. The teacher shows the words below on the board. computer : compute, complain, complete, compress, comprise opposite : oppose, option, optimistic, operate, offside, of	- Pictures - word cards - Pens - Objects - A ball

close : nose, rose, pose, post, most, home

work: word, word

12. Divide students into 7 groups. Let them discuss in each group.

13. The whole class reads the words on the board.

14. Get the students point to the word and a student read at one time. Do the same with all students.

15. The teacher shows a pen and asks the students by using the question number 1 below. The teacher give a model answer. Then put a pen on the table and ask the students again by using the question number 2 below. The teacher answers himself. Get all students repeat after the teacher 5 times.

 1. What is this?

 2. Where is a pen?

Continue to ask the students the same question and the students answer but change the location of a pen. For example, put a pen on a head, a book, or chair etc.

16. Show the question and the answer on the board. Read the question and the students repeat 5 times.

 Where is a pen?   A pen is on the table.

17. Put the word cards (computer, ball, student, and book) instead of the word 'pen' in the question in step 15. Ask the students. The teacher writes the students' answers below the questions on the board.

18. Divide the pictures or objects to the students. Let the students work in pairs by playing 'The passing ball game'. The students pass the ball then the teacher says 'stop'. The student who holds

the ball shows the picture to his/her partner and asks the question from the picture. The partner answers from the picture. The partner also does the same. For example, or 'Where is a ball? / A ball is under the table.' or 'Where do the students play football? / The students play football in the field'. Play the game until the last pair.	
Production (10 minutes)	
19. Let students do exercise 6. 20. Students give their exercise to their partners to check answers. 21. The teacher gives the answers. 22. Let students read target words on the classroom wall.	- exercise 6

Exercise 6

Put the words in the blanks.

(จงเติมคำในช่องว่าง)

Jenny: Where is the student?

Nancy: She (1) _____ in the (2)_____ .

Jenny: (3)_____ is the box?

Nancy: (4)_____ is (5)_____ the table.

Jenny: Where does the student read (6) a _____?

Nancy: The student (7) _____ a book in library.
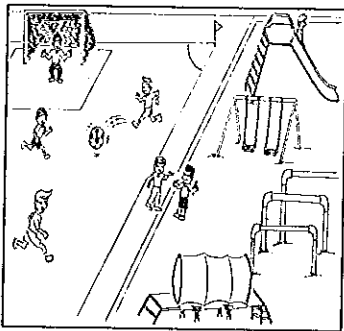
Kim: (8)_____ do the students play football?

Jim: The (9)_____ football in the (10)_____ .

Kim: Where is the (11)_____?

Jim: The playground is (12) ____ ___ the field.

Kim: (13) ___ _____ a boy in the playground?

Jim: (14)_____, there is.
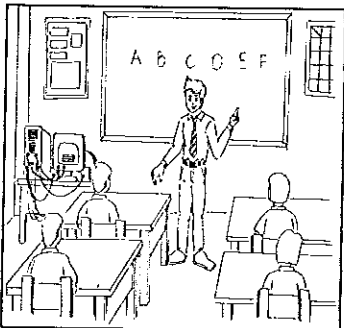
Bob: Where is the teacher?

Max: The teacher is (15) ___ _____ ___ the students.

Bob: (16)_____ do the students (17) _____?

Max: The students study in the (18) _____ .

Bob: Where is the (19)_____?

Max: The computer is (20) _____ the table.

Answer Key

1. is   2. library   3. Where   4. It   5. under   6. book   7. read

8. Where   9. Students   10. field   11. playground   12. next to   13. Is there   14. Yes

15. in front of   16. Where   17. study   18. classroom   19. computer   20. on

Lesson plan 8 - 9

Subject: English   Grade 5

Unit 1: At School   Time allocated: 120 minutes

Aims

1. Students are able to understand meaning of words related to a school context.

2. Students are able to use 'What' and 'When' correctly.

Contents

    Vocabulary: Revision

    Target words: Revision (school, room, foot, ball, all, student, study, friend, play, playground, in front of, have, math, class, English, with, field, well, subject, next to, do, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, day, kind, library, like, teach, teacher, computer, opposite, close, homework)

    Grammar: Wh-question (what and when)

Learning Activities	Aids
Warm up (10 minutes)	
1. Let the students do dictation (computer, opposite, close, homework, day, kind, library, like, student, teacher). 2. Put all words in step 1 on the board. The teacher pronounces the words and calls some students to point the words they hear. 3. The students change the answers sheet with their partners and check the answers from the board. 4. Write the sentences below on the board. Let the whole class reads each sentence 3 times.	- Pictures

The students are in the school. The ball is in the playground. The students play football in the field. The teacher teaches English in the computer room. They have many subjects in the morning. The library is next to the field. 5. Divide the students into 7 groups. Provide each group the pictures according to the sentences in step 4. Let the students practice to read and match the sentences with the pictures. 6. Get the two students from each group to come. One reads the sentences on the board and one shows the pictures while reading.	
Presentation and practice (30 minutes)	

7. Put a ball on the table then say the sentence no.1 below and answer by saying sentence no.2 below. The whole class repeats 4 times. Then put two books on the table then say the sentence no. 3 below and answer by using the sentence on. 4 below. All the students repeat 4 times. Use the other objects such as book, pen, ruler, box etc. to ask the students. The teacher also changes the location (in, under) of the objects.
 	
  1. What is there on the table?
 	
  2. There is a ball on the table.
 	
  3. What are there under the table?
 	
  4. There are two books on the table.
 	
8. Invite one girl and one boy to put the objects. When the girl puts the object, the girls ask the boys. The boys answer. The boy does the same with the girl.
	- A ball
	
	- Jim's
	
	timetable

9. Divide the students into pairs. Give objects to each pair. Let the students practice in pairs by asking and answering from the objects.

10. Show the sentences below on the board. Let the whole class reads the sentences.

1. What is there on the table?

2. There is <u>a ball</u> on the table.

3. What are there under the table?

4. There are <u>two books</u> on the table.

11. Let the students notice and find the difference of each sentence.

12. Show the Jim's timetable after school on the board. Let the students read all words on the board.

Jim's timetable after school

Time / Day	4.00 – 5.00 pm	5.00 – 6.00 pm
Monday	English class	Free time
Tuesday	Math class	Play in a playground
Wednesday	Free time	Do homework
Thursday	Music class	Do homework
Friday	Play football	
Saturday	Free time	Play football
Sunday	Do homework	Play in a playground

13. Point to the timetable, Tell the students by using 1st sentence below and give a model question and answer. The whole class

repeats 4 times. 1. He studies English on Monday. 2. When does Jim study English? 14. Point to the timetable then let the whole girl asks the question and the whole boy answers. Then the boys ask and the girls answer. 15. Put the students into pairs. Provide a timetable to each pair. One student asks and another answers by using the timetable. 16. Write and blank some word. Let the students put the words and repeat after the teacher each sentence 3 times. 1. What does Jim do on _____? 2. He _____. 3. When does Jim _____? 4. He does homework on _____. 5. _____ does he do Tuesday? 6. He _____. 7. _____ does he play in a playground? 8. He plays in a playground on _____. 17. Get some students change the word in the blank and let them read.	
Production (10 minutes)	
18. Provide exercise 7 and test 2 to each student. Let them do in pairs, and then the partner checks the answers. 19. Give the answers on the board.	- Exercise 7 - Test 2

Exercise 7

1. Look at the pictures below and answer the questions.

(ตอบคำถามจากภาพข้างล่าง)
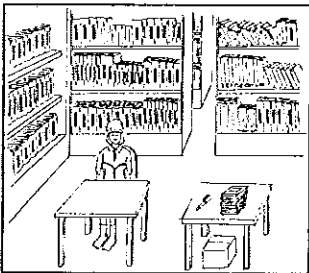
Jib: What are there on the table?

Nan: There are (1) _____ and a (2)_____.

Jib: (3) _____ is under the table?

Nan: (4) _____ is under the table.

Jib: What is there in the library?

Nan: There is a (5)_____ and two (6) _____.
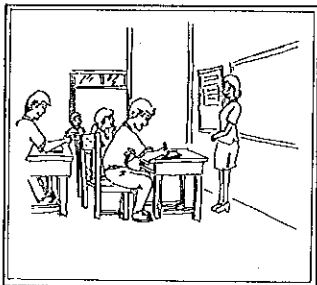
Dick: What do the students do?

Big: They (7) _____ with a teacher.

Dick: (8) _____ is the teacher?

Big: She is (9) _____ _____ _____ the students.

Dick: (10) _____ is there in the (11)_____?

Big: There is a (12) _____, many (13)_____

and many (14) _____.
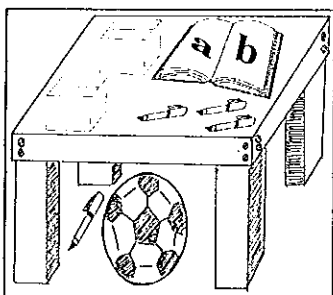
Tom: What is next to the pen under the table?

Kim: The (15) _____ is next to the pen under the

table.

Tom: What are there on the table?

Kim: There are two (16) _____, many (17)_____

and a (18) _____.

Tom: (19) _____ is the ball?

Kim: The ball is under the (20)_____.

Test 2

1. Look at the David's timetable below and answer the questions.

The David's timetable after school

Time (p.m.) / Day	4.00 – 5.00	5.00 – 6.00
Monday	Free time	English class
Tuesday	Math class	Play football at a field
Wednesday	Do homework in a library	Computer class
Thursday	Do homework at school	Free time
Friday	Play in a playground	Read a book under a tree
Saturday	Play in a playground	
Sunday	English class	Play football at a field

1. What does David do on Sunday?

    _____

2. When does David play football?

    _____

3. Where does David play football?

    _____

4. What does David do on Saturday?

    _____

5. When does David have math class?

    _____

6. Where does David do homework on Thursday?

    _____

7. When does David play in a playground?

    _____

8. Where does David read a book?

    _____

9. What does David play at a field?

    _____

10. What does David do under the tree?

    _____

Exercise 7 Answer Key

1. books   2. pen   3. what   4. box   5. box or pen   6. tables

7. study   8. where   9. in front of   10.what   11. classroom   12. teacher   13. students
14. tables

15. ball   16. box   17. pens   18. book 19. where   20. table

Test 2 Answer Key

1. He studies English and plays football at a field.

2. He plays football on Tuesday and Sunday.

3. He plays football at a field.

4. He plays in a playground.

5. He math class on Tuesday.

6. He does homework at home.

7. He plays in a playground on Saturday.

8. He read a book under a tree.

9. He plays football at a field.

10. H e read a book under a tree.

APPENDIX C

Test

Test

Subject: English   **Time allocated: 60 minutes**

Level: Grade 5   **Date:**

Name ………………………………… Class …….. No…………..

There are 6 parts in this examination.

Part 1: Oral reading   35   points

Part 2: Listening and identifying   35   points

Part 3: Word Writing   35   points

Part 4: Describing pictures   5   points

Part 5: Identifying pictures   5   points

Part 6: Reading comprehension   5   points

     Total   120   points.

Part 1: Oral Reading

Pronounce these words. (จงอ่านออกเสียงคำต่อไปนี้)

1. milk	2. juice	3. park	4. fridge
5. well	6. subject	7. teacher	8. English
9. salad	10. student	11. school	12. homework
13. hospital	14. opposite	15. library	16. interesting
17. activity	18. like	19. do	20. have
21. eat	22. doctor	23. bread	24. next
25. with	26. drink	27. play	28. study
29. favorite	30. always	31. close	32. kind
33. often	34. all	35. friend	

Name .... Class .... No..............

Part 2: Underline the word you hear. (จงขีดเส้นใต้คำที่ได้ยิน)

1.	a. mile	b. milk	c. mill
2.	a. juice	b. just	c. joist
3.	a. park	b. pork	c. perk
4.	a. fried	b. friend	c. fridge
5.	a. well	b. whale	c. wall
6.	a. sugar	b. subject	c. suggest
7.	a. teaches	b. t-shirt	c. teacher
8.	a. English	b. England	c. Ice land
9.	a. salmon	b. seldom	c. salad
10.	a. study	b. student	c. standing
11.	a. skull	b. second	c. school
12.	a. hobby	b. homework	c. humour
13.	a. hospital	b. hopeful	c. hungry
14.	a. opposite	b. optimist	c. offensive
15.	a. librarian	b. library	c. liberty
16.	a. intersection	b. interacting	c. interesting
17.	a. ability	b. artistry	c. activity
18.	a. lake	b. like	c. look
19.	a. do	b. due	c. done
20.	a. hive	b. have	c. halves
21.	a. eat	b. it	c. at
22.	a. donor	b. boxer	c. doctor
23.	a. bred	b. bread	c. brad
24.	a. neck	b. nest	c. next
25.	a. wish	b. with	c. witch
26.	a. brink	b. drank	c. drink
27.	a. play	b. pay	c. prey
28.	a. standee	b. student	c. study
29.	a. forwards	b. favorite	c. fortunate

30.	a. hallways	b. all ways	c. always
31.	a. close	b. clock	c. cloth
32.	a. kid	b. kind	c. knit
33.	a. obtain	b. offend	c. often
34.	a. all	b. ill	c. eel
35.	a. friend	b. from	c. fresh

Name ………………………………… **Class** …….. **No**…………..

Part 3: Listen and write the words you hear(ฟังและเขียนตามคำบอก)

1. _____ 2. _____

3. _____ 4. _____

5. _____ 6. _____

7. _____ 8. _____

9. _____ 10. _____

11. _____ 12. _____

13. _____ 14. _____

15. _____ 16. _____

17. _____ 18. _____

19. _____ 20. _____

21. _____ 22. _____

23. _____ 24. _____

25. _____ 26. _____

27. _____ 28. _____

29. _____ 30. _____

31. _____ 32. _____

33. _____ 34. _____

35. _____

Name ……………………………………… Class …….. No…………..

Part 4: Describe the pictures below. (จงเขียนบรรยายภาพข้างล่าง)

1. _____
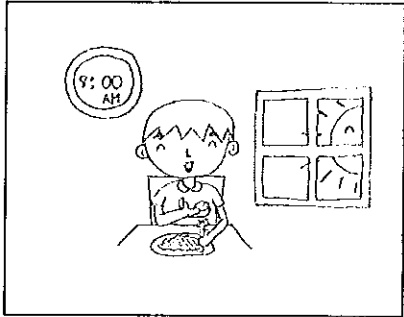
2. _____
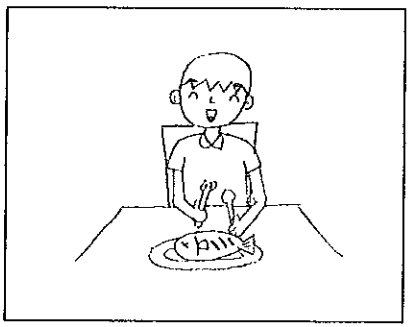
3. _____
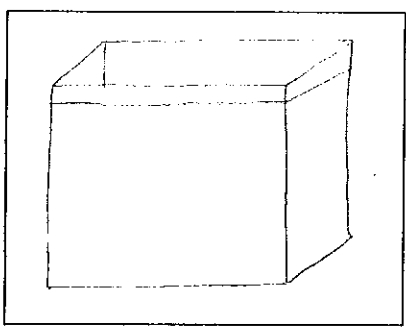
4.

_____

5.

_____
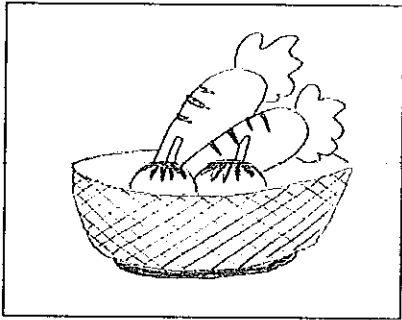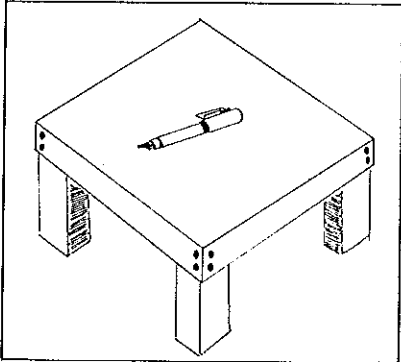
Name ……………………………………… Class …….. No…………..

Part 5: Identify the pictures below. (จงเลือกภาพที่ถูกต้อง)

1. We make a sandwich.

a.

c.

b.

d.
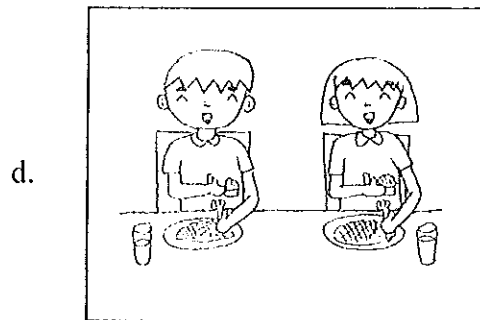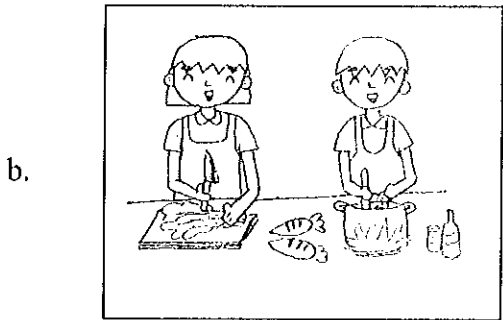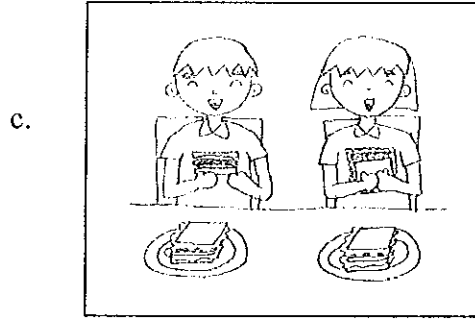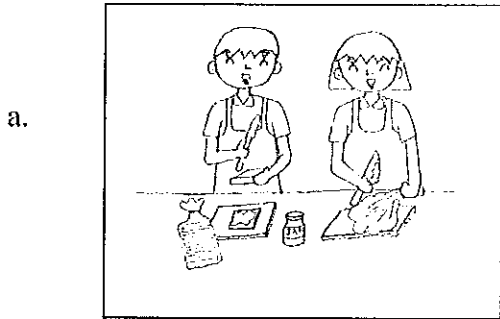
2. There is some bread, milk, and a papaya on the plate.

a.

c.

b.

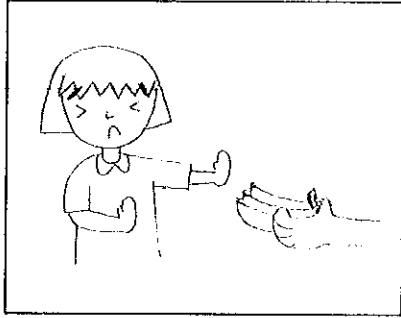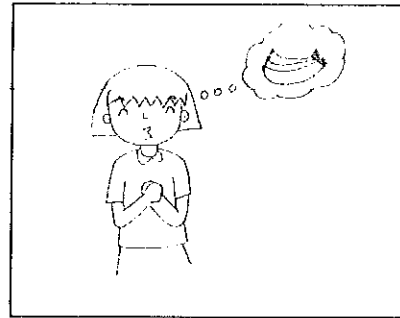
d.
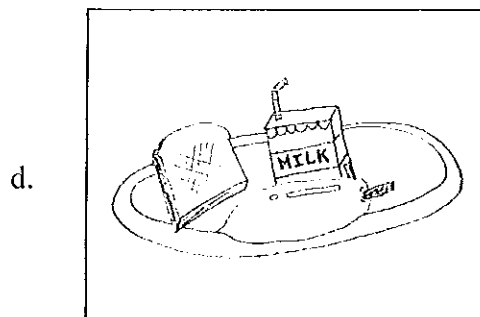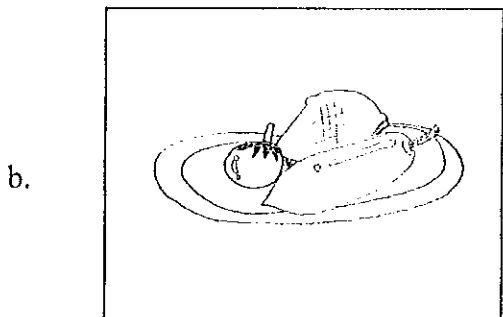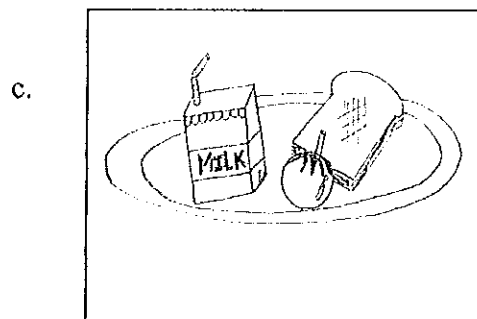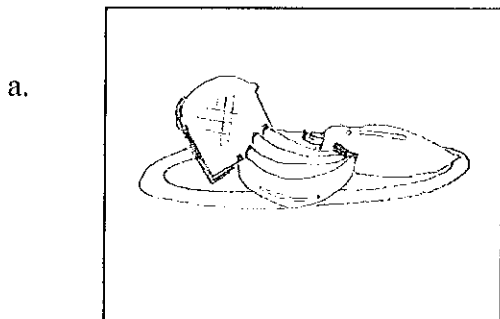
3. My favorite food is salad.
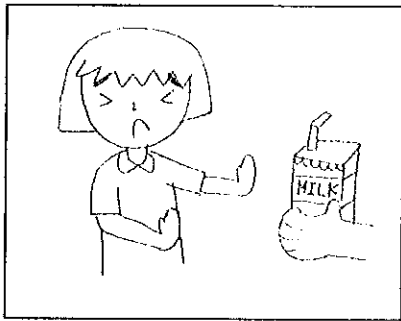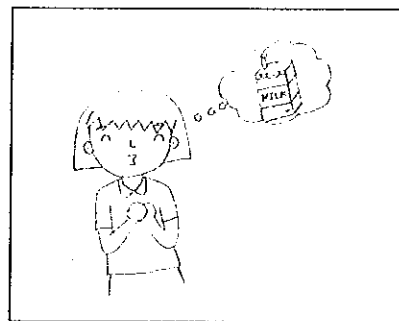
a.
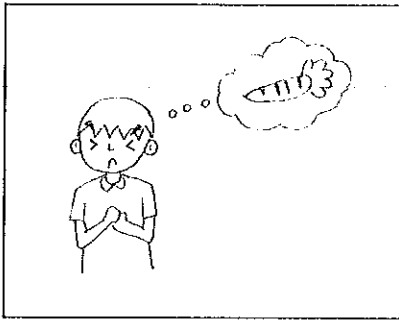
c.
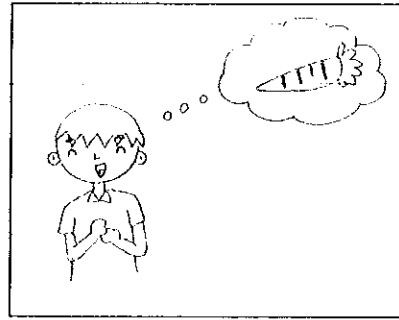
b.
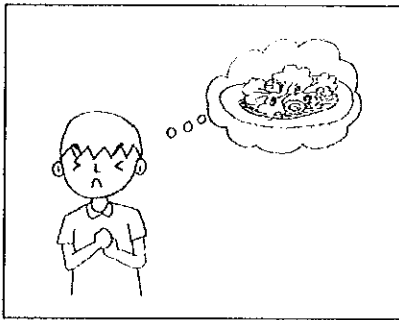
d.
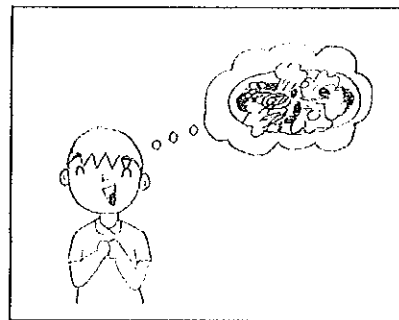
4. I help my mom to cook.

a.

c.
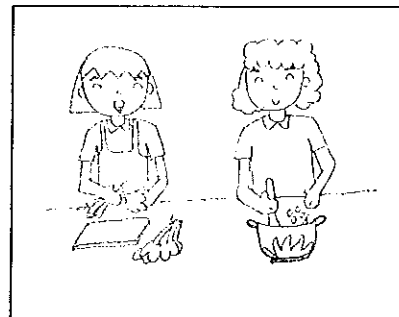
b.
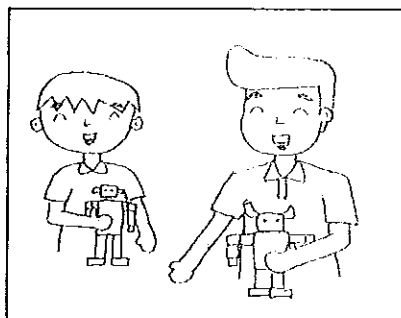
d.
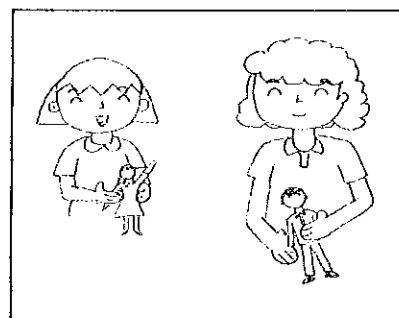
10. I want to drink milk.

a.

c.

b.

d.

Name ……………………………………… Class …….. No…………..

Part 6: Put x on the correct answers. (จงทำเครื่องหมาย x บนข้อที่ถูกต้อง)

Fun School

My name is John. I am a student at Fun School. It is opposite the hospital. There is a library, three computer rooms, and a lot of classrooms. The big playground is next to the football field. All teachers are kind.

At school, I have many close friends. Most of their parents work as doctors or nurse. I study many subjects, for example, Thai, Math, Science. We study English on Monday and Friday. I like English very much because the teacher teaches the subject very well and the book is interesting. I always do homework with my friends in the park in front of the school. My favorite activity is playing games on a sport day. My dad, my mom and my dog often join the activities at the school. I love my school.

11. What does John do?

    a. He teaches at the school.   b. He studies at the school.

    c. He works at the school.   d. He is in the school.

12. Where is the school?

    a. in front of the school   b. next to the football field

    c. opposite the hospital   d. in the playground

13. The school has _____.

    a. a library, computer rooms, a tennis court

    b. a football field, a playground, bus stops

    c. a library, a football field, classrooms

    d. a library, a playground, a basketball field

14. What is John's favorite subject?

    a. English   b. Science   c. Math   d. Thai

15. When does John study English?

      a. on Monday and Tuesday   b. on Wednesday and Friday

      c. on Thursday and Friday   c. on Monday and Friday

Marking Scheme

(part 1)

Put ✓ if a student reads the correctly. Put x if a student reads incorrectly.

No.	Mark	Note	No.	Mark	Note
1			2		
3			4		
5			6		
7			8		
9			10		
11			12		
13			14		
15			16		
17			18		
19			20		
21			22		
23			24		
25			26		
27			28		
29			30		
31			32		
33			34		
35					

Name ………………………………… Class …….. No…………..

Script

(Part 2)

The teacher read the words 3 times and let students underline the words.

1. milk	2. juice	3. park	4. fridge
5. well	6. subject	7. teacher	8. English
9. salad	10. student	11. school	12. homework
13. hospital	14. opposite	15. library	16. interesting
17. activity	18. like	19. do	20. have
21. eat	22. doctor	23. bread	24. next
25. with	26. drink	27. play	28. study
29. favorite	30. always	31. close	32. kind
33. often	34. all	35. friend	

Script

(Part 3)

The teacher read the words 3 times and let students write the words into each blank.

1. milk	2. juice	3. park	4. fridge
5. well	6. subject	7. teacher	8. English
9. salad	10. student	11. school	12. homework
13. hospital	14. opposite	15. library	16. interesting
17. activity	18. like	19. do	20. have
21. eat	22. doctor	23. bread	24. next
25. with	26. drink	27. play	28. study
29. favorite	30. always	31. close	32. kind
33. often	34. all	35. friend	