



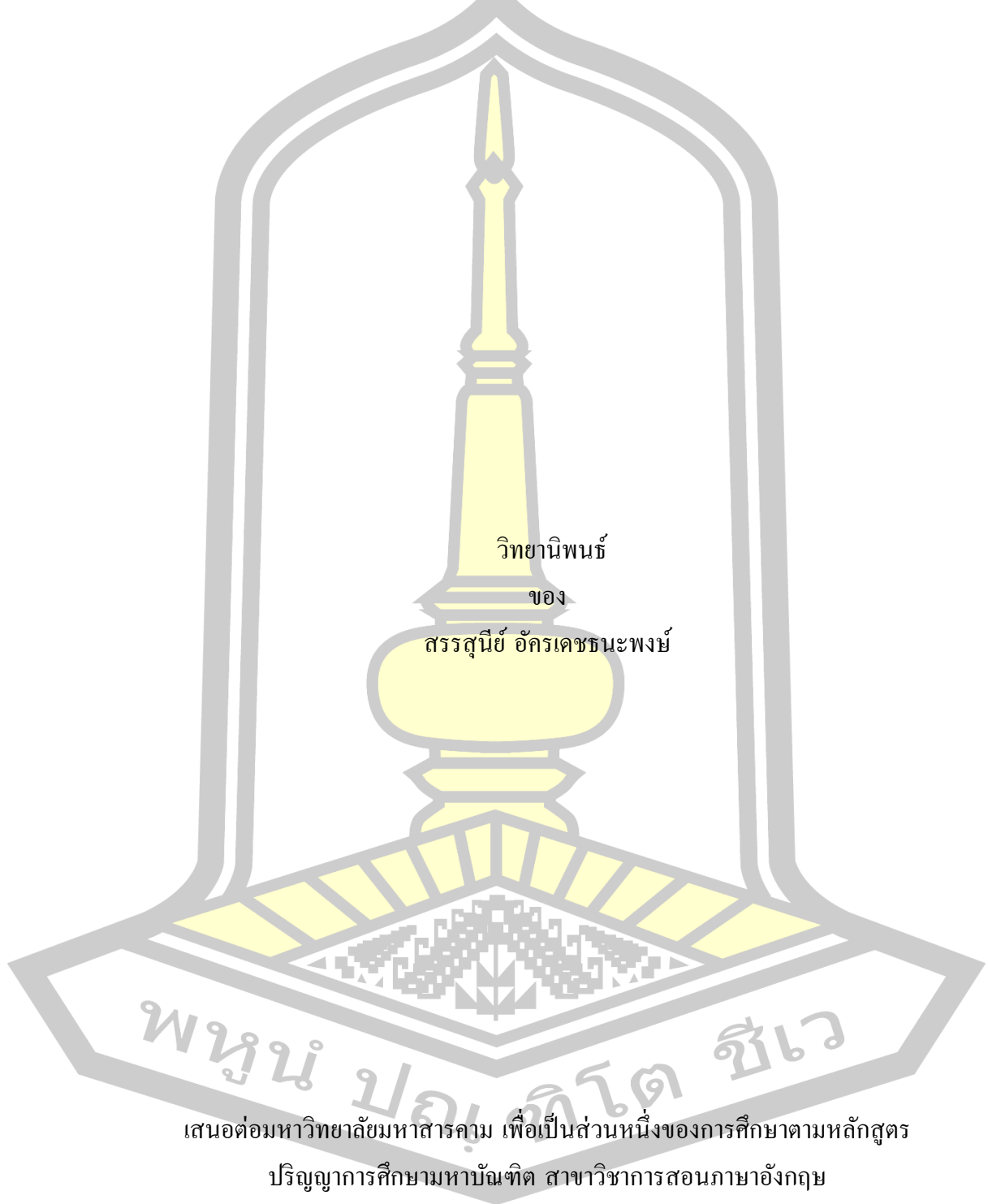
Effects of English Phonological Awareness Training on English Reading Ability
among Thai EFL Primary Students

Sunsuneek Akkradetthanapong

A Thesis Submitted in Partial Fulfillment of Requirements for
degree of Master of Education in English Language Teaching
August 2021

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ABSTRACT

Reading and pronunciation are essential skills for learning English at the elementary school level. Beginner English learners need to have knowledge and awareness of the phonological awareness in order to read clearly. This present study aimed to investigate whether the participants with phonological awareness instruction performed better at post-test than the participants in the control group on (a) phonological awareness skills at syllable, rhyme and phoneme levels and (b) word reading and pseudo word reading, and investigate the relationships between phonological awareness instruction and the English word reading ability of Thai EFL primary students. The participants consisted of 90 third graders, aged 8-10 years old, studying at a primary school located in a province in Northeastern Thailand. Phonological awareness training was implemented with the participants in the experimental group which lasted 8 weeks whereas traditional teaching was used with the participants in the control group. The data were collected from scores of a pre-test and a post-test. The findings of this study revealed that the participants in the experimental group outperformed the participants in the control. Positive correlations were found between phonological awareness instruction and English reading ability at the level 0.5 for word reading but pseudo word reading was not found. The findings suggest pedagogical implications for developing phonological awareness among beginner English learners.

Keyword : Phonological awareness training, English reading ability, Thai EFL primary students

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Sunsunee Akkradetthanapong

พูนุ ประทีป ชัยวงษ์

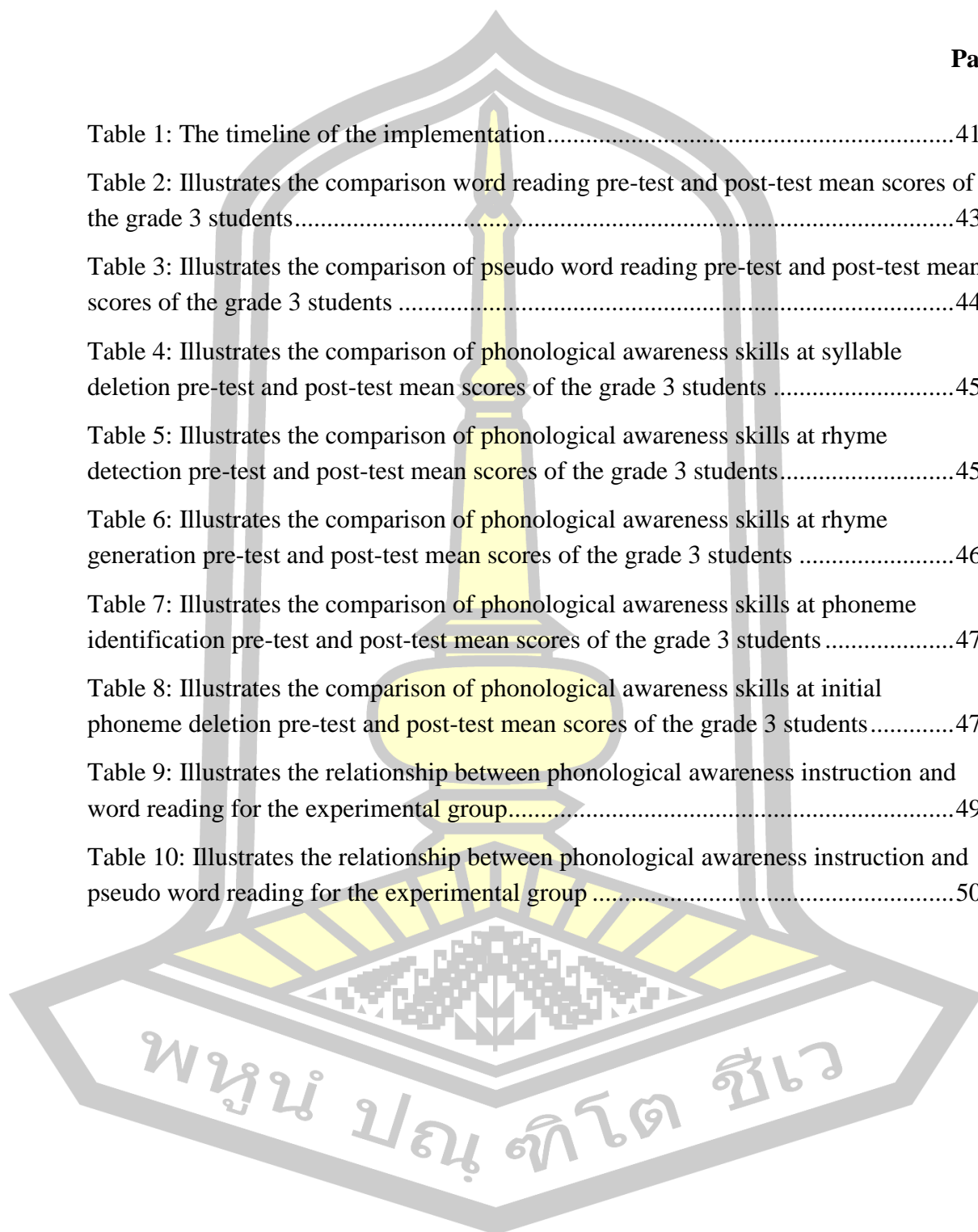
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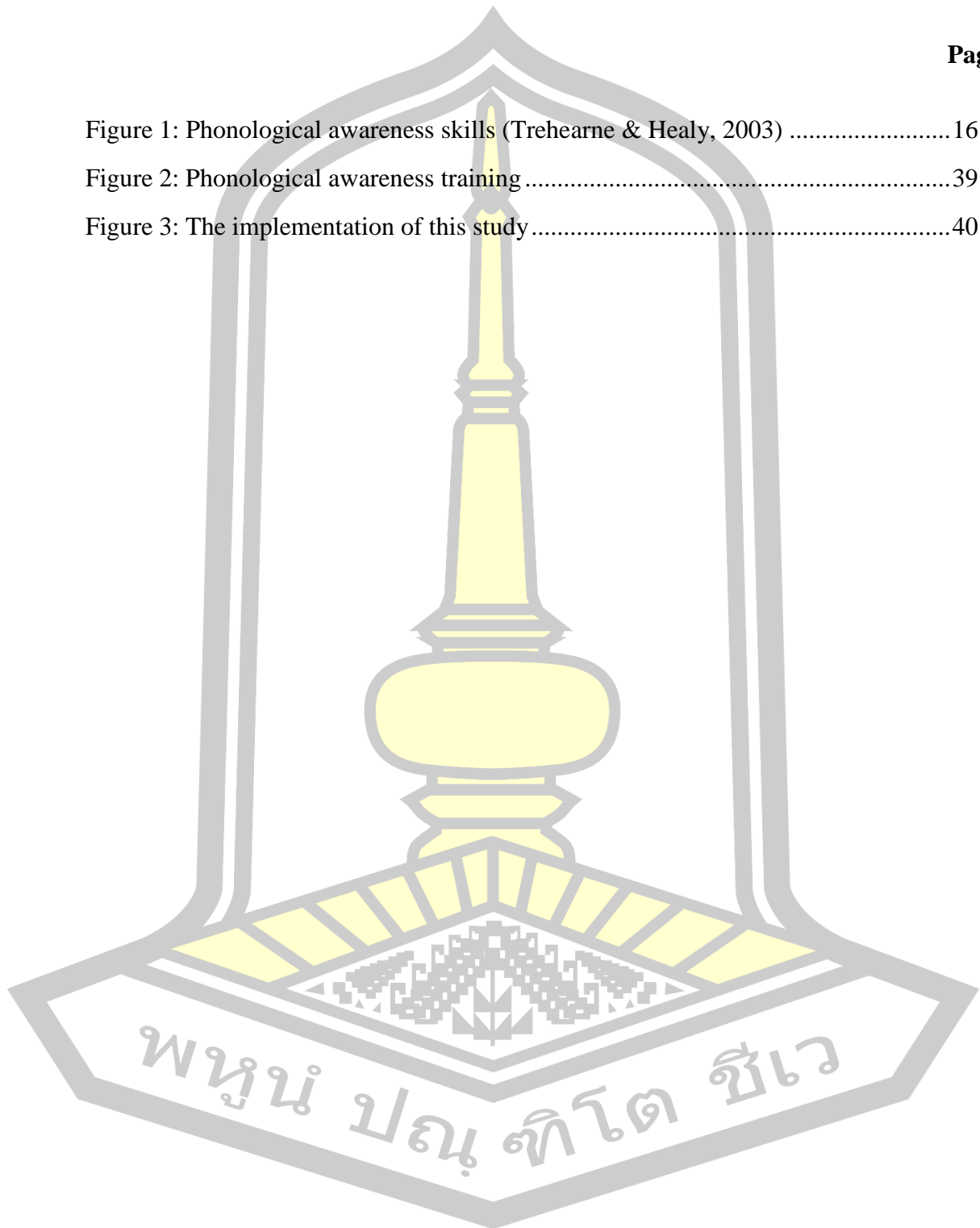
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CHAPTER I

INTRODUCTION

1.1 Background of the study

English reading skill is appropriate and needs to enhance as necessary because it helps to develop other related skills such as grammar, vocabulary, and writing. It is the characteristics of the condition in which things are happening by the translation of symbols/letters into words and sentences that have meaning to the individual (Unaprom, 2011). It plays a vital role in the lives of individuals. This skill allows the language learners to explore what's around them, navigate things which they can use and essential for their growth and development, learn topics that capture their interests and engage them in different fields. (Anuyhaong, 2018). Learners use it to uplift their knowledge, get relevant information, and continue to adopt what they have learned even though they are no longer in the academe. This skill becomes their engine to face all the obstacles and help them to achieve their goal (Onechchoumsitthi, 2016)

English reading plays the most important role in language learning especially studying at the elementary school level. It is advised that this should be acquired and taught at the early age of the learners to develop their cognitive and metacognitive skills (Maneekhao and Tepsuriwong, 2016). It is meaningful to primary students' lives since it enables them to perceive, experience, and enjoy themselves. It is very necessary for students to study English as a Foreign Language (EFL) because most textbooks and sources of information on higher technology are published in English. It is the foundation of advanced studies which require reading abilities to access both textbooks and other reading materials outside the classroom (Roe, Kolodziej, Stoodt-Hill, & Burns, 2012). It is believed that if a learner fails to have reading skills, he is most likely unable to succeed and meet the level of comprehension required, and be called as an excellent reader (Kaya, 2015). Thus, reading skills should be given emphasis and taught in the primary schools for the learners to strengthen their skills in various aspects.

In Thailand, reading in English is a fundamental aspect needs to be stressed out. The Office of the Basic Education Commission (OBEC), one of the academic divisions in Thailand, is also aware the importance of reading in English (Ministry of Education,

2008). The curriculum allows Thai students to spend approximately twelve years of studying English in primary and secondary schools and reading is considered as the most important language skill that students should be equipped with, as it plays an important role in students' daily lives. This skill facilitates students' acquisition of new knowledge pertaining to English language (Meesomsarn & Phawasatchanan, 2012).

However, in Thailand reading problem is the most prevalent among Thai students. It was found out that most Thai students have difficulty, striving to read, comprehend and lack of ability and skills in reading English (Phantharakphong and Photita, 2014). As a result, many Thai EFL students English reading proficiency is go beyond the standard requirement (Adunyarittigun, 2005; Sasaki, 2000). According to The Office of the Basic Education Commission (OBEC) Thailand earlier conducted a reading test to measure and evaluate the reading skills of all Grades 3 and 6 pupils and found that almost a quarter of Grades 3 and 6 pupils nationwide have poor reading skills. The results indicate that there's a need of urgent assistance. Students from both grades are unable to read; able to read but need improvement; able to read but fail to comprehend; able to read but understand only few words (Bangkok Post, 2013).

Word recognition skills refer to the ability to read words accurately and automatically. Our speech consists of whole words, but we write those words by breaking them down into their phonemes and representing each phoneme with letters. To read and write using our alphabetic script, learners must first be able to notice and disconnect each of the sounds in spoken words. They must blend the individual sounds together to make a whole word (read). They must segment the individual sounds to represent each with alphabetic letters (spell and write). Phonemes awareness is likely to facilitate successful reading (Dehaene, 2009). Lack of knowledge in reading skills, learners' interests now become the hindrance to comprehension. This absence is a major reason why learners taken reading literacy for granted (Sookmag, 2012). As The National Reading Panel Report (2000) identified that the phonological deficits cause the problem of speech sounds which correlate to decoding problem. Another complication of reading, is when students encounter unfamiliar words in their basic reading skills such as decoding, word recognition, and spelling from kindergarten to

grade 3 have not been fully developed (Kamil, 2003). When students meet word reading and word recognition difficulties, it will result to poor reading skill.

These problems in reading are usually found in L2 and EFL global context. Based on the researcher's experience as an English teacher at a primary school in Northeast Thailand, the researcher has noticed that most of the students in English classes have problems in reading English texts, especially at grade 3. The Ministry of Education (2008) has determined that the students who learn English at grade 3 level must be able to learn foreign language vocabulary. They must have skills in using foreign language, to be able to communicate according to topics about oneself, family, school, environment, food, drink, free time and recreation within a vocabulary range of about 300-450 words (concrete vocabulary). The teacher had taught the students by following the English lesson plans and used all materials that came up with that manual book. For each unit the teacher would read and make understanding a lesson plan for that day, after that prepared materials to be used in the activity. The students were asked to take a pretest and they were taught various interesting activities. The students paid their attentions, participated in all the task presented and they had fun while learning and doing the activities. Finally, at the end of the unit the students were asked to take a posttest to see their progress but the results indicated that the problem that occurred most frequently is vocabulary reading, which is considered a fundamental problem that needs immediate solutions. Their problems range from not knowing the vocabulary meaning, being unable to utter the correct pronunciation, and being unable to make those words in sentences. Some students cannot read words that the teacher introduced in class. The teacher tried to solve the problems by having them memorize those words with their meanings, but still they struggled with reading those words. When those words are found in the reading text, which is heard or read, the students are unable to read or tell the meaning. Sriprasidh (2009) conducted the effects of letter-sound correspondence and phonological awareness as the role of English clinic. She summarized that the problems in learning English of Thai students were caused by word reading difficulties due to wrong decoding and encoding, lack of reading fluency and accuracy and new words attack-poor. The results revealed that Thai students need the knowledge of manipulating and blending the letters and sounds so that they can read the words.

There are several educators and researchers in global contexts who have studied, investigated, and solved the problems in English language reading skills (Anthony & Francis, 2005; Carnio, Vosgrau, & Soares, 2017; Munthuli, Anansiripinyo, Silakorn, Onsuwan, Ngamvirojcharoen, Vachiramon, & Tantibundhit, 2019). Researchers have shown that phonological awareness instruction promotes growth in reading among young children from diverse linguistic backgrounds with English as a second language (L2). They demonstrated the beneficial effects of phonological awareness instruction on reading for English native speaking children. Anthony and Francis (2005) claimed that phonological awareness is the implementation of reading instruction, which is critical for learning to read in alphabetic languages like English. It is children's awareness of how sounds in spoken words are put together. It is an important set of skills to develop throughout early childhood and primary school. It is strongly linked to later reading and spelling success. This awareness is a metalinguistic skill characterized by the ability to perceive that speech can be segmented into words, syllables, and phonemes and that these can be consciously manipulated by the individual. (Carnio, Vosgrau, & Soares, 2017). Students with weak phonological awareness have difficulty in reading and spelling since this awareness enables children to understand that spoken words can be divided into a sequence of phonemes and enables them to manipulate the units of spoken language. The awareness develops gradually over time and has a strong relationship to the early stages of reading development (Munthuli, Anansiripinyo, Silakorn, Onsuwan, Ngamvirojcharoen, Vachiramon, & Tantibundhit, 2019). Weak phonological awareness may lead to learning disabilities as students do not know how to decode new words. Moreover, decoding problems lead to further difficulties in reading fluently and comprehension of written text. Similarly, students are likely to be at-risk for reading difficulties if they lag behind in developing phonological awareness skills (Bradley and Bryant, 1983; Torgesen, Wagner, & Rashotte, 1997). As mentioned above, phonological awareness relates to one's vocabulary size and encourages reading performance.

These previous studies, however, were conducted to enhance students with reading ability, mostly in L1 settings. Very little attention has been paid to the investigation of PA training on young learners, especially in an EFL setting like Thailand. Thajakan

(2014) focused on enhancing English phonemic awareness of Thai grade one students through multimedia computer-assisted language learning. Vibulpatanavong and Evans (2019) investigated phonological awareness and reading in Thai children. Few research studies have been done to investigate effects of English phonological awareness training on English reading ability among Thai EFL primary students.

This research is quantitative, which aimed to investigate Thai EFL primary students with phonological awareness instruction. The study is set out to compare their pre-test scores and post-test scores to assess the effects of English phonological awareness training on English reading ability on (a) phonological awareness skills at syllable, rhyme and phoneme levels, (b) word reading and pseudo word reading.

1.2 Purposes of the study

This study was set out in order to:

1. Investigate if students with phonological awareness instruction perform better at post-test than the control group students on (a) phonological awareness skills at syllable, rhyme and phoneme levels and (b) word reading and pseudo word reading.
2. Investigate the relationships between phonological awareness instruction and the English word reading ability of Thai EFL primary students.

The study aimed to address the following research questions:

1. What is the effect of English phonological awareness instruction on the English reading ability of Thai EFL primary students?
2. What are the relationships between phonological awareness instruction and the English word reading ability of Thai EFL primary students?

1.3 Scope of the study

This quasi-experimental research was conducted with two intact classes consisting of 90 Prathom 3 students (Grade 3), aged 8-10 years old, and studying at a primary school located in a province in Northeastern Thailand. Their English language proficiency was at the beginning level. They had been studying English for 3-5 years. The data collected from pre-test and post-test in eight weeks using two research instruments were the following: English reading test, and phonological awareness test. The control group with 45 participants received a type of training based on the

teacher's manual, whereas the experimental group with 45 participants received a kind of training based on Phonological Awareness on reading in English.

1.4 Significance of the study

The present study served as the basis of English reading by utilizing English phonological awareness training. This information could be useful to language teachers because it allowed them to be aware of common problems that students had with reading ability. Furthermore, the results of the study will be beneficial for teaching supplementary reading courses. The outcome will be advantageous for educator's teaching techniques, to the young learners in developing their skills, and provide proper guidance for teachers and policymakers.

1.5 Definition of terms

1. Phonological awareness instruction means the implementation of reading instruction, which is critical for learning to read in alphabetic languages like English. It is individual's awareness of how sounds in spoken words are put together. It involves the detection and manipulation of sounds at three levels of sound structure: syllables, rhymes, and phonemes.

2. English reading ability means the ability of grade 3 students on syllable deletion, rhyme detection, rhyme generation, phoneme identification, and initial phoneme deletion in words and pseudo words.

3. Thai EFL Primary Students refers to Prathom 3 (Grade 3) students who are studying English as a foreign language, aged 8-10 years old, studying at a primary school located in a province in Northeastern Thailand. Their English language proficiency is at the beginning level.

พหุ ประถมศึกษา

CHAPTER II

LITERATURE REVIEW

This chapter presents the theoretical framework of the current study and literature review related on phonological awareness, phonological awareness in English language learning, roles of phonological awareness in English reading ability, assessing English reading, phonological awareness training, phonological awareness task, previous studies on phonological awareness in global contexts and previous studies on phonological awareness and reading in Thai contexts.

2.1 Phonological awareness

Phonological awareness is the conscious ability to identify, manipulate speech sounds mentally (Yeung, Siegel, & Chan, 2012) and the understanding that spoken languages can be divided into smaller components in many different ways, including sentences into words and words into syllables, onsets, and rhymes, and individual phonemes (Jian, 2004; Shu, Peng, & McBride Chang, 2008). It is the area of oral language that relates to the ability to think about the sounds in a word rather than just the meaning of the word. It has been demonstrated as a good predictor of later reading outcomes and is regarded as an essential literacy skill that children must acquire in the early years. Children are likely to be at-risk for reading difficulties if they lag in developing phonological awareness.

Numerous definitions of phonological awareness have been defined by many researchers and educators, depending on their purposes and thoughts in the fields of English language learning and instruction. Konza (2014) explained that phonological awareness is the ability to focus on the sounds of spoken language as opposed to its meaning. As children are immersed in the language they hear around them and learn to speak it themselves; they are literally 'tuned into' the phonological system: the rhythm, patterns of intonation, and, most importantly, the individual phonemes (sounds) that make up words. It is an oral language that provides the context, the meaning, and the opportunity for phonological skills to develop.

Hu (2019) claimed that phonological awareness (PA) means an ability to perceive and manipulate speech, encompassing three levels of skill: the shallow level of syllable awareness, the deep level of phoneme awareness, and the intermediate level of onset-rhythm awareness. Its assessment uses various tasks to examine different processing skills of the three levels of PA, including differentiation, detection, segmentation, blending, deletion, and substitution.

Munthuli et al., (2019) said phonological awareness is an awareness of sounds in spoken words that displayed as the abilities as rhyming, matching initial consonants, and counting the number of phonemes in spoken words. It enables children to understand that spoken words can be divided into a sequence of phonemes and allows them to manipulate the units of spoken language.

As it is said above, phonological awareness (PA) is the ability that the sounds in spoken words are heard and manipulated and the understanding that spoken languages can be divided into smaller components in many various ways, including sentences into words and words into syllables, onsets, and rhymes, counting the number of phonemes in spoken words, and matching initial consonants. It can predict their language skills, such as reading, spelling, listening, and speaking, etc. Its assessment uses various tasks to examine different processing skills of the three levels of PA, including differentiation, detection, segmentation, blending, deletion, and substitution.

2.2 Phonological awareness in English language learning

Over the past decades, several researchers have investigated the importance of phonological processing skills in early language acquisition and the relationships between phonological awareness and the success of reading and spelling. Phonological awareness is the part of oral language that involves the think about the sounds in a word ability (the phonological structure of word) rather than just the word's meaning. It is an understanding of the spoken language structure—that it is made up of words, and words consist of syllables, rhymes, and sounds. Fitzpatrick (2008) concludes that phonological awareness is the ability to listen inside a word. Children will be able to use letter-sound knowledge (Fei, 2015) to read words if they understand those words and can be divided into individual sounds, and that sounds can be blended into words. Children have the ability to developing phonological

awareness in reading and writing differently. Many of them have well-developed phonological awareness when they are at kindergarten level. Some appear to develop these skills within a stimulating classroom environment, while others need more instruction than consciously focusing on phonological awareness (Adams, Foorman, Lundberg, & Beeler, 1998).

The central component of phonological awareness for children to understand is the alphabetic principle. It is the concept that letters represent sound, and that printed letters can be turned into spoken words. Children have to come to the understanding that there is a predictable relationship between the sounds of language and the letters used to represent those sounds. However, Berg and Stegeman (2003) claimed that nearly 50% of students would fail to learn from instructional strategies that assume they can intuitively recognize the alphabetic principle. Phonological awareness instruction can fill in the missing links for students who cannot inherently pick up on the alphabetic principle. All students are ensured to have well-developed phonological awareness which is essential when the expectation of the students to use letters and sounds as a source of information or cueing system as they read and spell. Students will struggle with this area of language if they have difficulty (approximately 20 percent) to figure out how sounds work in print through school. Students will not have the underlying ability to listen inside a word and play with the sounds they hear if they will not be able to use sound knowledge effectively (Fitzpatrick, 2008).

Recognizing the different levels of phonological awareness (Adams et al., 1998) within words: syllables, onsets and rhymes, and sounds has important significance for supporting students' development of phonological awareness. Good readers use familiar sound chunks from known words, not just individual sounds as one strategy when attempting to spell or decode unfamiliar words. Gunning (1995) claims that students look for "pronounceable word parts." The reading and spelling processes are much more effective and efficient if they are made by the chunking of sounds. These letter patterns are based on rhyme patterns or a familiar syllable, as well as sound clusters and individual sounds.

Snow and Burns (1998) mentioned that the student's phonological awareness is based on the ability to look for syllables, rhymes, and individual sounds inside words when reading and spelling. Students have the underlying framework in place for reading (decoding) and writing (encoding) when letter-sound correspondences (phonics) are learned if they have a good understanding of phonological awareness. Students are going to be successful in using letter-sound knowledge effectively for reading and writing when they have to be able to segment, blend, and manipulate syllables, onset, and rhyme, and sounds. Segmenting and blending in the phonological awareness skills are the most highly correlated with beginning reading acquisition. Students can often learn "phonics" (knowledge of letters and sounds) if they have difficulty with phonological awareness, but they have difficulty using this knowledge as they read and spell.

2.3 Roles of phonological awareness in English reading ability

A crucial component of early year education is generally regarded as learning to read. The term "starting school" is often seen as almost synonymous with the term "learning to read." Teachers, parents, and policymakers care about reading, and with good reason. There is a certain and strong connection between the level of academic and reading skills and professional success enjoyed by an individual in his or her lifetime (Levy, 2011).

Reading is one of the skills of English as part of four essential skills, such as speaking, listening, and writing. Hudson (2009) claimed that reading is a complex process that is studied more than a century ago, with a focus fluctuating among different aspects of reading ability. In the last four decades, reading methods have been studied from linguistic, cognitive, and sociocultural perspectives, the emphasis increasingly being on reading comprehension.

Bojovic (2010) said that reading skills involve: identifying word meaning, drawing inferences, identifying writer's technique, recognizing mood of passage, finding answers to questions. Nurhana (2014) defined that reading is the instantaneous recognition of various written symbols with existing knowledge, and it also can be defined as comprehension of the information and the idea communicated. Likewise, Akyol, Çakiroğlu, and Kuruyer, (2014) defined that reading is an interactive process

consisting of inferring, knowing correct sounds, and comprehension. The effective use of these skills in a reading environment enables the reader to comprehend the text. Sandhu (2016) defined that reading is as a cognitive process that involves decoding symbols to arrive at meaning. It is an active process of constructing meanings of words. Reading with an objective can help the reader to direct information towards a goal and focuses their attention.

Adam and Mohammed (2017) mentioned that reading is an indispensable skill in modern day societies, particularly in educational advancement of students since it provides access to written knowledge. Therefore, impaired reading can affect the academic achievement and educational career of students. Reading is an activity characterized by the translation of symbols/letters into words and sentences that have meanings to the individual. The goal of reading is to be able to understand which can be accomplished through phonological awareness. Phonological awareness is a broad skill that includes identifying and manipulating units and parts of oral language, such as words, syllables, onsets and rimes. Students who have phonological awareness are able to identify and make oral rhymes, to clap out the number of syllables in a word, and to recognize words with the same initial sounds, such as 'money' and 'mother'.

According to Leafstedt, Richards, and Gerber (2004) on the prevention and remediation of reading difficulties indicates that phonological awareness is an essential component of early reading development. Similarly, the students with phonological deficits have difficulties understanding that words can be divided into individual phonemes and, therefore, cannot act on that knowledge.

The early indicator of reading ability in English-speaking children is phonological awareness (Berninger, 2001). Phonological awareness of children in kindergarten has been shown to provide predictive information for the reading ability in the early grades. The most common cause of poor reading is poor phonological awareness. Students with good phonological awareness (Kilpatrick, 2018) are in a great position to become good readers, while students with poor phonological awareness almost always struggle in reading. The problems of reading can be prevented if all students are trained in letter-sound skills and phonological awareness.

Moreover, Hester and Hodson (2004) mentioned that to be successful communicators, the beginner learners must come to an understanding of language and the rules for ordering and combining its sounds. Whitaker, Harvey, Hassell, Linder, and Tutterrow (2006) expect by the end of the third grade, and children have to recognize over 80,000 words by sight. Besides, a child must become skilled at reading and writing the written word. This is an overwhelming task for some students who lack the skills and intuition to put everything they are learning together.

Phonological awareness can predict reading achievement, and training in phonological awareness can affect change in reading outcomes. More researchers have shown that the presence of reading disability in the second grade can be predicted by poor phonological awareness in kindergarten (Catts, Fey, Zhang, & Tomblin, 2001). Byrne, Fielding-Barnsley, and Ashley (2000) found that 5th graders who did not receive phonologically-based training as preschoolers had lower word reading skills. The training program effect was maintained six years after the training took place. This training targeted teaching children about beginning and ending sounds, and about the concept of phoneme sharing. Furthermore, the study revealed that children who were slow to achieve phonological awareness skills were slower in reading growth rates.

The role of phonological awareness concerning reading development (Kirby, Parrila, & Pfeiffer, 2003) when they wrote, "There is significant evidence that phonological awareness is a key component in the development of reading ability and that poor phonological awareness is a, or perhaps the core deficit in reading disability." Berg and Stegelman (2003) mentioned that there is no single skill taught that is more central to learning than reading, which is the major route through every content area. However, reading and writing come with much more difficulty than oral language and must be taught explicitly. In order to use reading effectively as a tool, Hester and Hodson (2009) believe children must have an explicit phonological awareness level. The ranges of everyday phonological awareness activities have been placed from the least to the most complex activities. The least complex activities are rhyming, sentence segmentation, syllable segmentation, and blending, onset-rime, blending and segmenting, and the most complex is blending and segmenting individual phonemes.

Most children begin to show initial phonological awareness before they enter kindergarten as their language development thrives.

In conclusion, we can say that phonological awareness is an essential component of early reading development. It can predict reading achievement, and training in phonological awareness can affect change in reading outcomes. To be successful communicators, beginning learners must come to an understanding of language and the rules for ordering and combining its sounds. Children must have an explicit level of phonological awareness from the least to the most complex activities. The alphabetic principle is one of the most central components of phonological awareness for children to grasp. Phonological awareness instruction can fill in the missing links for students who cannot inherently pick up on the alphabetic principle.

2.4 Assessing English reading

Assessment is a tool that measures a learner's knowledge and ability. It shows the areas in the reading program (Namdi, 2005) where learners have weaknesses and strengths. It shows how well they are able to extract information and analyze what they are reading.

According to Paleczek, Seifert, Schwab, and Gasteiger-Klicpera (2015), aside from standardized tests, students' reading (decoding, reading comprehension) and spelling abilities can also be assessed by teachers or by self-assessment. Assessment data of early grade literacy in low-income countries reveal that many students are not mastering the basic skills of reading (Gove & Cvelich, 2011). In fact, teaching young children to read is not only the foundation of improving educational outcomes but also has important implications for future learning. If children do not learn to read in the early years, they may fall further behind in later years because they cannot read printed information, follow written instructions or communicate in writing (Gove & Wetterberg, 2011).

The need for assessment stems from the fact that children are not all identical. Children arrive in class with a maddening diversity of understandings and experiences, especially when it comes to reading. The teacher cannot make any assumptions about what the child knows and what the child still needs to learn when it comes to developing literacy skills. To be effective, teachers must be adept at making

a quick assessment of each child's reading and pre-reading skills, and further, teachers must be adept at using that assessment information to make decisions about what instruction each child should receive. Some children may need instruction in letter knowledge, while other children may not. Some children may need phoneme awareness instruction, while others may already have phoneme awareness. Effective teachers teach children what they are ready to learn and do not waste time teaching children what they already know. Assessments help teachers keep track of the proximal development zone for each child, so instruction can be designed, which is neither too easy nor too challenging (Wren, 2020).

Reading assessments are used for teachers to understand how students obtain information and acquire literacy. Selected assessments should also take into account students' backgrounds and how students structure and retain new literacy knowledge (Wren, 2004). The reading assessment test for primary students has shown to be the essential knowledge domains for developing reading skills. There are various ways to gather assessment data. Teachers can test students, analyze student work samples, observe students performing literacy tasks, or interview students on their reading skills. Teachers can gain the most information by administering all of these methods to collect data. The following information describes various types of assessments for different areas of early reading. Each assessment identified is described as following (Access center, 2005)

1. Letter knowledge

It is the ability to associate sounds with letters. One example of an assessment for letter knowledge is to present a student with a list of letters and ask the student to name each letter. Another example is to have a student separate the letters from a pile of letters, numbers, and symbols. Students can also be asked to separate and categorize letters by uppercase and lowercase.

2. Phonological awareness

It is the ability to hear and manipulate sounds in words. These assessments examine a student's knowledge of how sounds make words. A student can be asked to break spoken words into parts, or to blend spoken parts of a word into one word.

Additionally, a student can count the number of phonemes in a word to demonstrate understanding, or a student can delete or add a phoneme to make a new word.

3. Decoding

It is the process of using letter sound correspondences to recognize words. An assessment that examines a student's decoding skills looks at a child's reading accuracy. One example of these types of measures is to have a student read a passage of text as clearly and correctly as possible. The teacher records any mistakes that the student makes and analyzes them to determine what instruction is needed. Another example of an assessment of decoding skills is to present a student with isolated words and ask them to read each word aloud.

4. Fluency

It is the automatic ability to read words in connected text. The most common example of an assessment for fluency is to ask a student to read a passage aloud for one minute. Words that are skipped or pronounced incorrectly are not counted. The number of correct words read is counted and this total equals a student's oral reading fluency rate.

5. Reading comprehension

It is the process of understanding the meaning of text. There are many types of reading comprehension assessments. One type involves a student reading a passage that is at an appropriate level for the student, and then having the student answer factual questions about the text. A second type involves a student answering inferential questions about implied information in the text. A third type involves a student filling in missing words from a passage. A fourth type is to have a student retell the story in their own words.

2.5 Phonological awareness training

Phonological awareness training is a general practice aimed at enhancing young children's phonological awareness abilities. It is a broad skill that includes identifying and manipulating units of oral language parts or the sounds in words independent of meaning and is considered a precursor to reading. Phonological Awareness Training can involve various training activities that focus on teaching children to identify, detect, delete, segment, or blend segments of spoken words (i.e., words,

syllables, onsets and rhymes, phonemes) or that focus on teaching children to detect, identify, or produce rhyme or alliteration. Phonologic awareness training can occur in both regular and special education classrooms. Various curricula are available to support this training.

Trehearne and Healy (2003) mentioned that as students participate in a variety of reading, writing, and oral language activities, teachers use focused observation to assess students' knowledge of the range of phonological awareness skills. Specific behaviors are targeted in the following sections: Word Awareness, Syllable Awareness, Rhyme Awareness, and Sound (Phonemic) Awareness.

Consequently, in the current study, the researcher follows the categorization of four components in English phonological awareness as word awareness, syllable awareness, onset-rime / rhyming awareness, and phoneme awareness.

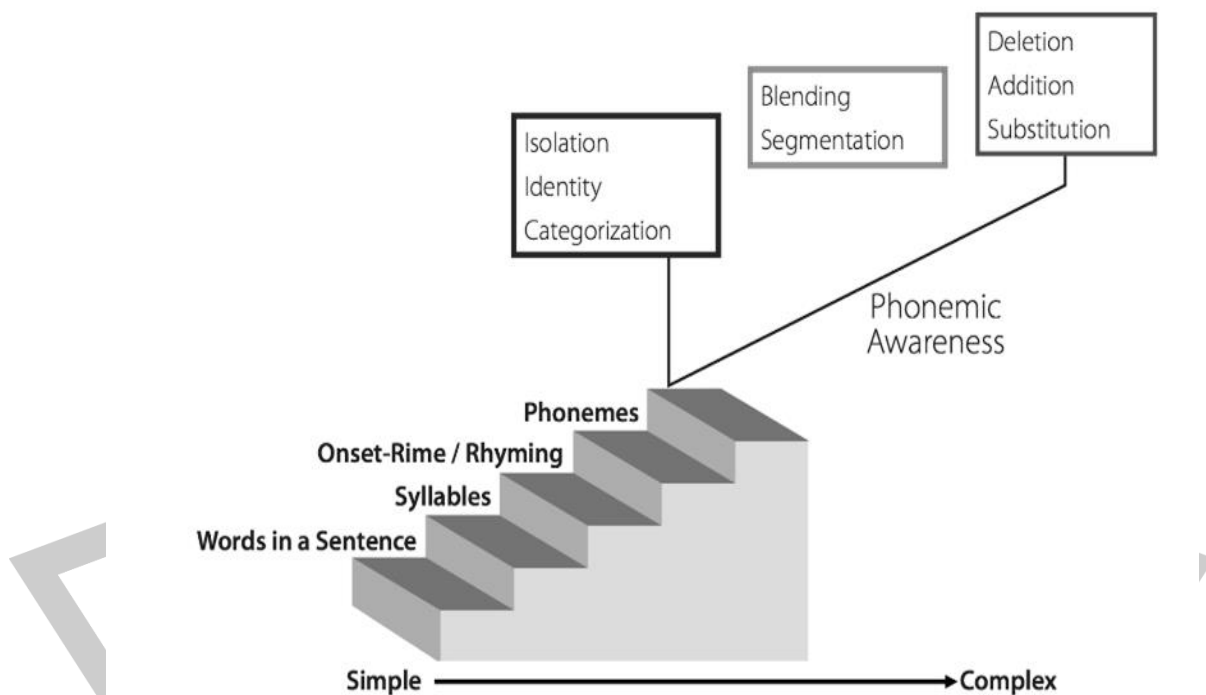


Figure 1: Phonological awareness skills (Trehearne & Healy, 2003)

2.5.1 Word awareness

Understanding the concept of a word develops from students' exposure to print and classroom activities that help them to recognize how words—especially the function words that are more abstract—exist as separate entities. Initially, students may have difficulty isolating words in sentences orally (clapping words in a sentence), especially if the words have more than one syllable. That is, they may focus on all the syllables in the sentence rather than the words and consider function words to be part of the concrete words. For example, students may think that “the clown” is one word. As students learn to track print, word segmentation will improve. It will also start to show up in writing, with spaces between words, even when the words consist of only random strings of letters. However, some students may still not be using spaces between words in writing at the end of kindergarten.

2.5.2 Syllable awareness

Most kindergarten students can recognize how many beats or syllables there are in a word even they have some sense of "syllables", but they do not know what a syllable is. This segmenting word parts is the simplest level. The most kindergarten students are expected to be able to blend and segment two and three syllable words, but they may have more difficulty with longer words with four to five syllables. Students should be able to distinguish the syllables in three-syllable words before the end of kindergarten with modeling and practice. It is essential to practice blending and segmenting and blending if students cannot hear the beats or syllables in words.

Laver and John (1994) defined the phonological syllable as "a complex unit made up of nuclear and marginal elements." Nuclear elements are the vowels or syllabic segments; marginal elements are the consonants or non-syllabic segments. In the single syllable word *paint* /peɪnt/, the diphthong /ei/ is the nuclear element, while initial consonant /p/ and the final cluster /nt/ are marginal elements. Otherwise, *elevator* /'eliveɪtə/ has four syllables: *e-le-va-tor*.

Syllable awareness refers to the ability to be able to segment words into syllables. Treiman, Mullenuix, Bijeljac-Babic, and Richmond-Welty (1995) discussed three principles of syllable division that have been tested in experimental work investigating children's development:

- A vowel is contained in each syllable in a word.
- Syllable division follows the stress patterns of a word, with as many consonants as possible beginning a stressed syllable. Thus, *patrol* is divided as *pa-trol* and not *pat-rol*.
- Syllables are decided to ensure that consonants, which cannot be clustered together in English, do not begin or end a syllable. For example, *only* is divided as *on-ly*, not *o-nly*, because *nl* is not a “legal cluster” in English.

Tasks used to measure phonological awareness at the syllabic level may include syllable counting, such as having the participant tap each syllable or count the numbers of syllables in a word. The other syllable task might include having a child listen to two words that share the same syllable, and then identify what syllable the two words had in common. For example, the child might hear the two words “*party*” and “*parking*” and then identify the syllable “*par*” that sounds the same in both words (Burt, Holm, & Dodd, 1999).

2.5.3 Rhyme awareness

Many children begin kindergarten with a good understanding of how to recognize and/or create rhymes, but difficulty with rhyming may be a sign for more common phonological awareness problem.

To be able to rhyme orally requires the ability to understand the idea of rhyme and to be able to:

- segment *b-at* (to know *where to segment* in the word)
- delete *-at* (to know that you have to *take one sound away*)
- substitute *c-at* (to know how to *add a new sound at the beginning*)
- blend *cat* (to know how to *blend* the segments together)

As mentioned above, the key components of phonologies are segmenting, deleting, substituting, and blending. A student is certainly at risk to develop the skills need if he or she cannot generate or recognize to be successful in using familiar word parts for spelling and reading.

Some students who begin kindergarten may not understand what a rhyme is. To understand the rhyming concept requires the student to know *which part of the word* is important for rhyming. Students will often focus on initial or final sounds or word meaning rather than the entire rime if they do not have a good sense of rhyme. For example, they may say that *run and rock* or *coat and hat* rhyme.

Many children begin kindergarten already have a sense of rhyme and can sort out which two words rhyme in a story or poem and can give an example of rhyming words. However, they may have more rhyming words difficulty of more than one syllable. Besides, students may initially produce only one set of words that rhyme and rhyming may not be well established until the student can create several rhymes fluently.

Students may not be able to segment consciously at the onset/rime boundary (e.g., *b-at*) even they can rhyme quite fluently, until they have been given specific modeling and instruction. If they have a good sense of rhyme and segmenting ability, they should be able to learn how to segment onset and rime easily. Understanding how to segment and blend words into onsets and rimes support the use of analogies between words in reading and writing (e.g., knowing to *bring* and *joke* can help to read *broke*) (Pinnell & Fountas, 1998). Given instruction and modeling, all students should be able to recognize and generate rhyme by the end of kindergarten.

2.5.4 Phoneme awareness

Some children may not know which letter goes with that sound, they begin kindergarten as an awareness that words start with the same sound. Blending and segmenting individual sounds within words is hard to achieve in phonological awareness and has a strong correlation to learning to read (Adams et al., 1998; Snow et al., 1998). Some kindergarten students may have initial difficulty because phonemic awareness appears to develop in a reciprocal (hand-in-hand) relationship with learning to read (Goswami, 2016). However, kindergarten students will benefit from exposure to phonemic awareness activities through classroom literacy and wordplay activities.

A third way that a word can be divided into smaller parts is by using the individual sound or phoneme (Moats, 2000). A meaning of phoneme is a letter or digraph, the mouth move signaled by the letter, and defined as the smallest unit of sound that influences the meaning of a word. For example, the word *tree* has three phonemes /t/, /r/, and /i:/. English has approximately 41 phonemes comprised of 25 consonants and 16 vowels.

Phoneme awareness is the ability to analyze phonemes, the vocal gestures from which words are constructed, when they are found in their natural context -- spoken words. Phonological awareness with the level of phoneme awareness necessitates an understanding that words are comprised of individual sounds.

Phoneme awareness can be measured by using phoneme segmentation tasks, for example, "What are the sounds in a *bag*?" (Ehri, Nunes, Willows, Schuster, Yaghoub-Zadeh, & Shanahan, 2001).

The development of phonological awareness has provided the foundation by both listening and speaking development. Developing young children's awareness of syllable, onset-rhyme, and phoneme significantly increases their success in linking sounds and letters at a later stage.

Thus, in order to understand how well young learners have developed their skills in reading, the researcher follows the categorization of four components in phonological awareness as word awareness, syllable awareness, rhyme awareness, and phoneme awareness.

2.6 Phonological awareness tasks

Phonological awareness consists of skills that typically develop gradually and sequentially through the late preschool period. They are developed with direct training and instruction.

Woldmo (n.d.) identified six tasks or techniques of phonological awareness to be used to effectively teach to children. The phonological awareness tasks were comprised of:

Task 1 rhyming is a repetition of similar sounds in the final stressed syllables and any following syllables of two or more words. Most often, this kind of perfect rhyming is

consciously used for effect in the final positions of lines of poems and songs. Rhyming is a skill children acquire as they develop their phonological awareness skills. Phonological awareness is the ability to recognize and work with sounds in language. It forms the foundation for reading.

Task 2 blending is a phonological awareness skill that involves putting individual sounds or syllables together to make words. When learning to read, children must understand that the letters on a page correspond to certain sounds. Once they can match those letters to the appropriate sounds, they then learn to blend the sound together in order to read the word. Blending is a very important skill children use as they learn to read efficiently.

Task 3 segmentation is the next step in phonological awareness after rhyming. It means recognizing that sentences break down into words, words break down into syllables, and syllables break down into sound.

Task 4 deletion is a more complex phonological awareness skill that requires a children to take away part of a word, either a syllable or a sound, and then say what is left. For example: say “cupcake” without the “cake” the left is cup, say “couch” without the “ch” the left if cow. Practicing deletion will make it easier for children to understand that all words are made of sounds and syllables. This is turn will make it easier for children when he or she comes across an unfamiliar word.

Task 5 isolation or phoneme isolation is a higher lever phonological awareness skill that involves identifying: where a sound appears in a word and what sound appears in a given position. Sound isolation is an important step in literacy and language development. Practicing sound isolation in various word positions will build children’s knowledge of sound letter matching and improve his or her ability to manipulate sounds in words. Children learn to isolate sound at the start of words first, then at the end of words, and finally sounds in the middle of words.

Task 6 substitution is a phonemic awareness skill involving a child’s ability to change a word into a new word by switching a letter. Phoneme substitution, or exchanging one sound for another in a word, is one way that children learn to manipulate sounds

in words. Manipulating sounds in this way is a critical skill in learning new words and in reading development.

Mohammed (2014) observed and instructed the learners over time in a variety of tasks, it should be noticed that the learners may demonstrate knowledge of a particular phonological awareness skill in some situations but not in others. That is, not all tasks are used; however, teachers use and go through a variety of skills and tasks according to the needs of learners. In other words, teachers should follow the tasks designed to elicit active responses from the learners. The phonological awareness tasks he suggested are:

Task 1, word identification: 10 chunks (i.e. lexical dictionary entries) were given to participants and they were asked to decide how many lexical items are covered by each chunk. For example, the lexical items that are covered by the chunk phone include phones, phony, phonetic, phonemic, phoneme, and so on.

Task 2, word segmentation: Participants were given 10 phrases and sentences which consisted of content and functional words. Participants, in the first time, were asked to count the number of words in each phrase and sentence. In the second time, they were instructed to count the content and functional words separately.

Task 3, syllable segmentation: Participants were presented with a list of 10 multisyllabic words and they were asked to count, that is, segment the number of syllables in each word. For instance, the word participate has four syllables, par-, ti-, ci- and -pate.

Task 4, syllable blending: 10 pairs and sets of syllables were given to the participants and they were asked to form whole words from these syllables. For example, the single syllables a-, ware-, -ness can make one word which is awareness.

Task 5, syllable deletion: Participants were provided with a list of 10 multisyllabic words and they were instructed to delete one syllable whether initial, middle or final. It is emphasized that it is not necessary for the remaining syllables to have meaning; however, the ability to delete a syllable is important.

Task 6, rhyme recognition: A list of 10 pairs of words were shown to participants and they were asked to tell whether they rhyme or not. For instance, words like pin and sin rhyme but tour and poor do not.

Task 7, rhyme detection: Participants were presented 10 sets of words and they were asked which word does not have the same rhyme. It is very important to focus on the sounds not orthographic forms. For example, warm, worm and form do not rhyme the same. The word worm does not have the same rhyme. Participants were instructed to circle the word that does not rhyme.

Task 8, rhyme generation: A list of 10 words was given to participants and it was required to find rhyming words for them.

Task 9, phoneme identification: Participants were presented 10 examples of minimal pairs and sets and they were instructed to identify the sound that shares the pair or set. Oddity tasks including alliterative words play an important role in recognizing phonemes. For instance, mate, mine and mow share the initial phoneme /m/ that is alliterative. Since, phonological awareness depends on listening skills especially on the phoneme awareness level, the given examples were not written on the answer sheets, however, they were said by the researcher and the participants were instructed to write down the recognized phonemes on their sheets.

Task 10, phoneme blending: A list of 10 single sounds was presented to participants and they were asked to blend them to whole words. These sounds were said by the researcher and the participants formed words from these sounds.

Task 11, phoneme isolation: 10 examples were narrated by the researcher and participants were asked to isolate initial sounds in one time and final sounds in another time. These sounds were said by the researcher and the participants isolated the required sounds.

Task 12, phoneme segmentation: Participants were presented with a list of 10 words and they were asked to count the number of phonemes in each word. For instance, the word happy has four phonemes, /h/, /æ/, /p/ and /i/. The same is true to other phoneme tasks. In other words, these words were said by the researcher and participants were instructed to write down the segmented sounds on their answer sheets.

Task 13, phoneme deletion: A list of 10 words was said by the researcher and participants were instructed to delete one sound whether initial, middle or final. After that, it was required from the participants to guess the words after deletion and write them down on their answer sheets.

Task 14, phoneme addition: Participants were presented with 10 words and they were instructed to add one sound whether initial, middle or final. Then, it was required from the participants to guess the words after addition and write them down on their answer sheets.

Task 15, phoneme substitution: Participants were provided with a list of 10 examples, words and phrases, and they were instructed to substitute certain sounds with others said by the researcher.

To sum up, the English phonological awareness is beneficial for teaching and learning English reading ability for EFL Thai primary students. It can predict reading achievement, and to train in phonological awareness can affect change in reading outcomes. The beginning learners can be successful communicators if they understanding of language and the rules for ordering and combining its sounds. In this study, the researcher used 5 activities; syllable deletion, rhyme detection, rhyme generation, phoneme identification and initial phoneme deletion to train for the participants in the experimental group because they must be trained by an explicit level of phonological awareness from the least to the most complex activities. The task that is achieved on the level of syllable awareness is syllable deletion (Trehearne & Healy, 2003). It is easier for learners to delete syllables than to blend and segment them. The tasks achieved on the level of onset-rhyme awareness are rhyme detection and rhyme generation (Geudens, 2000) because they are easier than other skills to handle. The tasks achieved on the level of phoneme awareness include phoneme identification and initial phoneme deletion. These tasks are carried out via listening skills, it focuses on what they hear, i.e. the speech sounds, and not what they see or write. The meaning of linguistic units is not very important (Chard & Dickson, 1999). All 5 activities of phonological awareness instruction as mention above can fill in the missing links for students who cannot inherently pick up on the alphabetic principle and the researcher believe that they might enhance the students' reading ability.

2.7 Previous studies on phonological awareness

2.7.1 Previous studies on phonological awareness in global contexts

English is an international language. It has been taught in schools in Thailand since many years ago. Thai students spend a long time in English language classes; however, they do not achieve a desirable level in various language skills and cannot say some English sentences. The significant role of phonological awareness in L2 reading development has prompted researchers in many countries to examine the effects of phonological awareness instruction in helping EFL children to acquire L2 reading skills accordingly:

Yeung et al., (2013) investigated the effects of a 12-week language-enriched phonological awareness instruction on 76 Hong Kong young children who were learning English as a second language. The children were assigned randomly to receive the instruction on phonological awareness skills embedded in vocabulary learning activities or comparison instruction, which consisted of vocabulary learning and writing tasks but no direct instruction in phonological awareness skills. They were tested on receptive and expressive vocabulary, phonological awareness at the syllable, rhyme and phoneme levels, reading, and spelling in English before and after the program implementation. The results indicated that children who received the phonological awareness instruction performed significantly better than the comparison group on English word reading, spelling, phonological awareness at all levels. The findings suggest that phonological awareness instruction embedded in vocabulary learning activities might be beneficial to students learning English as a second language.

Sun, Zhou, and Zhu (2013) investigated phonological awareness (PA) instruction in the long-term effect of the training on young English learners' subsequent literacy acquisition in China. Eighty students from two intact classes in Grade One of a primary school participated in the study. Among them, forty-four children in the treatment group received ten weeks' PA training, while the other thirty-six children in the control group did not. Tests were conducted on all participants at two time points – 6 months and 12 months after the training, respectively. Both tests examined participants' early English reading and spelling. And Test 2 investigated the

participants' reading comprehension and PA as well. The result revealed that the treatment group performed significantly better on every literacy sub-skill test than the control group. PA is closely related to English literacy skills, and the initial phoneme deletion is likely the most powerful predictor of children's early English reading and spelling.

Mohammed (2014) investigate the use of phonological awareness skills in teaching phonetics and phonology for university students. The study aims at assessing, understanding and explaining the phonological awareness skills with university students, namely, University of Zakho, School of Languages, Department of English, using different skills and tasks. Focusing on the students' participation in a variety of previously prepared tasks, the researcher followed the methods of observation and evaluation to discover the range of phonological awareness skills with the students. Depending on a number of tests, the researcher evaluated and measured the students' abilities in whether they easily master phonological concepts and topics. Here, the four levels of phonological awareness are targeted in the current paper: word awareness, syllable awareness, onset-rhyme awareness, and sound awareness. Following some teaching instruction and practice, participants were administrated fifteen tasks to assess different types of phonological awareness skills. Finally, these tasks were measured to show the participants' abilities in mastering the phonological structure of language, using a series of t-tests, ANOVAs and multiple comparison correlations, that were programmed and output by SPSS software. The results demonstrated that participants were achieved greater success in phonological awareness tasks significantly than before studying.

Fei (2015) investigated the relationship between English phonological awareness and early reading performance among Chinese preschoolers in Yunnan province, China. The study aims to discover whether there is a significant correlation between English phonological awareness and early reading performance among Chinese preschoolers, and to uncover which elements among the phonological awareness are significant and which are not. This research was conducted in a government kindergarten school in Dali, China. The participants were third year kindergarten preschoolers with an average age of six years old and had completed a three-part test. The Pearson

Correlation Coefficient and simple linear regression analyses were used to analyze the results. A strong positive correlation between English phonological awareness and early reading performance was found. In particular, English syllable awareness showed a moderate positive correlation with English early reading performance. English phoneme awareness had a high positive correlation with the English early reading performance and is a significant element to predict the level of English early reading performance. However, onset-rhyme awareness had a low correlation with English early reading performance, which means it is not a significant element to predict the level of English early reading performance. The results of this study suggest the importance of phonological awareness for early reading ability to the phoneme awareness levels of the learners with more specific tasks on phoneme identification and phoneme deletion and the samples from different grades to find out the EFL learners with reading difficulties and carry out English phonological awareness training studies to help them improve their reading skills.

Adam and Mohammed (2017) investigated the study utilized an descriptive and experimental approach to analyze the effect of raising phonological awareness to improve EFL reading comprehension skills among Preparatory Year students at Najran University (NU). The study attempts to identify the impact of phonological awareness training and gender on the reading performance of preparatory year students at NU. The sample consisted of one hundred and sixty students, eighty males and eighty females. Phonological Awareness Skills Test and Cronbach Alpha Coefficient utilized to measure four phonological awareness skills progress, including word deletion, word identification, word blending, and word rhyming while a reading passage. Pre- and post-Cloze Test applied to analyze the participants' reading levels. Besides, a simple percentage and T-Test utilized to analyze the data statically. The results revealed that phonological awareness skills training significantly improved the reading performance of the students in the experimental group.

Huo and Wang (2017) investigated the effectiveness of phonological-based instruction in English as a foreign language students at primary school level: a research synthesis found that phonological-based instruction, phonological awareness instruction (PA) and phonics instruction have shown to effect on early literacy skills

among young learners in western countries. Young learners who learn English as a foreign language (EFL) learn to read English differently from children in English-dominant societies. The effects of the instruction in the EFL context is much less investigated. The present study systematically reviewed fifteen experimental and quasi-experimental studies published in between 2000 and 2016, on the topic of the effects of phonological-based instruction in the EFL context. Study instructional features and characteristics were described, and effect sizes were calculated. Phonological-based instruction was consistently found to be effective among primary school EFL students on reading underlying skills, including phonemic awareness and non-word reading. The median value of the effect size was moderate.

Irnanda (2018) investigated in phonological awareness and word reading development in Acehnese-Indonesian bilinguals learning English as a third language. The study specifically looks for the possibility of metalinguistic awareness benefit on the level of phonology by having Acehnese as a second spoken language after Indonesian, and the possibility of transfer of this phonological awareness into the third language English which is learnt formally at school as a foreign language. Forty-six 7-year-old children from a primary school in Banda Aceh, Indonesia were given three vocabulary tests. The participants were also assessed for their non-verbal intelligence and phonological awareness abilities that includes phoneme deletion, syllable deletion, onset oddity and rime oddity in the three languages. The results show that when Indonesian literacy skill is not controlled, having exposure to spoken Acehnese at home does not facilitate literacy and phonological awareness skills in Acehnese, Indonesian or English. Once the Indonesian word reading skill and the level of intelligence are controlled, the Acehnese spoken language skills (Acehnese active use and Acehnese receptive vocabulary) is found to predict the Acehnese word reading significantly. The role of English vocabulary in English reading score is indicated to be significant even before the Indonesian literacy skill is controlled, but the significance level of L1 Indonesian word reading is still higher than the L3 English vocabulary skill in English word reading. The absence of L2 Acehnese orthographic knowledge, the L1 Indonesian orthographic dominance, as well as the L3 English opaque orthography are the primary causes of why no Indonesian-Acehnese bilingualism benefit found in the children's L3 English phonological awareness and

word reading skills, and why Indonesian and English proficiency levels are more important for increasing phonological awareness.

From the previous studies above, it can be concluded that phonological awareness instruction (PA) have shown to effect on early literacy skills among young learners in western countries and phonological awareness training also effects on English reading ability among primary school EFL students at the syllable, rhyme and phoneme levels by using different skills and tasks. Besides, there were a positive correlation between English phonological awareness and reading performance significantly. However, previous studies suggested that the importance of phonological awareness for early reading ability to the phoneme awareness levels of the learners with more specific tasks on phoneme identification and phoneme deletion and the samples from different grades to find out the EFL learners with reading difficulties and carry out English phonological awareness training studies to help them improve their reading skills.

2.7.2 Previous Studies on phonological awareness and reading in Thai contexts

In Thailand, several researchers studied the effects of phonological awareness instruction in helping EFL children acquire L2 reading skills accordingly:

Sookmag (2012) investigated the effects of a reading program using phonological awareness-raising and phonics instruction on the English reading ability of Seventh grade struggling readers in Bangkok Metropolitan administration schools. The participants were 20 seventh grade struggling readers studying at a public school of Bangkok Metropolitan Administration, Thailand, and achieved the scores below 70% on graded word lists at pre-primer. The instruments were an Informal Reading Inventory test (IRI test), and learning logs. The data were analyzed using qualitative and quantitative statistics. The findings of the study revealed that the reading program was shown to be effective in improving the students' reading ability as the average scores on the post-test significantly higher than the pre-test at the .05 level of significance; and struggling readers collectively developed a positive opinion towards the reading program, as they perceived that the phonological awareness-raising and phonics instruction had brought benefits that enhanced their reading ability.

Thajakan and Sucaromana (2014) studied on computer-assisted language learning: enhancing phonemic awareness of Thai primary school students. The objective of this study is to investigate Thai primary school students' views on enhancing English phonemic awareness with a multimedia CALL program. The participants in the study comprised nine Thai primary school students who were classified into good, fair, and poor groups according to their English proficiency scores. The participants were taught for twelve period with a multimedia CALL program which focused on (/k/ and /g/), (/f/ and /v/), and (/s/ and /z/). Later, three participants from each group were randomly selected to participate in a semi-structured interview that was conducted after practicing with the multimedia CALL program. The results of the study show that the participants' phonemic awareness had improved after practicing with the multimedia CALL program and that they also had positive views on enhancing phonemic awareness with the multimedia CALL program.

Yampratoom, Aroonyadech, Ruangdaraganon, Roongpraiwan, and Kositprapa, (2017) investigated emergent literacy skills, including phonological awareness when presented with an initial phoneme-matching task and letter knowledge when presented with a letter-naming task in Thai preschoolers, and to identify key factors associated with those skills. Four hundred and twelve typically developing children in their final kindergarten year were enrolled in this study. Their emergent reading skills were measured by initial phoneme-matching and letter-naming tasks. Determinant variables, such as parents' education and teachers' perception, were collected by self-report questionnaires. The mean score of the initial phoneme-matching task was 4.5 (45% of a total of 10 scores). The mean score of the letter-naming task without a picture representing the target letter name was 30.2 (68.6% of a total of 44 scores), which increased to 38.8 (88.2% of a total of 44 scores) in the letter-naming task when a picture representing the target letter name was provided. Both initial phoneme-matching and letter-naming abilities were associated with the mother's education and household income. Home reading activities and gender also influenced Letter-naming ability.

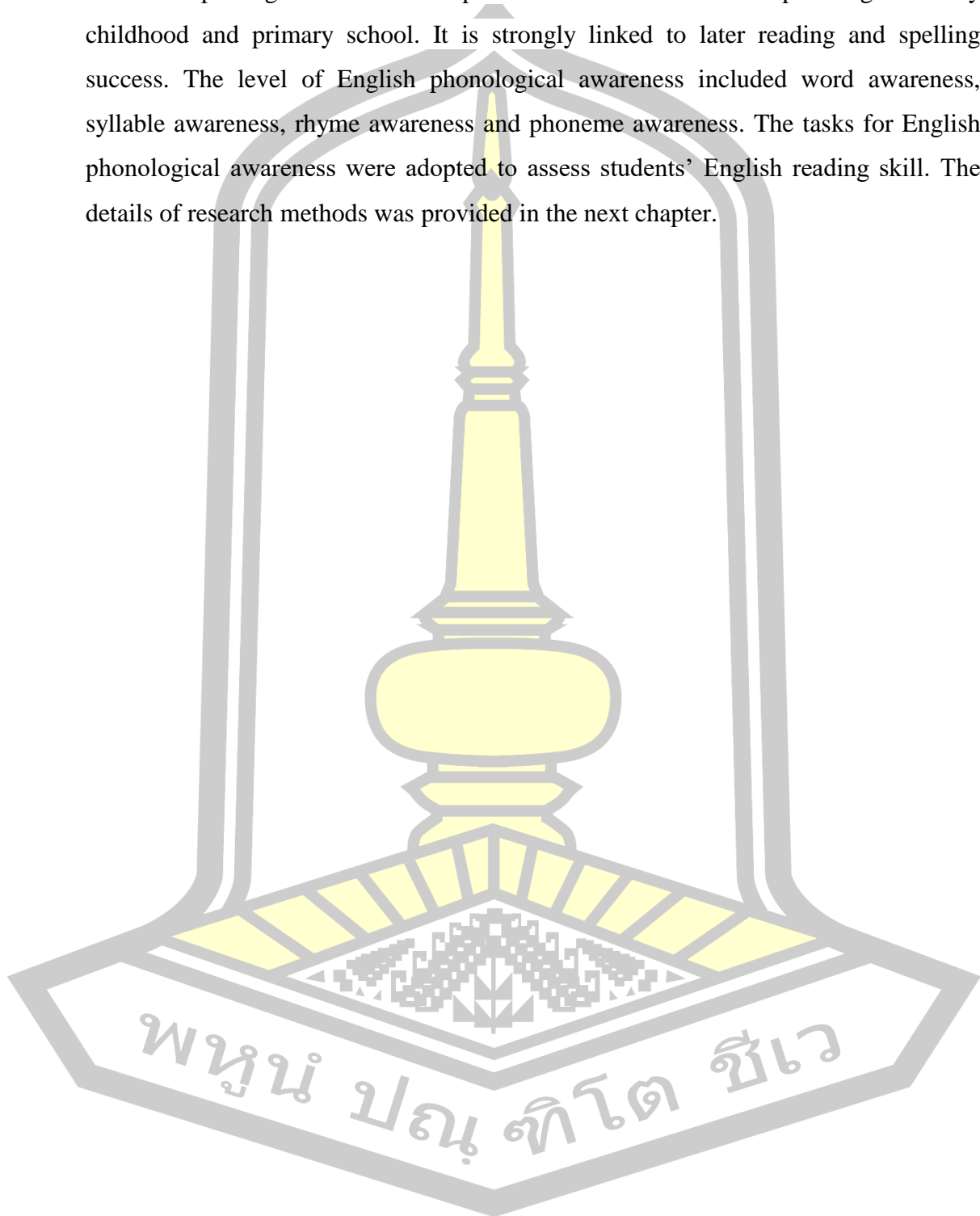
Munthuli, et al., (2019) investigated the paper describes rationale and initial stage of developing a tool for screening Thai children at risk for Learning Disabilities (LD), “Noo-Khor-Arn” ‘May I read?’, by combining linguistics, mathematics, and memory criteria. Six main tests include Rapid naming, Decoding, Morphological awareness, Phonological awareness, Mathematics, and Memory. Phonological awareness is divided into five subtests: Initial phoneme deletion, Phoneme identification, Phoneme discrimination, Phoneme substitution, and Rhyme detection. Complete tests were administered to a pilot group of 10 Thai normally developed (ND) and five LD children (mean age 8.20 ± 0.68 SD). Children's performance on the six tests showed a significantly larger mean in ND. After minor data adjustment, Phonological awareness was ranked in third place, following Decoding and Morphological awareness for separating LD from the ND group and was proved to be a potentially good predictor (along with the use of ASR) for assessing LD in this sample.

From the evidence presented above, phonological awareness have significant effect on reading ability at several levels of students even in a Thai context; preschool level, elementary level, and secondary level. However, there is only one study investigated the effect of the English phonological awareness training on English reading skill with a multimedia CALL program but not direct training by teachers especially at the elementary level, which has not been investigated yet.

2.8 Summary of the chapter

In summary, this present study attempts to find ways to build up Thai EFL primary students' English reading ability via using English phonological awareness training. The purpose of this study aims to investigate if students with phonological awareness instruction perform better at post-test than the control group students on (a) phonological awareness skills at a syllable, rhyme and phoneme levels, (b) word reading and pseudo word reading, and to investigate the relationships between phonological awareness instruction and the English word reading ability of Thai EFL primary students. In doing so, the researcher believes that this study can promote English reading ability among Thai EFL primary students by using English phonological awareness. The study defined English phonological awareness training as the implementation of reading instruction, which is critical for learning to read in

alphabetic languages like English. It is children's awareness of how sounds in spoken words are put together. It is an important set of skills to develop throughout early childhood and primary school. It is strongly linked to later reading and spelling success. The level of English phonological awareness included word awareness, syllable awareness, rhyme awareness and phoneme awareness. The tasks for English phonological awareness were adopted to assess students' English reading skill. The details of research methods was provided in the next chapter.



CHAPTER III

RESEARCH METHODS

This chapter describes the research methods used in this study including participants and settings, research instruments, phonological awareness training, data collection procedure and data analysis as follows.

3.1 Participants and settings

In this research, the participants were conducted with two intact classes, experimental group and control group. The groups were selected through a purposive sampling procedure consisting of 90 Prathom 3 students (Grade 3), aged 8-10 years old, the most of the participants have not different proficiency level. They are all Thai Nationals and have Thai as their native language (L1), they speak Thai at home. They have 3-5 English lessons per week, each of approximately 50-60 min, with Thai and non-native English Teachers. In this study, Thai is used as the medium of instruction while English is regarded as a school subject. The students' English language proficiency is at the beginning levels. They have been studying English for 3-5 years, studying at a primary school in the northeastern, Thailand. The students attended the Basic English course (EN13101) in the first semester of the academic year 2020. This course is provided by the academic department of school for the third grader Thai students in four English language skills such as listening, speaking, reading and writing.

The Basic Education Core Curriculum B.E. 2551 (Ministry of education, 2008) has determined that the students who learn English at grade 3 level must be able to learn foreign language vocabulary. They must have skills in using foreign languages, to be able to communicate according to topics about oneself, family, school, environment, food, drink, free time and recreation within a vocabulary range of about 300-450 words (concrete vocabulary). Moreover, the objectives of this course as describes in course description aim to follow the orders and requests that heard or read, read out words, spell vocabulary, read groups of words, sentences, and simple sentences according to pronunciation. For this course, the researcher played role as the teacher to teach the students in the class and found that most of the students in this course cannot read words that the teacher introduced in class. They struggled with reading

those words. When those words are found in the reading text which is heard or read, the students are unable to read or tell the meaning of those words. This is the point that let the researcher tries to enhance and promote students' reading skill on English reading in this level by using phonological awareness instruction. The students in the experimental group were received a kind of training of phonological awareness on reading in English. While in the control group, the students were taught using traditional method which usually used translation and memorization drilling. The control group were taken as the comparison to the experimental group to see the effectiveness of phonological awareness training.

3.2 Research instruments

In order to investigate the effects of English phonological awareness training on English reading ability among Thai EFL primary students, all the tests were constructed in the form of pre-tests and post-tests. The pre-tests were conducted before the treatment, while the post-tests were conducted after the treatment. The vocabularies in the tests were common English words from common English textbooks for Thai primary schoolers which conducted from several English commercial books for Thai EFL grade 3 students which the Ministry of Education of Thailand have defined for the elementary students and related to the Basic Education Core Curriculum B.E. 2008. The test aimed to assess the students' English reading ability at English phonological awareness skills.

The validity and the reliability of the tests were checked by three experts. One of them had at least ten years of experience working in English language teaching in primary school, especially at the elementary level. Another two experts were the instructors working in English language teaching in a university. The experts evaluates the content validity of the test as to whether the questions could check the English reading ability at English phonological awareness skill.

The content validity used Index of Item-Objective-Congruence (IOC) to examine the congruity of the test's contents.

The score range for IOC

-1	Means Incongruent.
0	Means Questionable.
+1	Means Congruent.

According to the IOC ranges, the items which received a score of lower than 0.5 had to be revised. The data obtained from the experts were interpreted. Then result of the IOC values were used.

For the reliability of the tests were also checked. They were piloted with forty-five EFL students who were similar to the participants of the main study in terms of age and proficiency level. Pilot participants were asked to answer the questions in the test. The test was analyzed for difficulty index and discrimination index. The criteria for interpretation of the difficulty index and discrimination index are as follows:

The Difficulty Index

$p < 0.20$	Means the item was difficult.
$p = 0.20-0.80$	Means the item was good in terms of its difficulty.
$p = 0.81-0.94$	Means the item was easy.
$p > 0.95$	Means the item was very easy.

The Discrimination Index

$r = 0$	Means the item had no discrimination ability.
$r > 0.19$	Means the item had low discrimination ability.
$r = 0.20-0.29$	Means the item had fair discrimination ability.
$r = 0.30-0.39$	Means the item had high discrimination ability.
$r > 0.40$	Means the item had very high discrimination ability.

The tests consisted of 2 parts: English reading test and phonological awareness test.

The description for each instrument is clarified as follows:

1. English reading test

1.1 English word-reading test was composed by McBride-Chang and Kail (2002) and was used as a measure of English words. This consists of 30 common English words

from common English textbooks for Thai primary schoolers. The test had the content validity rated higher than 0.5, the level of difficulty with a mean score of 0.46 and the discrimination index with a mean score of 0.36. The participants were instructed to pronounce the printed words one by one. One point was given for each correct pronunciation.

1.2 Pseudo word reading test consisted of 10 non-words in vowel-consonant, consonant-vowel-consonant and consonant-vowel-consonant-consonant structures. The test had the content validity rated higher than 0.5, the level of difficulty with a mean score of 0.42 and the discrimination index with a mean score of 0.32. The children were asked to read the words aloud. The scoring was based on the number of correct phoneme pronounced.

2. Phonological awareness test

2.1 Syllable deletion test was composed by Learning Disabilities Association of Alberta (2009). This consists of 8 common English words from common English textbooks for Thai primary schoolers. The test had the content validity rated higher than 0.5, the level of difficulty with a mean score of 0.56 and the discrimination index with a mean score of 0.37. This was a phonological awareness task in which the children were asked to delete a syllable from a 3-syllable compound word or phrase. There were 2 practice items and 8 test items. One point was given for a correct deletion.

2.2 Rhyme detection test was composed by Muter, Hulme, Snowling, and Taylor (1997). This task consists of 10 common English words from common English textbooks for Thai primary schoolers. The test had the content validity rated higher than 0.5, the level of difficulty with a mean score of 0.42 and the discrimination index with a mean score of 0.32. A stimulus word was presented to the students and then they were asked to choose the word that rhymed with it or had the same ending sounds from a list of three words (e.g., "Which word rhymes with the word "like": foot, bike or coat?"). Pictures of the words were shown when the experimenter gave the instruction. One point was given for each correct response. There were two demonstration items done before the actual testing.

2.3 Rhyme generation test was composed by Learning Disabilities Association of Alberta (2009). This test was the second task to assess the children's rhyme awareness. One practice item and 8 test items were administered. The test had the content validity rated higher than 0.5, the level of difficulty with a mean score of 0.42 and the discrimination index with a mean score of 0.36. The students were asked to provide a word or non-word that rhymed with the word provided. One mark was given for any possible correct answer.

2.4 Phoneme identification test was composed by Muter et al. (1997). This task was used to assess the students' phonemic sensitivity. The test had the content validity rated higher than 0.5, the level of difficulty with a mean score of 0.56 and the discrimination index with a mean score of 0.37. In this 8-item task, the children were shown a series of pictures. The experimenter pronounced the word once and then the first part of the word (2 phonemes) associated with the picture. The children were then asked to finish the word by providing the last phoneme. The number of phonemes pronounced correctly by the children was recorded. For example, for the word "dog", the experimenter would pronounce the word once and then provided the first two phonemes ("do"). The correct response was /g/. Before the test items, two demonstration items were provided.

2.5 Initial phoneme deletion test was composed by Learning Disabilities Association of Alberta (2009). This test was used to assess the students' phoneme awareness. The test had the content validity rated higher than 0.5, the level of difficulty with a mean score of 0.42 and the discrimination index with a mean score of 0.32. There were 2 practice trials and 6 test trials. All items were one-syllable words in consonant-vowel-consonant, consonant-consonant-vowel-consonant or consonant-consonant-vowel-consonant structures. It was expected that the children might be unfamiliar with these words. The experimenter read out each word aloud and asked the students to say the target word without the initial phoneme. One point was given for each correct response.

3.3 Phonological awareness training

The current instructional training based on the work by Trehearne, Healy, Cantalini (2003). This training followed a fixed sequence: awareness of sound as a unit of words, syllable, rhyme, and sound (phonemic). In this study, the participants in experimental group were taught to understand that one English word may have multiple syllables and to tap syllables within a word. Rhyming skills and phoneme identity (initial and final) were also taught. In all the learning activities, a lot of pictures were used to sustain the participants' interest and attention and no print were used. The instruction used for this study, therefore, is mainly auditory training to promote the participants' awareness of the sound structures within English words.

In each stage, practice time were included. In each learning activity, clear learning outcomes and necessary resources were stated. The program is activity-oriented and paper-and-pencil tasks were not included. For example, in learning syllable awareness, the participants were asked to tap syllables on body parts and practices were done with orally presented words with different numbers of syllables (e.g., three for pineapple). Based on the work of Trehearne and Healy (2003), the researcher made changes in the English vocabulary used to match the participants' oral language proficiency. For example, the word "mock", which is uncommon for young children in Thailand, was replaced by the word "clock" in one of the rhyming sessions.

In each session, the participants were first taught the vocabulary to be used for the day. The vocabulary instruction was direct and explicit. Participants were first provided with kid-friendly definition of the targeted words and then exposed to the vocabulary in meaningful contexts and simple English sentences. They were then instructed to play games that were provided them with rich opportunities to name the pictures associated with the targeted words.

The vocabulary was chosen based on the content of the phonological awareness part. This was then followed by explicit instruction in a specific phonological awareness skill.

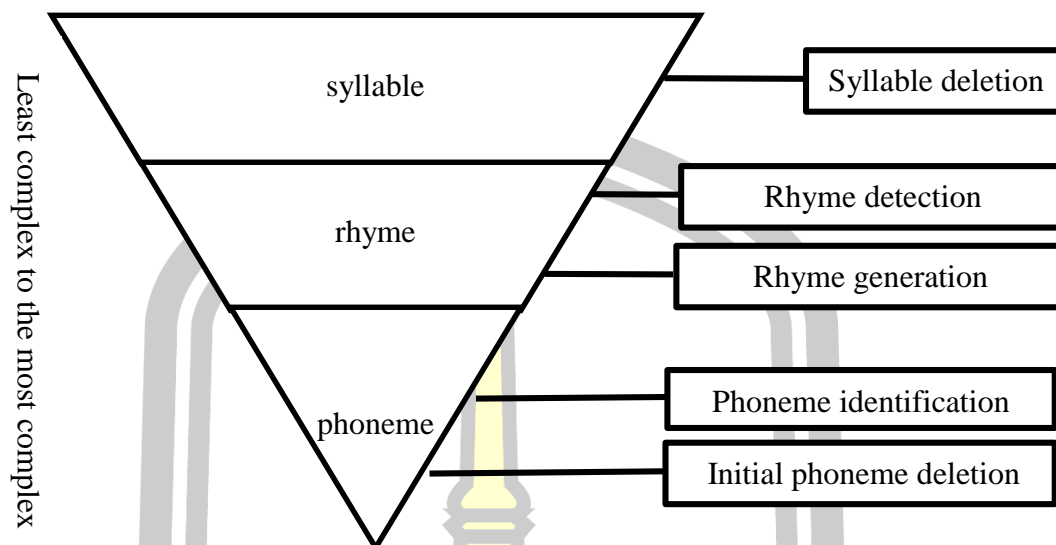
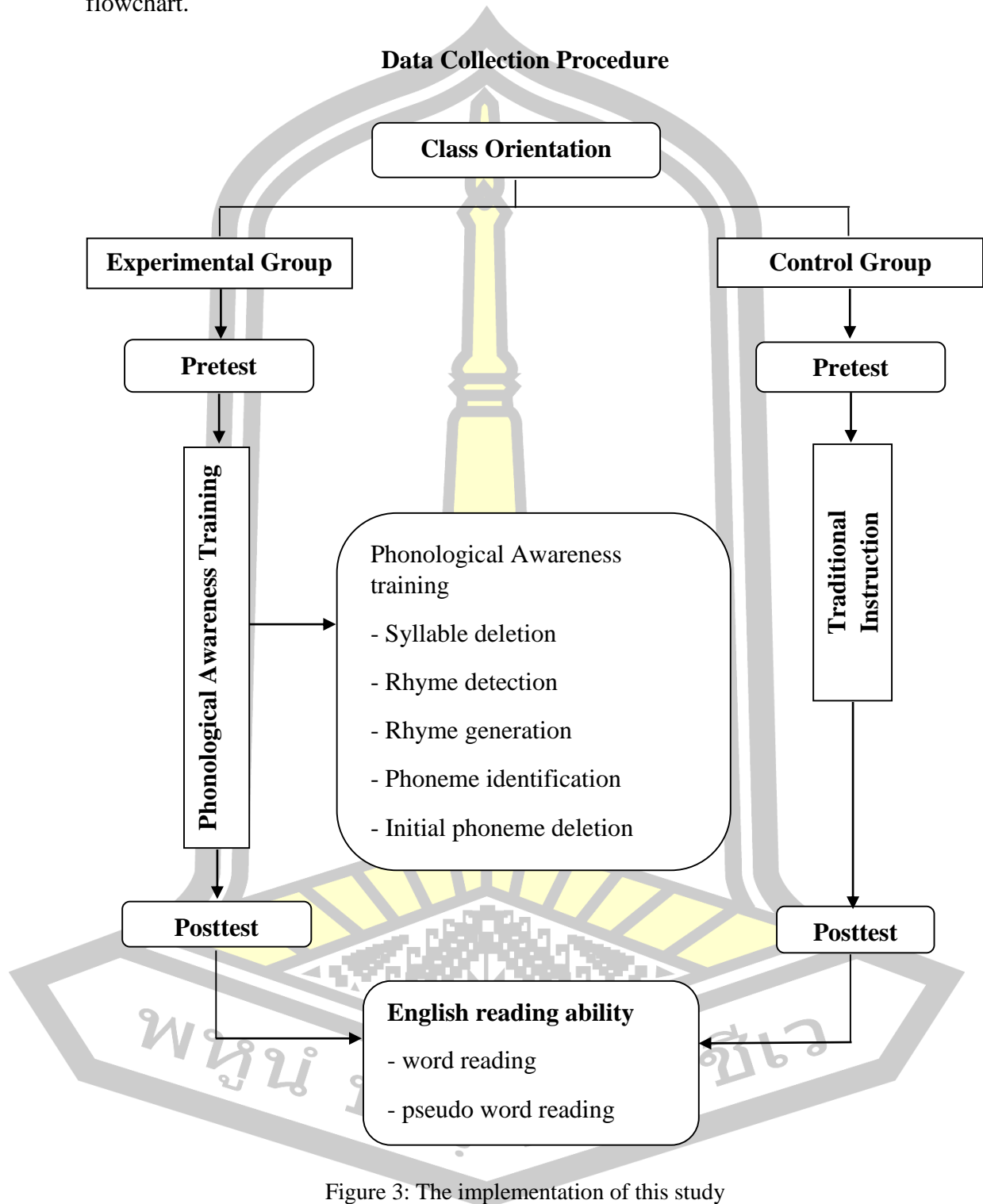


Figure 2: Phonological awareness training

3.4 Data collection procedure

The data was collected from 2 intact classes, one as an experimental group and the other as control group. The students in the experimental group were taught using the experimental method which is in case using English phonological awareness training while in the control group, the students were taught using traditional method which usually uses translation and memorization drilling. Quasi-experimental research was applied in this study to answer the research questions as stated in the purpose of the study. To answer the first question, the researcher conducted pre-test before applying the treatment to see the level of the students' English language proficiency of both groups. After the treatment had been done, post-test was conducted in order to see the effectiveness of the phonological awareness to improve the students' English reading ability. The results of the pre-test and the post-test of both groups were used to analyze the effects of the English phonological awareness training. Meanwhile, to answer the second question, the researcher used the English reading tests during the treatment for both groups in order to see the contributions of the methods to improve students' word reading. The English reading tests using two research instruments: English reading test and Phonological awareness test. The research collected the data in eight weeks, twenty four times.

The data collection procedures consisted of five activities as shown in the following flowchart.



In this current study, the treatment was teaching the participants through the phonological awareness training for eight weeks over the first semester of academic year 2020. The implementation consisted of two units with five activities as shown in the following flowchart.

Table 1: The timeline of the implementation

Week	Name of unit	Time	Topic	Activities
1	Hello	50 mins	Class Orientation	
		50 mins	Pre-test	
		50 mins	Introduce myself.	Syllable deletion
2		50 mins		
		50 mins	Saying goodbye.	Rhyme detection
3		50 mins	I'm from Thailand.	Rhyme generation
		50 mins		
4		50 mins	It's six o'clock.	Phoneme identification
		50 mins	My routine.	Initial phoneme deletion
5	All year round	50 mins	What's the weather like?	Syllable deletion
		50 mins		
6		50 mins	Months in a year.	Rhyme detection
		50 mins	Seasons in a year.	Rhyme generation
7		50 mins	I like rainy season.	Phoneme identification
		50 mins		
8		50 mins	The weather in Thailand.	Initial phoneme deletion
		50 mins	Review	
		50 mins	Posttest	

Adapted from Woldmo, n.d. and Mohammed, 2014

3.5 Data analysis

In order to investigate the students with phonological awareness instruction perform better at post-test than the control group students, data analysis were focused on the score of the pre-test and post-test using SPSS program. Multiple correlation was used to analyze the data obtained. To measure the significant of the main scores on the pre-test and post-test of the experimental group, T-test dependent was used to analyze the data.

3.6 Summary

This chapter describes the research methods used in this study including participants and settings, research instruments, data collection procedure and data analysis. The participants of the study were divided into 45-experimental group and 45-control group. The experimental group was received a kind of training of phonological awareness on reading in English while in the control group, the students were taught using traditional method. The pre-test and post-test using two research instruments: English reading and Phonological awareness test. The researcher conducted a pre-test to measure the phonological awareness of the students from both experimental group and control group. The researcher conducted the data in eight weeks (twenty-four meetings); the first meeting was for the orientation, the second meeting was for the pre-test, twenty-one meetings for the treatments, and the twenty-fourth meeting was the post-test to evaluate the phonological awareness of the students. The data analysis were focused on the score of the pre-test and post-test using SPSS program. Multiple correlation was used to analyze the data obtained. To measure the significant of the main scores on the pre-test and post-test of the experimental group, T-test independent was used to analyze the data.

พหุ ประถมศึกษา

CHAPTER IV

RESULTS

The following chapter reports the results of effects of English phonological awareness training on English reading ability among Thai EFL primary students. The study was gathering to address the two research questions 1) What is the effect of English phonological awareness instruction on the English reading ability of Thai EFL primary students? 2) What are the relationships between phonological awareness instruction and the English word reading ability of Thai EFL primary students?

4.1 Effect of English phonological awareness instruction on the English reading ability of Thai EFL primary students

To answer the research question 1, the data obtained from the pre-test and post-test of the grade 3 students on (a) phonological awareness skills at syllable, rhyme and phoneme levels, (b) word reading and pseudo word reading. The tests were analyzed using descriptive statistics for the means and the standard deviations. Then the mean scores of the pretest and posttest were compared using a paired t-test in order to determine whether the English phonological awareness instruction affect the English reading ability of Thai EFL primary students.

Table 2-8 illustrate the comparison of (a) phonological awareness skills at syllable, rhyme and phoneme levels, (b) word reading and pseudo word reading pre-test and post-test mean scores of the grade 3 students.

Table 2: Illustrates the comparison word reading pre-test and post-test mean scores of the grade 3 students

	Experimental group (N=45)		Control group (N=45)		t	Sig.
	M	S.D	M	S.D.		
Word reading						
t1	4.04	1.953	3.84	1.566	0.536	0.297
t2	22.42	1.469	16.78	4.552	7.916	0.000*

* Significant at the 0.05 level ($p < 0.05$)

As shown in Table 2, the results revealed a significant difference between word reading pre-test and post-test mean scores of English phonological awareness training on English reading ability of grade 3 students. The pre-test mean score of the experimental group was 4.04, with a standard deviation of 1.953. In contrast, after the training implementation, the post-test mean score of the experimental group was 22.42, with a standard deviation of 1.469. The pre-test mean score of the control group was 3.84, with a standard deviation of 1.566. The post-test mean score of the control group was 16.78, with a standard deviation of 4.552. The results of an independent t-test gain indicated that the students in the experimental group performed significantly better than those in the control group on word reading after the training implementation at the 0.05 level ($t = 7.916$).

Table 3: Illustrates the comparison of pseudo word reading pre-test and post-test mean scores of the grade 3 students

	Experimental group (N=45)		Control group (N=45)		t	Sig.
	M	S.D	M	S.D.		
Pseudo word reading						
t1	4.60	1.912	4.84	1.413	-0.690	0.246
t2	22.96	1.705	18.42	4.115	6.828	0.000*

* Significant at the 0.05 level ($p < 0.05$)

As shown in Table 3, the results revealed a significant difference between pseudo word reading pre-test and post-test mean scores of English phonological awareness training on English reading ability of grade 3 students. The pre-test mean score of the experimental group is 4.60, with a standard deviation of 1.912. In contrast, after the training implementation, the post-test mean score of the experimental group is 22.96, with a standard deviation of 1.705. The pre-test mean score of the control group is 4.84, with a standard deviation of 1.413. The post-test mean score of the control group is 18.42, with a standard deviation of 4.115. The results of an independent t-test gain indicated that the students in the experimental group performed significantly better than those in the control group on pseudo word reading after the training implementation at the 0.05 level ($t = 6.828$).

Table 4: Illustrates the comparison of phonological awareness skills at syllable deletion pre-test and post-test mean scores of the grade 3 students

	Experimental group (N=45)		Control group (N=45)		t	Sig.
	M	S.D	M	S.D.		
Syllable deletion						
t1	4.18	2.386	4.49	2.128	-.653	0.258
t2	6.82	1.211	6.00	0.879	3.685	0.000*

* Significant at the 0.05 level ($p < 0.05$)

As shown in Table 4, the results revealed a significant difference between syllable deletion pre-test and post-test mean scores of English phonological awareness training on English reading ability of grade 3 students. The pre-test mean score of the experimental group is 4.18, with a standard deviation of 2.386. In contrast, after the training implementation, the post-test mean score of the experimental group is 6.82, with a standard deviation of 1.211. The pre-test mean score of the control group is 4.49, with a standard deviation of 2.128. The post-test mean score of the control group is 6.00, with a standard deviation of 0.879. The results of an independent t-test gain indicated that the students in the experimental group performed significantly better than those in the control group on syllable deletion after the training implementation at the 0.05 level ($t = 3.685$).

Table 5: Illustrates the comparison of phonological awareness skills at rhyme detection pre-test and post-test mean scores of the grade 3 students

	Experimental group (N=45)		Control group (N=45)		t	Sig.
	M	S.D	M	S.D.		
Rhyme detection						
t1	7.78	2.334	7.11	2.269	1.374	0.087
t2	8.84	1.445	8.18	1.319	2.285	0.025*

* Significant at the 0.05 level ($p < 0.05$)

As shown in Table 5, the results revealed a significant difference between rhyme detection pre-test and post-test mean scores of English phonological awareness training on English reading ability of grade 3 students. The pre-test mean score of the

experimental group is 7.78, with a standard deviation of 2.334. In contrast, after the training implementation, the post-test mean score of the experimental group is 8.84, with a standard deviation of 1.445. The pre-test mean score of the control group is 7.11, with a standard deviation of 2.269. The post-test mean score of the control group is 8.18, with a standard deviation of 1.319. The results of an independent t-test gain indicated that the students in the experimental group performed significantly better than those in the control group on rhyme detection after the training implementation at the 0.05 level ($t = 2.285$).

Table 6: Illustrates the comparison of phonological awareness skills at rhyme generation pre-test and post-test mean scores of the grade 3 students

	Experimental group (N=45)		Control group (N=45)		t	Sig.
	M	S.D	M	S.D.		
Rhyme generation						
t1	6.11	1.921	3.84	2.402	4.943	0.000*
t2	7.62	0.886	5.78	1.064	8.936	0.000*

* Significant at the 0.05 level ($p < 0.05$)

As shown in Table 6, the results revealed a significant difference between rhyme generation pre-test and post-test mean scores of English phonological awareness training on English reading ability of grade 3 students. The pre-test mean score of the experimental group is 6.11, with a standard deviation of 1.921. In contrast, after the training implementation, the post-test mean score of the experimental group is 7.62, with a standard deviation of 0.886. The pre-test mean score of the control group is 3.84, with a standard deviation of 2.402. The post-test mean score of the control group is 5.78, with a standard deviation of 1.064. The results of an independent t-test gain indicated that the students in the experimental group performed significantly better than those in the control group on rhyme generation after the training implementation at the 0.05 level ($t = 8.936$).

Table 7: Illustrates the comparison of phonological awareness skills at phoneme identification pre-test and post-test mean scores of the grade 3 students

	Experimental group (N=45)		Control group (N=45)		t	Sig.
	M	S.D	M	S.D.		
Phoneme identification						
t1	4.02	2.158	3.22	1.506	2.039	0.023*
t2	6.93	0.889	5.16	1.043	8.698	0.000*

* Significant at the 0.05 level ($p < 0.05$)

As shown in Table 7, the results revealed a significant difference between phoneme identification pre-test and post-test mean scores of English phonological awareness training on English reading ability of grade 3 students. The pre-test mean score of the experimental group is 4.02, with a standard deviation of 2.158. In contrast, after the training implementation, the post-test mean score of the experimental group is 6.93, with a standard deviation of 0.889. The pre-test mean score of the control group is 3.22, with a standard deviation of 1.506. The post-test mean score of the control group is 5.16, with a standard deviation of 1.043. The results of an independent t-test gain indicated that the students in the experimental group performed significantly better than those in the control group on phoneme identification after the training implementation at the 0.05 level ($t = 8.698$).

Table 8: Illustrates the comparison of phonological awareness skills at initial phoneme deletion pre-test and post-test mean scores of the grade 3 students

	Experimental group (N=45)		Control group (N=45)		t	Sig.
	M	S.D	M	S.D.		
Initial phoneme deletion						
t1	2.60	1.483	3.07	0.780	-1.868	0.033*
t2	5.42	0.621	5.24	1.026	0.994	0.162**

** Non-significant

As shown in Table 8, the results revealed a significant difference between initial phoneme deletion pre-test and post-test mean scores of English phonological awareness training on English reading ability of grade 3 students. The pre-test mean score of the experimental group is 2.60, with a standard deviation of 1.483. In contrast, after the training implementation, the post-test mean score of the experimental group is 5.42, with a standard deviation of 0.621. The pre-test mean score of the control group is 3.07, with a standard deviation of 0.780. The post-test mean score of the control group is 5.24, with a standard deviation of 1.026. The results of an independent t-test gain indicated that the students in the experimental group performed non-significantly better than those in the control group on initial phoneme deletion after the training implementation.

4.2 Relationships between phonological awareness instruction and the English word- reading ability of Thai EFL primary students

To answer the research question 2, the data obtained from the post-test of the grade 3 students on (a) phonological awareness skills at syllable, rhyme and phoneme levels, (b) word-reading and pseudo-word reading. The Pearson correlation analysis was used in order to find the relationships between phonological awareness instruction; syllable deletion, rhyme detection, rhyme generation, phoneme identification, and initial phoneme deletion and English word-reading ability; word reading and pseudo-word reading. The results were revealed in tables 9-10 as follows:

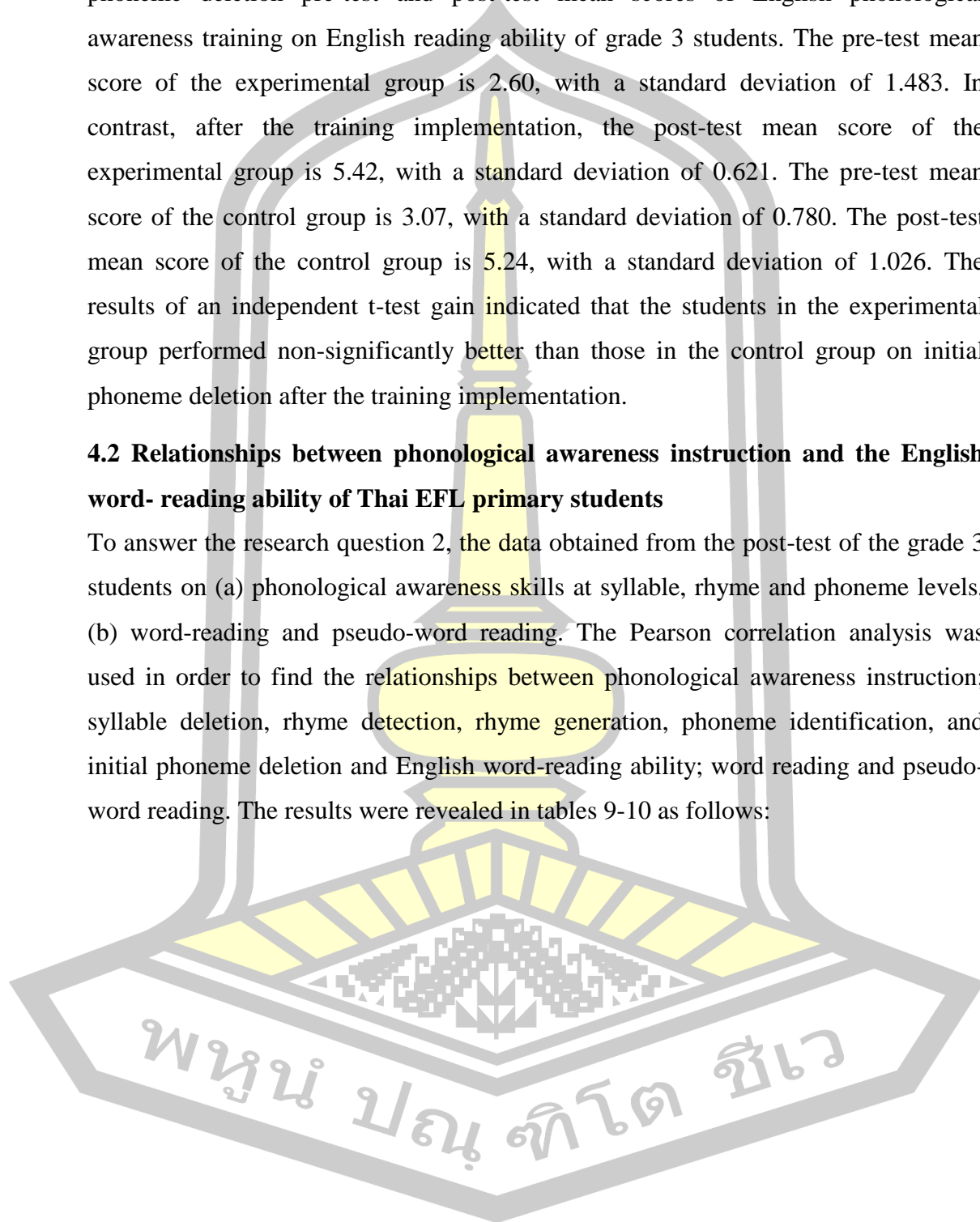


Table 9: Illustrates the relationship between phonological awareness instruction and word reading for the experimental group

▲

Correlations

		Word reading	Syllable deletion	Rhyme detection	Rhyme generation	Phoneme identification	Initial phoneme deletion
Word reading	Pearson Correlation	1	.323*	.334*	.335*	.346*	.296*
	Sig. (2-tailed)		.030	.025	.024	.020	.048
	N	45	45	45	45	45	45
Syllable deletion	Pearson Correlation	.323*	1	.114	.122	.216	.201
	Sig. (2-tailed)	.030		.457	.426	.154	.186
	N	45	45	45	45	45	45
Rhyme detection	Pearson Correlation	.334*	.114	1	.259	-.094	.008
	Sig. (2-tailed)	.025	.457		.086	.540	.956
	N	45	45	45	45	45	45
Rhyme generation	Pearson Correlation	.335*	.122	.259	1	-.118	.037
	Sig. (2-tailed)	.024	.426	.086		.438	.811
	N	45	45	45	45	45	45
Phoneme identification	Pearson Correlation	.346*	.216	-.094	-.118	1	.261
	Sig. (2-tailed)	.020	.154	.540	.438		.084
	N	45	45	45	45	45	45
Initial phoneme deletion	Pearson Correlation	.296*	.201	.008	.037	.261	1
	Sig. (2-tailed)	.048	.186	.956	.811	.084	
	N	45	45	45	45	45	45

*. Correlation is significant at the 0.05 level (2-tailed).

Table 9 shows the Pearson Correlation Coefficient analysis between the scores on the post-test of each independent variable among English phonological awareness and word reading for the experimental group. Significant positive correlation relationships were found between syllable deletion and word reading with $r = 0.323$, the relationship was significant at $p = 0.030$ ($p < .05$) which indicates moderate correlation. The correlation relationship between rhyme detection and word reading with $r = 0.334$, the relationship was significant at $p = 0.025$ ($p < .05$) which indicates moderate correlation. The correlation relationship between rhyme generation and

word reading with $r = 0.335$, the relationship was significant at $p = 0.024$ ($p < .05$) which indicates moderate correlation. The correlation relationship between phoneme identification and word reading with $r = 0.346$, the relationship was significant at $p = 0.020$ ($p < .05$) which indicates moderate correlation. The correlation relationship between initial phoneme deletion and word reading with $r = 0.296$, the relationship was significant at $p = 0.048$ ($p < .05$) which indicates low correlation. Thus, the relationship between phonological awareness instruction and word reading for the experimental group is significant at the 0.05 level.

Table 10: Illustrates the relationship between phonological awareness instruction and pseudo word reading for the experimental group

Correlations

		Pseudo word reading	Syllable deletion	Rhyme detection	Rhyme generation	Phoneme identification	Initial phoneme deletion
Pseudo word reading	Pearson Correlation	1	.092	.259	.235	.010	.216
	Sig. (2-tailed)		.549	.086	.121	.948	.154
	N	45	45	45	45	45	45
Syllable deletion	Pearson Correlation	.092	1	.114	.122	.216	.201
	Sig. (2-tailed)	.549		.457	.426	.154	.186
	N	45	45	45	45	45	45
Rhyme detection	Pearson Correlation	.259	.114	1	.259	-.094	.008
	Sig. (2-tailed)	.086	.457		.086	.540	.956
	N	45	45	45	45	45	45
Rhyme generation	Pearson Correlation	.235	.122	.259	1	-.118	.037
	Sig. (2-tailed)	.121	.426	.086		.438	.811
	N	45	45	45	45	45	45
Phoneme identification	Pearson Correlation	.010	.216	-.094	-.118	1	.261
	Sig. (2-tailed)	.948	.154	.540	.438		.084
	N	45	45	45	45	45	45
Initial phoneme deletion	Pearson Correlation	.216	.201	.008	.037	.261	1
	Sig. (2-tailed)	.154	.186	.956	.811	.084	
	N	45	45	45	45	45	45

Table 10 shows the Pearson Correlation Coefficient analysis between the scores on the post-test of each independent variable among English phonological awareness and pseudo word reading for the experimental group. Significant correlation relationship was not found between English phonological awareness and pseudo word reading. Thus, the relationship between phonological awareness instruction and pseudo word reading for the experimental group is not significant.

4.3 Summary of the chapter

The current study showed the findings of the effects of English phonological awareness training on English reading ability among Thai EFL primary students. The chapter reported the findings of the study according to two research questions. The first question was “What is the effect of English phonological awareness instruction on the English reading ability of Thai EFL primary students?” and the second question was “What are the relationships between phonological awareness instruction and the English word reading ability of Thai EFL primary students?” The results for the first research question revealed that the students who were in English phonological awareness training had improved after receiving the implementation of the English phonological awareness training. The results for the second research question revealed that, for word reading, significant positive correlation relationships were found between phonological awareness instruction (syllable level, rhyme level and phoneme level) and the English reading ability at the 0.05 level. For pseudo word reading, significant correlation relationship was not found. The next chapter will discuss the current findings and the effects of English phonological awareness training on English reading ability among Thai EFL primary students.

พหุ ประถมศึกษา

CHAPTER V

DISCUSSION AND CONCLUSION

This study investigated the effects of English phonological awareness training on English reading ability among Thai EFL primary students. This chapter presents the summary of the findings regarding the effect on English reading ability of the students after the implementation. Then, the conclusion of the findings, the pedagogical implication, the limitations of the study, and the recommendations for further studies are discussed.

5.1 Summary of findings

The study aimed to address the research questions (1) What is the effect of English phonological awareness instruction on the English reading ability of Thai EFL primary students? (2) What are the relationships between phonological awareness instruction and the English word reading ability of Thai EFL primary students?

In this research, the participants were conducted with two intact classes, one as the experimental group and other as the control group, consisting of 90 Prathom 3 students (Grade 3), aged 8-10 years old, most of the participants have not different proficiency level. All children in this study speak Thai at home. They have 3-5 English lessons per week, each of approximately 50-60 min, with Thai and Non Native English Teachers. In this study, Thai is used as the medium of instruction and English is regarded as a school subject. The students' English language proficiency is at the beginning levels. They have been studying English for 3-5 years, studying at a primary school in the Northeastern of Thailand who attended the Basic English course (EN13101) in the first semester of the academic year 2020. This course is provided by the academic department of school for the third grader Thai students in four English language skills such as listening, speaking, reading and writing. The Basic Education Core Curriculum B.E. 2551 (Ministry of Education, 2008) has determined that the students who learn English at this level must be able to learn foreign language vocabulary. They must have skills in using foreign languages, to be able to communicate according to topics about oneself, family, school, environment, food, drink, free time and recreation within a vocabulary range of about 300-450 words (concrete vocabulary). Moreover, the objectives of this course as describes in course

description aim to follow the orders and requests that heard or read, read out words, spell vocabulary, read groups of words, sentences, and simple sentences according to pronunciation. For this course, the researcher played role as the teacher to teach the students in the class and found that most of the students in this course could not read words that the teacher introduced in class. They struggled with reading those words. When those words are found in the reading text which is heard or read, the students are unable to read or tell the meaning of those words. This is the point that let the researcher tries to enhance and promote students' reading skill on English reading in this level by using phonological awareness instruction. The students in the experimental group received a kind of training of phonological awareness on reading in English while in the control group, the students were taught using traditional method which usually used translation and memorization drilling. The control group was taken as the comparison to the experimental group to see the effectiveness of phonological awareness training.

To answer the first question, the researcher conducted pre-testing before applying the treatment to see the level of the students' English language proficiency in both groups. After the treatment had been done, post-testing was conducted in order to see the effectiveness of the phonological awareness in improving the students' English reading ability. The results of the pre-test and the post-test in both groups were used to analyze the effects of the English phonological awareness training. Meanwhile, to answer the second question, the researcher used the post-test of experimental group in order to see the relationships between phonological awareness instruction and the English word-reading ability of Thai EFL primary students to improve students' word reading. The reading tests used two research instruments: an English reading test and a phonological awareness test. The research conducted the data twenty four times over eight weeks.

In order to investigate the students with phonological awareness instruction performed better at post-test than the control group students, data analysis were focused on the score of the pre-test and post-test using SPSS program. Multiple correlation was used to analyze the data obtained. To measure the significant of the mean scores on the pre-

test and post-test of the experimental group, T-test independent was used to analyze the data.

The data analysis revealed that the students in the experimental group had higher scores than those in the control group on (a) phonological awareness skills at syllable, rhyme and phoneme levels, (b) word reading and pseudo word reading after the training implementation. According to the findings, the students who were in English phonological awareness training had improved after receiving the implementation of the English phonological awareness training.

In addition, the results for the second research question revealed that, for word reading, significant positive correlations were found between phonological awareness instruction (syllable level, rhyme level and phoneme level) and English reading ability. For pseudo-word reading, significant correlations were not found. The following section will discuss the findings in detail, including the effects of English phonological awareness on English reading ability and the relationships between phonological awareness instruction and the English word-reading ability of Thai EFL primary students.

5.2 Discussion

5.2.1 The effects of English phonological awareness on English reading ability

As a result of research question one, this research found that English phonological awareness instruction affects the English reading ability of Thai EFL primary students.

Comparing participants in the experimental group and the control group, the improvement of the participants in the experimental group in syllable awareness, rhyme awareness and phoneme awareness had significantly increased after being trained in the tasks of syllable deletion, rhyme detection, rhyme generation and phoneme identification (excepting in initial phoneme deletion). This suggests an advantage of English phonological awareness training on English reading ability among Thai EFL primary students. The result corresponded with findings revealed in related research studies, that training with English phonological awareness at syllable awareness, rhyme awareness and phoneme awareness by using syllable deletion, rhyme detection, rhyme generation and phoneme identification (excepting in initial

phoneme deletion) tasks have a positive effect on the students' English reading ability (Yeung et al., 2013; Sun et al., 2013; Mohammed, 2014; Adam and Mohammed, 2017).

In this study, by observing the students' learning, when the teacher asked the students to play some games while training for each task, the students were actively engaged in sharing their participation. Some of them raised their hands and shared their answer with their teacher and peers. They expressed their answers and interacted with the teacher. However, while doing the tasks in which they had to read individually, they read unconfidently and with many errors. These students' English reading ability improved after the implementation. There may be several possible explanations as the development of students' phonological awareness is slow, a natural process of learning from the least complex to the most complex level of language, which is from syllable awareness, rhyme awareness and phoneme awareness. Zhang and Lin (2002) claimed that the development of the students starts from syllable and rhyme awareness in their early years, while phoneme awareness is picked up relatively later. That is to say, syllable and rhyme awareness appeared to develop in pre-schoolers, whereas phoneme awareness developed in conjunction with learning to read an alphabetic orthography (Widjaja and Winskel, 2004).

In addition, the result of this study revealed that initial phoneme deletion tasks received the lowest scores and had non-significance, which could be interpreted as the most difficult in phonological awareness development. The participants made lots of mistakes in the initial phoneme deletion task. When compared with syllable and rhyme tasks, phoneme tasks are paid less attention to as a communication unit in spoken language, so the low exposure results in phoneme awareness being the most difficult to be recognised in phonological awareness. Adams et al. (1998) tried to interpret why the awareness of phonemes was so difficult to English native speakers. They explained that the acquisition of phoneme awareness has a close relationship with the development of reading and writing abilities. Generally speaking, only after the children begin to use the written word does phoneme awareness develop quickly and effectively. English phoneme awareness tasks are supposed to be more complicated and difficult than the other tasks in theory. That is why most of the

participants made errors on English phoneme awareness tasks. That might be the reason why these Thai primary students gave different performances in the three levels of English phonological awareness.

However, the improving of phonological awareness and English word reading are supplementary to each other. Early identification and intervention through phonological awareness is necessary. Therefore, if lack of phonological awareness can be diagnosed at the very beginning, teachers can help students restart their English learning from simple word reading and improve their phonological awareness.

5.2.2 The relationships between phonological awareness instruction and English word reading ability.

The following discussion is based on the findings of the second research question, which aimed to examine the relationships between phonological awareness instruction and English word-reading ability. For the present study, the Pearson Correlation Coefficient was employed and the findings from the study revealed that, for word reading, significant positive correlations were found with phonological awareness instruction. Syllable deletion and word reading showed a moderate correlation. Between rhyme detection and word reading was at a moderate correlation. Between rhyme generation and word reading was a moderate correlation. Between phoneme identification and word reading was a moderate correlation, and between initial phoneme deletion and word reading was a low correlation. The same finding was also found in the research done by Fei (2015), who discovered whether there is a significant correlation between English phonological awareness and early reading performance among Chinese pre-schoolers, and to uncover which elements among the phonological awareness are significant and which are not. The results found that English syllable awareness, phoneme awareness and phonological awareness showed a positive correlation with English early-reading performance. This is similar to what Pfof (2015) learned. The meta-analysis focused exclusively on studies from German-speaking countries and explored how measures of phonological awareness relate to reading and spelling. Results indicated that phonological awareness at the rhyme level was less related to reading and spelling than phonological awareness at the phoneme

level. Similarly, the study of Melby-Lervåg (2012) also reported that educational achievement is highly dependent on successful reading development and has led to extensive research on its underlying factors. A strong argument has been made for a causal relationship between reading and phoneme awareness; similarly, causal relations have been suggested for reading with short-term memory and rhyme awareness alike. Here, a meta-analysis is presented that seeks to determine spuriousness in these factors' relationships with reading by examining each factor's unique predictive value. The results show that phoneme awareness is the strongest unique predictor.

From the findings of the study, it could be explained that after the implementation of phonological awareness instruction, the teachers had to teach the students to read words from the least to the most complex level; syllable awareness, rhyme awareness, and phoneme awareness. Syllable deletion activities and word reading correlated at a moderate level. It is the first activity that was used to train students in the experimental group in this study. Through this activity, students learned that one word could be divided into many syllables. The students were able to know the number of syllables by counting them and made a little error in training, so they had medium average scores, which meant they could also read English words with a medium average score.

The next step of training was rhyme detection. Rhyme detection activities and word reading correlated at a moderate level. In this activity, students were shown that one word with one syllable can rhyme with, or have the same ending sound as, other words. The students had to choose one word that rhymed with, or had the same ending sound as, the target word from a list of three words. In this activity, students made little errors on some sounds of the words they were not familiar with. They had a medium average score, which meant they could also read the English words with a medium average score.

Then, the students were trained in rhyme generation activities. Rhyme generation activities and word reading correlated at a moderate level. In this activity, students were shown words that had the same ending sounds again, but at a more difficult level. There were many words for them to choose from the list. In this activity, students made little errors on some sounds of the words with which they were not familiar, and there were many words in the list so they had a medium average score, which meant they could read the English words with a medium average score.

After that, the students were trained in phoneme identification activities. Phoneme identification activities and word reading correlated at a moderate level. In this activity, students were instructed about words with one syllable, and shown that one syllable consists of multiple phonemes. They were asked to identify the last phoneme. In this activity, some students made little errors with some sounds of the words they were not familiar with. They had a medium average score, which meant they could read the English words with the medium average score.

Finally, the students were trained in initial phoneme deletion activities. Initial phoneme deletion activities and word reading correlated at a low level. In this activity, students were trained in words with one syllable, and shown that one syllable is made up of individual sounds or phonemes. The students were asked to give the initial phonemes. Some words had one initial phoneme but some words had more than one. In this activity, some students made many errors in sounds of words they were not familiar with. They had a low average score which meant they could read the English words with a low average score.

These results may be attributed to the developmental order of phonological awareness tasks. Syllable awareness and rhyme awareness are rather easy and can be acquired by young learners. In contrast, phoneme (sound) deletion is rather difficult and it is usually acquired at the elementary level (Kozminsky, 1995).

In addition, the findings show that training in the classroom enhances the students' English reading ability and the students had fun participating in the activities that the teachers had provided for them, and they also preferred the materials the teachers used in each activity. They said the alphabet with different colours made them more interested in the lesson than they had been in the past.

However, after the performance of students in phonological awareness, the current study also showed that there was no correlation between phonological awareness instruction and pseudo-word reading ability because most children could score higher in word-reading ability than pseudo-word (nonsense word) reading ability. Based on the interview from the students, they said that they were familiar with words in the word-reading test than the pseudo-word reading test because of the high frequency of words in the word-reading test and they always see those words in their daily lives. In contrast, for low frequency word-reading tasks and pseudo-word reading tasks, the students might be unfamiliar and not used to it. As Zhang and Lee (2017) reported, participants did better in real word-reading tasks than in pseudo-word reading tasks. Real words, which are usually acquired through the learners' word knowledge and experiences, pseudo words (non-words) are often recognized by applying grapheme-phoneme rules to specific letters and pairs. In this process, learners use letter-sound mappings that are accumulated in real-word learning to infer how to read pseudo-words. Consequently, it could be concluded that there is a relationship between phonological awareness instruction and English word-reading ability in word reading, but not in pseudo-word reading.

5.3 Conclusion

This study was set out in order to investigate whether students with phonological awareness instruction perform better in post-testing than the control group students on (a) phonological awareness skills at syllable, rhyme and phoneme levels and (b) word reading and pseudo-word reading, and to investigate the relationships between phonological awareness instruction and the English word-reading ability of Thai EFL primary students.

The participants were two intact classes, one as the experimental group and the other as the control group, consisting of 90 Prathom 3 students (Grade 3), aged 8-10 years old. Most of the participants have similar proficiency levels. The students in the experimental group received a kind of phonological awareness training for reading in English, while in the control group the students were taught using traditional methods, which usually used translation and memorisation drilling. The research was conducted twenty four times over eight weeks. Data analysis focused on the scores of the pre-testing and

post-testing using the SPSS program. Multiple correlation was used to analyse the data obtained. To measure the significance of the main scores on the pre-test and post-test of the experimental group, T-test independent was used to analyse the data.

The results of the study revealed that the students in the experimental group had higher scores than those in the control group on (a) phonological awareness skills at syllable, rhyme and phoneme levels, (b) word reading and pseudo-word reading after the training implementation. It can be said that the students who were in English phonological awareness training had improved after receiving the training.

In addition, for the word reading, the improvements showed in various forms of phonological awareness. The results of the second research question revealed that significant positive correlations were found between phonological awareness instruction (syllable level, rhyme level, and phoneme level) and English word-reading ability at the 0.05 level. For pseudo-word reading, significant positive correlations were not found.

5.4 Pedagogical implications

The findings obtained from the study revealed that students' English reading ability was improved. The positive effects of English phonological awareness training on English reading point to the need to train students' skills in phonology to help Thai EFL primary students to acquire L2 reading skills. In order to succeed in teaching students to read in English, direct and explicit instruction are needed. Teachers have to train the students in English phonological awareness from the least to the most complex activities; word awareness, syllable awareness, rhyme awareness, and sound (phonemic) awareness. In this study, the researcher taught the students to understand that one English sentence may have multiple words and one word may have multiple syllables, and also one syllable may have multiple phonemes.

Simple English sentences were first taught to the students. This session cannot be omitted because some students may not know what an English sentence is. Then the vocabulary to be used for the day was taught. The vocabulary instruction must be direct and explicit and it was chosen based on the content of the phonological awareness part. The English vocabulary was used to match the students' oral language proficiency. For example, the word "mock", which is uncommon for young students

in Thailand, was replaced by the word “clock” in one of the rhyming sessions. Then the students were instructed to play games that provided them with rich opportunities to name the pictures associated with the targeted words.

Moreover, for each session the simple example demonstration was very important for low-efficiency literacy. In rhyme awareness sessions, some students did not understand quickly, so the Thai example was needed to make students easily understand.

5.5 Limitations of the study

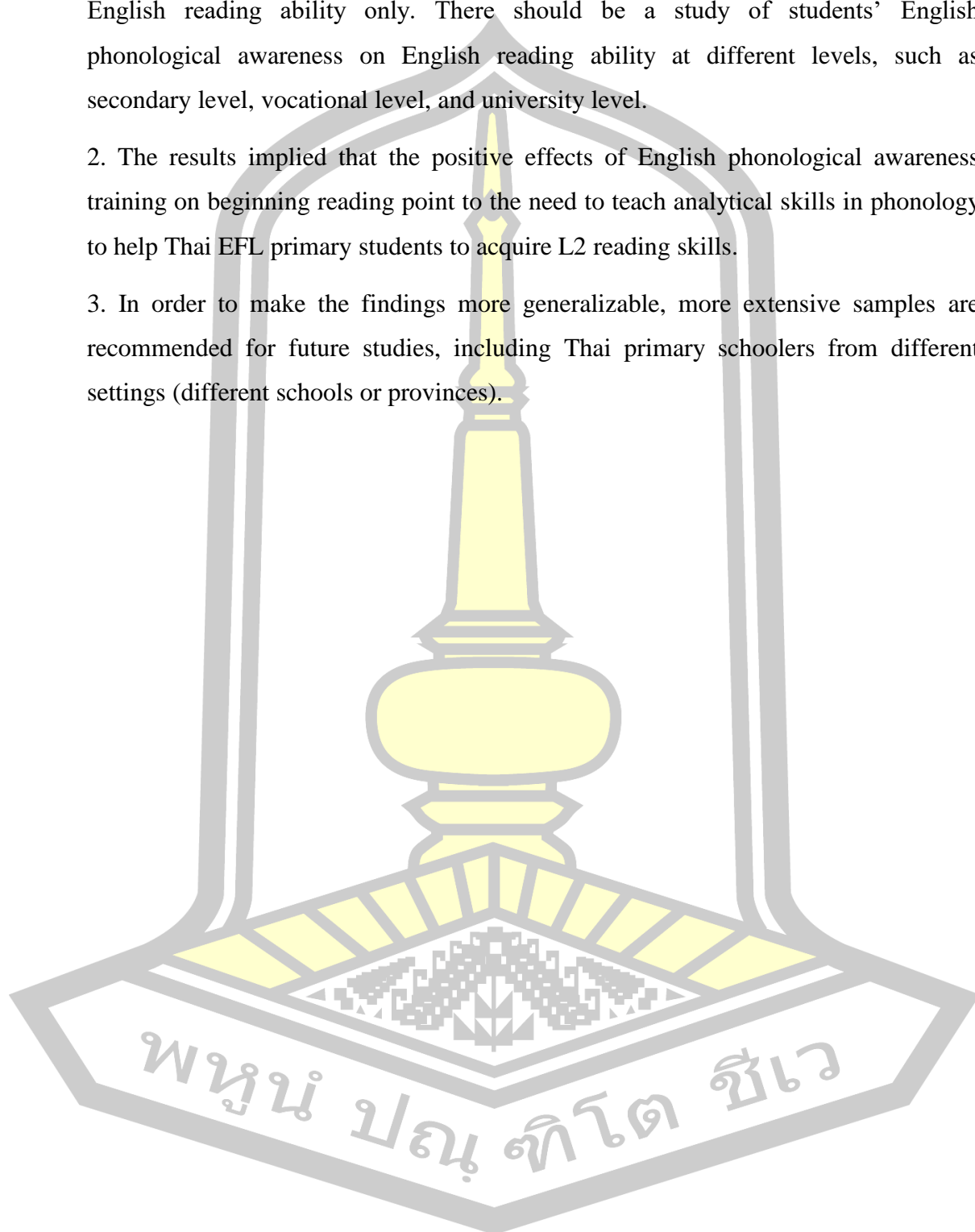
Although the findings of the study revealed positive results of the use of English phonological awareness training on English reading ability among Thai EFL primary students, there are some limitations in this study as follows:

1. In this study, there were only twenty four times for the students in the experiment to be trained in English for phonological awareness. So, the students only had a short period to practice each activity. The long-term study should be investigated to see the improvement and the prediction of the students' English phonological awareness skills.
2. In the data collection time period, there was the COVID-19 crisis. The students in the experiment were divided into two small groups for social distancing. The first group came to school to be trained while the second one stayed at home. Then the next day, the first group stayed at home while the second one came to school to be trained. They had no continuity in training and both small groups were not trained at the same time, so some of them were not able to do some activities.
3. Due to the COVID-19 crisis, there were some activities students could not do because of group size limitations, so some games had to be played in social distancing conditions, and some students lacked the confidence to do them.

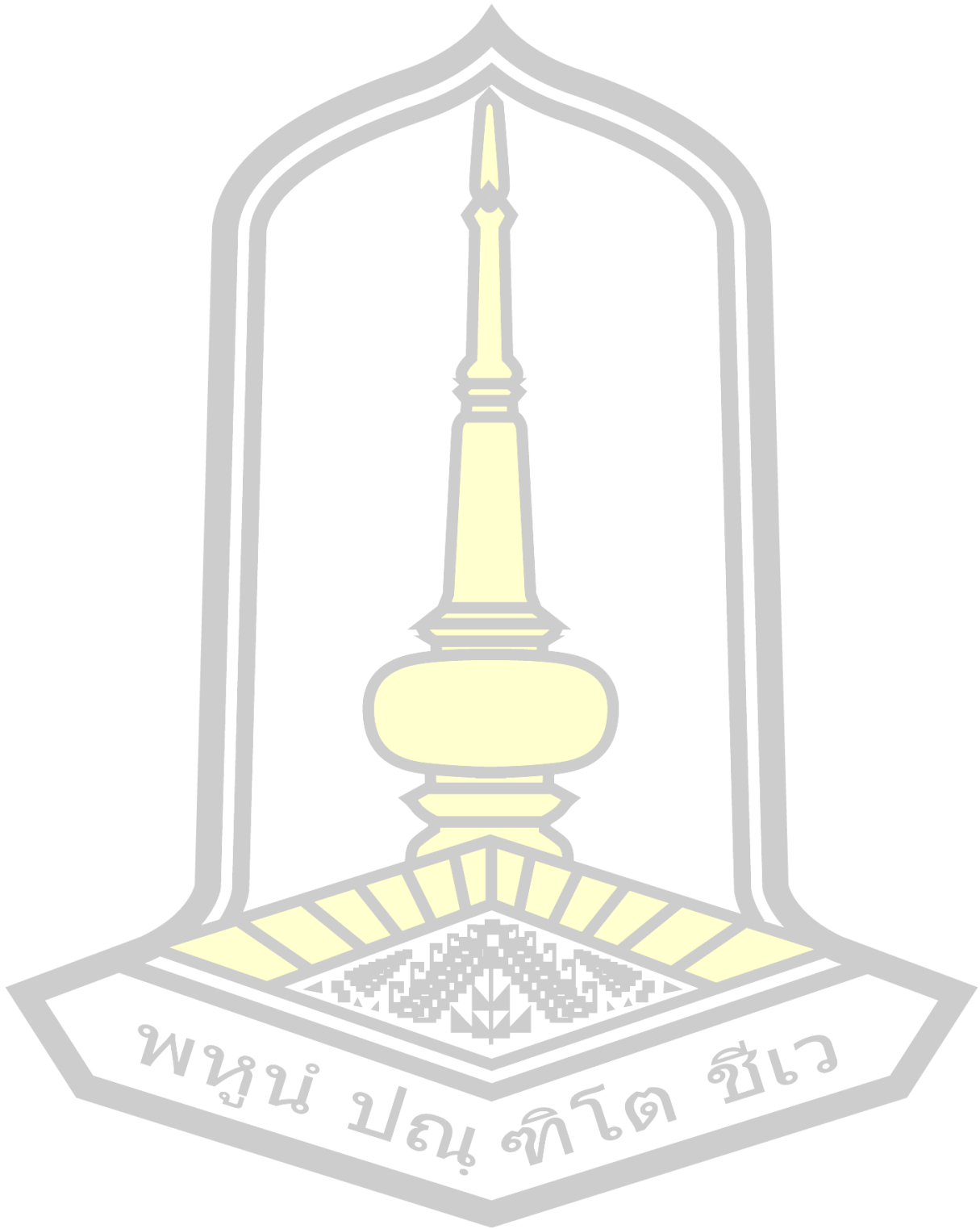
5.6 Recommendation for further studies

This study investigated the effects of English phonological awareness training on English reading ability among Thai EFL primary students. Based on the results of this study, some recommendations for the further studies are provided as follows.

1. This study investigates EFL primary students' English phonological awareness on English reading ability only. There should be a study of students' English phonological awareness on English reading ability at different levels, such as secondary level, vocational level, and university level.
2. The results implied that the positive effects of English phonological awareness training on beginning reading point to the need to teach analytical skills in phonology to help Thai EFL primary students to acquire L2 reading skills.
3. In order to make the findings more generalizable, more extensive samples are recommended for future studies, including Thai primary schoolers from different settings (different schools or provinces).



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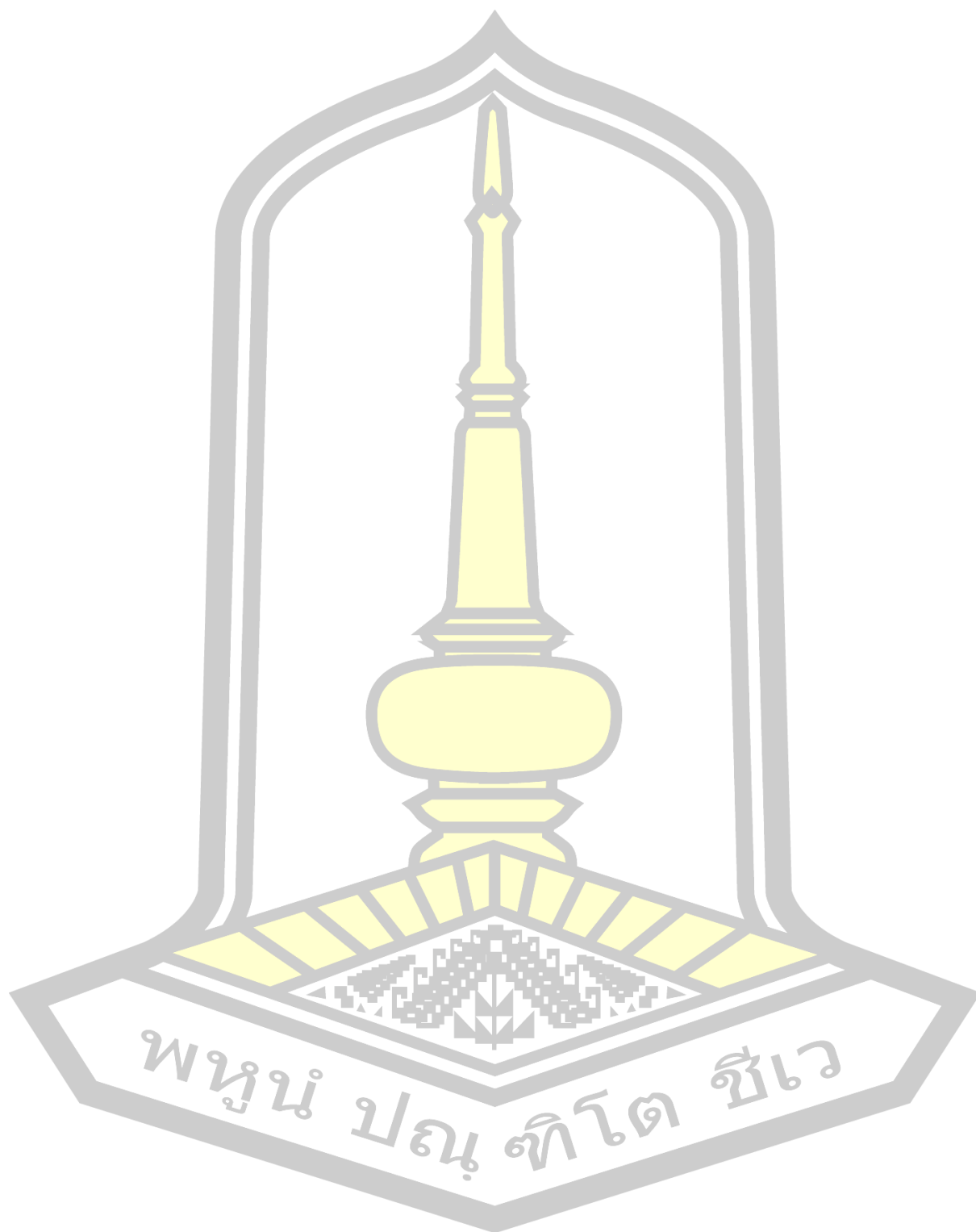
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APPENDICES



Appendix A: Phonological Awareness Assessment

English Word Reading Test

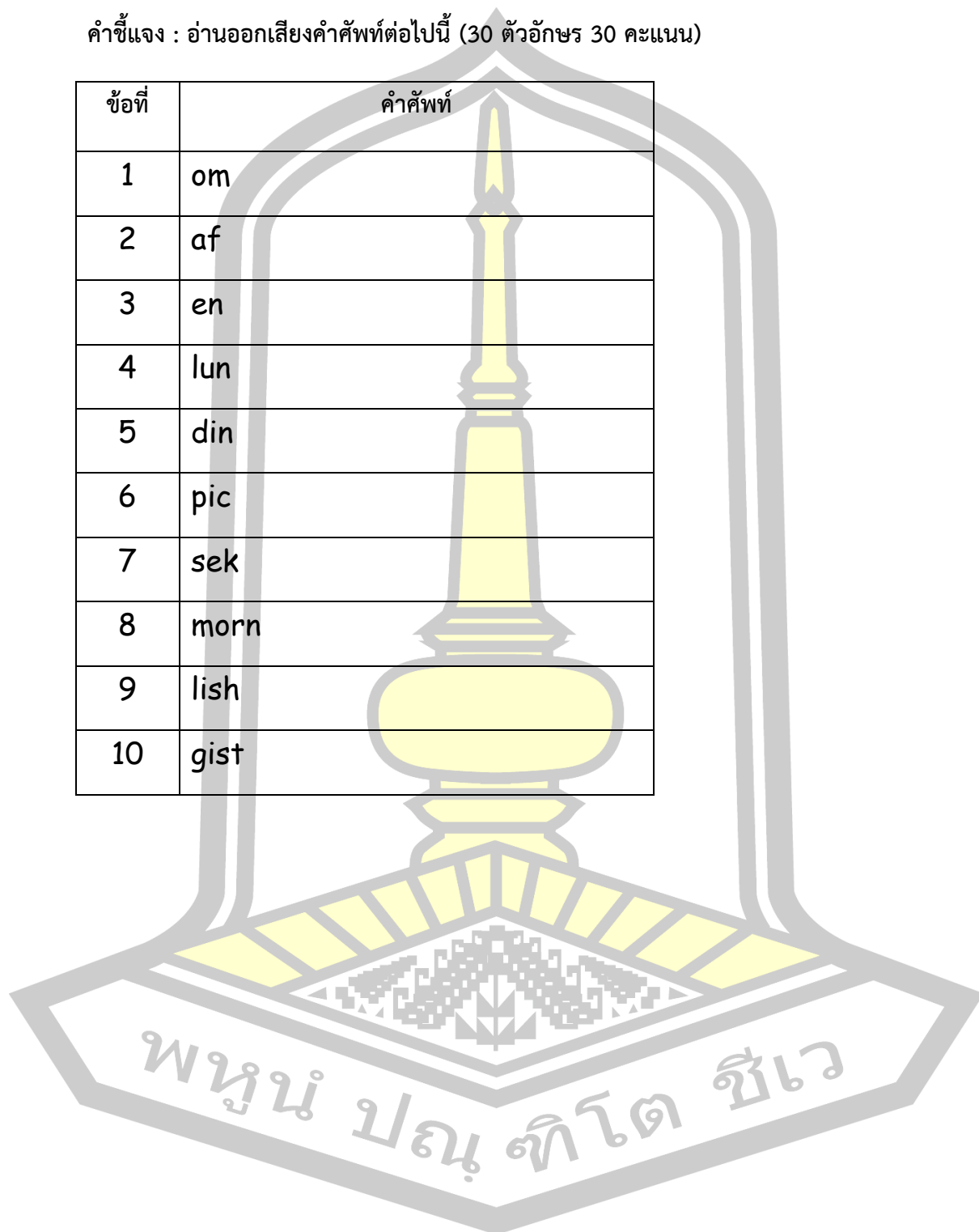
คำชี้แจง : ให้นักเรียนอ่านออกเสียงคำศัพท์ต่อไปนี้ (30 คำ 30 คะแนน)

ที่	คำศัพท์	ที่	คำศัพท์
1	good	16	month
2	morning	17	rainy
3	afternoon	18	read
4	evening	19	speak
5	breakfast	20	false
6	lunch	21	true
7	dinner	22	write
8	English	23	sharpener
9	flag	24	Thailand
10	name	25	listen
11	from	26	repeat
12	great	27	point
13	hello	28	picture
14	time	29	what
15	clock	30	how

Pseudo word Reading Test

คำชี้แจง : อ่านออกเสียงคำศัพท์ต่อไปนี้ (30 ตัวอักษร 30 คะแนน)

ข้อที่	คำศัพท์
1	om
2	af
3	en
4	lun
5	din
6	pic
7	sek
8	morn
9	lish
10	gist

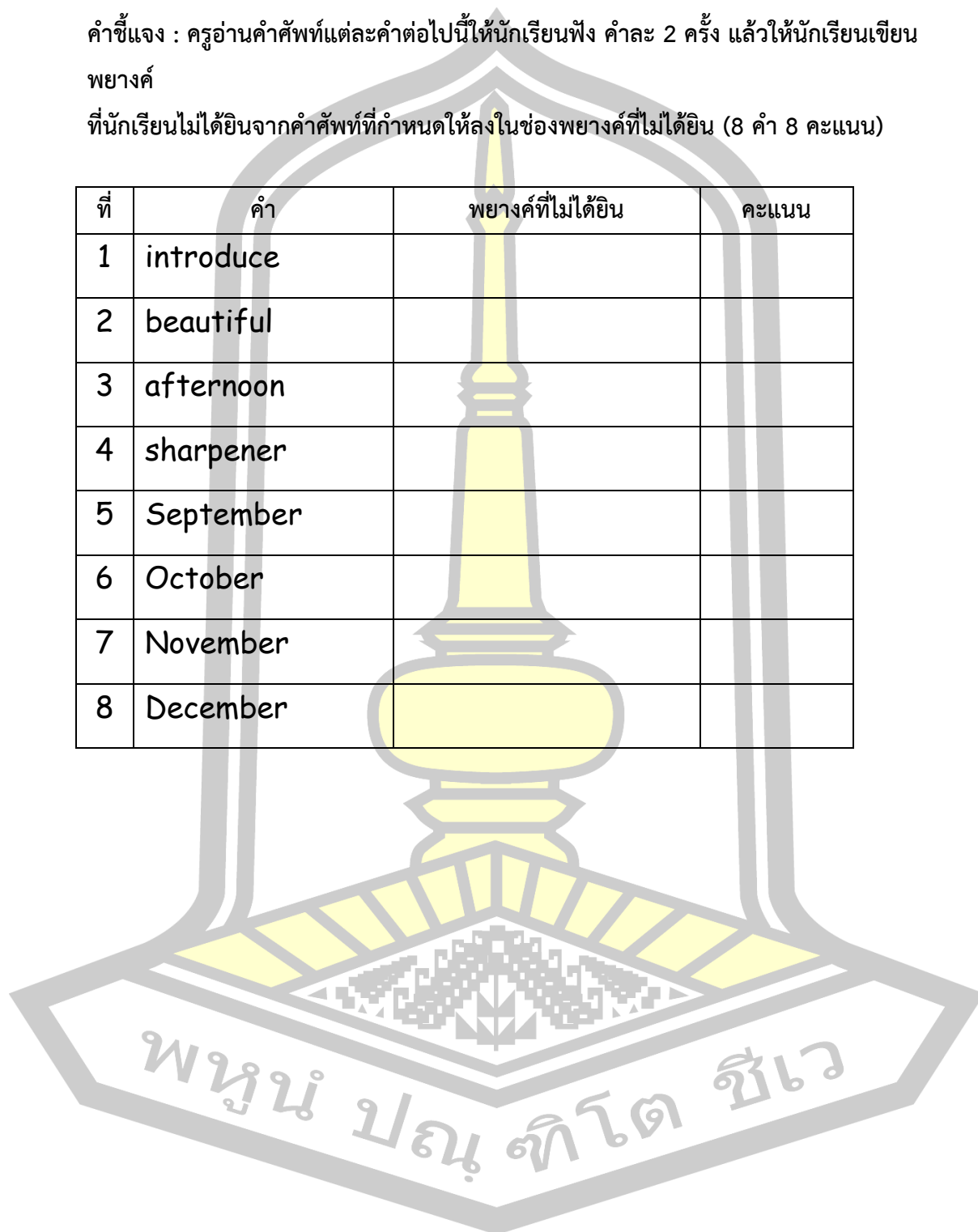


Syllable Deletion Test

คำชี้แจง : ครูอ่านคำศัพท์แต่ละคำต่อไปนี้ให้นักเรียนฟัง คำละ 2 ครั้ง แล้วให้นักเรียนเขียนพยางค์

ที่นักเรียนไม่ได้ยินจากคำศัพท์ที่กำหนดให้ลงในช่องพยางค์ที่ไม่ได้ยิน (8 คำ 8 คะแนน)

ที่	คำ	พยางค์ที่ไม่ได้ยิน	คะแนน
1	introduce		
2	beautiful		
3	afternoon		
4	sharpener		
5	September		
6	October		
7	November		
8	December		



Rhyme Detection Test

คำชี้แจง : ฟังครูอ่านคำศัพท์ต่อไปนี้คำละ 2 ครั้ง แล้วให้นักเรียนทำเครื่องหมาย x ทับบนตัวเลือก
คำศัพท์ที่มีเสียงคล้องจองกับคำที่ได้ยิน (10 คำ 10 คะแนน)

ข้อที่	คำศัพท์	คำศัพท์ที่คล้องจอง	คะแนน
ตัวอย่าง	good	a. cook b. food c. pool	1
ตัวอย่าง	how	a. cow b. pot c. log	0
1	noon	a. boat b. moon c. from	
2	name	a. cake b. flag c. same	
3	nice	a. rice b. list c. fish	
4	give	a. break b. need c. live	
5	year	a. clear b. bear c. care	
6	cock	a. home b. block c. boat	
7	meet	a. home b. shop c. sweet	
8	cold	a. gold b. cloud c. too	
9	hot	a. mud b. pot c. put	
10	rain	a. gain b. nice c. warm	

พูน ปณ ทิโต ชีเว

Rhyme Generation Test

คำชี้แจง : ให้นักเรียนเขียนคำคล้องจองกับคำศัพท์ที่กำหนดให้ในแต่ละข้อต่อไปนี้ โดยเลือก
จากคำศัพท์ในกล่องสี่เหลี่ยม (8 คำ 8 คะแนน)

pain	boint	food	snom	creak	sead
bunch	same	like	strone	coin	pool
meet	cear	what	true	flag	false

ข้อ	คำศัพท์	คำศัพท์ที่คล้องจอง	คะแนน
ตัวอย่าง	from	snom	1
1	good		
2	break		
3	lunch		
4	name		
5	rain		
6	write		
7	read		
8	point		

Phoneme Identification Test

คำชี้แจง : ให้นักเรียนฟังครูอ่านออกเสียงคำศัพท์ 1 ครั้ง จากนั้นให้เขียนตัวอักษรที่หายไป
ลงในช่องว่างท้ายคำ (8 ข้อ 8 คะแนน)

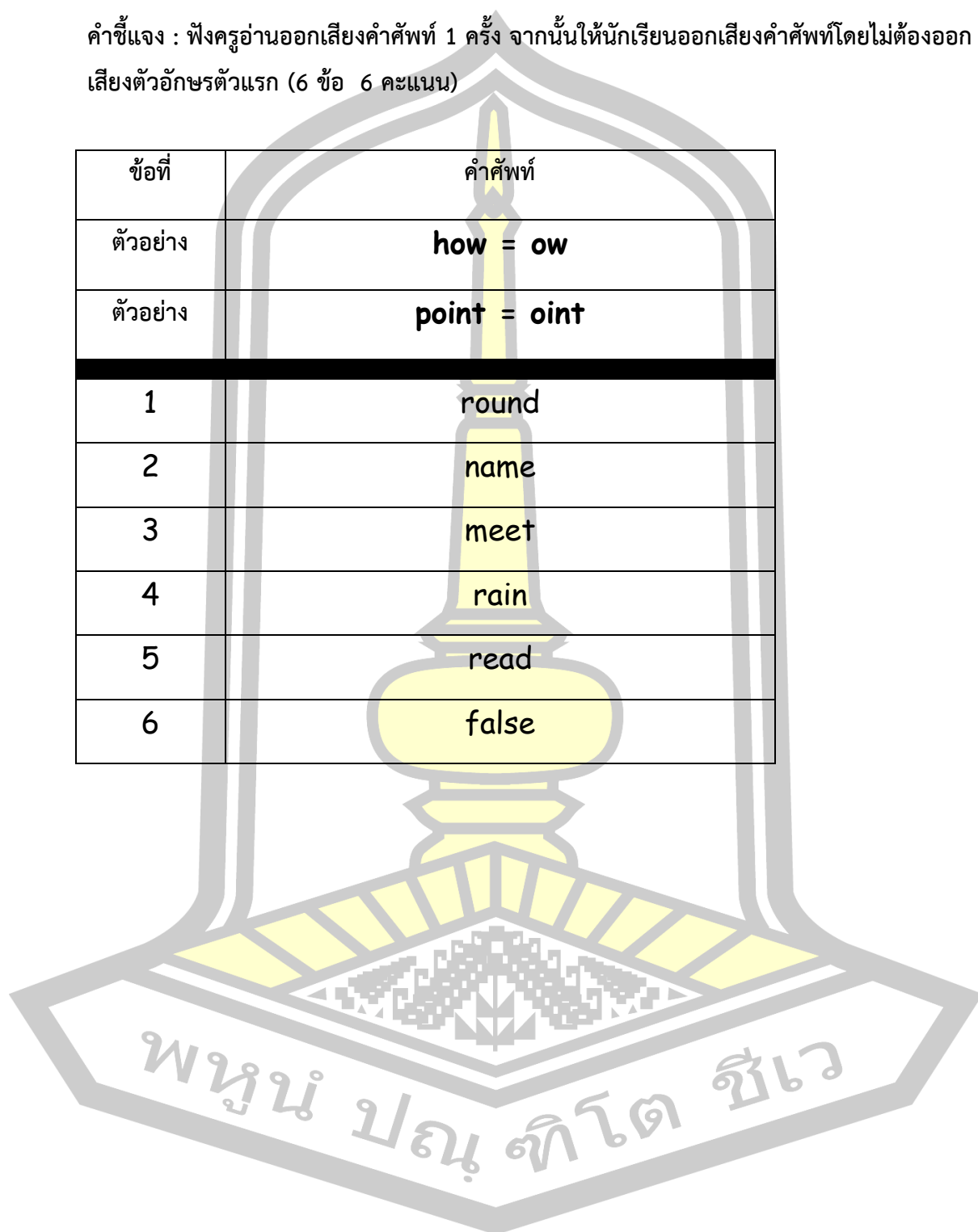
ข้อที่	คำศัพท์	คะแนน
ตัวอย่าง	ho_w_	1
ตัวอย่าง	noo_n_	1
1	cloc__	
2	goo__	
3	fla__	
4	grea__	
5	sno__	
6	rea__	
7	fro__	
8	spea__	



Initial Phoneme Deletion Test

คำชี้แจง : ฟังครูอ่านออกเสียงคำศัพท์ 1 ครั้ง จากนั้นให้นักเรียนออกเสียงคำศัพท์โดยไม่ต้องออกเสียงตัวอักษรตัวแรก (6 ข้อ 6 คะแนน)

ข้อที่	คำศัพท์
ตัวอย่าง	how = ow
ตัวอย่าง	point = oint
1	round
2	name
3	meet
4	rain
5	read
6	false



APPENDIX B: Lesson Plans

Subject: English 3

Code: EN13101

Unit: 1

Semester: 1

Hour: 2

1. Content: Saying good bye

2. Learning outcome: F1.1 P.3/2 Pronounce and spell words; accurately read aloud groups of words, sentences and simple chants by observing the principles of reading.

3. Learning objective: Students will be able to identify and say rhyming words

4. Classroom activity:

4.1 Warm up

- Teacher has students listen to the song “Greeting song for kids”
- Teacher has students seated at their desks. To motivate and activate the students, tell them that they will be learning about rhyming words. Ask for examples of words that rhyme. For example,

What rhymes with bat? Fish, rat, or dog?

What rhymes with dog? Fish, rat, or dog?

How do you know?

- Teacher asks the students to identify the pictures that the teacher will show them. Teacher shows the students a picture of a fish, a dish, a log, a frog, a dog, a cat, a hat, and a mat.

- Teacher has them raise their hands if they know the answers.

4.2 Presentation

- Teacher attaches the picture of the cat to the whiteboard.
- Teacher makes a list of the following words on the board: fish, dish, log, frog, dog, mat, hat, and fat.
- Teacher points to each word and read it aloud and has the students repeat the words after the teacher 2-3 times.
- Teacher asks the students which words rhyme. For example:
 - What does cat rhyme with?
 - What does dog rhyme with?

- Teacher has the students refer to the pictures to answer. Show the students similar endings in words by underlining the –at in cat, mat, hat, and fat.
 - Teacher selects a student to come up to the whiteboard and gives that student the picture of a fish.
 - Teacher asks the class to look at the words written on the whiteboard, and have them raise their hands if they know which word rhymes with fish.
 - Teacher repeats those steps and uses various images from the list.
 - Teacher has the students look at words from the word cards instead of the picture cards. Those words are related to the words in the students’ English book.
 - Teacher points to each word and read it aloud and has the students repeat the words after the teacher 2-3 times.
 - Teacher asks the students which words rhyme. For example:
What does good rhyme with? Food, cook or pool?
What does nice rhyme with? Rice, list or fish?
 - Teacher has the students refer to the word cards to answer. Show the students similar endings in words by underlining the –ood in food, and -ice in rice.
 - Teacher selects a student to come up to the whiteboard and gives that student the word card of “meet”.
 - Teacher asks the class to look at the words written on the whiteboard, and have them raise their hands if they know which word rhymes with meet.
 - Teacher repeats those steps and uses various words from the list.
- 4.3 Practice**
- Teacher has the students work independently at their desks. Provide them each with the Rhyming Words.
 - Teacher reads the instructions to the students, and has them complete the rhyming words independently.
 - Teacher gives the students a typed list of words and some cut out words that rhyme with the words on the list. Have them paste the cut out words next to the correct rhyming word on the list.
 - Teacher has the students sound out each letter in the words, and assist the student in blending the words.

4.4 Production

- Teacher walks around the classroom, and complete a mini-conference with each student. Randomly gives each student a word from the vocabulary list, and ask each person to identify a word that rhymes. For example, show a picture of a fish, and have the student produce a real word that also ends in -ish.

4.5 Wrap up

- Teacher separates the class into two, and have the teams compete to see which group can say these the fastest. Fish rhymes with dish or wish. Cat rhymes with fat, mat or hat. Dog rhymes with hog, log or frog. Noon rhymes with moon.

5. Materials:

Picture cards, word cards

6. Assessment:

Students be able to name one word which is rhyme the other word.

7. Teaching outcome:

.....

.....

.....

.....

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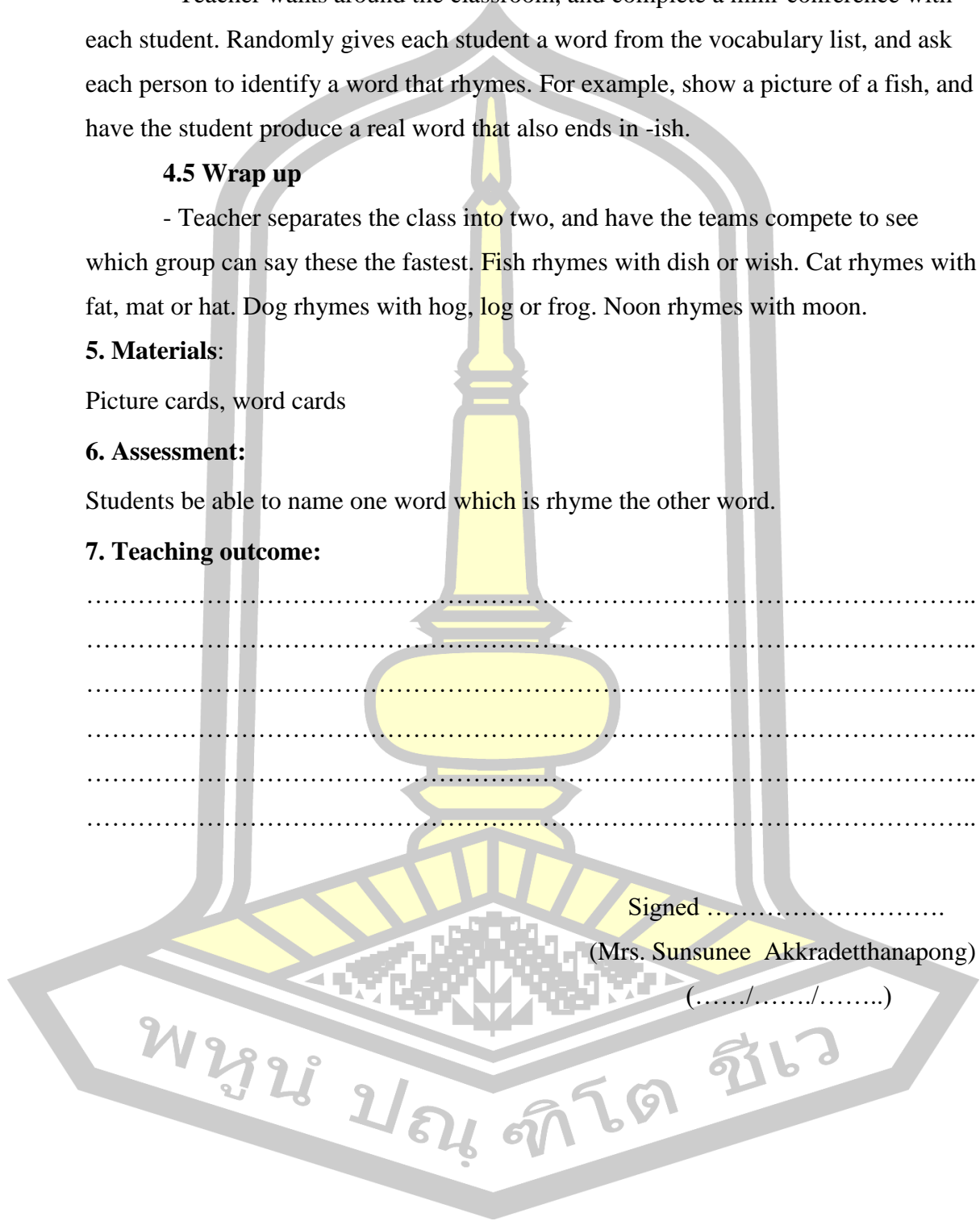
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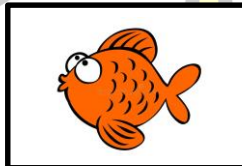
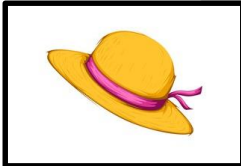
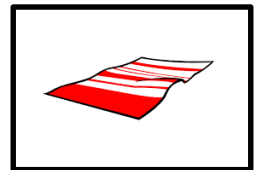
Signed

(Mrs. Sunsune Akkradetthanapong)

(...../...../.....)



Picture cards



Word cards

Choices for rhyming word

noon

boat

moon

from

name

same

cake

flag

nice

fish

rice

list

noon

boat

moon

from

live

need

break

give

Subject: English 3

Code: EN13101

Unit: 1

Semester: 1

Hour: 2

1. Content :

- It's six o'clock.

2. Learning outcome: F1.1 P.3/2 Pronounce and spell words; accurately read aloud groups of words, sentences and simple chants by observing the principles of reading.

3. Learning objective:

- Students will be able to spell the words in their word sorts and correctly identify the phonemes within each word.

4. Classroom activity:**4.1 Warm up**

- Teacher has students to listen to telling the time song for kids.
- Teacher tells students that their objective is to increase their phonemic awareness skills in order to become better readers and spellers.
- Teacher reviews some of the key terms pertaining to phonemic awareness, such as blends, or two or three consonant combinations that create a different consonant sound as tree, clock, and frog.
- Teacher asks the students to take out the play or short story.
- Teacher informs the students that they will be working with new word sorts and blends from the play.

4.2 Presentation

- Teacher explains to the students that phonemes are the smallest units that make up words. Direct their attention to sounds and blends which are found within the words of this play.
- Teacher has the students try by shouting out some sounds, one at a time. Create a word sort from words found in the play on the board.
- Teacher has the students write them in their notebooks and explains to the students that teacher is going to call out a word from the play.
- Teacher tells the students that when they hear the ring of a bell, they need to pick up the correct phonemes from the word the teacher called out.

- Teacher instructs the students to look through a group of index cards with a phoneme from the word sort written on each one. Have the students write down the phonemes in their notebooks and spell the word.

- Teacher has the students play the spelling bee game.

4.3 Practice

- Teacher has the students get into table teams.

- Teacher tells the students that they will accumulate points for their team, with a point awarded for each correct phoneme, correct spelling of the word, and for providing a word that rhymes with the word.

- Teacher has the students play a few rounds of the game with their groups.

Check for student understanding, and answer any questions that the students may have.

- Teacher asks students to study their words from the game, reviewing each word twice and asks them to practice finding words that rhyme with each word.

4.4 Production

- Teacher has accelerated the students work together, and give them additional tasks, such as providing well-constructed sentences for each word.

- Teacher gives the students easier words with spelling and rhyming only so that they can focus on basic reading and writing skills.

- Teacher has the students create a word document of their word sort with the word and phoneme.

4.5 Wrap up

- Teacher invites the students to come together for a mock game show of “Pick Up the Phoneme.” As the game show host, ask your students to play the phoneme game. Add bonus words for additional points.

5. Materials:

- Whiteboard, dry erase marker, notebooks, cards with phonemes from the story, bell, song

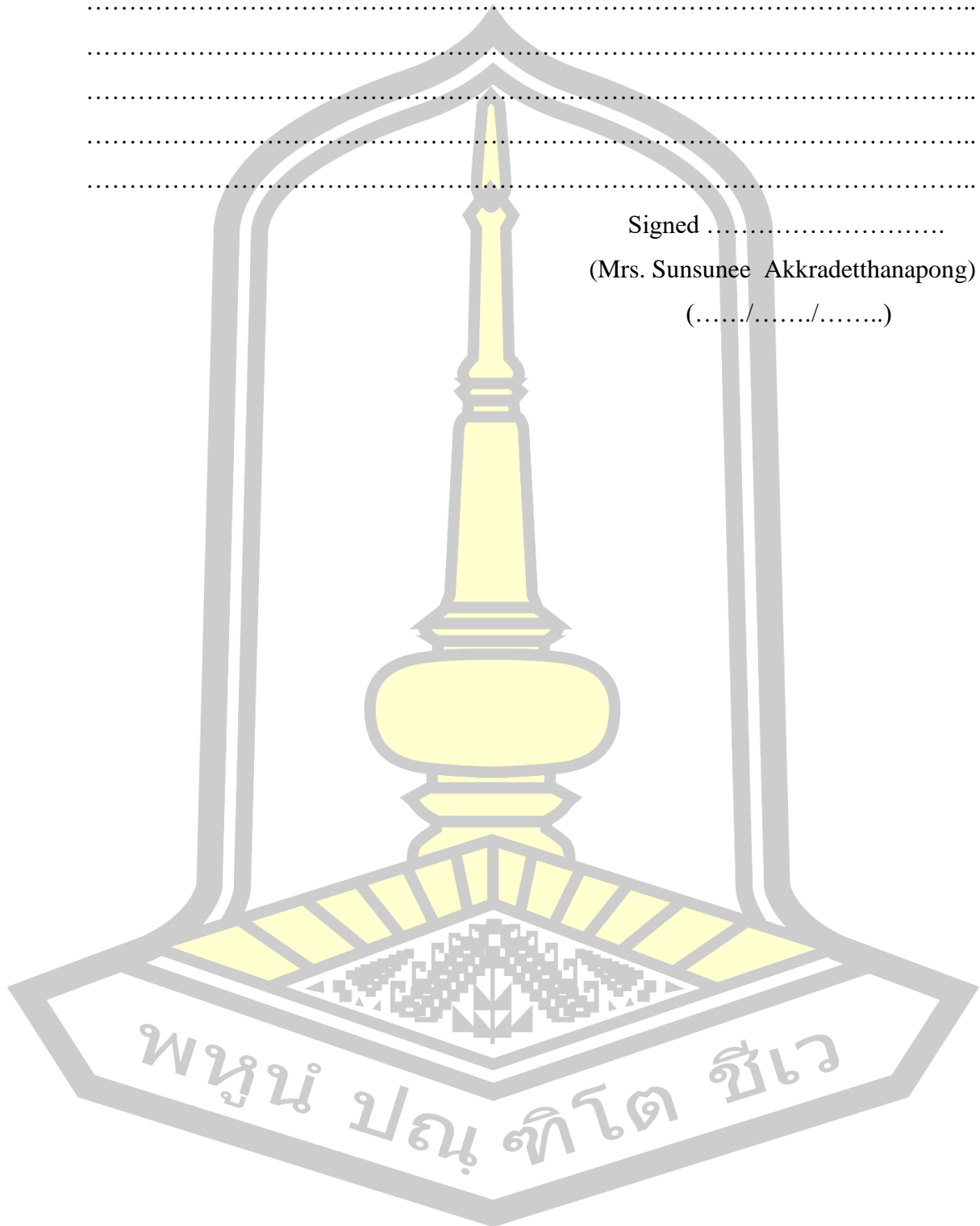
6. Assessment:

Conduct a group spelling bee that consists of the words within your students' word banks. The scores that the students receive from the spelling bee will help you assess how well they met the objective of this lesson.

7. Teaching outcome:

.....
.....
.....
.....
.....

Signed
(Mrs. Sunsune Akkradetthanapong)
(...../...../.....)



A short story

My day

Hello. My name is Ben. I'm nine years old. I'm in grade 3. I get up at six o'clock. I have breakfast at seven o'clock. I go to school at eight o'clock. I go home at four o'clock. I have dinner at six o'clock. I go to bed at nine o'clock.

Cards with phonemes from the story

clock	break	bed	grade
nine	home	get	four
six	have	name	old

Words missing a phoneme from the story

cloc.....	k	bre.....	k
be.....	drade	g
.....ine	nome	h
ge.....	t	fou.....	r
si.....	xave	h
.....ame	n	ol.....	d

Song lyric

Telling the time song

What time is it?

It's one o'clock.

Two o'clock.

Three o'clock.

Four o'clock.

Five o'clock.

Six o'clock.

Seven o'clock.



BIOGRAPHY

NAME Mrs. Sunsune Akkradetthanapong

DATE OF BIRTH 24 September 1980

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ADDRESS 2 Moo 2 Salangpun sub-district, Muangsurin District,
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