

ผลของการสอนซินเทติกโฟนิคส์โดยใช้การเรียนรู้ผ่านการเล่นต่อความสามารถในการรู้
คำศัพท์ภาษาอังกฤษของนักเรียนอนุบาลในโรงเรียนสองภาษา

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วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาครุศาสตรมหาบัณฑิต

สาขาวิชาการสอนภาษาอังกฤษเป็นภาษาต่างประเทศ

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ลิขสิทธิ์ของจุฬาลงกรณ์มหาวิทยาลัย

บทคัดย่อและแฟ้มข้อมูลฉบับเต็มของวิทยานิพนธ์ตั้งแต่ปีการศึกษา 2554 ที่ให้บริการในคลังปัญญาจุฬาฯ (CUIR)

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EFFECTS OF SYNTHETIC PHONICS INSTRUCTION USING
PLAY BASED LANGUAGE LEARNING ON ENGLISH WORD
RECOGNITION ABILITY OF KINDERGARTEN LEARNERS IN
BILINGUAL SCHOOL

Miss Dolly Sethi

A Thesis Submitted in Partial Fulfillment of the Requirements for the
Degree of Master of Education Program in Teaching English as a Foreign Language

Department of Curriculum and Instruction

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ต่อความสามารถในการรู้คำศัพท์ภาษาอังกฤษของนักเรียนอนุบาลในโรงเรียน
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การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาผลของการสอนซินเทติกโฟนิคส์โดยใช้การ
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สองภาษาและ 2) ศึกษาการเข้าร่วมกิจกรรมเชิงบวกของนักเรียนอนุบาลที่ใช้การเรียนรู้ผ่านการเล่น
ต่อความสามารถในการรู้คำศัพท์ภาษาอังกฤษกลุ่มตัวอย่างประกอบด้วยนักเรียนอนุบาล 3 ใน
โรงเรียนสองภาษาจำนวน 28 คน เครื่องมือที่ใช้ได้แก่ แบบทดสอบความสามารถในการรู้คำศัพท์
ภาษาอังกฤษ และ แบบตรวจสอบการเข้าร่วมกิจกรรมเชิงบวกของนักเรียนอนุบาลที่ผ่านการสอน
ซินเทติกโฟนิคส์โดยใช้การเรียนรู้ผ่านการเล่นต่อความสามารถในการรู้คำศัพท์ภาษาอังกฤษสถิติที่
ใช้ในการวิเคราะห์ข้อมูลคือ paired sample t-test, ค่าเฉลี่ย และ standard deviation

ผลวิจัยพบว่า 1) ค่าคะแนนเฉลี่ยจากแบบทดสอบความสามารถในการรู้คำศัพท์ภาษาอังกฤษ
หลังการทดลองของนักเรียนอนุบาลสูงกว่าค่าคะแนนเฉลี่ยก่อนทดลองอย่างมีนัยสำคัญทางสถิติที่
ระดับ .05 2) ผลของการเข้าร่วมกิจกรรมเชิงบวกของนักเรียนอนุบาลที่ผ่านการสอนซินเทติกโฟ
นิคส์โดยใช้การเรียนรู้ผ่านการเล่นต่อความสามารถในการรู้คำศัพท์ภาษาอังกฤษ คิดเป็นค่าเฉลี่ยอยู่
ที่ร้อยละ 83.8% ซึ่งแสดงให้เห็นว่าการสอนซินเทติกโฟนิคส์โดยใช้การเรียนรู้ผ่านการเล่นต่อ
ความสามารถในการรู้คำศัพท์ภาษาอังกฤษมีผลต่อนักเรียนอนุบาลในโรงเรียนสองภาษา

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ลายมือชื่อนิติต

สาขาวิชา การสอนภาษาอังกฤษเป็นภาษาต่างประเทศ ลายมือชื่อ อ. ที่ปรึกษาวิทยานิพนธ์หลัก.....

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 USING PLAY BASED LANGUAGE LEARNING ON ENGLISH WORD
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The objectives of this study were 1) to investigate the effects of synthetic phonics instruction using play based language learning on kindergarten learners' English word recognition ability; and 2) to explore the kindergarten learners' positive participation in synthetic phonics instruction using play based language learning. The sample included 28 kindergarten learners 3 studying in a bilingual school. The instruments were English word recognition test and the checklist of kindergarten learners' positive participation in synthetic phonics instruction using play based language learning.

The findings revealed that 1) kindergarten learners' posttest mean scores from the English word recognition test were higher than their pretest mean scores at the significance level of .05. 2) the percentage of the kindergarten learners' positive participation in synthetic phonics using play based language learning was 83.8%. These findings confirm that synthetic phonics using play based language learning affect kindergarten learners' English word recognition ability.

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CHAPTER I

INTRODUCTION

Background of the Study

The National Institute of Child Health and Human Development (2000) pointed out that learning to read is a complex task for beginners. They must coordinate many cognitive processes to read accurately and fluently, including recognizing words, constructing the meanings of sentences and text, and retaining the information read in memory. To overcome this issue initially, systematic phonics instruction is a way of teaching reading that focuses on the acquisition of letter-sound correspondences and their use to read and spell words (Harris & Hodges, 1995).

From the meta-analysis of evidence-based research findings by the US National Reading Panel (2000) indicated that direct systematic instruction in phonics makes significantly greater contributions to children's development in reading, writing, spelling and comprehension than unsystematic instructions. The evidence also showed that the systematic synthetic phonics is more effective to kindergarten and first grade young learners, and in order to draw those young learners' attention, multi-sensory with play based approach is highly recommended for high quality phonics work according to Sir Jim Rose, (The Rose Review, 2006).

The play-based curriculum is an essential principle for early young learners (Kostelnik and Grady, 2009). The Tickell Review of the Early Years Foundation

Stage (DfE, 2011c) shows that play based learning can develop three prime areas of learning in young learners which are communications, language and literacy; social and emotional development; and physical development.

As for young Thai EFL learners, the age group for this study is between five to six years old, their abilities in learning synthetic phonics can be taught the same way as young native English speakers because they are also developing literacy skills for the first time (Genesee & Hamayan, 1994).

Although substantial efforts have been made to reform the English language curriculum in Thailand for decades, Thai learners' performance does not meet the standard required (Khamkhien, 2010). Khamkhien (2010:185) reported that "factors responsible for limited success of ELT in Thailand include lack of proper curricula in all levels, dry teaching styles that overly focus on grammatical details, students, learning media, inappropriate texts, and testing and evaluation." Among all these concerns, with regard to the aim of improving kindergarten learners' (between the age group of five and six years old) English word recognition skill, the high quality synthetic phonics instruction deserves attention. Therefore, the purpose of this research is to instruct the synthetic phonics using play based language learning to improve kindergarten learners' English word recognition skill in Bilingual school of Bangkok.

Research questions

Q1. To what extent does synthetic phonics instruction using play based language learning develop kindergarten learners on English word recognition?

Q2. To what extent do kindergarten learners' positive participation in synthetic phonics instruction using play based language learning on English word recognition?

Objectives of the study

1. To investigate how synthetic phonics instruction using play based language learning develop and affect kindergarten learners on English word recognition.

2. To observe whether the kindergarten learners' positive participation in synthetic phonics instruction using play based language learning on English word recognition and also to investigate the number of the students positively participated in the play based learning activities.

Scope of the study

The population and the variables in the present study are the following:

1. The population of this study is the kindergarten learners from Sarasas Ektra Bilingual School.

2. The variables in this study are as follow:

Independent variable is synthetic phonics instruction using play based language learning.

Dependent variables are English word recognition scores and the results of the checklists of kindergarten learners' positive participation in synthetic phonics instruction using play based language learning.

Definitions of terms

1. Synthetic Phonics

Synthetic phonics is a method of teaching reading which first teaches how to convert letters or letter combinations into sounds and then how to blend the sounds together to form recognizable words.

2. Synthetic Phonics Instruction

Synthetic phonics instruction is a thorough ongoing planning which is necessary to deliver high-quality systematic phonics. Planning synthetic phonics instruction should include the elements of a well-structured phonics session; revisit and review, teach, practice and apply. In this current study, the play activities for letters sounds recognition and identification, sounds positioning which are initial and final consonants and middle short vowels, the play activities to teach and support blending for reading and segmenting for spelling; opportunities to learn and practice high-frequency words, phonemes and graphemes and continual assessment of children's knowledge and ability are integrated on all four elements of synthetic phonics instruction.

3. Play Based Learning

Play is an essential part of every child's life and is vital for the enjoyment of childhood as well as social, emotional, intellectual and physical

development. It is based on a Vygotskian model of scaffolding where the teacher pays attention on specific elements of the play activity and provides encouragement and feedback on children's learning. In this study, the enjoyment and amusement of play based language learning activities will support the synthetic phonics lessons for students by providing multisensory play (hear, touch, see and think), dramatic play, functional play, constructive play and games with rules to participate in the activities and games referring to sound positioning-initial consonants and final consonants, short vowels, blending and segmenting in order to enhance the students in recognizing CVC words.

4. Synthetic Phonics Instruction using Play Based Language Learning

Is the instruction of synthetic phonics integrated with play based learning. All four steps of teaching synthetic phonics are supported with play based learning. In this study, the four different types of play will include in the steps of teaching. The kindergarten learners will experience all four types of play while they learn synthetic phonics in each lesson.

5. English Word Recognition Ability

Word recognition is the ability of a reader to recognize written words correctly. It is sometimes referred to as isolated Word Recognition because it entails a reader's ability to recognize words individually. Word recognition is a twofold process that includes both the identification of printed symbols so that the word can be pronounced and the association of meaning with the word after the word has been properly pronounced. Word recognition in this study is

firstly to recognise and identify the letters sounds and then blend those letters sounds into CVC words in order to identify the meaning of those particular CVC words.

6. Positive Participation

Participation is the act of getting involved with or sharing in the activities in groups. For classroom positive participation, students are entered into the learning activities willingly, enthusiastically and purposefully. In this study, the play based learning activities based on synthetic phonics instructions were designed for the learners to participate happily, eagerly, cooperatively, decisively and persistently either in groups or in individual for English word recognition ability.

7. Kindergarten Learners

Kindergarten learners are the learners aged 4 to 6 years old. The learners in this study were aged between 5 to 6 years old who were studying in a bilingual school. These learners have learned English language since kindergarten¹. They practice using all four English skills everyday at school both with their foreign teachers and with their friends. They are considered to have good background English knowledge.

8. Bilingual School

Bilingual school is the school that uses two languages teaching programs. The kindergarten learners in a bilingual school for this study are communicating two languages equally which are English language and Thai language.

Significance of the study

The purpose of synthetic phonics instruction using play based language learning in this study is to develop and improve the kindergarten learners' English word recognition. This study is significant because it will encourage and help the kindergarten learners to be able to recognise the words associated with meaning by blending and spelling out the letters sound into simple CVC (consonant, vowel, consonant) words. Moreover, using play based language learning integrated with synthetic phonics instruction can easily motivate and attract the learners' interests or can draw learners' attentions to willingly participate in play based language learning activities for English word recognition. Once they learn letters sound blending into words successfully, they will have a confidence in reading out the words that they know.

Teachers can apply the findings of synthetic phonics instruction using play based language learning in the other aspects of English skills abilities such as speaking, writing or listening. Play based language learning can be also used in other purposes of instructions according to the administrators or teachers' plans in terms of appropriateness. English teachers can apply the results of this study within their classes and use them as a guideline to design their own activities for the different purposes and objectives. Moreover, the researchers who are interested in this field can use the results of the study for their research.

CHAPTER II

REVIEW OF LITERATURE

This chapter presents the literatures and the documents that the researcher studied in this present study, “Effects of synthetic phonics instruction using play based language learning on English word recognition ability of kindergarten learners in Bilingual School”, involving firstly the concepts of synthetic phonics instructions including the planning of the instructions and the assessment of synthetic phonics. Secondly, the concepts of play based learning are discussed which the researcher also mentions about teacher’s role and children role in play based learning. The definition of positive participation, play and language development and play based learning assessment are also provided accordingly. Lastly, the concepts of word recognition are stated.

2.1 Synthetic Phonics

Many advocates of phonics instruction point out that, students need to learn phonics in order to be able to read and write effectively. By including phonics instruction as part of a reading instruction program, students can learn about letter-sound relationships and building the decoding skills to approximate the pronunciation of unfamiliar words (Reutzel & Cooter, 1996, p.289)

Some studies from Chall (1967) and many other studies pointed out that systematic phonics instruction can achieve higher reading achievement and is used as a prerequisite knowledge of reading. US National Reading Panel (2000) also indicated clearly that systematic phonics instruction is beneficial to kindergarten and 1st grade learners. In order to teach systematic or synthetic phonics effectively, systematic or

synthetic phonics instruction introduced in kindergarten must be appropriately designed for learners and must begin with foundational knowledge involving letters and phonemic awareness.

Adams (1990a) pointed out that this systematic or synthetic phonics approach has the value of providing students with phonemic details about letters that enables them to effectively learn letter-sound association and to blend. These may be especially important for those delayed readers who are experiencing reading difficulty. Also, the research of Graaff, Bosman, Hasselman and Verhoeven (2009) mentions the findings in the study of Ehri, Nunes, Stahl and Willows (2001) that on measuring the phonemic awareness, spelling and reading, the systematic or synthetic phonics instruction made more progress than the non-systematic phonics group and the control group.

Further more evidence on systematic or synthetic phonics in NRP (2000) reported that there was no difference if systematic or synthetic phonics instruction was taught individually or small groups or when being taught as classes. Systematic or synthetic phonics instruction is effective when delivered through these all number sizes of young learners (Adonis & Hughes, 2007). However the researchers recommended that young children who are slow to learn the letter sounds and to blend and segment, do well if they get extra practice some other time during the day, staying with their classmates for the phonics lessons rather than working through the program more slowly.

Synthetic phonics teaches the child how to convert letters or letter combinations into sounds and then how to blend the sounds together to form recognizable words. Explicit phonics or synthetic phonics approach refers to teaching letter sound relationship by articulating the sound in isolation (Ruddell, 2002). For example, the process of teaching letter-sound relationship of *m* and /*m*/ is by writing the words *mat and map* on the board. Then say, “The sound of *m* is /*mmm-mmm*/. Let’s say the sound together (as teacher points to the letter *m*) /*mmm-mmm*/. This is the sound that we hear at the beginning of the words *mat and map* (as the teacher underlines the *m* in each word). Let’s say the sound together again. /*mmm-mmm*/.

Referring to the criteria of synthetic phonics mentioned earlier, another important key which is needed to be concerned strictly is introducing high frequency words or tricky words. The words are for example, *as, it, is, am, in, I, and, the, this, that, can or look*. These high frequency words are too complex for young children to decode but unavoidable in reading most texts. They need to be introduced at a rate of about two or three per week, but this has to depend on the teacher or practitioner (Adonis & Hughes, 2007; DfES, 2011b; Jolliffe, Waugh, Carss, 2012)

2.1.1 Planning for Synthetic Phonics Instructions

Adonis and Hughes (2007) mentioned in the finding of The Rose Review (2006) that beginner readers should be taught grapheme–phoneme correspondences in a clearly defined, incremental sequence, to apply the highly important skill of blending (synthesising) phonemes in the order in which they occur, all through the

word to read it, to apply the skills of segmenting words into their constituent phonemes to spell, that blending and segmenting are reversible processes.

Rose (2006) suggested that in order to put synthetic phonics instruction into practice, thorough ongoing planning, supported by continual focused assessment, is necessary to deliver high-quality systematic phonics. Planning synthetic phonics instruction should include:

- 1) the four elements of a well-structured phonics session – revisit and review, teach, practice and apply;
- 2) activities to teach and support blending for reading and segmenting for spelling;
- 3) opportunities to learn and practice high-frequency words, tricky words, phonemes and graphemes;
- 4) continual assessment of children's knowledge and ability.

Since the synthetic phonics instructions is suggested for children aged five years old and above, the purpose for this age group is to teach at least 19 letters and move children on from oral blending and segmentation to blending and segmenting with letters. And in the end of the phase many children should be able to read some VC and CVC words and to spell them either using magnetic letters or by writing the letters on paper or on whiteboards. The high-frequency words or tricky words need to also be introduced to the children in this age group (Adonis & Hughes, 2007).

2.1.2 Synthetic Phonics Assessment

Assessing to inform planning is important to consider. Teachers should assess children's progress in phonics in order to be able to plan for the future lesson and to also consider if the children are ready to continue to the next level of teaching. The assessment is usually informal and quick for example; the teacher checks children's responses on whiteboards or listens to children as they sound phonemes. Then the teacher can make notes of those children if they have achieved successfully to do so that the teacher can revise these issues and will be able to plan for a lesson in the future. (DfES, 2007; Ofsted, 2011; Rose, 2006).

For ongoing formative assessment, some children will make slower progress which highlights the vital role of assessment for learning in which a teacher carefully provides opportunities in all lessons to check children's progress. Progress in learning phonics is largely hierarchical and as children are taught a systematic progression it is important that each child is carefully tracked. It is important to differentiate on such tracking sheets the difference between the children who are working at a particular phase and those who are secure at a phase. Children are judged to be secure at a particular phase once they consistently know most of the phonemes associated with that phase and can apply the skills of blending and segmenting using an appropriate range of grapheme-phoneme correspondences. Teachers need to develop systems such as highlighting names/initial of children to denote when they are secure at a particular phase (Rose, 2006).

2.1.3 The Development of Synthetic Phonics Materials

Children from birth to age eight enjoy manipulating the many materials that they find around them and expressing their creative power to change a piece of their world. They are communicating their feelings and what they have learned. As they learn, they grow and develop (Koster, 2009). Pardo & Fernanda (2009) pointed out that when teachers develop the materials, they should consider to keep a balance among students' learning needs, preferences, motivations and expectations, their affective needs and the institutional policies. For example, to develop materials for phonics instructions and word recognition instruction, teachers should provide the resources materials where the learners get opportunities and convenient to use materials for developing alphabetic knowledge, phonemic awareness and sound symbol relations.

Another key consideration in developing materials and activities in order to appreciate and motivate children is arts. Ellen Dissanayake (1995) pointed out that to create art means to make normal things into special. All of the arts incorporate creative problem solving, playfulness and the expression of feelings and ideas. The term of arts is used to refer to the unique disciplines of creative movement or dance, drama, music and visual art.

2.2 Play-based Learning

What is play based learning?

Play based learning is based on a Vygotskian model of scaffolding where the teacher pays attention on specific elements of the play activity and provides

encouragement and feedback on children's learning. When children engage in the activities, play can be challenging in children's thinking. To extend the learning process, adult's support should be provided when necessary during play based learning.

Importance of play based learning

Play based learning is an important to develop active learning by using brain in lots of ways. When children play, they develop and practice social language skills that may be more complex than in everyday activities, they expand and challenge their physical skills, they think and express themselves creatively, they respond to experiences with or without language and they develop their sense of self and identity (Ginsberg, 2007).

Types of Play

According to Hagan, Lewis & Smilansky (1988), there are four types of play in which children engage. There are, functional, constructive, dramatic, and games with rules.

1) Functional Play is a form of play in children's characteristics.

These hands on experiences are the best teacher. Children learn best when they are surrounded by effective experiences that are imaginative, engaging and rich in language, especially when guided through these experiences by skilled, caring and thoughtful adults.

- 2) **Constructive Play** is different from functional play because the children's actions are important and reasonable. They have a plan to achieve something at the end. Teacher must validate and reinforce this type of play and prompt them to extend it.
- 3) **Dramatic or pretend play** is involved with children taking on a role. Studies have shown a high connection between high levels of dramatic play in preschool and cognitive, verbal and social ability measures in the early elementary grades.
- 4) **Games with rules** involve children understanding and agreeing to the rules for the games. Games with rules help children to pay attention and control behavior to conform to a set of rules. Children should concentrate on the games in terms of enjoying rather than winning.

Ellis, Deshler, Lenz, Schumaker, & Clarke (1991) mentioned that five and six years old children like to have their creative play result in products. They like to glue the cutouts on a piece of paper to create and design something on their own. Each child must get a chance to choose and learn materials individually, but learning is best when there is help from others. For games with rules become more important in the play at these stages. These young children may believe that the rules are made by some unknown authority and usually very rigid in enforcing them. However, to follow the given rules, they need adult help in learning to apply and understand the rules.

McTnnes, Howard, Crowley & Miles (2013) reported that in childhood education play is considered to be more beneficial when it is designed as a task. Miller and Almon (2009) pointed out that play in Kindergarten is a balance of child-initiated play in the presence of engaged teachers and more focused experiential learning guided by teachers.

2.2.1 Teacher's Role in Play- Based Learning

The roles of the teacher in play within the classroom setting are very important. The teacher must be an observer, an elaborator, a model, an evaluator, and a planner of play (Bjorklund, 1978). The literacy rich classroom, the teacher involves adding materials, using questions to expand the play, interacting, participating, consolidating, observing and monitoring the play to ensure that students are developing both knowledge and self-regulation. Teacher should make the instructions more engaging, interesting, interactive and rewarding the students by using play learning activities in the classroom. A teacher can consider ways to make the teaching more process-oriented rather than product-oriented, with activities that generate success and confidence while stretching students to higher level of proficiency.

Teachers in Kindergarten should focus on age-appropriate program planning to facilitate experiences that promote each child's physical, cognitive, language, emotional, social and creative development and well-being, providing opportunities for them to participate in the activities, this includes whole-class instruction, small-group learning, independent learning, and activities at learning centres (Ministry of Education, Ontario, 2010).

2.2.2 Children's Role in Play-Based Learning

The roles of the learners are to develop their knowledge when they are engaging and challenging with the activities in the classroom. Children's developments grow in a number of interrelated with social, emotional, language, cognitive and physical. To address these developmental needs, teachers should provide opportunities for learning, for example, in music and drama, games, language activities and cooperative activities with peers (Ministry of Education, Ontario, 2009;The government of Newfoundland and Labrador, 2010).

Developmentally Appropriate Practice (DAP) based on a philosophy of education children are active learners who build up their own knowledge by interacting with peers, teachers and other adults, and materials. It describes teaching techniques that identify and foster the developmental needs of children, both individually and in groups (Bredekamp and Copple, 1987, 1997, 2009).

Piaget (1969) mentioned that the children aged from two to seven years old their play show the meaning to what they want adults to believe rather their playing without any purposes. At this age, social interaction with others becomes very important to them. Piaget also believed that dramatic play can make children understand with new learning.

Vygotsky's (1978) theory of "scaffolding" happens when an adult working with young children build on their prior knowledge and experiences to encourage them to reasonably stretch towards new learning. As a child grows, the amount scaffolding from an adult is required to help manage the new learning. When the child

is comfortable and capable in handling the task alone the adult slowly reduces the amount of scaffolding support and gives only when he/she is needed help. For early childhood professionals, one of Vygotsky's most important concepts is that of the zone of proximal development (ZDP) which he defined that the ZDP represents the range of tasks that children cannot do independently but can do better when helped by more competent person who is a teacher, an adult or another child.

Positive Participation

Student's participation in the activities is very important because it shows that the lesson being taught in the class is qualified. Participation is the act of taking getting involved with or sharing in the activities in groups individually. For classroom participation, teacher has a role in making the learning interesting and engaging where the teacher can get students' attentions to take part in attentively. Students' participation can help the class run smoothly if the students are willingly, enthusiastically and purposefully in participate in the activities Learning occurs best when there is cooperative effort between a teacher and students. Class participation is one of the main vehicles towards achieving quality learning.

For student participation to be truly effective as a teaching strategy, it must be evaluated. Evaluation of class participation can be a frequency count of positive and negative classroom behaviours where teachers can count and record positive and negative classroom participation behaviours at varying intervals (Ken, 2006).

Play and Language Development

Play is enhanced when children acquire their knowledge and experience with stories, topics and activities they have been exposed to. Engaging in pretend play

improves children's oral language skills, storytelling, vocabulary, and reading and writing skills of literacy development (Perry, Hogan and Marlin, 2000). Children aged four to six years old have a better understanding of the purpose of written language and the conventions of print. Tamis-LeMonda and Rodriguez (2009) reported that children's early language development is consistent participation in shared book reading and storytelling in order to expand their vocabulary. According to Chritie and Rokos (2009) the development of early language skills are linked to later reading comprehension and fluency.

Zigler, Singer and Bishop-Josef (2004) reported that embedding literacy materials in pretend play increase young children's engagement in literacy acts. Using environmental print in pretend play helps children to understand that print carries a message. During play, children often imitate literacy acts that they have seen adults model, such as writing lists. Playing with language builds a base through which children later learn to decode words (Burke, 2010). Hoff (2009) concluded that language development is very similar across children and even across languages. However, the rate of development varies widely, depending on the amount and nature of children's language experience.

2.2.3 Play-Based Learning Assessment

Most teachers believe that they can recognize play when they see it. However, play is easier to recognize than it is to define (Fromberg, 2002; Fromberg and Bergen, 2006). Play activities must be voluntary and intrinsically motivating to the child, otherwise they are not play. Play is systematically related to areas of development and

learning (Linder, 2008b; Winderstorm, 2005). Play influences the use of language, cognitive understanding, social-emotional development and physical development. This is because children's play is the root of understandings and beliefs. Therefore, teachers must be sensitive and knowledgeable about the meanings attached to the resources, appropriate play activities, themes, and adult-child interactions during play when teaching and assessing young children so that bias does not enter the process (Gil and Drew, 2005; Gosso, 2010). In this way, play-based assessment becomes an integral part of the planned learning activities. Teachers use this approach can document individual progress, select children appropriately for group intervention, and keep students' records by using the chart as a combination curricular or assessment tool. In addition to these approaches, play scales are available for infants, toddlers and young children throughout the early year span. The use of the instruments may assist in program planning and in the documentation of child progress. The key in picking these scales is "do they answer the questions you need to ask?" (See the table 2.1 for an example).

Table 2.1 Guidelines for checklist play assessment.

Checklist for play assessment
<ol style="list-style-type: none"> 1. Choose a relevant variable: a cognitive play stage, a social play stage, or an activity variable-block building, clay exploration, or drawing. 2. List the relevant stages at the top of the page. 3. Leave a space to document the evidence for your assessment of each child. <p>A sample template for a play assessment is provided next.</p> <p>Cognitive Play Stages</p>

1. **Functional.** Simple muscular activities and repetitive muscular movement with or without objects are used. The child repeats actions or initiates actions.
2. **Constructive.** The child learns use of play materials, manipulation of objects to construct something or create something (e.g., drawing a person, building a play-dough house, measuring the beakers).
3. **Dramatic.** The child takes a role; pretends to be someone else, initiating another person in actions and speech with the aid of real or imagined objects.
4. **Games with rules.** The child accepts prearranged rules and adjusts to them, controlling actions and reactions within given limits.

Social Play Stages

1. **Solitary.** The child plays alone with toys different from those used by other children; although the child may be within speaking distance, there is no attempt at verbal communication with the peer group. The child is center of his or her own activity.
2. **Parallel.** The child plays independently but among other children. The child plays with toys that are similar to those the other children are using. In short, the child plays beside rather than with other children.
3. **Group.** The child plays with other children. The children are borrowing, following each other with play things. All engage in similar if not identical activity. For cooperative play, the child plays in a group that is organized for making some material product, striving to attain some competitive goal, dramatizing situations of adult or group life, or playing formal games. There is a division of labour, a sense of

belonging and an organization in which the efforts of one child are supplemented by those of another.

Not Play

- 1. Unoccupied.** The child is not playing in the usual sense but watches activities of momentary interest, plays with his or her own body, gets on and off the chairs, follows the teachers or merely glances around the room.
- 2. Onlooker.** The child watches the others play and may talk, ask question or offer suggestions to the children playing but does not enter to the activity.

2.3 Word Recognition

Rubin (1993) stated that word recognition is the foundation of the reading process. Word recognition is a twofold process that includes both the identification of printed symbols so that the word can be pronounced and the attachment or association of meaning with the printed symbols (Rubin, 1993 & Stanovich, 1991). The first part is involved with the pronunciation and the second part involves with the meaning.

Children need to learn a variety of skills and strategies in order to become proficient readers. According to National Reading Panel (2000), phonemic awareness and letter-sound relationship are two of the main reading strategies that children need to learn. Children need to learn that the words we say are made up of sounds. This understanding is called phonemic awareness. Research has confirmed that phonemic awareness helps children to read; without it, children continue to have reading

difficulties. Children who have phonemic awareness are able to identify and manipulate individual sounds in oral language. For example, in recognizing the spoken word “pin” consists of three distinct sounds: p + i + n. In English there are 44 speech sounds. In learning a second language, children may come across the sounds that do not exist in their native language and therefore they need time to develop phonemic awareness in the language of instruction.

In English systems, one letter may not necessarily represent one single sound therefore it is important that children receive an explicit instruction about correspondences between the speech sounds and individual letters and groups of letters. Phonics instruction teaches children the relationships between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language. Research has shown that systematic and explicit phonics instruction is the most effective way to develop children’s ability to identify words in print (National Reading Panel, 2000 and Jolliffe& Waugh & Carss, 2012).

2.3.1 Reading Stage- Early Reading (Kindergarten and First Grade)

In this stage, students are involving with alphabetic principle. Students begin using their knowledge of letter-sound relationships and context to decode printed words. During kindergarten, children need time to build their interest and confidence to explore letters and sounds in purposeful contexts. They begin to show interest in letters and their sounds. They explore words, letters and sounds significant to use for real purposes (BRaban, M Brown, E Care, F Rickards& O’Connell, 2011).

Even though each student has a different background knowledge in learning depending on his/her experiences with print and books at home and at the kindergarten level, there is a general learning order of reading skills. Ruddell (2002) had presented the general learning order and placement of word analysis skills of Kindergarten three have the major emphasis of high learning and development on print awareness such as letter names and letter recognition, phonemic awareness and segmentation, and letter-sound relationships both consonants and vowels. Ruddell (2002) also mentioned that the students who cannot develop a solid foundation in word recognition skills and meaning construction by the end of grade three will have difficulty reading in grade four and even greater difficulty in grades five and six.

2.4 Synthetic Phonics Instruction using Play Based Language Learning

In 2006, The Rose Review recommended systematic, „high quality phonic work“ as the priority means for teaching beginner readers to learn to read. The Review also emphasizes that these beginner readers should be enhanced by a „multi-sensory” approach. In manipulating letters through multi-sensory learning, Adonis & Hughes (2007) stated that the processes of segmenting and blending for reading and spelling need to be fun and easy for children to understand and apply. Well planned multi-sensory activities enable children to (1) recognize letters by touch, sight and sounding simultaneously, (2) easily manipulate letters to form and re-form the same sets of letters into different word, (3) compose words by manipulating letters even though children may not yet be able to write them, for example with pencil, (4) share the

activity and communicate with their peers, (5) systematically build up knowledge of grapheme-phoneme correspondences systematically.

It is obvious that children tend to be more engaged in learning when they have opportunities to participate and to interact and that by using the range of their senses they can be helped to remember and recall information with the learning styles for individuals such as visual, aural, read/write and kinaesthetic (VARK) (Rose, 2006).

Considering a child in learning a second or third language, most people would agree that the more interactive, multi-sensory approach works best for him/her. One of the key things to consider is the environment in which children learn. Rose (2006) mentioned that to provide plenty of opportunities not only for seeing and sharing exciting and interesting texts but also for language play, including activities which are multi-sensory. These games and activities may well centre on children's phonic development but they will include experience of a wide range of literature, so that children can discover pleasure that can be derived from independent reading.

Classroom displays, labels and signs can all contribute to supporting the teaching of phonics and early reading. Clear, large lettering in a suitable and consistent font (example, lively letters or mnemonic fonts) will make written text around the classroom more accessible to children, while well-placed letter and phoneme posters or signs will give children a continual point of reference to check their own understanding. Children can contribute to phonics-based displays by producing large colourful letters, graphemes and words using a range of writing and

drawing media. A dedicated display for Letter and Sounds or other phonics-based programs is a useful area in the classroom to continually enhance phonics teaching and to allow children access to visual clues and key information to support their learning.

Research Related to Synthetic Phonics Instruction

According to Saengchai's (1988) study, teaching pedagogy started from listening, speaking, reading and writing. Reading instruction was based on the phonic approach. From Saengchai's (1988) study, teachers introduced letter names and sounds at the same time by comparing with the similar sounds in the Thai alphabet such as "g" and "h". Then teachers slowly introduced more complicated sounds such as "v, z, r and l" and finally the consonant blends were introduced. In the early age, teachers teach CVC words, with or without meaning to practice blending and segmenting. The techniques used in class were reading aloud and practicing sound alliteration as well as rhyming words. Pictures and flash cards were used as materials in class.

Another research from Burnham, Luksaneeyanawin, and Kantamphan (2003) also revealed that Thai schools teach reading through either phonics or whole word methods. However, teachers believe that phonics instruction would result in less spelling errors than from whole word instruction. The findings showed that phonics instruction had shown good result in few errors, and this advantage was apparent across all child ages.

Research Related to Play Based Learning

There have been many researches about play and its positive effects on development. In general, research shows strong relationships between creative play and language, physical, cognitive, and social development. Early Childhood Learning Division, Department of Education (2011) mention that research from the 1970s in Germany showed that by grade four, children who had experienced with play learning in Kindergarten had greater positive effects than the children who had experienced without play learning. Children had developed their physical, social, emotional and cognitive skills positively. Another research from Marcon(2002) also reported that those children who had attended play based learning programs were doing better in terms of academic than those who had not attended play based learning programs.

Bilingual programs in Thailand have quite a large proportion in the primary and secondary levels of the educational landscape (Office of the National Education Commission, 2002), but the proportion kindergarten level has not been clearly shown. Eventually there was a study done on PIC (Parallel Immersion Curriculum) by Pointon (2013), where he mentioned that from his studies of students' opinions of the PIC from kindergarten to grade six, it showed that 85% of the kindergarten learners using English were focused and emphasized on speaking and listening. From his findings, it can be interpreted that kindergarten learners in bilingual schools have been using more English communication than non-bilingual schools in Bangkok.

For Thai Basic Core Curriculum for Early Childhood by Ministry of Education, young learners at the age of five years old can use the language to express their feelings with words, communicate with others, explain about the things and situations, listen to the stories, draw pictures, draw lines, copy the printed letters and write the names and be able to read through various resources such as reading pictures or the symbols from the stories.

From the above literature review and related research on synthetic phonics, it is the best way to instruct letter sounds correspondences systematically to young children. This is because even though the research was done by Pointon (2013) on the use of English language in kindergarten level, the high results was only shown in the emphasis of speaking and listening skills but not in reading and writing skills.

Rose (2006) has made a very clear explanation of how synthetic phonics should be taught and the steps of instructions are easy to follow which can develop those young children in reading skill especially in word recognition where they will be clearly presented the letter sounds blending process.

Also play-based learning is one of the best approaches to introduce to young learners. Rose (2006) has mentioned the importance of play learning activities especially multisensory play as one of the main principles of synthetic phonics. From Rose Review (2006, play learning activities were not shown in all four steps of teaching which are; review and revisit, teach, practice and apply. Therefore, in this synthetic phonics instruction and play based language learning are combined in order

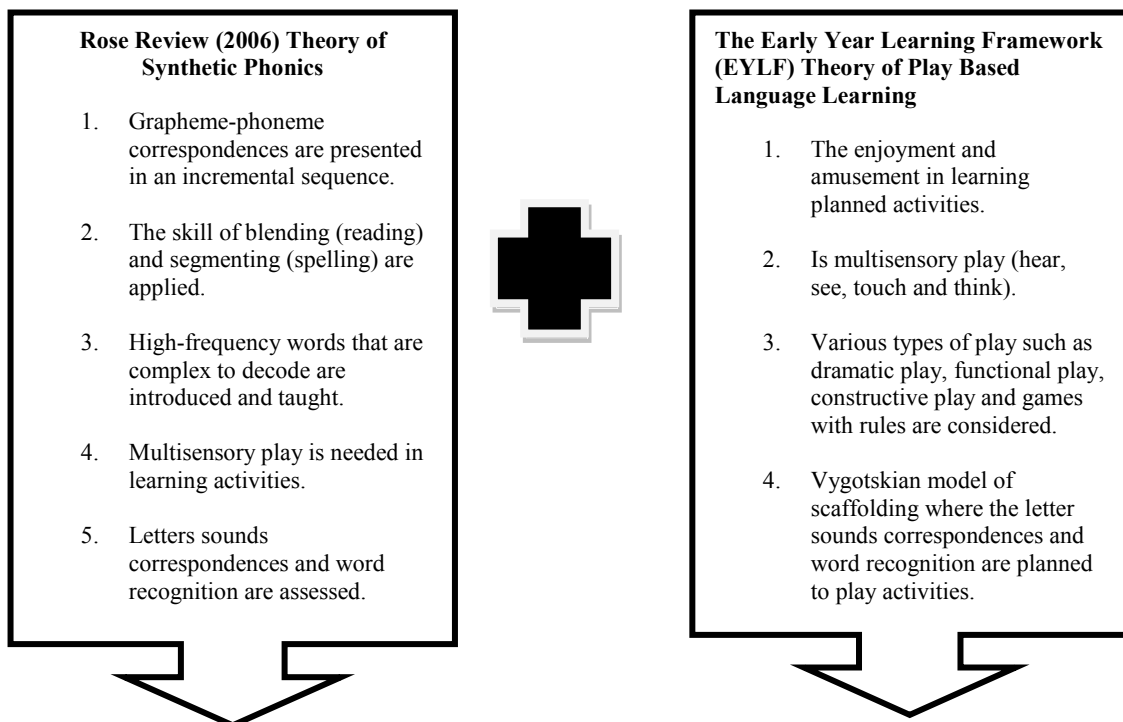
to develop kindergarten learners English word recognition ability to motivate and engage the young children to positively participate in the planned activities in the class room in order to develop learners' English word recognition abilities.

CHAPTER III

RESEARCH METHODOLOGY

This study was a quasi experiment research study, which aimed to investigate the effects of synthetic phonics instruction using play based language learning on English word recognition. The study was carried out for eight weeks during the first semester of the academic year of 2013. The instruments used in this study consisted of English word recognition test, eight – period lesson plans on synthetic phonics instruction using play based learning and the checklist of the kindergarten learners’ positive participation in play based learning activities. Details about the participants, the research procedures, the instruments, data collection and data analysis are presented in this chapter.

Figure 3.1 Research Framework



Synthetic Phonics Instructions using Play Based Language Learning

Revisiting and reviewing the previously learned using play based learning.

- Recalling students background knowledge on letters recognition, letters sound recognition and sound identification by having them act it out or draw a picture to show the meaning of what students mean.
- Reviewing the previously learned lessons on letters sound blending and/or segmenting into CVC words, sound recognition and sound positioning by letting them participate in the planned activities relating to games with rules or functional play or constructive play or dramatic play.

Teaching the letters sound, blending and segmenting using play based learning.

Introducing new letters sounds (4 sounds maximum per week) and instructing blending and/or segmenting letter sounds into CVC words along with the high frequency words using dramatic play where students are exposed to each letter sound through story, functional play for recognizing initial and final consonants and/or constructive play by using sound blending and/or sound segmenting relationships to make CVC words either in pairs, small group or big group.

Practicing letters sounds recognition, sound positioning, blending and/or segmenting using play based learning.

Providing the play based learning activities on letters sounds recognition, sounds positioning; initial and final consonants and middle short vowels, blending and/or segmenting into CVC words and word recognition with new letters for students to practice. The planned activity is constructive play or games with rules such as recognizing sound positioning games, and/or sounds blending or segmenting to form CVC words in which students will mostly get to work either in a small group or big group.

Applying students to the previously learned in the lesson using play based learning.

Giving students the opportunities to use what students have previously learned in the lesson by having them involved and participated in planned activities which are functional play, constructive play and games with rules where students will mostly get to do their work on their own such as arts and crafts on recognizing CVC words reading and/or spelling and matching reading CVC words with the pictures.

**English Word Recognition Ability
and
Positive Participation**

From figure 3.1, the intervention of synthetic phonics and play based language learning were applied in this study in order to investigate how kindergarten learners develop their English word recognition ability. The four steps of teaching which were revisit and review, teach, practice and apply were followed and done systematically. Those steps of teaching were integrated with all types of play activities which were functional play, constructive play, dramatic play and games with rules. The activities that used in review and revisit step were included all four types of play for example, short vowels bee buzz, sound mixing game and dramatic play where the learners acted out the each letter – sound. For teaching step, the teacher used only dramatic play where the teacher introduced each letter through storytelling and letters sound actions. The details of the instruction for each letter sound are shown in multisensory mnemonic lively letters story created by Telian (2001) in Appendix N.

For practice stage, the learners mostly played games either in pairs or in group such as sound mixing game, four corner games, matching game, wall game and sound positioning game. Also arts and crafts activities were used sometimes in this stage. The details of these games activities are shown in Appendix O. The last stage was apply, in this stage the learners did their work individually. Learners were explored and experienced with arts and crafts activities by drawing, colouring, cutting and gluing.

Kindergarten learners’ positive participation in synthetic phonics instruction using play based language learning were also analyzed from the video recording and their individual arts and crafts work.

Research Procedures

The procedures of this research study were divided into two main stages. The first one was the preparatory stage which was the construction and the validation of research instrument. First of all, the researcher studied relevant theories as well as examples of research instruments from previous work in the literature. The instrument then was designed to ensure that it measured the objectives of the study. After that, the effectiveness of the instrument was validated by three experts; one expert is in the field of Teaching English as a Foreign Language (TEFL) and the other two experts are in the field of Early childhood Education. Finally the researcher carried out a pilot study on another kindergarten level class (Kg 3C) with 28 learners at Sarasas Ektra Biligual School so as to check the quality and efficiency of the instrument prior to the main study.

The final stage was the analysis of the research instrument. After the main study, the overall mean scores, standard deviation and compared t-test were analysed between pretest and posttest. And for the other instrument, the researcher and the other two raters rated the checklist of learners' positive participation in synthetic phonics instruction using play based language learning activities in order to check the number and the percentage of the learners positively participated in the activities. The numbers of the kindergarten learners' positive participation were calculated in percentage and used for analysis for research question no. 2

Population and Samples

The setting chosen for this study was Sarasas Ektra Bilingual School in Bangkok which is located on Sathupradit Road. Sarasas Ektra Bilingual School provided an education ranking from kindergarten level to higher secondary level. There were five classes in the kindergarten level 3. Each class has twenty-eight students. The samples for this study was a single group of kindergarten students aged five years old and above who were studying in kindergarten level 3b, there were twenty-eight students in this study.

Research Instruments

To examine the effects of the synthetic phonics instruction using play based language learning, three research instruments were used in this study. The first instrument was an English word recognition test, the second instrument was lesson plans of synthetic phonics instruction using play based language learning and the third instrument was checklist of kindergarten learners' positive participation in synthetic phonics using play based language learning activities. Those three instruments were designed by the researcher.

1st Instrument: Pretest and posttest on English word recognition

The pretest and posttest on word recognition test were examined. The parallel form of the pretest and the posttest (see Appendix C) was designed according to the simple CVC words from Woodcock Reading Mastery Test-Revised (WRMT-R), the

word identification, word attack, and also the letter sounds that students blended and segmented those letter sounds into words. The words lists were selected from the book on Letters and Sounds by Adonis & Hughes, (2008) p.63). The test was focused on the English word recognition in which the twofold process that included both the identification of printed symbols so that the word could be pronounced and the association of meaning with the word after the word had been properly pronounced were considered for designing the test. There were four parts in the test and each part of the test included the letters sound identification associated with the meaning of the words.

The test specifications are sum up in Table 3.1.

Table 3.1

Test Specifications

Sections	Test Types	Text Types	Purposes	Amount of Items
Part A	Fill in the blanks	Words	Short vowels Recognition	5
Part B	Choices	Words	Word Blending	10
Part C	Matching	Picture and words	Word Recognition	10
Part D	Matching	Pictures and words	Letter sounds and Word Meaning	2

From Table 3.1, the tests will be divided into 4 parts as follow:

Part A: Fill in the blanks (5 items). In the first section, students had to choose the given short vowels and fill the correct short vowel in each item. A teacher read the instructions for the students and had to tell exactly what should be done clearly. For example: “Minnie mouse is being confused with the short vowels of where to write in each question correctly, can you please help her to solve each question correctly”.

Part B: Choices (10 items). In this section, students had to listen to teacher’s instruction carefully in word blending and had to choose the correct word blended by the teacher in each question was blended by the teacher. In this part, the teacher explained the students what they should be doing exactly. The script is suggested below:

Teacher : “ Now for this part, I will read a sentence for you and in each sentence, there will be one word blended and you have to circle that blended word.

For example: (teacher turns to the board and writes 2 words) **sat** **bat**, then the teacher says “ I /s/ /a/ /t/ on a chair” and the teacher circles the word sat to show them.”

Part C: Matching (10 items). In this section, students were asked to choose the correct word for the given picture in each question. In this part the teacher read the instructions for the students and guided them on what needs to be done exactly. The script is suggested as follow:

Teacher : “ *Do you see Mickey Mouse here?*”

Students : “ *Yes.*”

Teacher : “ *Do you see Mouse ka tool here with many words inside it?*”

Students : “ *Yes.*”

Teacher : “ *So now, could you please help Mickey Mouse to match the word with each picture below correctly, question no.1 down to question no. 10 by choosing the word from Mouse ka tool and write it neatly in the box under each picture.*”

Part D: Fill in the blanks and matching (2 items). In the last section, students would have to identify the initial letter sound for each picture to make a word and write it down in the box provided and then students had to match those words with the picture correctly. A teacher will show an example to the students for question number one.

2nd Instrument: Lesson Plan Development

The lesson plan was developed from the theory of synthetic phonics (Rose Review, 2006) and theory of play based language learning (EYLF) in which the researcher combined these two theories in to daily lesson plan with the addition of four steps of teaching which are; 1) review and revisit, 2) teach, 3) practice and 4) apply.

By teaching synthetic phonics instructions using play based language learning to kindergarten learners, the letters sound recognition, letters sound positioning, blending and segmenting process were taught with the integration of play activities. Kindergarten learners were experienced with the four steps of synthetic phonics instruction and at the same times the types of play which were; dramatic play, functional play, constructive play and games with rules were used to support synthetic phonics lesson. Eight lesson plans were developed and the example of a lesson plan is shown in Appendix E and Appendix G. For this study, the researcher taught 19 letters sounds with blending and segmenting process and six frequency words or tricky words were introduced in this study. There were 9 planned activities included in synthetic phonics instruction using play based language learning in this study. The details of each activity are shown in Appendix O.

3rd Instrument: The checklists of the learners positively participated in synthetic phonics instructions using play based language learning activities.

The researcher had adapted the assessment checklist from the guidelines in designing checklists criteria for play assessment, designed by G. Mindes, 1979 (Table 2.1). In this checklist (Appendix H) there were ten items in checklist which based on the learners' positive participation in synthetic phonics using play based language learning. The concepts of this study was to reflect on Vygotsky's (1978) theory of "scaffolding" with respect to developmentally appropriate practice emphasizes on the developmental level and the learning style of the whole child in terms of physical,

cognitive, social and emotional needs with the integration of all four types of play; functional play, constructive play, dramatic play and games with rules.

Validation of the test

The Item-Objective Congruence Index (IOC) were constructed and the three instruments, English word recognition test, three lesson plans and the checklist of the kindergarten learners' positive participation in synthetic phonics instruction using play based learning activities were validated by three experts. One expert is in the field of Teaching English as a Foreign Language (TEFL) and the other two experts are in the field of Early Childhood Education. The list of experts is shown in Appendix A.

Three experts were asked to rate each item whether it was congruent with the objectives using the evaluation form constructed by the researcher. As a result, the Index of Item-Objective Congruence (IOC) was calculated by assigning scores to answer as follows:

Congruent = 1

Questionable = 0

Incongruent = -1

IOC could be interpreted in two ways; with a score higher than 0.5 (>0.5) an item was considered acceptable to measure the objective and with the score less than

0.5 (<0.5) was considered unacceptable to measure the objective. Then, the items must be revised.

The data taken from three experts were interpreted. If the item assessed the IOC value was higher than 0.5 (>0.5) it was interpreted that the item was accepted; however if the item was lower than 0.5 (<0.5) then that time was needed to revise. The value of English word recognition tests (pretest and posttest) was presented in Appendix J, the value of IOC for the three lesson plans was presented in Appendix K and the value of IOC for the checklist of kindergarten learners' positive participation in synthetic phonics instruction using play based language learning activity was presented in Appendix L.

For English word recognition test (pretest and posttest), the results from research instrument evaluation (see Appendix D), the IOC calculation showed that the item 1.4 and item 1.5 were needed to revise as the value of IOC were less than 0.5 (<0.5). As for item 1.4 the test layout and format was revised and changed according to expert's suggestion. For item 1.5, the time for each part was not allocated, the test was revised and the researcher added the time for each part of the test.

For lesson plan and the checklist of learners' positive participation in synthetic phonics instruction using play based language learning, the results from research instrument evaluation (see Appendix F and Appendix I), the value of IOC of all the items were more than 0.5 (>0.5), therefore all the items were acceptable.

However there was a comment of Expert 1 on the checklist of learners' positive participation in synthetic phonics instruction using play based language

learning that the class size of the learners should not be more than 15 students; however, if the researcher plan the lesson well for the 28 learners then it should be fine.

Pilot Study

After the revision of the English word recognition tests, a pilot study was carried out before the experiment was taken with the 28 students who had the same characteristics in terms of educational background as the sample group of the study but their English abilities were a bit higher than the sample group. In order to ensure the reliability of English word recognition tests, the tests were calculated by Kuder-Richardson-20 formula (KR-20) after the pilot study. The result was 0.85 which can be interpreted that the test had high reliability.

For the lesson plan of synthetic phonics instruction using play based language learning on English word recognition, the researcher tried out two lessons (100minutes) and found out that teaching four letters sound for one lesson was overloaded. The learners could not follow the instructions well and the activities were not completed according to the plans. Therefore, the researcher changed to teach 2 letters sound for the first week, then 3 letters sound and 4 letters sound were taught in the next following weeks accordingly.

For the checklist of kindergarten learners' positive participation in synthetic phonics using play based language learning activities, the inter-rater reliability check was used. To check the reliability of the ten checklist's items of the learners' positive participation in play based learning activities, the three inter-raters(see Appendix B)

observed the video being recorded and analysed the students' work at the end of the lesson. Then the three inter-raters rated scale on the checklist instrument for all ten items to notify whether the checklist was effective to use for data collection on learners' positive participation. The checklists that used for this process is shown in Appendix M. The criteria for rating the scales were set as follow:

4.50 – 5.00 means strongly agree

3.50 – 4.49 means agree

2.50 – 3.49 means undecided

1.50 – 2.49 means disagree

1.00 – 1.49 means strongly disagree

Table: The result of the checklist criteria in synthetic phonics instruction using play based language learning rated by three raters.

Item	Description	Rater 1	Rater 2	Rater 3	Mean	Meaning
1	Students understand teacher's instructions well on how to use play resource materials (flashcards, letters sound cards) and follow the rules of the activities accordingly.	4	4	3	3.67	Agree
2	Students can play letters sound correspondences games decisively (seriously concentrate) on letters sounds activities.	5	5	4	4.67	Strongly Agree
3	Students are willing to help their friends while participating in pairs or in group on letters sounds activities.	5	4	4	4.33	Agree

4	Students can match the letter sounds regarding on sound positioning (such as, initial and final consonants or shorts vowels) through group activities cooperatively.	4	4	3	3.67	Agree
5	Students are enthusiastic (positive facial expressions such as happy face) to participate in letters sound or matching pictures with words activity.	3	5	5	4.33	Agree
6	Students are happy to imitate letters sounds actions based on letter sounds story telling.	4	5	5	4.67	Strongly Agree
7	Students can firmly make CVC words (at least 4 words and more) from the letters sounds presented in each lesson.	4	4	3	3.67	Agree
8	Students can draw and/or colour and/or cut and/or paste the pictures and words purposefully.	3	5	4	4	Agree
9	Students can eagerly match the pictures with the words correctly by drawing the straight line, colouring, cutting and gluing activities.	4	3	4	3.67	Agree
10	Students are getting to vote at the end of the lesson if they really enjoy the activities in the lesson.	5	5	5	5	Strongly agree
Overall mean score					4.17	Agree

From the table 3.2, it showed that all three raters agreed on the checklist criteria of synthetic phonics using play based language learning after observing the learners' participation from the recorded video and analyzing students' work at the mean score 4.17.

Data Collection

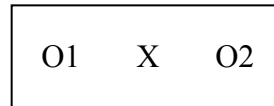
This study was a single group pre-test/ post-test quasi-experimental design, the test on word recognition of simple CVC (consonant, vowel, consonant) words, the observation through researcher's checklist from video recording on the learners' positive participation in synthetic phonics instructions using play based language

learning activities were developed to find the effect of synthetic phonics instruction using play based language learning on English word recognition.

Figure 3.2 illustrates the research design of this study. O1 and O2 represent dependent variables while X represents the independent variable.

Figure 3.2:

Pretest-Posttest Experimental



From Figure 3.2, X was the treatment which is synthetic phonics instructions using play based language learning. O1 was the word recognition pretest which was administered to the students before the experiment. The pretest scores were used for later comparison with the scores from the word recognition posttest represented here as O2 which was administered to the students after the experiment.

For pretest and posttest, the time allocation for each test was 120 minutes which the students had two breaks in between for 10 minutes each as the participants were young learners. The pretest was done on the first week before the instruction and the posttest was done on the last week after the synthetic phonics instruction using play based language learning. The setting for the test seating was arranged in rows and columns where students totally did the test on their own. Each student was seated according to the classroom registration number.

The total of the lessons in this study was ten weeks including pretest and posttest. Each week was taught for 100 minutes which was equivalent to two lessons

per week. There were 8 weeks of the experiment on synthetic phonics instruction using play based language learning on English word recognition. And during those eight weeks, there were video recording done for three random weeks. The first time was done on week three; second time was done on the week five and third time was done on week six. The researcher had actually planned to record the videos three weeks continuously in order to find the consistency of the learners' improvements, however, the fourth week was a long weekend holiday, so recording was not possible.

There was only one video camera used in this study. The homeroom teacher of the participants was asked to record the video while the learners were participating in the classroom activities. Before recording the video the recorder were advised to record activities that were listed in the checklist. Based on the Appendix H, for the checklist items 1 to 5, the time recorded was the first 15 minutes of each lesson during the review and revisit step. Then for checklist item 6, the time taken was 7 minutes during the teaching step. For checklist item 7 and 8 were collected from students' work as shown in Appendix Q during the practice and apply step. For checklist item 9, the time taken was 10 minutes on the video during the apply step. And checklist item 10 was taken from the voting chart.

The researcher and the inter-raters rated independently rated the checklist (Appendix H) of the learners' positive participation in synthetic phonics instruction using play based language learning by observing the learners' positive participation from the video recording. The researcher and the inter-raters rated the checklist items 1 to 5 by watching the first 15 minutes of the recordings. Then the rater went back

again to rate item 2, and the process was repeated till checklist item 5. The rest of the checklist items were observed only one time.

Data Analysis

Data Analysis for research question 1

To what extent does synthetic phonics instruction using play based language learning develop kindergarten learners on English word recognition?

This research question aimed to investigate the effects of synthetic phonics instructions using play based language learning on English. Therefore the research instruments used to answer question 1 were the English word recognition tests (pretest and posttest).

The data obtained from English word recognition pretest and posttest was statistically analyzed by using means, standard deviation, and t-test in order to compare the significant differences in the mean score from the word recognition test before and after the instruction.

Data Analysis for research question 2

To what extent do kindergarten learners positively participate in synthetic phonics instruction using play based language learning on English word recognition?

The research instrument used to answer research question 2 was the checklists of the learners positively participated in synthetic phonics instruction using play based language learning.

The data obtained from the checklists were analyzed by counting the numbers of learners' positive participation. The coding manual for the checklists of item 1 to item 10 is shown in Appendix P when raters counted the numbers of the learners. The samples of the learners' work are also shown in Appendix Q. The numbers of learners' positive participation were calculated into percentage.

Summary

This study was a quasi- experimental research. Before collecting the data, the research instruments which were the English word recognition test, the lesson plans and the checklists of the kindergarten learners' positive participation were validated by three experts.

The study was conducted with 28 kindergarten 3 learners for eight weeks. During and after the experiment, the scores from of the English word recognition test and the checklists of the kindergarten learners' positive participation in play based learning activities were calculated whether the synthetic phonics instruction using play based language learning affect English word recognition ability of the kindergarten learners.

CHAPTER IV

FINDINGS

This chapter reports the results of this present study that examined the effects of synthetic phonics instruction using play based language learning on English word recognition. The participants of the study were twenty-eight kindergarten level three learners aged between five to six years old at Sarasas Ektra Bilingual School. The instruments used to collect data in this study consisted of English word recognition tests and the checklists of the learners' positive participation in play based language learning which were developed by the researcher. The English word recognition test consisted of four parts of four different test patterns with letters sound correspondences for English word recognition. One test was used as a pretest and the other test was used as a posttest. The scores from the two tests were compared including the score of each part of the test by using t-test, in order to investigate whether the synthetic phonics instruction using play based language learning affected the participants English word recognition or not.

As for the checklist of the kindergarten learners' positive participation in synthetic phonics instruction using play based language learning activities, the data was collected from video recording observation altogether for three lessons. The video had been recorded for three random weeks which were; week three, week five and the week six. Three observers were rated the scale for each week. The data was analysed from the numbers of learners' positive participation and were calculated into percentage in order to investigate if both the test scores and the percentage are

effective after receiving synthetic phonics instruction using play based language learning for English word recognition ability. Therefore, this chapter is divided into two parts. The first part is to answer the research question 1 and the second part is to answer the research question 2.

Research question 1

To what extent does synthetic phonics instruction using play based language learning develop kindergarten learners on English word recognition?

The research instruments used to answer research question 1 were the English word recognition test, which were the pretest and the posttest. The overall findings from the test were shown in Table 4.1 and Table 4.1.1.

Table 4.1: The total mean scores and standard deviation of the pretest and the posttest

	N	Pretest		Posttest	
		Mean	Std. Deviation	Mean	Std. Deviation
Total	28	13.89	3.938	24.29	3.924

Table 4.1.1: Paired sample test between the total score of pretest and posttest

	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)	
				Lower	Upper				
Total	Posttotal - Pretotal	10.393	4.058	0.767	11.966	8.819	13.551	27	0.000

From the table 4.1, the total mean score of the pretest was 13.89 and the standard deviation was 3.938 and the total mean score of the posttest was 24.29 and the standard deviation was 3.924. From the finding of the all four parts of the English word recognition test, it is shown that after the learners received synthetic phonics instruction using play based language learning, the posttest of the mean score was higher than their pretest mean score.

From the table 4.1.1, the difference of the total mean score between the pretest and the posttest is 10.393 with the standard deviation of 4.058. The result from the Table 4.5.1 can be concluded that there were significant differences between the pretest and posttest mean scores at a significant level ($p < .05$). This result showed that the learners had developed English word recognition included both the identification of printed symbols so that the word could be pronounced silently and the association of meaning with words after the word had been properly pronounced.

Since there were four parts in the test, the findings of each part, starting from Part A to Part D are shown as follow.

1) **Part A.** There were five questions focusing on the short vowels *a e i o u*, where the learners had to choose the correct vowel to build the CVC words (consonant, **vowel**, consonant) in order to match the meaning of the pictures for each question. The result for this part is shown in Table 4.2 and Table 4.2.1.

Table 4.2: Mean scores and standard deviation of the pretest and the posttest for PartA

	N	Pretest		Posttest	
		Mean	Std. Deviation	Mean	Std. Deviation
Part A	28	2.00	1.122	4.25	0.967

Table 4.2.1: Paired sample test between pretest and posttest for Part A

		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
PartA	Post1 - Pre1	2.25	1.266	0.239	2.741	1.759	9.407	27	0.000

From table 4.2, the mean score of the pretest was 2.00, the standard deviation was 1.122, and the posttest was 4.25, the standard deviation was .967. From the finding of the test for Part A, it is shown that after the learners received synthetic phonics instruction using play based language learning, the posttest of the mean score was higher than their pretest mean score.

From table 4.2.1, the difference of the mean score between the pretest and the posttest is 2.25 with the standard deviation of 1.266. The result in Table 4.2.1 can be concluded that there were significant differences between the pretest and posttest mean scores at a significant level ($p < .05$). This result showed that the learners had developed English word recognition on the short vowels letter sound correspondences associated with the meaning of the word.

2) **Part B.** There were ten questions in this part. This part mainly focused on letters sound blending which involved English listening skill. The learners had to listen to the teacher blending the word and circle the correct one. The finding for this part is shown in Table 4.3 and Table 4.3.2.

Table 4.3: Mean scores and standard deviation of the pretest and the posttest for Part B

	N	Pretest		Posttest	
		Mean	Std. Deviation	Mean	Std. Deviation
Part B	28	7.39	2.006	9.36	0.870

Table 4.3.1: Paired sample test between pretest and posttest for Part B

	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
PartB Post2 - Pre2	1.964	1.753	0.331	2.644	1.285	5.93	27	0.000

From the table 4.3, the mean score of the pretest was 7.39, the standard deviation was 2.006 and the posttest was 9.36, the standard deviation was .870. From the finding of the test for Part B, it is shown that after the learners received synthetic phonics instruction using play based language learning, the posttest of the mean score was higher than their pretest mean score.

From the table 4.3.1, the difference of the mean score for Part B is 1.964 with the standard deviation of 1.753. The result in Table 4.3.1 can be concluded that there

were significant differences between the pretest and posttest mean scores at a significant level ($p < .05$). This result showed that the learners were able to recognize the letters sound being blended into simple CVC (consonant, vowel, consonant) words associated with the meanings.

3) **Part C.** There were ten questions in this part, where the learners had to match the words with pictures correctly by writing the words in the box under the pictures. The finding for this part is shown in Table 4.4 and Table 4.4.1.

Table 4.4: Mean scores and standard deviation of the pretest and the posttest for PartC

	N	Pretest		Posttest	
		Mean	Std. Deviation	Mean	Std. Deviation
Part C	28	1.11	2.315	5.96	3.328

Table 4.4.1: Paired sample test between pretest and posttest for Part C

	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
PartC Post3 - Pre3	4.857	3.182	0.601	6.091	3.623	8.076	27	0.000

From the table 4.4, the mean score of the pretest was 1.11, the standard deviation was 2.315, and the posttest was 5.96, the standard deviation was 3.328. From the finding of the test for Part C, it is shown that after the learners received synthetic phonics instruction using play based language learning, the posttest of the mean score was higher than their pretest mean score.

From the table 4.4.1, the difference of the mean score for Part C is 4.857 with the standard deviation of 3.182. The result in Table 4.4.1 can be concluded that there were significant differences between the pretest and posttest mean scores at a significant level ($p < .05$). This result showed that the learners had developed English word recognition in which the twofold process that included both the identification of printed symbols so that the word could be pronounced silently and the association of meaning with the word after the word has been properly pronounced.

4) **Part D.** There were two main questions in this part, where the learners had to identify the letters sound positioning then built up those letters sound into words in order to match the pictures that associated with the meanings of the words correctly. The finding for this part is shown in Table 4.5 and Table 4.5.1.

Table4.5: Mean scores and standard deviation of the pretest and the posttest for Part D

	N	Pretest		Posttest	
		Mean	Std. Deviation	Mean	Std. Deviation
Part D	28	3.39	1.449	4.71	0.535

Table4.5.1: Paired sample test between pretest and posttest for Part D

	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
PartD Post4 - Pre4	1.321	1.442	0.272	1.88	0.762	4.851	27	0.000

From the table 4.5, the mean score of the pretest was 3.39, the standard deviation was 1.449, and the posttest was 4.71, the standard deviation was .535. From the finding of the test for Part D, it is shown that after the learners received synthetic phonics instruction using play based language learning, the posttest of the mean score was higher than their pretest mean score.

From the table 4.5.1, the difference of the mean score for Part D is 1.321 with the standard deviation of 1.442. The result in 4.5.1 can be concluded that there were significant differences between the pretest and posttest mean scores at a significant level ($p < .05$). This result showed that the learners had developed English word recognition in the isolation of letters sound correspondences and could interpret the letters sound into words associated with the meaning of the words.

Research question 2

To what extent do kindergarten learners positively participate in synthetic phonics instruction using play based language learning on English word recognition?

The research instrument used to answer this question were the checklists of the kindergarten learners' positive participation in synthetic phonics instruction using play based language learning activities. There were three inter-raters rates the scales by observing the numbers of the learners' positive participation in play based language learning activities from video recording also with the students' works that were done in each lesson. The video was recorded three times in different weeks. The first video was recorded on week three, the second video was recorded on week five and the last video was recorded on week six. The lesson plans of synthetic phonics

instruction using play based language learning activities were planned by using the same activities but different letters sound for the weeks that were recorded by the video camera in order to investigate the number of the learners' positive participation in play based learning activities whether the number of the learners had improved accordingly.

There were ten criteria in the checklists in which involved all four types of play, functional play, dramatic play, constructive play and games with rules for learners' emotion, social, physical, cognitive and language development. The criteria for rating scales and its meanings were set it the table 4.6:

Table 4.6 The meaning of the percentage of kindergarten learners' positive participation

The percentage (%) of kindergarten learners' positive participation	Meaning
87% - 100%	Very Good
65% - 86%	Good
44% - 64%	Fair
22% - 43%	Weak
1% - 21%	Very Weak

Table 4.7: The percentage of the kindergarten learners' positive participation after receiving synthetic phonics instruction using play based language learning activities rated by three inter-raters

Items	Descriptions	The overall percentage (%) of kindergarten learners' positive participation in each item.
1	Students understand teacher's instructions well on how to use play resource materials (flashcards, letter sounds cards) and follow the rules of the activities accordingly.	82.5
2	Students can play letters sound correspondences games decisively (seriously concentrate) on letters sound activities.	80.5
3	Students are willing to help their friends while participating in pairs or in groups on letters sound activities.	85.3
4	Students can match the letter sounds regarding on sound positioning (such as, initial and final consonants or short vowels) through group activities cooperatively.	74.2
5	Students are enthusiastic (positive facial expressions such as happy face) to participate in letters sound or matching pictures with words activity.	88.1
6	Students are happy to imitate letters sound actions based on letters sounds story telling.	80.9

7	Students can firmly make CVC words (at least 4 words and more) from the letters sound presented in each lesson.	80.5
8	Students can draw and/or colour and/or cut and/or paste the pictures and words purposefully.	83.3
9	Students can eagerly match the pictures with the words correctly such as by drawing the straight line, colouring, cutting and gluing activities.	89.6
10	Students are getting to vote at the end of the lesson if they really enjoy the activities in the lesson.	92.8
<i>The average (%)of all the items</i>		83.8

From Table 4.7, the percentage of kindergarten learners' positive participation for all the items of the checklists was 83.8%. The result can be interpreted that kindergarten learners' positive participation were good after they received synthetic phonics instruction using play based language learning on English word recognition ability. This can be further interpreted that the kindergarten learners were happy, willing and enthusiastic to learn synthetic phonics using play based language learning.

The details of the numbers of kindergarten learners' positive participation for all three weeks are shown in Appendix R and the average percentage of each week is shown in Table 4.8

Table 4.8: The percentage of the kindergarten learners' positive participation after receiving synthetic phonics instruction using play based language learning activities rated by three inter-raters for week for three weeks.

Items	Descriptions	The percentage (%) of kindergarten learners' positive participation		
		Week 3	Week 5	Week 6
1	Students understand teacher's instructions well on how to use play resource materials (flashcards, letter sounds cards) and follow the rules of the activities accordingly.	71.4	88.1	88.1
2	Students can play letters sound correspondences games decisively (seriously concentrate) on letters sound activities.	86.9	64.3	90.5
3	Students are willing to help their friends while participating in pairs or in groups on letters sound activities.	89.3	70.2	96.4
4	Students can match the letter sounds regarding on sound positioning (such as, initial and final consonants or short vowels) through group activities cooperatively.	76.2	67.9	78.6
5	Students are enthusiastic (positive facial expressions such as happy face) to participate in letters sound or matching pictures with words activity.	86.9	88.1	89.3
6	Students are happy to imitate letters sound actions based on letters sounds story telling.	59.5	89.3	94.0
7	Students can firmly make CVC words (at least 4 words and more) from the letters sound presented in each lesson.	67.9	85.7	88.1
8	Students can draw and/or colour and/or cut and/or paste the pictures and words purposefully.	71.4	82.1	96.4
9	Students can eagerly match the pictures with the words correctly such as by drawing the straight line, colouring, cutting and gluing activities.	89.3	92.9	86.9
10	Students are getting to vote at the end of the lesson if they really enjoy the activities in the lesson.	89.3	92.9	96.4
<i>The average (%)of all the items for each week.</i>		78.8	82.1	90.5

From table 4.8, the percentage of the kindergarten learners' positive participation in week three was 78.8%, in week five was 82.1%, in week six was 90.5%. From the findings, it showed that the percentage of kindergarten learners' positive participation from week three to week six was increased accordingly after receiving synthetic phonics instruction using play based language learning. This can be interpreted that the numbers of the kindergarten learners' positive participation were good in week three and it was very good in week six.

Summary

This chapter presented the finding of the study under two main parts: the results of the English word recognition test and the results of the kindergarten learners' positive participation in synthetic phonics instruction using play based language learning activities.

For the research question 1, the finding revealed that the mean score of the English word recognition test after receiving synthetic phonics instruction using play language learning (posttest) was higher than the mean score of English word recognition test before receiving synthetic phonics instruction using play based language learning (pretest). The findings from this research question was interpreted that the kindergarten had developed English word recognition after receiving synthetic phonics instruction using play based language learning.

For the research question 2, the finding revealed that the average percentage of the kindergarten learners' positive participation was 83.8% after receiving synthetic phonics instruction using play based language learning on English word recognition

ability. This finding was interpreted that the kindergarten learners were happy, willing and enthusiastic to learn synthetic phonics using play based language learning.

CHAPTER V

SUMMARY, DISCUSSIONS, AND RECOMMENDATIONS

This chapter is divided into five parts. The first part is a summary of the study. The second part provides the finding of the study. The third part includes a discussion of the finding. The fourth part presents the pedagogical implication from the study. Then, the last part presents recommendation for further studies.

Summary of the Study

The objectives of the study were 1) to investigate how synthetic phonics instruction using play based language learning develop and affect kindergarten learners on English word recognition, 2) to observe whether the kindergarten learners positively participated in synthetic phonics instruction using play based language learning on English word recognition and also to investigate the approximant of number and the percentage of kindergarten learners' positive participation in the play based learning activities.

There were two research questions in this study as follows: (1) to what extent does synthetic phonics instructions using play based language learning develop kindergarten learners on English word recognition; and (2) to what extent do kindergarten learners positively participate in synthetic phonics instruction using play based language learning on English word recognition?

The participants of the study were kindergarten 3 learners aged between five to six years old who were studying at Sarasas Ektra Bilingual School in Bangkok on

Sathupradit Road in the first semester of academic year 2013. The samples for this study were twenty eight learners who were in the KG 3B class (kindergarten 3/2).

There were three research instruments developed for this study. The first instrument was the English word recognition test which was used two times, one was the pretest that was used before the learners received synthetic phonics instruction using play based language learning and the other one was the posttest that used after the learners received synthetic phonics instruction using play based language learning. There were four parts in the test where each part of the test involved with the letters sounds correspondences associated with the meaning of the CVC words (consonant, vowel, consonant). All the words that were and were not in the test were taught through synthetic phonics instruction using play based language learning. The second instrument was the eight weeks lesson plans where nineteen letters sounds (s, a, t, p, i, m, n, d, g, o, c, k, b, h, f, e, l, u, r) and six tricky words (It, is, and, the, I am) had been divided accordingly in each lesson plan. All the four steps of teaching were followed in each lesson which were: review and revisit, teach, practice and apply. Also the play based language learning activities based on four types of play; functional play, dramatic play, constructive play and games with rules, were integrated in all the four steps of teaching. The last instrument was the checklists of the kindergarten learners' positive participation in synthetic phonics instruction using play based language learning in which the inter-raters observed the learners from the video recording and students' works, and then rated the scales for each item. The checklists were done three times for three random weeks. All the research instruments were validated by three experts from Chulalongkorn University who are in the field of TEFL (Teaching

English as a Foreign Language) and Early Childhood Education. Before data collection process was done, all the three instruments were done pilot study. Then, the instruments were revised based on the information gained from the pilot study.

For collecting data, the two instruments were used in the experiment. The first one was the English word recognition tests, pretest and posttest. The tests were analysed by the mean score, standard deviation and compared t- test. The other instrument was the checklists of the kindergarten learners' positive participation in synthetic phonics using play based language learning. The checklists were rated by three inter-raters for each time and the means score between the inter-raters were analysed to investigate the numbers of the learners positively participated in the activities.

Findings

The findings of the study were summarized in two main aspects: (1) English word recognition tests, pretest and posttest. (2) the checklists of the kindergarten learners' positive participation in synthetic phonics instruction using play based language learning.

English word recognition tests

For research question 1, to what extent does synthetic phonics instructions using play based language learning develop kindergarten learners on English word recognition, the research instruments used in this study were the pretest and posttest of English word recognition tests. The results revealed that the learners had developed

good English word recognition after receiving synthetic phonics instruction using play based language learning at the significant level .05. Not only the overall result was improved, apparently the results of each part were also improved at the significant level .05.

The checklists of the kindergarten learners positively participated in synthetic phonics instruction using play based language learning.

For research question 2, to what extent do kindergarten learners positively participate in synthetic phonics instruction using play based language learning on English word recognition, the research instrument used in this study was the checklist of the kindergarten learners' positive participation in synthetic phonics instruction using play based language learning. After the inter-raters completed the checklists, the percentage of the numbers of the learners that positively participated in the activities was 83.8%.

Discussions

Principally, the objectives were to investigate the effectiveness of synthetic phonics instruction using play based language learning on English word recognition. The findings were discussed in two main aspects based on the two questions proposed in the study as follows:

English word recognition test

The English word recognition test in this study was based on the twofold process of word recognition that included both the identification of printed symbols so

word can be pronounced and the association of meaning with the word after the word has been properly pronounced (Rubin, 1993). There were four parts in the test and each part was designed differently for the purpose of English word recognitions. For part A, the test focused on short vowels for English word recognition. For pretest score, majority of the learners could not do all five questions correctly, the mean score of the test was low and the standard deviation was widely dispersed among the clever learners and weaker learners. For the posttest score, the mean score was high and the standard deviation was bunched up closely which showed that the cleaver learners and the weaker learners could do all the five questions for Part A correctly.

From the finding of the learners' posttest mean score for Part A, it can be explained that the learners recognized the combinations letters (known as graphemes) and turned graphemes into individual sound (known as phonemes). Then the learners manipulated the individual phoneme into words (Gray, Ferguson, Behan, Dunbar, Dunn & Mitchell, 2007).

For part B, blending process, the learners had improved their blending skills after they received synthetic phonics instruction using play based language learning. For pretest score, the mean score of the test was low and the standard deviation was widely distributed among the clever learners and weaker learners. For the posttest score, the mean score was high and the standard deviation was bunched up closely on either side of the mean score which showed that the cleaver learners and the weaker learners could do all the ten questions for Part B correctly.

From the finding of the learners' posttest mean score for Part B, it showed that the learners could manipulate individual phonemes in a word for reading by breaking a word down in order to sound it out and then blending the phonemes to identify the words, for example; *p, i, g* is *pig*. As Gray, Ferguson, Behan, Dunbar, Dunn & Mitchell, 2007 mentioned that the purpose of developing the skills of blending phonemes to make words was to enable the learners to read.

For part C, whole word recognition skill, where the learners had to match the word to the correct picture associated with the meaning. Referring to the pretest's mean score of the learners, the mean was very low and the standard deviation was dispersed above the mean score which showed that majority of the learners scored 0 out of 10. The result of the pretest for Part C showed that majority of both the clever learners and the weaker learners could not match the words with the pictures correctly. For posttest score, the mean score was increased but the standard deviation was widely distributed, this meant that the learners could match the words with the pictures correctly but only a minority of the learners could do all the ten questions correctly. Since all the learners could match the words with pictures on some questions, it can be explained that the learners were able to transmit the word into memory through letters sound correspondences then combined those letters sound into the memory together with the meaning of the word so that the word could be retrieved quickly (Perfetti, 1992 & Ehri, 1998).

The last part was part D, letters sound positioning. This part was similar to Part A in which the learners had to identify the initial letter sound for each picture

then build those letters sound into word to match with the meaning. The findings from this part showed that the learners could identify the letter sound positioning correctly. As they were doing the test, the researcher observed that most of the students were making the sound of the picture attentively as they had learned previously, for example, the picture of a tiger, the learners were saying /ttt/ tiger then they wrote letter “t” in the box provided.

From the findings in this study, the English word recognition posttest, it showed that the age of the kindergarten learners (five to six years old) was appropriate and suitable to acquire synthetic phonics knowledge in which first teaches how to convert letters or letter combinations into sounds and then how to blend the sounds together to form recognizable words as suggested in Rose Review, 2006.

Synthetic phonics instruction using play based language learning

The learners attended the lesson of synthetic phonics instruction using play based language learning for altogether eight weeks. They had so much fun and happy to learn synthetic phonics instruction using play based language learning. This was not only because of synthetic phonics instruction but also the integration of play based language learning in the lesson. The plans strictly stick with four steps of teaching that were; revisit and review, teach, practice and apply for all eight lessons. Each step of teaching integrated with play activities depending on four types of play that was designed in each lesson. All the four types of play which were: functional play, dramatic play, constructive play and games with rules were integrated with the lesson plan in each week.

Based on the findings from the checklists, the percentage of the learners was increased as they were learning synthetic phonics using play based language learning in the classroom. This was because, based on Ginsberg (2007) that as children grow into five years old, they engaged more activities which they can expand their knowledge of the things around them, develop their motor skills and focus on their peers. According to Vygotsky's study, play also stimulates the imagination, encourages creative problem solving and develops confidence with a positive attitude toward learning, and also developed the early young learners in terms of emotional, social, physical language or cognitive development.

Referring to Vygotsky's study, the results of the checklist have shown that in terms of emotionally development, the learners were happy to learn, to imitate letters sound based on storytelling in terms of dramatic play and to participate in the designed activities. For social development, they were willing to help their friends while participating in play activities and the researcher have noticed that the rapport between the teacher and the learners had also developed as they were involved in the activities in terms of games with rules. As for physical development, they had used all their body parts as they had to act out based on letters sound storytelling, they had to move around while they were playing games in pairs and in groups and they also had the opportunities in performing arts and crafts activities in terms of colouring, gluing and cutting related to play based learning. This development is related to functional play which children use their senses and muscles to experiment with materials and learn how things go together.

As the participants in this study were the EFL (English as a Foreign Language) learners, the lessons were purely taught in English. The researcher found that their English language skills had improved and developed after receiving synthetic phonics instruction using play based language learning. Based on the results of the checklists, most of the learners understood teacher's instructions well in terms of using resource materials and following the rules of the play activities. They were able to recognize words associated with the meaning by matching the words to the correct pictures and were able to write the letters sound that blended into the CVC words which they were asked to do in the worksheets provided by the teacher. Based on Vygotsky's scaffolding theory in terms of language development, the teachers worked with young children building their knowledge and experienced to encourage them to attend the task towards new learning and as the young children became more comfortable and capable of handling the task, the teachers slowly decrease the amount of scaffolding support.

For cognitive development, the learners had developed their problem solving skill while participating in the activities, they could firmly make new CVC words in each lesson and the creative and imaginative art works had been improved in terms of colouring and drawing.

From the research findings on the checklists of the kindergarten learners' positive participation in synthetic phonics and instruction using play based language learning, the learners were affected with the positive development. There was a link between play and language, physical, emotional, cognitive and social development. As what Almon (2007) cited in Early Childhood Learning Division (2011) p.30,

concludes, “Research and experience show strong relationships between a child’s capacity to play and his or her overall development – physical, social, emotional, and intellectual”. And according to Hewes (2006, 2010), it was clear that play stimulated physical, social, emotional and cognitive development in the early years.

Pedagogical Implications

There is hardly any research indicated the effects of synthetic phonics instruction using play based language learning on English word recognition of kindergarten learner. However, the findings in the present study showed that it is effective to teach synthetic phonics using play based language learning on English word recognition ability to the kindergarten learners. Their English word recognition have improved as well as their cooperation in participating in synthetic phonics instruction using play based language learning activities were positive.

Apparently, there are some implications which can be drawn from the research finding of this study which are firstly, teachers in bilingual schools can adjust the instructions for each part of the English word recognition test shorter than the test in this study, for example “Look and match” or “Listen then circle” or “Choose and write the correct word”. For non-bilingual schools, teachers may have to use the instructions in Thai due to the learners are not using English as much as the bilingual schools. Secondly, teachers may employ various assessments to assess and evaluate students’ English word recognition ability which is not only the test before and after the instruction or the worksheets that were done at the end of nearly every lesson. The assessment can be done after few weeks of the instruction through small quizzes in order to evaluate the progressive of the students’ English word recognition ability.

Thirdly, based on the English word recognition test for Part C, teachers should provide extra lessons or assign homework to the slower or the weaker learners to be able to catch up with the other learners in the class room. Teachers may also motivate the slow learners in order to encourage them more to participate in the play based learning activities by giving them the responsibility in taking care of their friends in the group or assigning them as the group leaders.

Thirdly, the wording in checklist item 1, “Students *understand* teacher’s instructions well on how to use play resource materials (flashcards, letters sound cards) and follow the rules of the activities accordingly”, checklist item 4 “Students can match the letters sound *regarding* on sound positioning (such as, initial and final consonants or short vowels) through group activities cooperatively” and checklist item 10, “Students are *getting* to vote at the end of the lesson if they really enjoy the activities in the lesson”, might not have conveyed the meaning of positive participation clearly. Therefore, the teachers should use the word, for example, “*can respond to*” instead of the word “*understand*” for checklist item 1. For checklist item 4, the teacher should use the word “*based*” instead of “*regarding*” and for item 10, the teachers should use the word “*eager*” instead of “*getting*” in order to be able to count the numbers of kindergarten learners’ positive participation effectively.

Finally, the teachers need to design more activities that can develop students’ emotional, social, physical, language and cognitive development. The teachers may add songs and rhymes when introducing the letters sound to make the lesson more fun and engagement. The teachers should provide more opportunities to the students to

work with more than 10 learners in a group in order to develop good relationships and create more understandings with their friends. There should be more English oral communication between the teachers and the students since the students are EFL learners (English as a Foreign Language). And last but not the least is that, outdoor activities such as playing matching games (words and pictures) at the play ground need to be considered because the students are very young and active, they need more space to move and run around to practice their muscular skills.

Limitation of the study

Time intervention is the limitation. The sessions of the instruction are eight weeks. Even though, the findings showed the desirable results of reading ability, it will be better to have longer periods of the instruction to see more improvement of English word recognition ability through synthetic phonics and the participation in play based language learning of the students.

In this study, only one video camera was used to record kindergarten learners' positive participation, one group of learners can be captured at a time. Therefore, the other group of learners when they earned the score while positively participating in play based language learning activities might not have been recorded for viewing in this study.

Recommendation for Future Research

The recommendations for the future research are as follows:

First, a comparison between two different groups of the sample with the same level of phonological background knowledge should be done in order to compare the effects on English word recognition.

Second, the study should have been doing more than eight weeks in order to follow up and to confirm the effects of synthetic phonics instruction using play based language learning on English word recognition.

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

Fourth, more planned activities of synthetic phonics instruction using play language learning should be done in outdoor areas by making uses of the facilities provided at the play area so that the students actually feel that they are playing not learning.

Fifth, there should be more than one video camera, at least two or three video cameras, in order to be able to capture all the learners' positive participation more effectively.

Sixth, since synthetic phonics is quite new to kindergarten learners in bilingual schools, the future research needs to be extended and to include more varieties of play activities to kindergarten learners.

Finally, synthetic phonics instruction using play based language learning should be used in non-bilingual schools in Thailand in order to investigate the effectiveness of synthetic phonics instruction using play based language learning. As learners in non-bilingual schools do not use English languages as often as the learners in bilingual schools, the teachers can teach only one sound in one lesson. Since synthetic phonics instruction is recommended for use with learners at the age of five years old and above with English phonemic background knowledge as those in

bilingual schools, the teachers in non-bilingual schools may start using it with young learners who are beginning their English lessons at the same time. Most importantly for the teachers who want to teach synthetic phonics, one thing they need to be aware of in order to deliver high quality phonic work systematically is that the four steps of teaching, review and revisit, teach, practice and apply, must be applied accordingly.

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Appendices

Appendix A

Lists of Expert

A. Experts validating English word recognition tests, lesson plans and the checklist of the kindergarten learners positively participated in synthetic phonics using play based language learning.

1. Rashane Meesri, Ph.D.

Faculty of Education, Chulalong korn University

2. Assistant Proferssor Dr. Udomluck Kulapichitr

Faculty of Education, Chulalongkorn University

3. Ajarn Dr. Uraivas Preededilok

Faculty of Education, Chulalongkorn University

Appendix B

Lists of Inter-raters

A. Inter-raters reliability after pilot study

1. Miss Cheralle Coughlan

English Homeroom Teacher of Kindergarten 3, Sarasas Ektra Bilingual School

2. Miss Erika Greenia

English Homeroom Teacher of Kindergarten 3, Sarasas Ektra Bilingual School

3. Miss Bianca Chanel Lopez

English Homeroom Teacher of Kindergarten 2, Sarasas Ektra Bilingual School

B. Inter-raters for observation including the researcher

Miss Cheralle Coughlan

English Homeroom Teacher of Kindergarten 3, Sarasas Ektra Bilingual School

Miss Erika Greenia

An English key teacher of Kindergarten 3 and English Homeroom Teacher of Kindergarten 3, Sarasas Ektra Bilingual School.

Appendix C

English Word Recognition Test (Pretest and Posttest)

Date: _____

Name: _____

Class: _____



A. Teacher reads "Minnie Mouse needs a help from you to look at the pictures carefully and choose the correct vowels to fill in the blank of each word." (10 minutes)

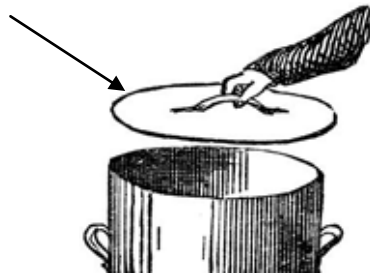
a	e	o	i	u
---	---	---	---	---

1.



p _ _ t

2.



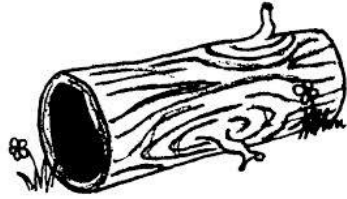
l _ _ d

3.



b _ _ d

4.



l _ _ g

5.



s _ _ n

B. Teacher says *“listen and circle the correct word.”*(20 minutes)

1. can cat

2. pin pig

3. mad mat

4. sun run

5. hug bug

6. sip tip

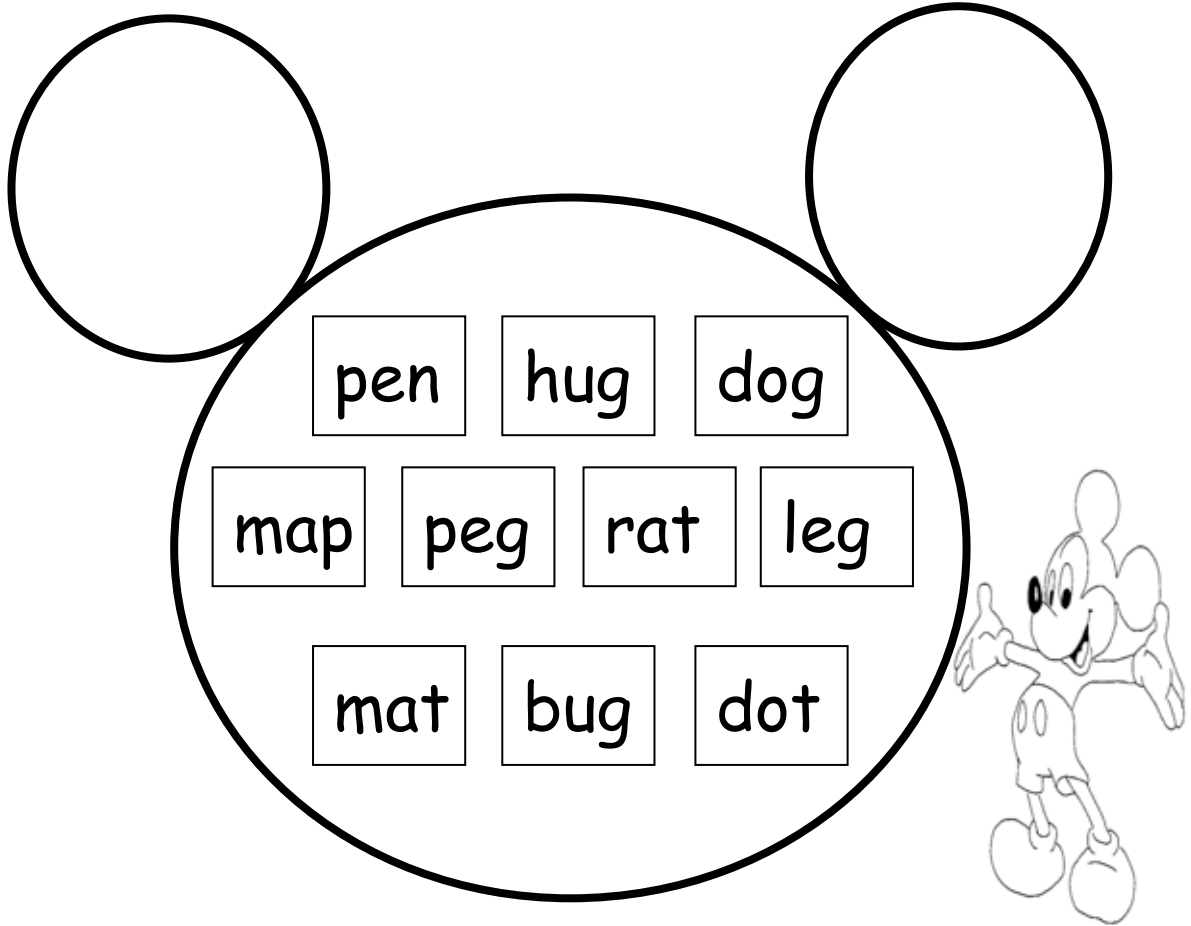
7. pot dot

8. dog log

9. bed bet

10. net set

- C. Teacher reads *“Please help Mickey Mouse to match the word with the picture by choosing the word from Mouse Ka Tool and write it in the box under each picture.”* (30 minutes)





3.



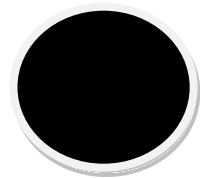
4.



5.



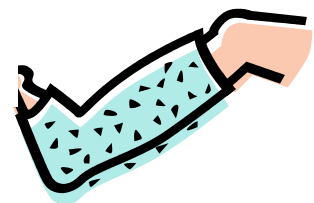
6.

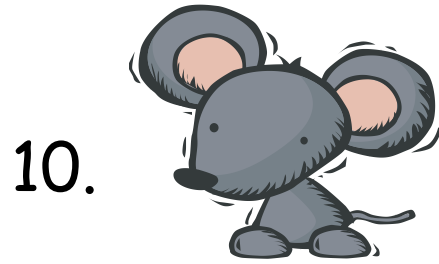
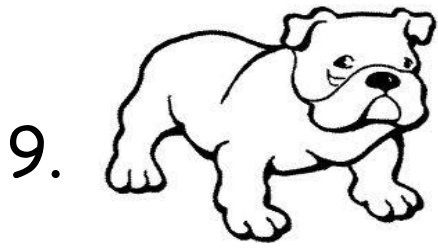


7.







8.







D. Teacher explains “Identify the initial letter sound for each picture by writing each letter sound in the box under each picture to form a word then match each word to the correct picture by drawing a line from dot to dot. For example question no. 1”. (30 minutes)

1)  → 

2)  → 

3)  → 

Note: A line is drawn from the dot on the 'man' box to the dot on the detective image.

Listening instructions for section B.

1. The /c//a//t/ is pretty.
2. This /p//i//g/ is fat.
3. The /m//a//t/ is blue.
4. The /s//u//n/ is hot.
5. I /h//u//g/ my parents.
6. I /t//i//p/ toe slowly.
7. That /p//o//t/ is old.
8. The /d//o//g/ is barking.
9. The pillow is on the /b//e//d/.
10. That /n//e//t/ is small.

Appendix D

Research Instrument Evaluation (For English Word Recognition Test)

Please rate these following items according to your opinions.

Congruent = 1 Questionable = 0 Incongruent = -1

Descriptions	1	0	-1	Commen
1. Test Design				
a. Test instruction is clear and appropriate to students' level.				
b. Test design is convenient for test administering.				
c. Test design provides easy scoring and feedback channels.				
d. Test layout and format is well structured.				
e. Test time is appropriate to students' level.				
2. Content Appropriateness and Related to Synthetic Phonics				
a. Test reflects teaching objectives				
b. Test questions are relevant to content of instruction.				
c. Test can evaluate letter sounds correspondence and sound positioning in words.				
d. Test can evaluate ability to blend sounds to make words.				
e. Test can evaluate ability to segment words into sounds.				
f. Test can evaluate words meaning.				
g. Test results can help teacher improve new lesson design.				

Additional Comments:

.....

(.....)

Thank you very much for your time and assistance.

Appendix E
Sample of Lesson Plan

Week 1 :Letter Sounds

Lesson 1 : S a

Level :Kg 3
minutes

Time : 100

Terminal Objective:

At the end of the lesson, students will be able to recognize letter sounds *s*,*a* and will be able to act out the letters sound by participating in activities in the lesson.

Enabling Objectives:

1. Students will be able to recognize the letters sound *s and a*.
2. Students will be able to participate in the planned activities for letters sound blending and segmenting and sound positioning individually or in groups.

Language focus :

English skills:

1. **Speaking skill:** Students will be able to communicate with the teacher in English.
2. **Listening skill:** Students will be able to listen to the teacher's instruction about the rules in participating in the activity.
3. **Reading skill:** Students will be able to read letters sound.
4. **Writing:** Students will be able to write the letters sound *s and a*.

Materials:

1. Letters sounds cards *s a*
2. Mnemonics cards *s a*
3. Pictures cards

Evaluation :

1. Students can respond to the teacher's instructions and questions.
2. Students can make the sounds for the letter **s and a**.

Teaching Procedure:

Teacher	Students
<p>(Greeting)</p> <p>Since this is the first lesson, the class will be more flexible where teacher will normally start the lesson with checking students' knowledge background on letters recognition.</p> <p>Revisit and review student's background knowledge on letters sound recognition and identification. (20 minutes)</p> <p>Teacher will use play activity based on dramatic play by asking the students to think of the word that begin with letters <i>s a</i> and they have to act, show and explain the meaning that they have mentioned.</p> <ul style="list-style-type: none"> - <i>Can you think of the word that starts with the letter s?</i> - <i>Can you please show me ;What does the letter s do? or what noise does it make?</i> 	<p>(Greeting)</p> <ul style="list-style-type: none"> - <i>Students will have to mention the words that start with the letter s.</i> - <i>Students will have to act and show related to the words that they mentioned.</i>

Teacher	Students
<ul style="list-style-type: none"> - <i>What about the word „sing“? Does it start with the letter s?</i> - <i>How about the letter a? Can you please show me what does a do?</i> - <i>How about the word aeroplane? Does it start with the letter a? Can you please show me how exactly does the aeroplane look like?</i> <p>Asking the first set of sounds s a by putting those four letters sound flash cards on the board.</p> <p><i>What letters do you see on the board?</i></p> <ul style="list-style-type: none"> - <i>How does the letter s sound?</i> - <i>How does the letter a sound?</i> <p>Teach(30 minutes)</p> <ul style="list-style-type: none"> - <i>Now I will tell you a short story of how each letter produces the sound and you need to follow me the actions.</i> - For the sound /s/ (instruction details shown in appendix F page 93) - Story – When the mouth smiles, a small snake of air comes out, hissing quietly. 	<ul style="list-style-type: none"> - <i>Yes/No</i> - <i>Students will have to mention the words that start with the letter a. And students will have to act and show related to the words that they mentioned.</i> - <i>Yes/No. Then act and show.</i> - <i>Yes/No.</i> - <i>Letter s a</i> - <i>Some students might be able to produce the letters sounds of /s/, /a/ correctly.</i> - <i>Students will have to follow their teacher"simitating sound and actions.</i>

Teacher	Students
<p>Hand cue – Pretend to be pulling a small snake of air out of your smiling mouth, using your index finger and thumb.</p> <p>Teacher shows the picture of a snake then asks students “What picture is this?”</p> <p>Then a teacher says “Everybody please stand up and follow my action slowly, please raise your arms up high then slowly bring them down and make an S shape out of it like a snake and say /s//s/ snake.”</p> <p>For the sound /a/(instruction details shown in appendix F page 93)</p> <p>Story – You open your mouth wide to take a big bite of the apple. Start to say, “Apple.” Say “A--</p> <p>Hand cue – Pretend to be holding an apple, getting ready to bite it with a wide, open mouth.</p> <p>Teacher shows the picture of an apple then asks students “What picture is this?”</p> <p>“Everybody pretend to hold an apple and take a bite of the apple then say /a//a/ apple.”</p>	<ul style="list-style-type: none"> - <i>Students will have to follow their teacher’s imitating sound and actions.</i> - <i>a snake</i> - <i>Students will have to follow their teacher’s imitating sound and actions.</i> - <i>Students will have to follow their teacher’s imitating sound and actions.</i> - <i>an apple</i> - <i>Students will have to follow their teacher’s imitating sound and actions.</i>

Teacher	Students
<p>Teacher will then ask students to repeat the letter sounds actions that being learned previously for the sound <i>/s/ and /a/</i></p> <p>Start blending those letters sounds. And students need to follow slowly and accordingly. This will repeat blending at least three times for each word.</p> <p>----- BREAK----- 10 minutes</p> <p>Practice(20 minutes)</p> <p>Teacher will then write the letter sounds <i>s and a</i> on the board and then ask the students to read those letter sounds whole class together by using the process of blending and segmenting.</p> <p>Teacher will use the activity matching game for this step.</p> <p>Teacher will group all the students into 3 groups, each group contains maximum 12 students. Teacher will stick the letter sounds <i>s and a</i> on the board.</p> <p>Teacher will make a sound of letter <i>s and a</i> then students in each group will be given the time to think for a minute to think of the letter and then teacher will count 1 to 3 and each student will have to run and hit the correct letter sounds with the mosquito bat on</p>	<ul style="list-style-type: none"> - <i>Students will need to follow the instructions slowly and carefully.</i> - <i>All students will have to blend those letter sounds.</i> - <i>Students will need to follow the instructions slowly and carefully.</i> - <i>All students will have to blend those letter sounds.</i> - <i>Students in each group will have to think together and help their friends to choose the correct sound.</i>

Teacher	Students
<p>the board. Whoever hits first that group will be scored. Then the same process is done but this time teacher will say word that has the initial sound of <i>s and a</i>. The words are: snake, sun, sit, strawberry, sing, apple, aeroplane, ant, alligator and arrow.</p> <p>All students will get to participate in this activity which only 2 letters sounds are repeated.</p> <p>Whichever group gets the highest score, that group will be rewarded by getting the stickers.</p> <p>Apply(20 minutes)</p> <p>Students will be asked to act out the letter sounds that have been told in the class. This is basically to repeat the letters sound stories action that they have learned previously.</p> <p>Firstly, the teacher shows the letter sound <i>s</i>.</p> <p>Secondly, the teacher show the letter sound <i>a</i>.</p>	<ul style="list-style-type: none"> - <i>Students will have to show how the letter sound s been produced.</i> - <i>Students will have to show how the letter sound a been produced.</i>

Appendix F

Research Instrument Evaluation (For Lessons Plans)

Please rate these following items according to your opinions.

Congruent = 1

Questionable = 0

Incongruent = -1

Descriptions	1	0	-1	Comment
1. Objectives				
a. The lesson plan objectives are appropriate to the students' level.				
b. The lesson plan is designed to achieve all enabling objectives.				
c. The lesson plan is designed to achieve all the terminal objectives.				
2. Contents				
a. Content is delivered to students attractively and enthusiastically.				
b. Lesson plan sequences from simple to complex.				
c. Activities are related to the lesson plan objectives.				
d. Activities are suitable for students learning abilities.				
e. Activities can build students' confidence.				
f. Activities can engage students' participation.				
g. Activities employ a variety of materials.				
h. Activities are fun learning.				
i. Activities are attractive to student's level.				

Additional Comments:

.....

(.....)

Thank you very much for your time and assistance.

Appendix G

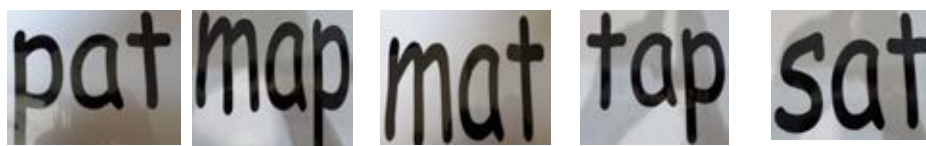
The summary of the eight weeks lesson plan

For the play based learning activities and the mnemonics letters sound instruction details, see Appendix N and Appendix O).

Week 1	Outcomes	Lesson and activities
<p><i>s</i></p> <p><i>a</i></p>	<p>- Letters sound s and a</p>	<p>Review & Revisit: English alphabets background knowledge (act and show the meaning of the words.</p> <p>Teach: /ssss/ - snake /aaaa/ - apple</p> <p>Practice: Matching game activity.</p> <p>Apply: Act out the letters sound of <i>s and a</i></p>



Week 2	Outcomes	Lesson and activities
<p><i>s a t</i></p> <p><i>p m</i></p>	<ul style="list-style-type: none"> - Letters sound <i>s, a, t, p and m</i> - Words <i>sat, tap, pat, map and mat</i> 	<p>Review & Revisit: Reviewed the letters sounds previously learned.(s and a) Act out letters sound and drawing pictures.</p> <p>Teach: /ttt/ - tiger, /ppp/ - popcorn and /mmm/ - monkey. Letters sound blending process.</p> <p>Practice: Sound mixing game activity.</p> <p>Apply: Four corner game and match words with the pictures.</p>



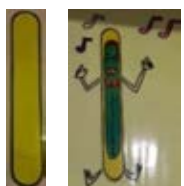
Week 3	Outcomes	Lesson and activities
<p><i>s a t</i></p> <p><i>p m i</i></p> <p><i>n d</i></p>	<ul style="list-style-type: none"> - Letters sound <i>s, a, t, p, m, i, n, d</i> - Words <i>sat, tap, pat, map, mat, pin, tip, sit.</i> 	<p>Review & Revisit: Reviewed the letters sounds previously learned(<i>s, a, t, p, m,</i>) Act out letters sound. Sound mixing game activity in a group of 5 students.</p> <p>Teach: /iii/ - iguna, /nnn/ - no and /ddd/ - dancing. Letters sound blending process.</p> <p>Practice: Wall game activity</p> <p>Apply: Matching words with pictures by colouring, cutting and gluing.</p>



Week 4	Outcomes	Lesson and activities
<p><i>s a t</i></p> <p><i>p m i</i></p> <p><i>nd g</i></p> <p><i>oc k</i></p>	<ul style="list-style-type: none"> - Letters sound <i>s, a, t, p, m, i, n, d, g, o, c</i> and <i>k</i> - Words <i>sat, tap, pat, map, mat, pin, tip, sit, dog, pig, dot, cat, pot.</i> - Tricky words <i>It is</i> 	<p>Review & Revisit: Reviewed the letters sounds previously learned(<i>s, a, t, p, m, i, n, d</i>) Act out letters sound. Buttons up with words.</p> <p>Teach: /ggg/ - goat, /ooo/ - octopus, /ccc/ - car and /kkk/ - kangaroo.</p> <p>Letters sound blending process.</p> <p>Tricky words: <i>It is</i></p> <p>Practice: Hello Game</p> <p>Apply: Scoop Sound Reading.</p>



Week 5	Outcomes	Lesson and activities
<p><i>s a t</i></p> <p><i>p m i</i></p> <p><i>nd g</i></p> <p><i>oc k</i></p> <p><i>hu b</i></p> <p><i>l</i></p>	<ul style="list-style-type: none"> - Letters sound <i>s, a, t, p, m, i, n, d, g, o, c, k, h, u, b</i> and <i>l</i> - Words <i>sat, tap, pat, map, mat, pin, tip, sit, dog, pig, dot, cat, pot, hug, bug, log, lid, sun</i> - Tricky words <i>and the</i> 	<p>Review & Revisit: Reviewed the letters sounds previously learned(<i>s, a, t, p, m, i, n, d, g, o, c, k</i>) Act out letters sound. Sound mixing game.</p> <p>Teach: /hhh/ - hat, /uuu/ - umbrella, /bbb/ - ball and /lll/ - lion. Letters sound blending process.</p> <p>Tricky words: <i>and the</i></p> <p>Practice: Sound Positioning Game.</p> <p>Apply: Matching words with pictures by colouring, cutting and gluing.</p>



log



bug lid

hug



SUN



Week 6	Outcomes	Lesson and activities
<p><i>s a t</i></p> <p><i>p m i</i></p> <p><i>n d g</i></p> <p><i>o c k</i></p> <p><i>h u b</i></p> <p><i>l e r</i></p> <p><i>f</i></p>	<ul style="list-style-type: none"> - Letters sound <i>s, a, t, p, m, i, n, d, g, o, c, k, h, u, b, l, e, r</i> and <i>f</i> - Words <i>sat, tap, pat, map, mat, pin, tip, sit, dog, pig, dot, cat, pot, hug, bug, log, lid, sun, rat, peg, pen, leg, bed, ten, net</i> - Tricky words <i>I am</i> 	<p>Review & Revisit: Reviewed the letters sounds previously learned(<i>s, a, t, p, m, i, n, d, g, o, c, k, h, u, b, l</i>) Act out letters sound. Sound mixing game.</p> <p>Teach: /eee/ - elephant, /rrr/ - rocket, /fff/ - fish. Letters sound blending process.</p> <p>Tricky words: <i>I am</i></p> <p>Practice: Matching Game.</p> <p>Apply: Matching words with pictures by colouring, cutting and gluing.</p>



Week 7	Outcomes	Lesson and activities
<i>u b l</i> <i>a e i o</i>	<ul style="list-style-type: none"> - Letters sound <i>u, b, l, a, e, i, o</i> - Words <i>lid, pat, sun, log, bed, cat, bug, dog, sit, tap</i> 	<p>Review & Revisit: Reviewed the letters sounds previously learned (u, b, l, e, a, I, o, u) . Act out the sounds.</p> <p>Teach: /aaa/ - apple, /eee/ - elephant, /iii/ - iguana, /ooo/ - octopus and /uuu/ - umbrella.</p> <p>Practice: Wall game</p> <p>Apply: Short- vowel bee buzz</p>

Week 8	Outcomes	Lesson and activities
<i>s a t</i> <i>p m i</i> <i>n d g</i> <i>o c k</i> <i>h u b</i> <i>l e r</i> <i>f</i>	<ul style="list-style-type: none"> - Letters sound <i>s, a, t, p, m, i, n, d, g, o, c, k, h, u, b and l</i> - Words <i>sat, tap, pat, map, mat, pin, tip, sit, dog, pig, dot, cat, pot, hug, bug, log, lid, sun, rat, peg, pen, leg, bed, ten, net</i> 	<p>Review & Revisit: Reviewed all the letters sounds previously learned Act out letters sound. Sound mixing game.</p> <p>Teach: Letters sound blending process three words. Ex: p /p/ + i /i/ +n /n/ = pin</p> <p>Practice: blending and segmenting the rest of the words being learned previously.</p> <p>Apply: Wall game and Four Corner game.</p>

Appendix H

The checklist of the kindergarten learners' positive participation in synthetic phonics using play based language learning.

Class: _____

Date: _____

Lesson: _____

CHECKLIST					
Descriptions	Scale				
	5	4	3	2	1
1). Students understand teacher's instructions well on how to use play resource materials (flashcards, letters sound cards) and follow the rules of the activities accordingly.					
2). Students can play letters sound correspondences games decisively (seriously concentrate) on letters sounds activities.					
3). Students are willing to help their friends while participating in pairs or in group on letters sounds activities.					
4). Students can match the letter sounds regarding on sound positioning (such as, initial and final consonants or shorts vowels) through group activities cooperatively.					
5). Students are enthusiastic(positive facial expressions such as happy face) to participate in letters sound or matching pictures with words activity.					
6). Students are happy to imitate letters sounds actions based on letter sounds story telling.					
7). Students can firmly make CVC words (at least 4 words and more) from the letters sounds presented in each lesson.					

CHECKLIST					
Descriptions	Scale*				
	5	4	3	2	1
8). Students can draw and/or colour and/or cut and/or paste the pictures and words purposefully.					
9). Students can eagerly match the pictures with the words correctly by drawing the straight line, colouring, cutting and gluing activities.					
10). Students are getting to vote at the end of the lesson if they really enjoy the activities in the lesson.					

***Note:** Total participants 28 students;

***5** means **25 to 28** students participated

***4** means **19 to 24** students participated

***3** means **13 to 18** students participated

***2** means **7 to 12** students participated

***1** means **1 to 6** students participated

Comment:

Signature: _____

Appendix I

Research Instrument Evaluation

The checklists of learners' positive participation in synthetic phonics instructions using play based language learning

Please rate these following items according to your opinions.

Congruent = 1

Questionable = 0

Incongruent = -1

The following checklist items 1 – 10 can be used to observe to what extent (among five levels; **1** means 1 to 7 students participated; **2** means 8 to 14 students participated; **3** means 15 to 21 students participated; **4** means 22 to 28 students participated and **5** means 29 to 36 students participated) students positively participate in synthetic phonics instructions using play based language learning.

Items	Descriptions	1	0	-1	Comments
1.	Imitating letter sounds actions.				
2.	Participating in letters sound correspondences games.				
3.	Instructing on how to use resource materials related to letters sound correspondences.				
4.	Performing arts and crafts activities on letter sounds (colouring, cutting and gluing)				
5.	Being interested in helping others in pairs or in groups on letter sounds activities.				

Items	Descriptions	1	0	-1	Comments
6.	Being happy while participating in class activities.				
7.	Being able to match the pictures with words.				
8.	Being able to match the letters sound regarding sound positioning.				
9.	Being able to make new CVC words.				
10.	Being enjoyed overall activities related to synthetic phonics instructions.				

Additional Comments:

.....

(.....)

Thank you very much for your time and assistance.

Appendix J

The Item-Objective Congruence Index of English word recognition test

Item	Expert			Total	Meaning
	1	2	3		
1.1	1	1	1	1	Acceptable
1.2	0	1	1	0.67	Acceptable
1.3	1	1	1	1	Acceptable
1.4	0	0	1	0.33	Revised
1.5	0	0	0	0	Revised
2.1	1	1	1	1	Acceptable
2.2	0	1	1	0.67	Acceptable
2.3	1	1	1	1	Acceptable
2.4	0	1	1	0.67	Acceptable
2.5	1	1	1	1	Acceptable
2.6	1	1	0	0.67	Acceptable
2.7	0	1	1	0.67	Acceptable

Appendix K
The Item-Objective Congruence Index of Synthetic Phonics Instructions
using Play Based Language Learning Lesson Plan

Item	Expert			Total	Meaning
	1	2	3		
1.1	1	1	0	0.67	Acceptable
1.2	0	1	1	0.67	Acceptable
1.3	1	1	1	1	Acceptable
2.1	1	1	1	1	Acceptable
2.2	1	1	1	1	Acceptable
2.3	1	1	1	1	Acceptable
2.4	1	1	1	1	Acceptable
2.5	1	1	0	0.67	Acceptable
2.6	1	1	1	1	Acceptable
2.7	1	1	1	1	Acceptable
2.8	1	1	0	0.67	Acceptable
2.9	0	1	1	0.67	Acceptable

Appendix L

The Item-Objective Congruence Index of The Checklist of Learners' Positive Participation in Synthetic Phonics Instructions Using Play Based Language Learning

Item	Expert			Total	Meaning
	1	2	3		
1	0	1	1	0.67	Acceptable
2	1	1	1	0.67	Acceptable
3	1	1	1	1	Acceptable
4	1	1	0	0.67	Acceptable
5	1	1	1	1	Acceptable
6	1	1	1	1	Acceptable
7	1	1	1	1	Acceptable
8	1	1	0	0.67	Acceptable
9	1	1	1	1	Acceptable
10	1	1	1	1	Acceptable

Appendix M

The inter-raters reliability form

The checklist of the kindergarten learners' positive participation in synthetic phonics using play based language learning.

Class: _____

Date: _____

Lesson: _____

CHECKLIST					
Descriptions	Scale				
	5	4	3	2	1
1). Students understand teacher's instructions well on how to use play resource materials (flashcards, letters sound cards) and follow the rules of the activities accordingly.					
2). Students can play letters sound correspondences games decisively (seriously concentrate) on letters sounds activities.					
3). Students are willing to help their friends while participating in pairs or in group on letters sounds activities.					
4). Students can match the letter sounds regarding on sound positioning (such as, initial and final consonants or shorts vowels) through group activities cooperatively.					
5). Students are enthusiastic(positive facial expressions such as happy face) to participate in letters sound or matching pictures with words activity.					
6). Students are happy to imitate letters sounds actions based on letter sounds story telling.					
7). Students can firmly make CVC words (at least 4 words and more) from the letters sounds presented in each lesson.					

CHECKLIST					
Descriptions	Scale*				
	5	4	3	2	1
8). Students can draw and/or colour and/or cut and/or paste the pictures and words purposefully.					
9). Students can eagerly match the pictures with the words correctly by drawing the straight line, colouring, cutting and gluing activities.					
10). Students are getting to vote at the end of the lesson if they really enjoy the activities in the lesson.					

***Note:**

***5 means strongly agree**

***4 means agree**

***3 means undecided**

***2 means disagree**

***1 means strongly disagree**

Comment:

Signature: _____

Appendix N

Multisensory Mnemonic Lively Letters Story*(created by Nancy Alemian Telian, M.S., CCC-SLP)*

Letters Sound	Story	Instruction
<p style="text-align: center;">s</p> <p style="text-align: center;">(Quiet, Small Air Sound)</p>	<p>Story – When the mouth smiles, make a hissing sound and say go away! Go away! It is dangerous. Do not go near and touch the snake. Go away! Go away!</p> <p>Hand cue – Pretend to wave your hand in and wave out continuously.</p>	<p>What happens with our mouths when we make this sound? Yes, we look like we are smiling. Is any air coming out? See if there is a lot of air gushing out, or just a small stream of air coming out? It is small air coming out. Let’s pretend that a small snake is crawling in front of you. And you say /ssssss//snake/ Go away! Goaway!(Use your hand to wave in wave out continuously) Let’s check to see if your voice is on or off when we make this sound. This is our quite, small air sound. (Show picture.) Let’s smile at this small snake so he knows we are not afraid of him. This skinny snake makes the small air sound, „ss.“</p>
<p style="text-align: center;">a</p> <p style="text-align: center;">(Short vowel a- The Apple)</p>	<p>Story – You open your mouth wide to take a big bite of the apple. Start to say, “Apple.” Say “A---.”</p> <p>Hand cue – Pretend to be holding an apple, getting ready to bite it with a wide, open mouth.</p>	<p>The vowels are Super Stars, because you did not have vowels, you could not make any words. The vowels know this and make their sounds louder and longer than everyone! This is our first Super-Star vowel. (Show picture.) What kind of fruit does this look like? Yes, an apple. Let hold a big apple in our hands (pretend do this). If you were going to eat an apple, would you take tiny bites like this? (Make tiny nibbling sounds.) Or a huge bites (Agree to huge). Let’s open our mouths wide to take a huge bite while we start to say „apple“ ready? „Aaaaaa“- STOP. That’s it! That’s the sound the apple makes! The mouth on the apple is opened wide, too. „Aaaaaa!”“</p>

Letters Sound	Story	Instruction
<p style="text-align: center;">t</p> <p style="text-align: center;">(Quiet tongue dancing sound)</p>	<p>Story – The dancing tongue taps quietly on the top of the mouth, behind the front teeth.</p> <p>Hand cue – Tap fingers or fingernails quietly on the table.</p>	<p>What am I doing when I make this sound? That’s right! I am using my tongue! What is it doing? (Teacher makes quite tapping sounds with tongue, „t-t-t“, while lightly tapping fingernails on desktop as if tap-dancing.) It sounds like my tongue is tapping – dancing up there behind my teeth, doesn’t it? We call this the quiet tongue dancing sound. Let’s see if our voices are on or off? Oh, it is the quiet tongue dancing sound! (Introduce picture.) This tongue is quietly dancing on the top of our mouth right behind our teeth. See how he keeps his arms out for balance while he quietly dances? He has sneakers on so he will not make much noise.</p>
<p style="text-align: center;">p</p> <p style="text-align: center;">(Quiet Lip Puffing Sound)</p>	<p>Story – The tall, quiet mother keeps her voice off when she puts her lips together and puffs out the air. When you see the line comes first, put your lips together.</p> <p>Hand cue – Hold fingers up to closed lips and quickly move them away.</p>	<p>What are we doing when we make this sound? (Produce sound, over-exaggerating the bursting action of the lips.) That’s right! We are using our lips-we put them together. Put your hand in front of your mouth . Do you feel air coming out? Does it come out slow, or is it puffing out? Right, it is puffing out! (Point to lips and flick finger away as in an explosion of air.) We could call this a „lip puffing sound.“ Is your voice on or off? Oh, this must be a quiet sound. (Show picture.) The first thing I see in this letter is the line with the lips, telling me to put my lips together. The circle at the top to remind us of the tall mother who is always very quiet so her baby can sleep. We keep our vices off.</p>

Letters Sound	Story	Instruction
<p style="text-align: center;">n (Nose Sound, Lips Open)</p>	<p>Story – This sound is coming out of the nose, too, but the mouth is open and tongue stays up in front. When his mom asked him if he did something wrong, the nose said, “N-n-n-o”.</p> <p>Hand cue – Pinch your nose and / or shake your head back and forth as if to say “no.”</p>	<p>The next sound has something common with the m we just learned about. Say, „n“. Try to say “n” without a nose (pinch your nose closed.) We cannot do it. This is another nose sound, but this time what our lips doing? Do they close like they did with the last sound? No, they stay open, and our tongues go in the front of our mouths. Let’s see if we can feel our noses come on. (Feel the bridge of your nose.) (Show picture.) His mother is asking if he made a mess and he says, „Nnnnnno……“</p>
<p style="text-align: center;">d (Noisy Tongue Dancing Sound)</p>	<p>Story – The dancing tongue taps noisily on the top of the mouth, behind the front teeth. He also taps on his tummy that looks like a big drum (the circle that comes first)</p> <p>Hand cue – Bang hand loudly on the table as if banging on a drum.</p>	<p>Did you know that t has a noisy partner? You are still going to tap your tongue up there, but this time, put your voice on. What sound does it make? „D-d-d-d.” (Tap on table noisily.) (Show picture.) This is our noisy tongue dancing sound. He’s still a tongue tapping up there, but he likes to make a lot of noise! The first thing you see when you look at this guy is his big tummy, which he likes to tap on like it’s a noisy drum – „D-d-d-d!” When you see that circle first, tap on it like a noisy drum, „D-d-d-d”</p>

Letters Sound	Story	Instruction
<p style="text-align: center;">g (Noisy Choking Sound)</p>	<p>Story – The little girl is gulping a drink, and she starts to make a noisy choking sound (or gulping sound) “g-g-g.” (The soft sound of G is taught later.)</p> <p>Hand cue – Pretend to be holding a cup and drinking, or put hands on your own neck as if choking.</p>	<p>What do you think would be the noisy partner to that choking sound? Let’s turn our voices on while we make that choking sound. Right! (Show picture.) This little girl is gulping down some grape drink and she is choking a little on it. She’s making noisy gulping sounds, „G-g-g-g.“ (We are focusing only on the hard sound of g right now, the soft sound should be referenced at some later time.) See how her arm comes under her head to hold the glass while she’s gulping? Pretend you’re holding a cup while you are making a noisy gulping sound. There’s another letter with a circle and a hook like this, but the hook is not going under the circle, it goes the other way. We’ll learn that one next.”</p>
<p style="text-align: center;">o (Short vowel o – Cute Baby)</p>	<p>Story – What do you say when you see a cute baby? “Aw, isn’t she cute!”</p> <p>Hand cue – Tilt your head to the side and touch your chin or cheek in a gentle fashion.</p>	<p>Here’s another Super Star vowel. (Show picture.) This is a very cute letter sound. See this cute, little baby? When people see that cute, little, round baby face they say, „O (Aw...), isn’t she cute?“ (Tip head to the side when saying this.) That’s what we’ll say when we see this cute, little baby. See how the baby’s mouth is round? Make your mouth round when you say „o“.</p>

Letters Sound	Story	Instruction
<p style="text-align: center;">c (The Car Sound)</p>	<p>Story – Usually the car says, “K-k-k.”</p> <p>Hand cue – Holding your hands out, forming the shape of a C by cupping your hand. Move it along saying, “K-k-k.”</p>	<p>(Show picture.) “ Usually the letter c sounds just like a car, „Kkkkkk.” (If you are working with kindergarteners, young first graders, or students who are very easily confused, you may want to stick to just this hard sound of c for a while.</p>
<p style="text-align: center;">k (Quiet Choking Sound)</p>	<p>Story – The little boy’s mother is trying to tie his bow tie too tightly, and he starts to make the quiet choking sound “K-k-k.”</p> <p>Hand cue – Pretend you are tying a bow tie or put hands on your own neck as if choking.</p>	<p>How do we make this sound? (Student may want to look in a mirror to see where this sound is being produced.) What am I doing? (Teacher grasps throat while making choking sounds.)It almost sounds like I am choking in the back of my throat, does not it? Is my voice on or off? Right it’s the quiet choking sound. (Show picture.) This little boy has a very long neck. He is getting ready to go to a very quiet wedding and his mother’s arms are coming in to tie his bow tie. It’s a little too tight, though, and he’s starting to make little, quiet, choking sounds, „K-k-k-k.”</p>

Letters Sound	Story	Instruction
<p style="text-align: center;">e (Short vowel e - Ed)</p> <p style="text-align: center;">u (Short vowel u – The Toddler)</p>	<p>Story – Ed is a character in a video game. He is trying to eat those little eggs as he goes along saying, “E-e-e-e-e.” His mother calls him for dinner, prolonging the “e” sound, saying, “E-e-e-e-ed!”</p> <p>Hand cue – Move your hand along in front of you while opening and closing your thumb together with your four other cupped fingers, like the mouth of a video character who is gobbling up those eggs.</p> <p>Story – The little toddler puts up his hands and says, “U-u-u-u!” to get up and out of the crib.</p> <p>Hand cue – Reach both arms up high, opening and closing your hands.</p>	<p>(Show picture.) “This is another important vowel. His name is Ed, and he is like one of those video game characters who like to go along, eating up all the candy eggs while he makes this sound, „E-e-e-e-e.“ (The following story elongates the sound of <i>e</i> to make it easier to perceive.)</p> <p>(Show picture.) This is a little toddler who’s two years –old. Later on, she will get into a lot of trouble, but right now she’s in her playpen, or crib, and wants to get up. Where are her hands going? Up! Let’s put our hands up like that. Look at the shape it makes out of our arms and body – the letter <i>u</i>! (Use hand to air-draw a letter <i>u</i> from student’s hand, down across shoulders, and up the other arm). Right now the baby’s saying that she wants to get “u-u-u.” (Leave the <i>p</i> off of the word <i>up</i> or students may include it as part of the letter sound.) Let’s put up our arms again and say, „U-u-u.“ Later on, the toddler is going to get into trouble, but right now she just says, „U.”</p>

Letters Sound	Story	Instruction
<p style="text-align: center;">l (Tongue Up in Back Sound)</p>	<p>Story – This is a famous singer who is practicing before her big performance. She lifts the front of her tongue up and starts to sing, “L-l-l-l.”</p> <p>Hand cue – Hold both arms up to the side, and with extended index fingers, move hands back and forth as if conducting a choir of singers.</p>	<p>This sound has something in common with <i>r</i>, the tongue lifting sound that we just learned about. Instead of lifting your tongue up in the front of your mouth and make this sound, „L-l-l-l.“ (Make this sound like a singer practicing.) (Show picture.) This is a famous singer who walks up to the front of the stage, lifts her tongue up in the front of her mouth, and warms up her lovely voice, „L-l-l-l.“ (Point and wave index fingers up in front as a music conductor would.) This is the tongue up in front sound.</p>

Appendix O

Descriptions of the play based language learning activities

(Some of the following activities were adapted from Joan (2006))

1) Dramatic play letters sound:

Students will act out the letter sound being introduced in the each lesson based on storytelling.

2) Hello game !: Recognizing initial and final consonants.

Teacher sticks the letter sounds cards with the number written underneath.

For example “Hello! Students, the number is 5 8 7. What is it?” and the students must say “ It is a dog.”

3) Button up with words: Recognizing CVC spelling patterns.

Materials:

- Coloured pencils or crayons
- Jacket worksheet

Directions:

- After students have been introduced several letter sounds, they will be asked to write a word CVC, by writing each button with the letter sounds.
- At the end of the lesson, they will be asked to blend those letters sound out loud in front of the classroom to let their friends guess the meaning of that word either by drawing or showing its picture or describing or telling its meaning.

4) Short-Vowel Bee Buzz: Recognizing Short-Vowel Spelling Patterns

Materials:

- Coloured pencils or crayons
- Glue tag

- Scissors
- Ice-cream sticks
- Short vowels sheet
- Cardboard papers
- Flower Patterns

Directions:

- Students will be asked to write 5 Short Vowels which are: *a e i o u*. Then they will cut them out and paste on a cardboard paper and cut them all again.
- Then they will be given the flower patterns which they need to colour them all nicely and beautifully. Then they will cut them and paste on the cardboard paper again.
- They will then stick flowers on the ice cream sticks and in the middle blank box they can put several vowels to make simple CVC words.
- Students can also practice this activity with their parents at home during their leisure or quality time with parents.

5) Scoop Shop Reading :Using Sound-Spelling Relationships to Make Words

Materials

- cardboard papers
- crayons or coloured pencils
- scissors
- glue
- Scoop Shop worksheets

Directions:

- Teachers will develop these materials by have all nineteen letters sound on each scoop for six sets.
- Teachers will use this for blending and segmenting games. Students will have to listen to their teachers carefully then form CVC words according to what teachers have instructed.
- This activity can practice students more on words recognition and also teachers can observe students behaviour cognitively and socially.

6) **Four Corners Game:** Using Sound-Blending and Segmenting Relationships to Make Words.

Materials

- Word cards

Directions:

- Teachers will blend or segment the letters sound.
- Students will be grouped into 12 for each group so in total there will be 3 groups
- Students will have to stick with their groups that they been assigned and they will need to run together as a whole group to the correct word that they heard from blending or segmenting process.
- If they go to correct word they will get a score.
- This activity can practice students more on blending and segmenting process and also teachers can observe students behaviour cognitively and socially.

7) **Matching Game and Wall game:** letters sounds recognition and blending and/or segmenting onto CVC words. And word recognition

Materials

- Sounds cards
- Mosquito bat

Directions:

- Students will be grouped into 12 for each group and then will play group by group accordingly.
- Students will need to listen to the sound and one student from each group where the rest of the students of each group will stand in line and wait for their turns accordingly. Each student from each group will have to run and hit the correct sound whoever hit first correctly that group will get score. This will take turn one by one.
- Teachers will sometimes say the word and ask them to hit either the initial sound or final sound of the word that they heard.

- This activity is good for a teacher to observe students cognitive and language developmental process because it concerns with each student individually.

8) Sound Mixing Game: blending for reading into words.

Materials

- Letters Sounds cards

Directions:

- Students will be grouped into 6 for each group and all the group will participate together at the same time.
- Teacher will blend or segment the sounds CVC and students will have to arrange letter sounds correctly to form CVC words from what they heard and read out loud.
- If they put the letters sounds together correctly but read that word incorrectly they will get half score but if they do it correctly and read correctly, they will get full score.
- Students will need to listen to the sound carefully and all members in each group will have to help.
- This activity is for social developmental process because this requires teamwork and help from other members in the group.

9) Sound Positioning Game:

Teacher divides the students into 5 groups with 5 or 6 students in each group. Students in each group will be distributed with a piece of paper and a pencil. Then a teacher for example arranges the picture of a hat, an umbrella and a goat. Then students will need to arrange the initial sound of each picture *h u g*. The word is hug.

Appendix P

Coding manual

This manual is used for evaluating kindergarten learners' positive participation. The raters count the numbers of the kindergarten learners by seeing the positive responses such as raising hand or nodding head, concentrating on play activities, helping friends, dealing correctly with the letter – sound correspondences, showing happy facial expression, following letter-sound action willingly, building up CVC words firmly, and performing arts and crafts activities purposefully. The coding manual for the 10 checklist items are shown as follow:

1	<p><i>Students understand teacher's instructions well on how to use play resource materials (flashcards, letter sounds cards) and follow the rules of the activities accordingly.</i></p> <p>Inter-raters count "1" when they see the learner showing a response of understanding in the following ways:</p> <ol style="list-style-type: none"> 1) nods his/her head. 2) raises his/her hand. 3) looks at teacher's eyes. 4) begins to play activities as instructed.
2	<p><i>Students can play letters sound correspondences games decisively(seriously concentrate) on letters sound activities.</i></p> <p>Inter-raters count "1" when they see the learner concentrates while participating in play activities without talking to his/her friends or/and running around the classroom.</p>
3	<p><i>Students are willing to help their friends while participating in pairs or in groups on letters sound activities.</i></p> <p>Inter-raters count "1" when they see the learner helps his/her friends in the group by getting involved in the activities or/and being a part of the group.</p>

4	<p><i>Students can match the letter sounds regarding on sound positioning (such as, initial and final consonants or short vowels) through group activities cooperatively.</i></p> <p>Inter-raters count “1” when they see the learners pick up the correct letters sound or/and arranges them correctly.</p>
5	<p><i>Students are enthusiastic (positive facial expressions such as happy face) to participate in letters sound or matching pictures with words activity.</i></p> <p>Inter-raters count “1” when the learners smiles or laughs or gets involved while participating in the activities.</p>
6	<p><i>Students are happy to imitate letters sound actions based on letters sounds story telling.</i></p> <p>Inter – raters count “1” when they see the learners follow the letters sound action smilingly or/and laughingly.</p>
7	<p><i>Students can firmly make CVC words (at least 4 words and more) from the letters sound presented in each lesson.</i></p> <p>Inter-raters count “1” when the learner can firmly make at least 4 simple CVC words on the given worksheet in the lesson.</p>
8	<p><i>Students can draw and/or colour and/or cut and/or paste the pictures and words purposefully.</i></p> <p>Inter-raters count “1” when the learner can work on arts and crafts activities well in the lesson.</p>
9	<p><i>Students can eagerly match the pictures with the words correctly such as by drawing the straight line, colouring, cutting and gluing activities</i></p> <p>Inter-raters count “1” when the learner can work or concentrate on doing the work assigned in the lesson.</p>
10	<p><i>Students are getting to vote at the end of the lesson if they really enjoy the activities in the lesson.</i></p> <p>Inter-raters count “1” when the learner votes “like” for the activities in the lesson by putting a sticker on the happy chart.</p>

Appendix R

There are 28 kindergarten learners in this study. The proportion of frequency times of learners' positive participation and the percentage rating scale is shown as follow:

1 – 6 positive learners equivalent to 1 - 21 %

7 - 12 positive learners equivalent to 22 - 24 %

13 - 18 positive learners equivalent to 44 - 64 %

19 - 24 positive learners equivalent to 65 - 86 %

25 - 28 positive learners equivalent to 87 - 100 %

The results of the learners' positive participation rated by three inter-raters for week 3, week 5 and week 6 are shown as follow.

Week 3

Items	Descriptions	Week 3					
		R1	%	R2	%	R3	%
1	Students understand teacher's instructions well on how to use play resource materials (flashcards, letter sounds cards) and follow the rules of the activities accordingly.	22	78.6	18	64.3	20	71.4
2	Students can play letters sound correspondences games decisively (seriously concentrate) on letters sound activities.	26	92.9	24	85.7	23	82.1
3	Students are willing to help their friends while participating in pairs or in groups on letters sound activities.	25	89.3	26	92.9	24	85.7
4	Students can match the letter sounds regarding on sound positioning (such as, initial and final consonants or short vowels) through group activities cooperatively.	23	82.1	18	64.3	23	82.1

5	Students are enthusiastic (positive facial expressions such as happy face) to participate in letters sound or matching pictures with words activity.	26	92.9	23	82.1	24	85.7
6	Students are happy to imitate letters sound actions based on letters sounds story telling.	19	67.9	15	53.6	16	57.1
7	Students can firmly make CVC words (at least 4 words and more) from the letters sound presented in each lesson.	19	67.9	19	67.9	19	67.9
8	Students can draw and/or colour and/or cut and/or paste the pictures and words purposefully.	20	71.4	20	71.4	20	71.4
9	Students can eagerly match the pictures with the words correctly such as by drawing the straight line, colouring, cutting and gluing activities.	25	89.3	26	92.9	24	85.7
10	Students are getting to vote at the end of the lesson if they really enjoy the activities in the lesson.	25	89.3	25	89.3	25	89.3

Week 5

Items	Descriptions	Week 5					
		R1	%	R2	%	R3	%
1	Students understand teacher's instructions well on how to use play resource materials (flashcards, letter sounds cards) and follow the rules of the activities accordingly.	25	89.3	26	92.9	23	82.1
2	Students can play letters sound correspondences games decisively(seriously concentrate) on letters sound activities.	17	60.7	18	64.3	19	67.9
3	Students are willing to help their friends while participating in pairs or in groups on letters sound activities.	20	71.4	21	75.0	18	64.3
4	Students can match the letter sounds regarding on sound positioning (such as, initial and final consonants or short vowels) through group activities cooperatively.	20	71.4	18	64.3	19	67.9
5	Students are enthusiastic (positive facial expressions such as happy face) to participate in letters sound or matching pictures with words activity.	26	92.9	24	85.7	24	85.7
6	Students are happy to imitate letters sound actions based on letters sounds story telling.	27	96.4	24	85.7	24	85.7
7	Students can firmly make CVC words (at least 4 words and more) from the letters sound presented in each lesson.	24	85.7	24	85.7	24	85.7
8	Students can draw and/or colour and/or cut and/or paste the pictures and words purposefully.	23	82.1	23	82.1	23	82.1

9	Students can eagerly match the pictures with the words correctly such as by drawing the straight line, colouring, cutting and gluing activities.	26	92.9	25	89.3	27	96.4
10	Students are getting to vote at the end of the lesson if they really enjoy the activities in the lesson.	26	92.9	26	92.9	26	92.9

Week 6

Items	Descriptions	Week 6					
		R1	%	R2	%	R3	%
1	Students understand teacher's instructions well on how to use play resource materials (flashcards, letter sounds cards) and follow the rules of the activities accordingly.	24	85.7	25	89.3	25	89.3
2	Students can play letters sound correspondences games decisively (seriously concentrate) on letters sound activities.	26	92.9	26	92.9	24	85.7
3	Students are willing to help their friends while participating in pairs or in groups on letters sound activities.	27	96.4	27	96.4	27	96.4
4	Students can match the letter sounds regarding on sound positioning (such as, initial and final consonants or short vowels) through group activities cooperatively.	23	82.1	22	78.6	21	75.0
5	Students are enthusiastic (positive facial expressions such as happy face) to participate in letters sound or matching pictures with words activity.	24	85.7	25	89.3	26	92.9
6	Students are happy to imitate letters sound actions based on letters sounds story telling.	25	89.3	27	96.4	27	96.4
7	Students can firmly make CVC words (at least 4 words and more) from the letters sound presented in each lesson.	26	92.9	24	85.7	24	85.7
8	Students can draw and/or colour and/or cut and/or paste the pictures and words purposefully.	27	96.4	27	96.4	27	96.4
9	Students can eagerly match the pictures with the words correctly such as by drawing the straight line, colouring, cutting and gluing activities.	26	92.9	24	85.7	23	82.1
10	Students are getting to vote at the end of the lesson if they really enjoy the activities in the lesson.	27	96.4	27	96.4	27	96.4

BIOGRAPHY

Miss Dolly Sethi was born in Bangkok. She obtained her Bachelor of Arts majoring in Business English from faculty of Arts, Assumption University 2003. In 2011, she continued her Master degree in Teaching English as a Foreign Language, Faculty of Education, Chulalongkorn University.