

DEVELOPMENT OF PHONICS TEACHING GUIDELINE
FOR THAI ELEMENTARY SCHOOL STUDENTS: LESSON
LEARNED FROM BEST PRACTICE TEACHERS

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

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**DEVELOPMENT OF PHONICS TEACHING GUIDELINE
 FOR THAI ELEMENTARY SCHOOL STUDENTS: LESSON
 LEARNED FROM BEST PRACTICE TEACHERS**) อ.ที่ปรึกษาหลัก
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วัตถุประสงค์ของงานวิจัยชิ้นนี้คือ 1) เพื่อพัฒนาแนวทางการจัดการเรียนการสอนภาษาอังกฤษแบบโฟนิกส์ และ 2) เพื่อประเมินคุณภาพของแนวทางการจัดการเรียนการสอนภาษาอังกฤษแบบโฟนิกส์ โดยใช้วิธีการตอบแบบสอบถาม สังเกตการสอน และสัมภาษณ์ เป็นวิธีการเก็บข้อมูลในงานวิจัย เครื่องมือในงานวิจัยประกอบด้วย 1) แบบสอบถามการสอนโฟนิกส์ 2) แบบบันทึกการสังเกตการสอนและข้อคำถามสัมภาษณ์ และ 3) แบบสอบถามเพื่อประเมินคุณภาพของแนวทางการจัดการเรียนการสอนภาษาอังกฤษแบบโฟนิกส์ กลุ่มตัวอย่างที่ใช้ในงานวิจัยคือครูสอนภาษาอังกฤษแบบโฟนิกส์ จำนวน 5 ท่านที่สอนโฟนิกส์อยู่ในโรงเรียนประถมศึกษา โดยเลือกครูจากการใช้เครื่องมือแบบสอบถามการสอนโฟนิกส์ การวิเคราะห์ข้อมูลใช้การวิเคราะห์ข้อมูลเชิงคุณภาพในการวิเคราะห์เนื้อหา

ผลการวิจัยสรุปได้ดังนี้ 1) ผลของการพัฒนาแนวทางการพัฒนาแนวทางการจัดการเรียนการสอนภาษาอังกฤษแบบโฟนิกส์ประกอบด้วย (1) ด้านจุดประสงค์การเรียนรู้และการเตรียมการสอน โดยแผนการสอนต้องมีแบบแผนที่ชัดเจนเป็นลำดับขั้นตอน (2) ด้านเนื้อหา โดยต้องมีลำดับของการสอนเสียงและตัวอักษรจากง่ายไปหายาก (3) ด้านกิจกรรมการเรียนการสอนที่เน้นให้เด็กได้เรียนรู้จากการทำกิจกรรม (4) ด้านสื่อการสอน โดยใช้สื่อที่สามารถจัดเตรียมได้ง่าย ไม่ซับซ้อน (5) ด้านการวัดผลและประเมินผล โดยต้องมีการวัดผลแบบประเมินต่อเนื่องและประเมินผลเพื่อสรุปการเรียนรู้ควบคู่กัน 2) ผลของการประเมินคุณภาพของแนวทางการจัดการเรียนการสอนภาษาอังกฤษแบบโฟนิกส์จากผู้เชี่ยวชาญคือแนวทางการจัดการเรียนการสอนโฟนิกส์ที่พัฒนาขึ้นมีประโยชน์ มีความเหมาะสม และสามารถนำไปใช้ได้จริงในบริบทประเทศไทย

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The purposes of this research were to 1) develop the phonics teaching guideline to teach phonics and 2) evaluate the quality of the developed phonics teaching guideline to teach phonics. The questionnaires, observations and interviews were used as main collecting procedures. The research instruments consisted of 1) Phonics teaching questionnaire, 2) fieldnotes and interview questions, and 3) Phonic teaching guideline quality evaluation questionnaire. The participants were 5 best practice phonics teachers who were currently working in a school context at the time which were selected by the research instrument Phonics teaching questionnaire. The data were analysed by statistical percentage, qualitative data analysis and content analysis.

The findings of the study were as follows: 1) The developed phonics teaching guideline composed of (1) learning outcomes and lesson preparation that are put into a sequence of teaching in a structured order, (2) contents which are the relationship between sounds and letters together and should be sequenced from simple to complex, (3) learning activities that are activity-based and allow students to use their phonics knowledge in an effective way, (4) materials that are easy to prepare and use in a classroom, and (5) assessment and evaluation which enable teachers to check on students learning progress during the lesson and at the end of the course. 2) The results of the evaluation of the quality of the phonics teaching guideline by experts are useful, appropriate, and practical to use in a Thai context.

Field of Study:	Teaching English as a Foreign Language	Student's Signature
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Chapter I

Introduction

Background of the study

English has played an important role throughout the world. People use English as a medium to communicate, exchange, and improve their countries' economy achievement, and Thailand has also done so. Statistics show that English is widely spoken in many countries; there are around 1,121,000,000 speakers of English; including with both native and non-native speakers. That means the ability to use English to communicate is an essential skill to have nowadays (Eberhard, Simons, & Fennig, 2019).

English Speaking has become the most vital skill to have in the past decade as it is now included in the Basic Education Core Curriculum B.E. 2551 (M. o. Education, 2008) for Thai education, focusing on all areas; listening, speaking, reading, and writing. Learning a foreign language has been reformed so many times in Thailand to make sure that the process of teaching and learning English is up to the standard in order to ensure that Thai people can compete in terms of developing economy systems against other countries (Pitiyanuwat & Anantrasirichai, 2002). In Thailand, English is used everyday, in a variety of sectors. There are a lot of job vacancies which require a high English proficiency. What this means, therefore, is that in order to work in Thailand, Thai nationals must have a level of English that is not only good, but that is competent enough for their job. It therefore means, that if one does not or cannot speak English in Thailand, one may encounter the difficulty of finding a job.

However, the English proficiency of Thai people in Thailand has not been successful even though the Thai Ministry of Education adopted various approaches such as the grammar translation method. To add more, the EF English proficiency index has reported that the English proficiency of Thailand rank dropped down to the 74th country among 100 countries in a global proficiency ranking which means that the level of English for Thai nationals should be concerned with the Thai government (Fredrickson, 2015). The report also mentioned that the listening and reading skill gap has increased every year; listening comprehension skills were developed quicker than reading one with the reason being that the education system has tried to move away from grammar translation and learned more toward learning English for communication, focusing on oral communication. However, in order to train students to be prepared for the 21st century workforce, reading skills are still essential, and educators still need to develop these (Eberhard et al., 2019).

As a consequence, the way in which English is taught as a language in Thailand needs to be re-assessed and looked into further in order to ascertain what will help learners best; in effect, what best practice is. In the English Education Policy, as English and Thai are both categorized as alphabetic languages, in which the letters represent the sounds of the spoken language, phonics was suggested to be one of the ways to improve young Thai learners' English reading competency (Noom-Ura, 2013). This method was chosen due to the fact that Thai students could not tell the difference between English and Thai sounds, could not connect graphemes and phonemes and could not, therefore, decode when the new words are presented which also affected their pronunciation and understanding of the English language (Boonjun, 2005).

Phonics is said to be the combination of graphemes, the letters of the alphabet, with the phonemes, the sounds of the letters in order to learn how to read (Díaz-Cintas, 2009). In 1570, the basic principles of phonics were introduced by John Hart with the evidence that learning phonics is essential and it has now spread to both English-speaking countries and the rest of the world, including Thailand (Hart & Danielsson, 1955). Therefore, knowing phonics is vital for students to learn in order to know how to read and comprehend the text in the written form (reading and writing).

However, how phonics is being taught in Thailand is currently under discussion as there are many different methods and ways in which to approach this type of learning. What is clear to see is that there are a number of problems occurring that are unresolved and need addressing in phonics teaching in a Thai context. From the literature review, the researcher found that there are numerous factors that could affect the way phonics is taught in Thailand including government standards or policy and pre-service/non-experience teachers (Kodae & Laohawiriyanon, 2014). Within the latter there are the following issues which came from the literature review and the researcher's observation.

According to the factors mentioned before, pre-service teachers and teachers with the least experience teaching decoding struggle to teach phonics. Many recent studies have focused on the problem of teaching. Ehri (2003) expressed these concerns in the National Reading Panel about teachers competence by referring to studies that show teachers are not well prepared to teach reading as many lack sufficient knowledge about the alphabetic system and phonemic awareness. They add the proviso, that if teachers are given proper training, they can assumably learn to

teach phonemic awareness adequately (Ehri, 2003). However, giving all English teachers in Thai schools to be able to access to a formal phonics teaching training in Thailand is nearly impossible.

To add to this, the researcher has conducted preliminary research and informal interviews, with three native English teachers to investigate the problem of phonics teaching in Thailand. Two of them have experience in phonics teaching for years and also have been trained to teach phonics programme designed by Ruth Miskin such as, Read Write Inc. Phonics; this programme consists of teaching books and materials created by Oxford University Press that guide teachers on how to teach young learners how to read and spell. While another teacher is considered an inexperienced teacher, who has not been trained by any phonics training programme. Both of the experienced teachers were in agreement that the problem they find most common in teaching, is that 'most of the English teachers in Thailand do not have proper phonics teaching'. They were also concerned that 'getting English teachers to have training in phonics teaching [was] difficult due to the lack of professional phonics educators in the area as the price for this is very high'. One teacher went on to say that 'in addition, there is no policy from the Thai government, or teaching guideline to help and guide English teachers in Thailand to cope with this problem. It means we are stuck'. By all means, they cannot plan, teach or assess the students, which affects the quality of teaching. This was then supported by the inexperienced teacher who has the least experience in teaching phonics, who said that 'without training, I am lost and confused when planning, teaching, and assessing progress' and that this was especially the case when she first taught phonics.

Therefore, that leads the inexperienced teacher's students down in terms of progress of learning how to read. If the standard of teaching is low, students will not be able to decode the words or comprehend the texts. The consequence of this is a low literacy rate which can, in turn, result in Thai students not getting a job or surviving in the modern world where English is used daily. Therefore, they suggested that a phonics teaching guideline is essential to have and follow for phonics teachers in Thailand.

From the preliminary research, it was found that there are a lot of commercial phonics teaching guidelines out there on the market for schools and educators to follow and maintain the quality of teaching but one of the experienced teachers, having taught throughout Thailand, commented that 'those are not easily adapted to every school in Thailand'. They went on to describe how the set of guidelines available on the market normally consist of CDs, books, and vocabulary cards but 'do not provide a step-by-step of how to teach or what should be considered while the teachers are teaching'. Regarding this, the problem that could possibly occur is that one may try to use the material of phonics teaching with a particular commercial phonics teaching guideline, as he or she was trained to teach their students to read but the result can come out differently from what is expected. For example, one guideline is designed to teach one phonics lesson within an hour and twenty minutes, whilst the school lessons last only forty-five minutes. This means that teachers have to shorten the lesson by cutting some steps out or speeding up the lesson so that everything can be covered within the given time. In the case of cutting out some steps, different teachers may drop out different steps to one another as they see necessary which

therefore can lead to an inconsistency in a phonics lesson and its construction throughout the programme in the school.

To add on, this also was supported by Lenters (2014) that in EFL and Thai context, commercial phonics programmes, that are available in the market, were written as a guideline to teach phonics by native speakers and they lack of the first language's literacy and culture (Lenters, 2004). There is no understanding of students' background knowledge which is vital for students to use and link with the second language. This, therefore, might not be appropriated to use to teach in Thai school that students only have exposure to Thai language both inside and outside school.

This has led to a big problem that Thai educators should look into. For teachers who have not been trained to teach phonics in Thailand, there is a big gap for them to fulfil in order to deliver the up-to-standard phonics lesson to their students. It would be complicated and difficult as they do not know what good phonics teaching that is suitable in Thai school must be like, or what they should take into account when they teach Thai students; which may lead to a failure in learning how to read English for Thai students.

Therefore, this research aims to propose a phonics teaching guideline, that based on how the best practice teachers teach phonics in Thailand, for teachers who read the guideline to follow in order to cope with the problem that lack of phonics teaching training and teaching guideline to teach phonics that is suitable to a Thai context. Moreover, developing a teaching guideline for teaching phonics that are practical, easy to use and adaptable for those who are not confident in their abilities of teaching will be valuable, that means teachers will know what they need to focus on

and what they are expected to teach in their lessons so this will lead to better results in Thai students reading proficiency.

Research Questions

1. What is the phonics teaching guideline for Thai elementary school students composed of?
2. What is the quality of the developed phonics teaching guideline for Thai elementary school students?

Research Objectives

1. To develop the phonics teaching guideline to teach phonics.
2. To evaluate the quality of the developed phonics teaching guideline to teach phonics.

Scope of Study

1. The participants of this study are native and non-native phonics teachers who are teaching phonics lessons to Thai primary students.
2. The phonics lessons being observed are the normal phonics lessons within the school curriculum which have not been purposely planned to be observed by the researcher. The lessons are taught to Thai primary students in a standard classroom setting to learn how to decode words and comprehend the texts.
3. The lessons being observed are English class focusing solely on phonics, for the entirety of the lesson. Phonics instructions are used to teach students to learn how

to read English throughout the entire lesson. The phonics instructions are therefore not only a part of the English lessons but are taught separately to emphasise phonics.

4. The proposed teaching guidelines is the lesson learned from phonics teachers who considered as best practice teachers. This guideline is gathered through observations and interviews of best practice phonics teachers. Therefore, it is neither to evaluate how effective teachers teach nor select the effective teaching tips/techniques teachers use in the classroom.

5. The proposed teaching guideline is ideally for phonics lessons which are conducted in the classroom face-to-face context not the distance teaching or online teaching.

Definition of Terms

1. Teaching guideline refers to a set of recommended actions based on evidence-based best practice, providing specific site-level work practices, steps, techniques, or strategies for teachers to implement in the classroom. The teaching guideline is practical as well as easy to understand and follow for teachers who have the least experience in teaching (Khan, 2018), aiming to focus on five components of lesson plan which are learning outcomes and lesson preparation, contents, learning activities, materials, and assessment and evaluation, all of which are emphasised to use in a Thai context that English is a foreign language (Damayanti, 2020).

2. Phonics teaching refers to the systematic way of teaching students how to learn the correspondence between sounds of spoken English with letters or groups of letters and how to blend the sounds of letters together in order to finally independently read the words (Bald, 2007).

3. Best practice teachers refers to the native and non-native teachers that perform the most effective way of teaching that leads to the better result. This may include teaching procedures, tips, techniques, teachers role, classroom activities, assessment, teaching materials and teachers reflection (McKeon, 1998). One major quality of becoming a best practice teachers is having Pedagogical Content Knowledge (PCK) which is used to describe as the knowledge that teachers need to know and do in the lesson (Jolly, Brodie, & Midgley, 2012). Therefore, teachers need a strong PCK to be the best practice teachers.

4. Pedagogical Content Knowledge (PCK) refers to the knowledge of the teachers and how they represent and formulate the subject content so that it is comprehensible for others (Park & Chen, 2012). The concept of PCK is that the combination of a teachers' pedagogy and understanding of the subject content which influences teachers to show what they must know and do to deliver the best in teaching to their students. Shulman said that there are three components of PCK which are: 1) knowing how to teach, 2) knowing the subject content, and 3) knowing the students.

Research Framework

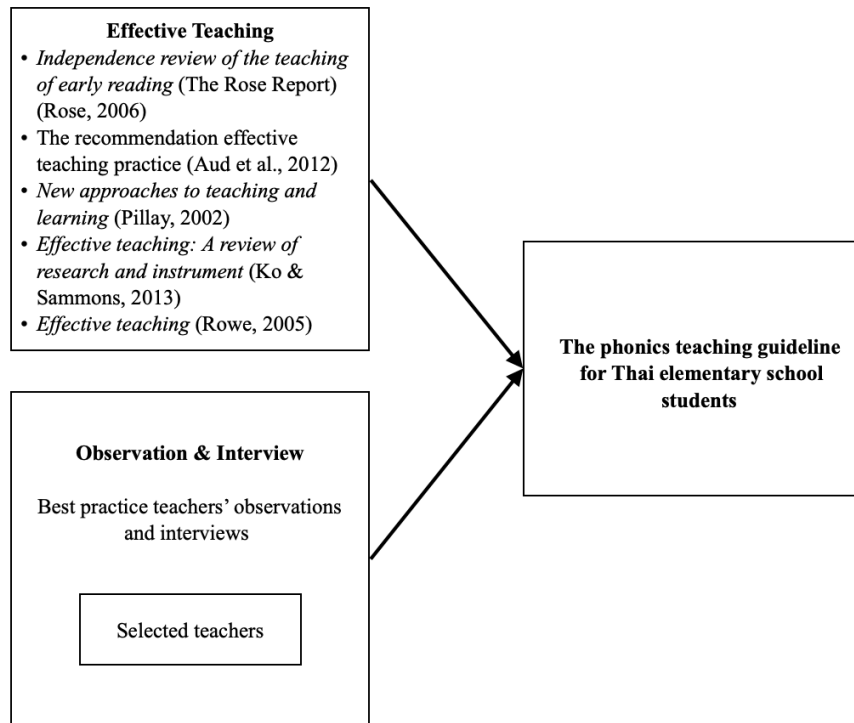


Figure 1 Research framework

There are two main components for the research framework which are effective teaching recommendations from the official documents from several countries and observation and interview best practice teachers combined together in order to develop the phonics teaching guideline for Thai elementary school students. Each of them was described in detail in Chapter 2.

Significance of the study

Teaching phonics in Thailand is still new and has not been prescribed into a policy or standard for both new and current teachers to follow and learn from. This means that how phonics is being taught is not the same across the country; it is inconsistent. These inconsistencies mean that reading competency could be low and

grades could vary depending on the teachers, course or even school. This could eventually lead to mixed opportunities, or a lack of them, which means the future could be uncertain for learners in Thailand.

Developing teaching guideline for phonics teaching would help teachers to see gaps and fulfill in abilities of their phonics teaching, as well as encourage them to understand what is necessary for higher levels of education that follow best practice. Therefore, the significance of this study is to ensure that there are teaching guidelines that are practical to follow for teachers who have no experience in teaching phonics or who are non-trained teachers. This can take place in both public and private schools that are required to teach phonics to young learners in order to set the standard for the teachers to follow when they conduct phonics lessons.

This also is not limited to benefit only teachers but also for parents. For parents who would like to support their child to enhance reading ability at home, this teaching guideline, therefore, acts as a source of teaching knowledge that is practical and in detail for parents to use and keep track on what a child should be able to do.

In addition, to ensure best practice is taking place not only inside one classroom, or one school, using proposed teaching guideline for phonics teaching that comes from the best practice teachers could be used throughout a district or even by an entire government or education system.

Chapter II

Literature Review

The literature review presents an overview of the topic and helps the researcher to see the relationship of each element under the consideration. This chapter covers four elements of this research as follows:

1. Phonics teaching

- 1.1 Phonics
- 1.2 The importance and benefits of phonics teaching
- 1.3 Approaches to teach phonics
- 1.4 Steps of phonics teaching
- 1.5 Assessment in phonics

2. Best practice

- 2.1 Definition of best practice
- 2.2 Best practice in teaching
- 2.3 Best practice and phonics teaching

3. Pedagogical content knowledge in phonics teaching for teachers

- 3.1 Definition of pedagogical content knowledge (PCK)
- 3.2 Pedagogical content knowledge and phonics teaching
- 3.3 Pedagogical content knowledge and best practice in phonics teaching

4. Related Research

1. Phonics Teaching

1.1 Phonics

The term 'phonics' has two meanings. The first one defined phonics as the letters or symbols used to encode a language's spoken components (Venezky, 1999). By this definition, phonics is a system for encoding speech sounds into written symbols. The second meaning leans towards the educational field; that teaching learners the relationship between the letters and sounds using this system to recognise or read words, a skill that is essential for young learners to read unfamiliar words or text themselves (Stahl, Duffy-Hester, & Stahl, 2006). There are various approaches to teach phonics to decode the words in order to read in many schools; two big umbrella terms used are systematic phonics and non-systematic phonics. Being umbrella terms, one can support that these are the most commonly used, most well-known and therefore the best or the most effective teaching practice in terms of phonics.

Teaching reading via systematic phonics has been increasingly recognised by many English-speaking countries after an Independent Review of the Teaching of Early Reading (Rose, 2006). The Rose's Report or the full name 'An Independent Review of the Teaching of Early Reading' is the final report of the reading review of the teaching of reading skills in primary schools which identified five competencies that children should be able to demonstrate before they can progress to the successful acquisition of reading skills which are commonly being used by schools and educators throughout the UK. The report aimed to be instrumental in encouraging the use of synthetic phonics as the most effective approach to the teaching of reading to young students. It suggested that the systematic, synthetic approach offers the vast majority of young children the best and most direct route to becoming skilled readers and

writers (Rose, 2006). In order to do that, the report suggested the best practice of phonics teaching to ensure that every school setting that followed the Rose's report, teaching and learning of reading and writing and was measured up to the standard.

1.2 The importance and benefits of phonics teaching

Phonics instruction is considered important because it teaches beginners the alphabetic writing system which is essential when learning to read and spell words (Ehri, 2014). Children need to learn this, and to master the regularities and patterns of English orthography. To learn to read fluently, accurately and with the automatic word recognition that allows the reader to focus on meaning, children need a firm grasp of the patterns of grapheme and phoneme correspondences, and of the relationships between larger units of spoken speech and written text that govern most English spellings. They need grapho-phonetic knowledge – that is, knowledge of how letters and groups of letters relate to units of speech sound. Of course, this is not all they need, but it is an essential element. A good sight vocabulary is not enough; after a certain point the limits of memory slow down expansion and may even bring it to a halt (Byrne, O'sullivan, Dijksterhuis, Bredie, & Martens, 2001). Therefore, understanding that this is not best practice is a starting point as the researcher is able to develop a teaching guideline for teaching phonics as to what to implement and how.

1.3 Approaches to teaching phonics

Several different approaches are under discussion among researchers and educators. There are two big umbrella terms that phonics teaching approaches are categorized into: 1) systematic teaching phonics and 2) non-systematic teaching

phonics. All approaches are different in many aspects. The details of each approach are as follows:

1.3.1 Systematic phonics

Under the systematic phonics teaching approach, these sub-approaches are included in the systematic teaching phonics; synthetic phonics, analytic phonics, and analogy phonics (Harris & Hodges, 1995).

(1) Analytic phonics

In analytic phonics, which until recently was the predominant phonics method in the UK, letter sounds are taught after reading has already begun, the children initially learning to read some words by sight. In Scottish schools (Watson, 1998), there was generally a long period devoted to learning the sounds of the letters of the alphabet. This generally started soon after school entry and took until Easter of the first year at school (UK school term). In this phase, children would typically be shown whole words sharing a common initial letter sound, e.g. 'milk', 'man', 'mother', with their attention being drawn to the /m/ sound heard at the beginning of the words (Smith, 2011).

Through these steps, the children therefore would have some idea of the usefulness of letters sounds, but only at the beginning of words. They would probably recognise the rest of the word on a holistic basis, as the words presented were often suggested by the students and could be of quite complex structure. For example, a teacher would say 'This is the letter /m/', giving the sound and writing the letter on the blackboard. She would then ask the children for words beginning with the sound /m/ and write these on the board. The point of the exercise was to show a family of words all starting with the letter 'm', and there was no attempt to pick words that were

easy to read phonically. Analytic phonics may be challenging for new readers with limited literacy experience or long-term reading difficulties but can be a fun and interactive practice activity to learn for students.

(2) Synthetic phonics

With the synthetic phonics, children are taught some letter sounds before they are introduced to books. After the first few letter sounds have been taught, children are shown how these sounds can be blended together to find out the pronunciation of unfamiliar words (Feitelson, 1988). For example, when taught the letter sounds /s/ /a/ /t/ and /p/ the children can blend the letters in the words ‘at’, ‘sat’, ‘tap’, ‘pat’, ‘pats’, ‘taps’, ‘a tap’, and so on, to find out what the word is. The children are not told the pronunciation of the new word by teachers. Thus, children can construct the pronunciation for themselves; so this is a self-teaching approach. Most of the letter-sound correspondences, including some vowel digraphs, can be taught in the space of a few months at the start of the first year at school, and consonant blends, such as ‘clap’, do not need to be taught at all. This means that from very early on children can read many of the unfamiliar words that they meet in text for themselves, without the assistance of teachers.

It is important to have a good understanding of phonemes, for both teachers and children, as the synthetic phonics method from the very start is based on blending sounds at the phoneme level in order to read unfamiliar words. However, young children do not have much awareness of phonemes in spoken words. The phoneme is the smallest meaningful sound in English language; /c/ and /r/ are different phonemes, so exchanging one for the other turns the word ‘cat’ into ‘rat’, which changes the meaning. This is known as phoneme substitution; one phoneme is substituted for

another, making a new word. Educators know from many research studies that phoneme awareness ability develops closely alongside learning to read words in an alphabetic language (Adams, 1990). That is, children who read well also tend to have good phonemic awareness skills. Therefore, an Independent Review of the Teaching of Early Reading was set up to report on the best way to teach young children to learn to read. It concluded that the systematic synthetic phonics approach was the most effective approach to teach children to learn how to read (Robinson, 2020).

(3) Analogy phonics

Analogy phonics emphasises comparing words based on their similarities and teaches phonograms (or rhymes) and their related word families (formed by adding onsets or consonant patterns at the front). For example, a teacher shows and says the phonogram, 'ab'. He/she models how to add the single consonants c, d, g, j, l, n, t at the front to form relatives: cab, dab, gab, jab, lab, nab, tab. Then he/she guides students in rereading and spelling the word family.

Analogy phonics has a long history in American reading instruction. It has been successful across centuries because many new readers find it psychologically easier to divide words into onsets and rhymes rather than individual letters and sounds. This may be explained by current brain research, which suggests that our brains are more natural "pattern detectors" rather than a "rule appliers". In other words, if the brain has a store of learned phonograms and related word families, it will automatically search that storage and detect familiar patterns when encountering unfamiliar words. This cognitive process of pattern detection and pattern application is often more effective and efficient for new readers. It is also known to improve aspects of reading and writing fluency (Davis, 2012).

1.3.2) Non-systematic phonics

There are a lot of debates among the researchers as to the differences of systematic phonics and non-systematic that phonics has been raised (Chall, 1983). For non-systematic, learners will be taught to read words as wholes and have to keep practicing until they can remember 50 to 100 words by sight. Only after that will the phonics instruction begin. This could suggest that learners may be delayed learning phonics when compared to systematic approaches. Embedded phonics instruction is a famous non-systematic phonics approach. Embedded phonics involves instruction in sound-symbol relationships that is built into authentic reading experiences. Teachers use embedded phonics when the phonics is not taught separately but for the purpose of information or pleasure within the context of the reading. It will be taught when the readers face problems in reading words or find it difficult to read.

Embedded phonics does not normally start with sound-symbol elements but begins with text or story and brings in phonics into the lessons. For example, as the part of a reading lesson while students are reading, a teacher might call the attention of the letter T - /t/. The correspondence in the words that contain the letter 'T' and then build a word family lesson involving the phoneme /t/. Phonics is also naturally embedded in writing instruction. As a class may be writing after reading, students need to master the elements of the grapheme – phoneme relationship system in order to encode the language. Therefore, phonics is at least as important in learning to spell as it is in learning to read. However, this approach lacks the structure that other approaches have, and some worry that too much room exists for students to fall between the cracks, because if phonics only addresses when needed, this may be too late already in a learner's reading journey. Although mastery of sound – symbol

relationships is not the main focus of the reading lesson, embedded phonics is an effective way to use decoding strategies as part of real reading experiences (Savage, 2006).

From the review, educators have proposed phonics teaching approaches in many ways. Four approaches that are mentioned: analytic phonics, synthetic phonics, analogy phonics and embedded phonics, are the most common that teachers are using nowadays. Moreover, phonics instruction is essential for young learners to learn how to read (DfES, 2007). They have to learn the letters and sounds correspondence as a system in order to code and decode unfamiliar words in order to comprehend the text. If teachers wait until the learners need to learn phonics, it might be too late and more difficult to do so. That means embedded phonics, a non-systematic phonics instruction, might not therefore be the most effective way of teaching reading. This leaves us with systematic phonics, with impending questions being which approach is the most effective way to teach young learners.

The on-going discussion of the most effective phonics teaching approach that should be taught to learners has been much debated amongst educators. The two main systematic approaches that are widely recognised to deliver phonics instruction are synthetic phonics and analytic phonics. Educators tried to further explore the most effective approach between synthetic phonics and analytic phonics as these two approaches are structured in a very systematic way and gave the satisfying results regarding the reading efficiency of the learners (DfES, 2007). One of the best-known attempts to do this was the reports from Jeanne Chall (1976), comprehensive review of beginning reading instruction. Her basic finding was that early reading instruction and systematic instruction in phonics led to better achievement in reading than later

and less systematic phonics instruction (Chall, 1976). In the 1976 edition of her review, Chall did not recommend any particular type of phonics instruction, but in the 1983 edition she suggested that synthetic phonics instruction held a 'slight edge' over analytic phonics instruction, meaning synthetic phonics was more effective than analytic phonics (Chall, 1983). Chall's basic finding has been reaffirmed in many research reviews since then (Adams, 1990). Another piece of research which supported the idea that synthetic phonics is more effective than analytic phonics was Johnson and Watson's work in 2005. It showed that students who were taught using synthetic phonics had better reading and spelling than the analytic phonics group (Johnston & Watson, 2005). It therefore concluded that synthetic phonics is a more effective approach to teach reading, spelling and phonemic awareness than analytic phonics.

Over the last decade, multiple nations have issued reports articulating what early reading instruction should entail and the types of knowledge that teachers must have if they are to successfully teach children to read. For example, in Australia, the National Inquiry into the Teaching of Literacy (2005) emphasised the importance of synthetic phonics instruction as opposed to a whole language approach for reading instruction, as well as the use of explicit instruction for phonemic awareness. Teachers in Australia were similarly encouraged to help students develop oral language, vocabulary, grammar, fluency, comprehension and literacies of new technologies. In England, The Rose Report, commissioned by the Secretary for Education for England, recommended that early reading instruction include synthetic phonics and integration of technology into the primary literacy curriculum (Rose, 2006). In the United States, the National Reading Panel (2000) advocated that early literacy instruction includes an

emphasis on phonological awareness, phonics, fluency, comprehension and vocabulary. The National Reading Panel report also stated, “systematic phonics programmes are all significantly more effective than non-phonics programmes” (Panel, Health, & Development, 2000).

Therefore, from the literature review, with the effectiveness of systematic phonics programmes, this research will employ systematic synthetic phonics teaching approach as the main approach to teach phonics. It was proved by many studies that the synthetic approach allows young learners to recognise letter and sounds correspondences systematically and explicitly and that it is suitable for young learners that cannot make a decision by themselves and need teachers’ instruction as guideline (Rose, 2006). This lies in comparison to the analytic, analogy and embedded approach which requires a student’ background in vocabulary which will only be most effective to students that are native speakers (Chall, 1983). Hence, to develop the best practice teaching guidelines to teach phonics, phonics teachers who teach reading using synthetic instructions will be chosen to be observed and interviewed as this approach is the most effective way to teach young learners to learn how to code and decode the words.

1.4 Steps of phonics teaching

A handbook titled ‘Letters and Sounds: Principles and Practice of High Quality Phonics’ which was released by the UK government in 2007 suggested that the consistency of an instructional sequence is a very important factor in the success of systematic synthetic phonics teaching. The Letters and Sounds program recommended following the four elements of a well-structured phonics session; revisit

and review, teach, practice and apply. The Figure 2 below should be used across every lesson at every level of learning (DfES, 2007).

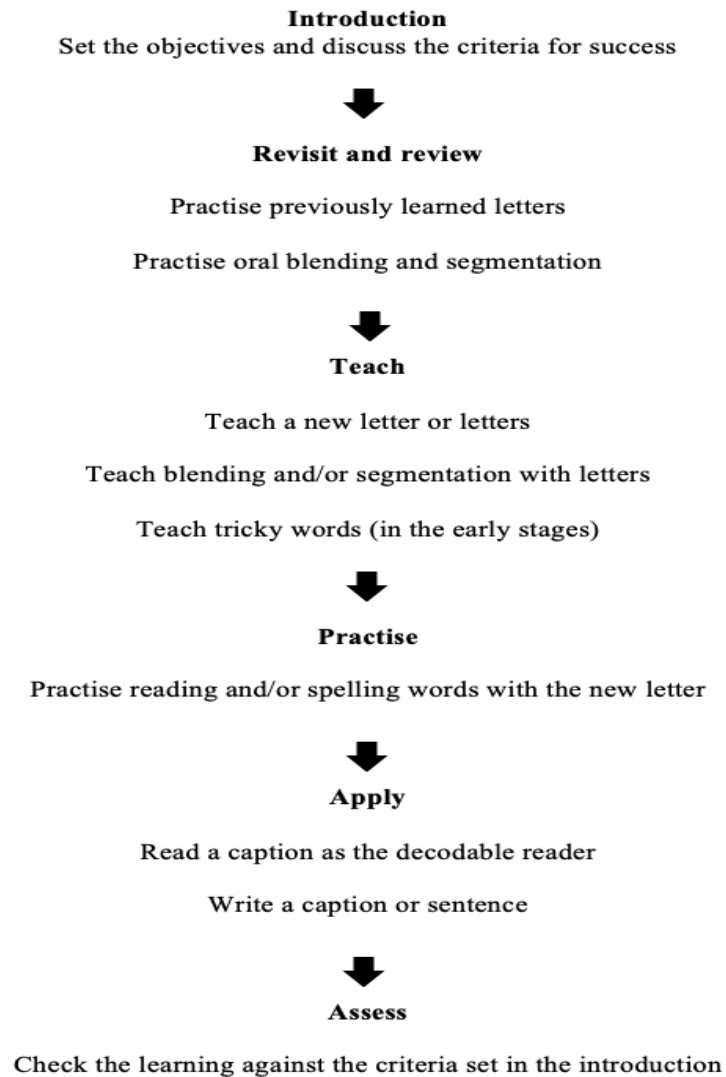


Figure 2 Suggested well-structured phonics session

Each phase of teaching phonics might consist of different sounds and prints but teachers should follow the systematic structure of teaching as set above in daily phonics lessons to maintain standards and the consistency of teaching phonics thought the course. Doing so, follow the UK government teaching principals and practices guideline would definitely ensure best practice in teaching phonics to learners.

1.5 Assessment in phonics

In order to check student progress, assessment need to be implemented, starting with assessment for learning; this is the first step in assessment as the teachers are able to recognise quickly whether the child has understood and can gather requirements they may need. After this, then formal assessment is used around the school to ensure consistency.

Department for Education and Skills (2007) made a clear guidance for phonics teachers to follow to ensure that the assessment of phonics for young learners is effective. Systematic daily phonics teaching is a key element of the Communication, Language and Literacy Development (CLLD) approach to the teaching of early literacy. Teachers need to feel confident about assessing children's phonics skills and knowledge if they are to plan effectively to meet all children's needs and to support them in becoming fluent, independent readers and writers. By ensuring that teaching is adapted to support all children, teachers can be sure that all children make good progress and that vulnerable children are identified early and provided with support to enable them to catch up before the gap between them and their peers widens (DfES, 2007).

The Rose Report (2006) has recommended that phonics teachers should assess children's phonic skills throughout the first 3 years of formal education, ages 4 –7 years, which means students in reception level, year 1 level, and year 2 level. Where implemented, this is typically achieved by teachers tracking children's progress through a series of developmental 'phonic phases', which are outlined in the teaching handbook called 'Letters and Sounds: Principles and Practice of High Quality Phonics' (DfES, 2007). All six phases are set out a detailed in systematic synthetic

programme for teaching phonic skills for children, with the aim of them becoming fluent readers by age seven.

The phases move from demonstrating attention to sounds in the environment (Phase 1) to confident and fluent use of grapheme–phoneme correspondences to reading and spelling unfamiliar words (Phase 6). The level of phonics ability that children should be able to achieve at each phase are as follows:

(1) Phase 1

The activities in phase one are mainly adult-led with the intention of teaching young children important basic elements of the Letters and Sounds programme such as oral segmenting and blending of familiar words. Phase one falls largely within the communication, language and Literacy area of learning in the early years foundation stage.

(2) Phase 2

The purpose of this phase is to teach at least 19 letters and move children on from oral blending and segmentation to blending and segmenting with letters. By 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. During the phase they will be introduced to reading two-syllable words and simple captions. They will also learn to read some high-frequency of the common exception words: the, to, go, no.

(3) Phase 3

The purpose of this phase is to teach another 25 graphemes, most of them comprising two letters (e.g. oa), so the children can represent each of about 42 phonemes by a grapheme. Children also continue to practise CVC blending and

segmentation in this phase and will apply their knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions. They will learn letter names during this phase, learn to read some more tricky words and also begin to learn to spell some of these words.

(4) Phase 4

The purpose of this phase is to consolidate children's knowledge of graphemes in reading and spelling words containing adjacent consonants and polysyllabic words.

(5) Phase 5

The purpose of this phase is for children to broaden their knowledge of graphemes and phonemes for use in reading and spelling. They will learn new graphemes and alternative pronunciations for these and graphemes they already know, where relevant. Children become quicker at recognising graphemes of more than one letter in words and at blending the phonemes they represent. When spelling words they will learn to choose the appropriate graphemes to represent phonemes and begin to build word-specific knowledge of the spellings of words.

(6) Phase 6

In this phase, children become fluent readers and increasingly accurate spellers. Many children will be reading longer and less familiar texts independently and with increasing fluency. The shift from learning to read is taken place to children read for information and for pleasure.

However, although there are concerns about the ability of teachers to judge the reading skills of their pupils in each phonics learning phase, a number of UK studies have shown that teachers well versed in phonic strategies and monitoring procedures can provide reliable estimates of children's reading abilities as measured by objective

tests (Snowling, Duff, Petrou, Schiffeldrin, & Bailey, 2011). Despite the focus of government policy on the implementation of systematic phonics in recent years, the proportion of pupils leaving primary school with the expected level in English had stalled at around 80%. In response to this, in 2012, the UK coalition government introduced a statutory check on early reading progress – the phonics screening check. The stated purpose of the check is to confirm whether individual students have learnt phonic decoding to an appropriate standard. Consequently, students who have not reached this standard at the end of year 1 should receive support from their school to ensure they can improve their phonic decoding skills (Aud et al., 2012).

The phonics screening check was administered in all maintained schools in England for the first time in June 2012 “to help practitioners keep a careful eye on children’s progress and will help to identify those who may need further practice and support before moving on, as well as supporting those who are capable of making rapid progress” (DfES, 2007). This type of assessment will surely help phonics teachers and schools to know where student reading abilities are throughout all six phases of the phonics learning process and then support them further where they are needed.

2. Best practice

2.1 Definition of best practice

If "best" means that it is truly better than many or most other practices, then best practice is used to describe the state of performance that is solid, reputable and a state-of-the-art work in a field. If a professional is following best practice standards,

he or she is aware of current research and consistently offers clients the full benefits of the latest knowledge, technology, and procedures:

“If a practitioner is following Best Practice standards, he or she is aware of the current research and consistently offers clients the full benefits of the latest knowledge, technology and procedures. If a doctor, for example, does not follow contemporary standards and a case turns out badly, peers may criticize his decision and treatments by saying something like, "that was simply not best practice.”
(Zemelman, Daniels, Hyde, & Varner, 1998)

Therefore, for adoption or adapting best practice or new innovation into the classroom, teachers must ask questions, explore the research, make educated decisions on what would fulfil the purpose of the teaching, try out those methods or steps and then observe the effects of the best practice in the classroom. To add on, teachers have to rethink and consider the best or suitable practices that can be used in that particular lesson. It does not mean that there is only one way to do. Best practice models are more likely to contribute to teachers' social and knowledge construction of the kind that enhances teachers' professionalism, and less likely to be views as something that teachers are bored with and must follow to make them better (McKeon, 1998).

2.2 Best practice in teaching

The notion of best practice in education has caught fire of late, particularly in the U.S. and UK. That is because The Department for Education and Skills stated that the standard of education has dropped down (Rose, 2006). Thus, many researchers

have, so far, tried to implement best practice and run many studies to extract the best practice for teachers to teach in school, which can ensure that students would meet expectation in particular subject.

The Recommendation Effective Teaching presents the consensus definition of best practice as two sets of bullet points for teachers to follow: things to reduce in the classroom, and things to increase. Or, to put it more succinctly, what teachers should do less of and what they should do more of (Aud et al., 2012).

If we study the more/less list systematically, we can identify thirteen overlapping principles, assumptions, or theories that characterise the model of education. These principles are deeply interrelated, each influencing the others. And the list of principles can be grouped into three main clusters which are: 1) students centred, 2) teachers' roles, and 3) lessons and materials.

(1) Student-centred learning is preferred in the educational field. The best starting point for schooling is young people's real interests; all across the curriculum, investigating students' own questions should always take precedence over studying arbitrarily and distantly selected 'content'. This mean avoiding teacher-centred instruction that focuses only on what teachers are lecturing, turning students into passive learners; sitting, listening, receiving and absorbing information. This is one way of transmission information from teachers to student-focusing on memorization of facts and details which is considered to be an old style of teaching and learning approach nowadays.

(2) Teachers' roles and responsibilities diversify into coaching, demonstrating and modelling. Teachers being the facilitators offer the opportunity, materials, guidance for students to take more control of their own learning which links to the

transfer of responsibilities from teachers to students: goal-setting, record keeping, monitoring, sharing, exhibiting, and evaluating. In this way students will be more active in their doing, talking and collaborating. Moreover, teachers need to acknowledge the differences of students in the classroom to ensure that individual needs are met through individualised activities.

(3) Lastly, the most powerful learning comes when children develop true understanding of contents through higher-order thinking and through self-monitoring of their learning. Children do not just take on the contents and skills but they have to recreate every cognitive system that they encounter, including language, literacy and mathematics. Teachers have to provide more real texts such as, whole books, primary sources and non-fiction materials avoiding fill-in-the-blank worksheets, workbooks and less use of other kinds of ‘seatwork’, teachers should avoid promoting competition amongst students and grading in school, as this can cause disharmony and mistrust.

However, one could criticise these selected teaching methods or steps as teachers and researchers still need to be careful about what they consider best practice. In fact, the question of which teaching method is best might not even be researchable. The better question is this: For this learning objective, for this group of students, at this point in the academic year, what might be some promising practices to try out, refine, and try again? The best understanding of what works in the classroom comes from the teachers who are in them. Schools and teachers have to be the one who decide how best to help students reach the standards.

The principle of ‘do less, do more’ above is the core element of a process of professional growth that teachers should then follow as the practice in the classroom

to boost student learning but these are not examples of perfection for teachers or educators to be restricted to. What to teach in the classroom is tied to teacher experience and individual setting, where decisions on how best to organise the lesson for students to learn best in school can be discussed and implemented.

Another report that tried to define best practice for teachers is 'Effective teaching' from Department of Education, Western Australia, which has indicated a clear understanding of the Department's position in relation to teaching practice; having high expectations, acknowledging individual differences, using a range of pedagogies, encouraging student responsibility, having mastery of their teaching content, providing a safe environment, monitoring progress and providing feedback and building positive relationships (Rowe, 2005). The details of each practice are stated as follows:

First of all, teachers have high expectations of students in terms of both their standard of learning and their behaviour, their role is to help students to achieve those expectations and believe that they can achieve most of them, which leads to the next point that teachers should be able to understand the different rate of learning of each students. Every learner should have their own preference of learning, different background and ability therefore teachers should use techniques that have each student working on tasks that engage and challenge them to achieve their personal best. Next, teachers should use techniques that best serve the learning needs of their students. Teachers should not only provide opportunity for students to learn just from the teachers, but learning is also best from others including peers, and a mix of resources that can help students to learn better. Moreover, students should be

encouraged by the teachers to be independent learners that they take greater responsibility for their own learning.

One of the most important factors that teachers have is having a thorough knowledge of their subject content and skills so they should be able to describe and deliver content to students that best suits learning. Teachers also know students learn best if they are in a classroom where they feel safe and confident to attempt new tasks, maintaining both good physical and emotion. Teachers understand the standards their students are expected to achieve and use a range of assessment methods to determine the extent to which those standards are being met and to plan the next steps and gives them valuable information to assess the impact of their learning by giving feedback to learners. Monitoring progress and providing feedback are essential. Last but not least, teachers develop a good relationship with their students. Getting to know them and understand their interests will help teachers to gain trust and respect from them.

The notion of best practice in teaching does not just occur only in the educational field in western countries. Other countries around the world also have paid attention to best practice in teaching as well (Creemers, Reynolds, Stringfield, & Teddlie, 2003). Ko (2013) released 'Effective teaching: a review of research and instrument' on the behalf of The Hongkong Institute of Education in order to identify and review the best practice for effective teaching. This finding is a useful tool that acts as a lesson for teachers and school leaders to see what works around the world in term of the best practice teaching (Ko & Sammons, 2013). The documents identify teacher's behaviour and classroom processes that are best practice and can promote students' learning outcome as follows:

- (1) Teachers are clear about instructional goals.
- (2) Teachers are knowledgeable about curriculum content and the strategies for teaching it.
- (3) Teachers communicate to their students what is expected of them, and why.
- (4) Teachers make expert use of existing instructional materials in order to devote more time to practice that enrich and clarify the content.
- (5) Teachers are knowledgeable about their students, adapting instruction to their needs and anticipating misconceptions in their existing knowledge.
- (6) Teachers teach students meta-cognitive strategies and give them opportunities to master them.
- (7) Teachers address higher- as well as lower-level cognitive objectives.
- (8) Teachers monitor students' understanding by offering regular appropriate feedback.
- (9) Teachers integrate their instruction with that in other subject areas.
- (10) Teachers accept responsibility for student outcomes.

The document has showed the fact that teachers' behaviour in teaching make such an important effect on the students' learning outcome is very crucial for educators and practitioners to address this in school. It is important to recognise that teachers are the valuable factor in school that need to maintain the quality of teaching to ensure the highest learning outcome of students by following the recommendation based best practice in teaching.

Like many other Asian countries, Thailand went through an education reform in order to cope with the rapid changing of the world. In 2002, the document called 'Teacher development for quality learning' was released under 'The Thailand Education Reform Project' to try to set up the professional development for teachers in Thailand to maintain the quality of teaching. These elements below are suggestions as we are seeking for the best practice for teachers to follow when they are teaching and they are called 'New Approaches to Teaching and Learning' (Pillay, 2002).

(1) Teachers have to provide student-centred lessons and teachers have to be a facilitator. Teachers have to turn their role to be not just the source of the knowledge but should introduce to students another source of learning around them.

(2) Teachers have to break down the subject content and process to make it simple and enjoyable for children to learn.

(3) The students-teacher relationship should change from a hierarchical power one to one of partners in learning.

(4) Group work and project teams should be used to design lessons that involve a 'community of learners.'

(5) Teachers need to draw from different discipline areas to integrate learning experiences and use team teaching to achieve integrated learning outcomes; which means teachers should combine two knowledge subjects to teach and enhance students learning.

(6) Teachers have to recognise children's prior knowledge and explicitly integrate new learning with the students' background knowledge. Personal meaning is enhanced when learning activities and concepts articulate with real life applications to make learning an authentic experience.

(7) Teachers should encourage the thinking skills of learners such as reasoning, decision making, reflecting, making inferences and problem solving. Students should also be encouraged to develop skills both cognitively and physically.

Different countries have paid attention to best practice for teaching in order to ensure that teachers' performance are the most effective and be able to enhance students' learning. Several studies in many countries share the similarity of best practice for teaching, such as student-centred learning, expertise in content knowledge, using appropriate pedagogy, or giving regular feedback and assessment. These, in fact, could be understood that we can emphasis the overlap elements of the best practice for teaching from each country and pay more attention to those for the purpose of bringing the highest achievement for students.

To summarise, if teachers perform effective teaching practices in their classroom, they are considered as best practice teachers who do their best in every aspect to best serve the learning needs of their students which could lead their students to the best potential of learning and can be the successful learner.

2.3 Best practice and phonics teaching

'Best practice' is a teaching practice for teachers that requires careful and precise planning and a well-developed pedagogy of teachers to ensure these plans are implemented properly. To be more specific to teach learners how to read, the phonics teaching, The Independence Review of the Teaching of Early Reading (The Rose Report) suggests that these below areas are the issue to expect from the best practice in teaching synthetic phonics (Rose, 2006).

(1) Lesson plans have to be sustainable and flexible for every child in the class. Phonics must be seen as the fundamental of literacy, and it is crucial in

narrowing the gap in outcomes between those who do well and those who do not. Without the ability to communicate effectively in speech and through reading and writing, children and young people are seriously disadvantaged for life. Lesson plan therefore needs to be flexible to be suitable for those needs.

(2) Synthetic phonics instruction has been used to teach, from less complex to high complex. There are many findings show that systematic phonics instruction produced superior performance in reading compared to all types of unsystematic or no phonics instruction. Instruction in systematic phonics is thought to be essential for learning to read because the writing system is alphabetic. Beginners cannot become successful readers if they do not know the system. Letters and combinations of letters in the spellings of words referred to as graphemes represent the smallest units of sound in the pronunciations of words, referred to as phonemes. Systematic phonics instruction teaches beginners the major grapheme-phoneme correspondences and how to use these to decode and spell words. Also, it teaches phonemic awareness which is the ability to analyze and manipulate phonemes in speech, for example, how to break the spoken word 'teach' into three phonemes, /t-/e-/ch/, or how to blend these phonemes to say the whole word. Because the writing system in English is more complex and variable than that in some other languages, it is harder to learn. This makes systematic phonics instruction even more important to teach, because children will have difficulty figuring out the system on their own (Ehri, 2003). Therefore, best practice phonics instructions have to be clear and easy to follow not complicated.

(3) All four strands of language development are fully recognized (listening, speaking, reading, and writing). Phonics work should be set within a broad and rich

language curriculum that takes full account of developing the four interdependent strands of language: speaking, listening, reading and writing and enlarging children's stock of words. Phonics therefore should develop students' everyday stock of words and intensive with speaking, listening, reading and writing. Best practice is then utilised across every lesson, make it more relevant to the learners.

(4) Teachers should provide a lot of reading practices to consolidate student's reading skill. It is very important for teachers to give both positive feedback and corrections to the students. Positive feedback would help to gain students' self confidence in their reading ability and also students should be able to identify their own mistakes and correct them. If clear corrective feedback is not provided, students are likely to continue to make the same errors, in effect, practicing their mistakes, and creating bad skills that are not easy to fix (Denton & Hocker, 2006). Moreover, The Rose Report (2006) said students also need independent practice, so they will be able to implement skills and strategies without teachers' support. Finally, students should do a lot of reading practice outside the school as much as possible so they reading ability is maintained and increased not drop out.

(5) The instruction has to be taught explicitly. When teachers provide explicit instruction, they need to have clear models or demonstration skills and strategies that provides clear descriptions of new concepts (providing both clear examples and nonexamples). Students don't have to infer what they are supposed to learn. Students who are easily confused are more likely to be successful when teachers demonstrate and clearly explain what they need to learn.

(6) Multi-sensory work is used to teach. Multi-sensory activities featured strongly in high quality phonic work and often encompassed, variously, simultaneous visual, auditory and kinaesthetic activities involving, for example, physical movement to copy letter shapes and sounds, and manipulate magnetic or other solid letters to build words. Sometimes mnemonics, such as a picture of a snake or an apple in the shapes of 's' and 'a', is used to help children memorise letters. Handwriting too was often seen as a kinaesthetic activity and was introduced early.

(7) Pacing – the time is well-planned. One of the most important parts in any lesson is the pace; teachers are taught how to manage this from their first year and it should feel seamless to the students. Moving children through a planned sequence of skills at a pace suitable for the group allows the students to understand the tasks and to be able to use and apply it later on. If the instructions given are not clear, concise and at a speed which is leveled correctly for learners, then the relationship between the learning taking place in the classroom and the learner themselves is lost.

(8) Students are provided with the useful materials. Children should be given reading material that is well within their reach in the form of 'decodable books', that is to say, early reading books specially designed to incorporate regular text, which children can decode using the phonic skills they have secured. The view is that this enables them to benefit from 'quick wins' in practicing phonic skills and gaining confidence from reading a whole, albeit short, book. Using such books as part of the phonic programme does not preclude other reading. Indeed, it can be shown that such books help children develop confidence and an appetite for reading more widely.

(9) Good assessment should track performance in all four strands of language: speaking, listening, reading and writing, and identify strengths and weaknesses in children's knowledge, skills and understanding, especially those related to mastering word recognition skills. Hence assessment for learning is vital for planning work that is matched well to children's needs. high quality phonics instruction should assess these as following;

- a) Recognition of letters (and groups of letters, such as digraphs)
- b) The ability to sound out phonemes
- c) The ability to hear and blend phonemes
- d) The reading of phonically regular words
- e) The reading of some irregular words

The teaching should then be adapted to take of the outcomes of this assessment and improve students' skills further.

These are all the expectations that is the best practice for teaching synthetic phonics. Instructors or teachers should be able to follow and implement those in their teaching in order to push their students to reach the standard of reading skill. It is difficult to check that every phonics teachers and pre-service teachers are able to maintain the best practice in teaching phonics. Therefore, teaching guidelines based on the best practice of teaching phonics will act as the tools for schools to check and begin as a guideline for teachers to teach and assess students' progress.

3. Pedagogical content knowledge in phonics teaching for teachers

3.1 Definition of pedagogical content knowledge (PCK)

A teacher has been defined differently by many educators. Although all of them refer teacher to a person who is an expert in a particular field and be able to teach and facilitate the learning process to the learners. Teacher's role is to teach learners to build, identify and to acquire skills that will be used to face the challenges in life. The teacher also provides to the learners' knowledge, skills and values that enhance development. The teacher is capable of utilizing the available opportunities in both private and public sectors so the learners can easily secure employment as well as having life skills that will enable him/her to interact well in the society (Senge, Cambron-McCabe, Lucas, Smith, & Dutton, 2012); which means their teaching is important and crucial to have a professional development. It has come to the attention that teaching is a process that is far more complicated than the transference of professional knowledge from a teacher to learners (Dewey, 2013). Bucat (2005) stated that, for the teaching, there is a gap between teachers knowing the content subject and knowing about teaching and it was needed to look into (Bucat, 2005).

From the past decades, there have been the interest occurred in how to eliminate the gap between the knowledge of subject and knowledge of teaching pedagogy and look into how teachers teach or represent the subject matter in a way that is comprehensible for others, which in here means the learners; a consequence of those attempts resulted in the conclusion that the professional knowledge and practice in teaching is very complexed to define and put in the categories (Shulman, 2002). Since then, the educational community pay more attention to teachers' professional

knowledge and practice in order to find the answer and to describe the importance of it.

In 1987, Shulman's study was an attempt to try to investigate the issue. Shulman finally released the conceptualised 'Pedagogical Content Knowledge' or PCK and defined this concept as 'the most powerful analogies, illustrations, examples, explanations, and demonstrations – in a word, the ways of representing and formulating the subject that makes it comprehensible for others' (Shulman, 1987). The foundation of PCK concept is that the combination of teachers' pedagogy and understanding of the subject content which influences teachers to show what they must know and do to deliver the best in teaching to their students as shown in Figure 3. Shulmans also claimed that teachers needed a strong PCK to be the best possible teachers, or in another word, best practice teachers (Shulman, 1987).

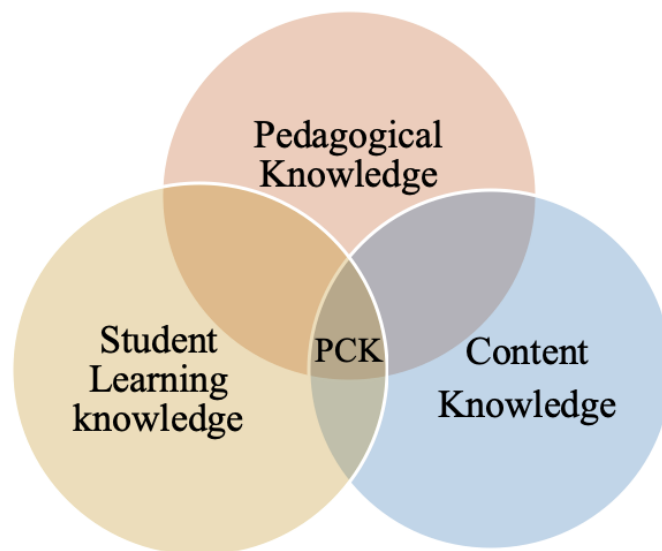


Figure 3 Pedagogical Content Knowledge

To describe further, PCK is generally defined as a construct of the several components that integrated knowledge subject and pedagogical knowledge together

and transform them into powerful teaching strategies. A number of studies have been conducted to respond to Shulman's PCK concept which varied into different subjects like English, Mathematics and Science (Grossman, 1990). However, those failed to provide an accurate definition of PCK and do not show the inter-relationship between each component. In 2008, Park and Oliver stated that it is widely accepted the PCK components model from Shulman in a paper co-authored with Gudmundsdottir in 1987 across different subjects which are: (1) knowledge of the topics regularly taught in one's subject area, (2) knowledge of forms of representation of those ideas and (3) knowledge of students' understanding of the topics. Each components can be described in detail as follows (Park & Oliver, 2008):

(1) Knowledge of the topics regularly taught in one's subject area

Knowledge of the topics regularly taught in one's subject area which is knowledge of the content. The teachers' content knowledge or teachers' understanding of the content concept has a significant influence on learners' understanding of learning content. The content knowledge of teachers may improve their initiative in the teaching process.

(2) Knowledge of forms of representation of those ideas

Knowledge of forms of representation of those ideas (or pedagogical knowledge) is the knowledge of ways content can be taught that comprehensible for the learners. It is a teachers' ability in delivering the effective teaching that is the best practice for all learners. Shulman defined that pedagogical knowledge is the knowledge, theory, and belief about the act of teaching and the process of learning, which is the teacher's approaches in delivering a subject in the classroom. The teaching process also provides all activities from developing the materials, classroom

management, learning, methodology, strategy, and assessment (Kultsum, 2017). The successful of these practice affects the improvement of students learning outcomes.

(3) Knowledge of students' understanding of the topics

Knowledge of students' understanding of the topics is the knowledge of students' preconceptions or misconceptions about the topics they learn whether it is difficult or easy which is influenced by knowledge of students (Gudmundsdottir & Shulman, 1987).

The idea of the PCK from Shulman comes as a whole which cannot be separated. Therefore, effective or best practice in teaching will take place in the classroom if teachers integrate all three PCK components and apply them into their teaching environment. Until recently, much of the researches on PCK tended to suggest to explore more on concrete examples of how teachers teach in a particular subject content or topics in a specific ways that promote students' understanding. Moreover, PCK in the field of language education has been a complex concept to define. In 1992, Richards and Schmidt have defined the meaning of the content knowledge as follow:

“language teacher's content knowledge includes his or her knowledge of grammar, phonetics, etc. Teachers' knowledge of their subject matter is assumed to affect how well they understand items they are asked or choose to teach, how well they are able to provide explanations, and how they construct learning activities for learners.” (Richards, Schmidt, Platt, & Schmidt, 1992)

However, the content knowledge of the language teachers are not enough to ensure that they conduct an effective teaching in the classroom. The knowledge of strategies, approaches, ability to judge pros and cons of each one, or the ways to transform those content to students (pedagogical knowledge) that is understandable is also necessary. Integrating all of them together, in this way, teachers would be able to ensure that best practice in teaching is taking place in their classroom.

Later, as the development in the twenty-first century, teachers are forced to integrate technology into their teaching in order to catch up with the rapid change of the world. To face with this challenge, Technological pedagogical and content knowledge (TPACK) was built on the foundation knowledge of PCK by adding technology knowledge into PCK model. The most complete descriptions of TPACK found in Koehler and Mishra (2008). According to Koehler and Mishra (2008), TPACK is an integration of technological knowledge (TK), content knowledge (CK), and pedagogical knowledge (PK) and TPACK can help teachers use technology effectively in their teaching (Mishra & Koehler, 2008). The diagram of TPACK framework was shown as Figure 4 below.

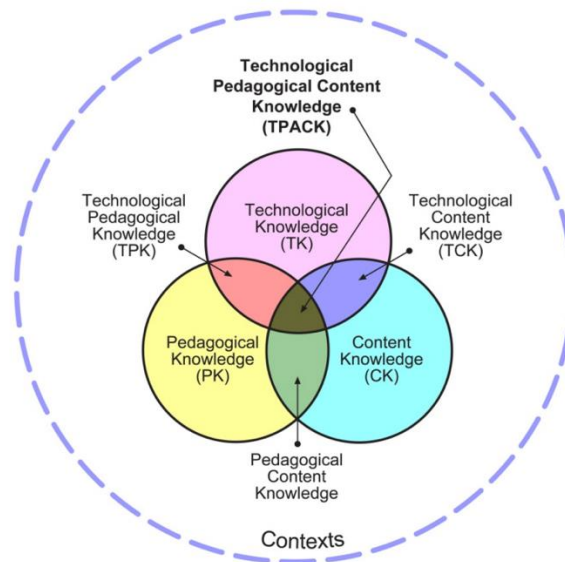


Figure 4 The TPACK framework

Nonetheless, for this research, PCK model is used in the research as the main framework for the study for a reason that the phonics teaching guideline is not prioritised for online learning but with a focus on the guideline that aim for young learner.

3.2 Pedagogical content knowledge and phonics teaching

Pedagogical content knowledge (PCK) has been described as the combination of the knowledge of teachers that was used transform subject matter content into forms which is more comprehensible to student. At this point, the development of PCK involves a changing in teachers' understanding from be 'able to comprehend subject matter for themselves' to 'to be able to illustrate subject matter in new ways, that is easy, clear and understandable', so that the knowledge can be grasped by students (Shulman, 2002).

According to Shulman, PCK is part of teachers' professional criteria. The same idea also delivered by Darling-Hammond and Stronge (2002). According to them, all types of knowledge from teachers' professionalism give positive correlation into students' achievement (Darling-Hammond & Youngs, 2002). PCK, therefore, is used to be criteria and tool to preserve the quality of teaching and ensure that best practice is taking place in the teaching by the teachers. For instance, as teachers are one of the important parts of students learning and to secure the quality of teachers in the country, Department for Education, England, released the document named 'teachers standards' to assess and keep track of teachers who has qualification in teaching (Department for Education, 2011). Teaching standard were developed by an independent review group made up of leading teachers, head teachers and other experts to assess the quality of teachers in several areas. The document consists of sets of requirement for teachers to follow, for example, having a secure knowledge of the relevant subject and curriculum area, demonstrate a clear and systematic understanding of the relevant subject, understanding of appropriate teaching strategies, have a clear understanding of the needs of all students and be able to foresee and spot the misconception from students learning. Clearly, teaching standard employed the notion of PCK to set the criteria of the expected quality teachers.

In regard of phonics teaching, under teachers' standard 3 states that, 'if teaching early reading, [teachers should] demonstrate a clear understanding of systematic synthetic phonics' (D. f. Education, 2011) teachers should also be able to demonstrate reading principle clearly if there is any; which mean teachers should be not only have a secure knowledge of phonics letters and sounds relationship but

should be able to have ability to teach it effectively to students where appropriate. In order to maintain the standard 3, PCK would be used to do so.

The details of each element of PCK differ from subject matter to subject matter. In regard of phonics teaching, for teachers to have effective teaching, the knowledge of phonics, how to teach and students vary from other subject and they are unique. Based on PCK model from Gudmundsdottir and Shulman (1987), PCK for phonics teaching can be put into the categories as follows:

- 1) Knowledge of phonics, letter and sound correspondence.

Phonics relates to the ability to use the alphabetic principle and phonological awareness to decode (read) and encode (spell) words. The English language has 26 letters. They can be divided into seven groups of letters that make sounds (Vacca et al., 2011) as follows:

- (1) Consonants are individual letters except for a, e, i, o, u
- (2) Consonant blends (pr bl str) are two or three consonant letters that are ‘grouped together, but each consonant retains its original sound’
- (3) Consonant digraphs are when two consonants are grouped to make a new sound (ch, sh, th)
- (4) Vowels are represented by the letters a, e, i, o, u, and sometimes y
- (5) Vowel digraphs are when two vowels are grouped together, but only one of the vowels makes its sound such as boat, wait, and eat,
- (6) Diphthongs are when two vowels make an entirely new sound, such as /oi/ in oil, or /au/ in August.

(7) R-controlled vowels occur when a vowel is immediately followed by the letter r, such as /ar/ in car, or /or/ in for.

Each letter contains a different sound that when blending those letters together they can make a word that pronounce different and have different meaning. Words act as a whole unit of meaning, not necessarily matching the sounds and letters. This component on the English system makes following phonics rules impossible 100% of the time.

2) Knowledge of forms of representation of phonics

Systematic synthetic approach is proved to be the most effective approach to teach phonics as it is sequenced from easy to more complex (Rose, 2006). Evidences support that phonics instruction needs to be direct and explicit, sequential, systematically introduced, and provide high-quality feedback, particularly for struggling readers (Foorman, Breier, & Fletcher, 2003). The ultimate goal of learning phonics is to read and write, therefore phonics is a path that leads children to that goal. Hence, teachers must allow children to read real-life materials and practice writing to practice the skills they are learning where appropriate assessment is given out regularly.

3) knowledge of students' understanding of phonics

Teachers should have the understanding of students' background knowledge, their interest, as well as their current ability. Understand the nature and needs of students will enhance learning ability and reduce the gap between the learners (Panel et al., 2000).

As reading skill is crucial skill nowadays for students to have so professional actions from phonics teachers, for sure, should be sustained. The integration of the

three elements of PCK for phonic teaching together is surely allow teachers to produce the effective lessons that base on best practice, leading to the highest achievement of students.

3.3 Pedagogical content knowledge and best practice in phonics teaching

Shulman (1987) stated that effective teaching, or best practice teaching, is built from the combination of teachers' knowledge of subject matter, knowledge of teaching and knowledge of students. Experienced teachers can blend all forms of knowledge together as to make their teaching most effective and comprehensible (Shulman, 1987). In another word, Dewey (2013) said it was the capacity of blending different types of knowledge to 'psychologize' their professional knowledge (Dewey, 2013). In this sense, if one can identify PCK in a particular subject, one could perform the best in any aspect of their own teaching.

In regard to phonics teaching, phonics teachers need to have an outstanding body of knowledge as they have to be able to blend content in phonics using the appropriate approach when teaching each learning process. Teachers need to understand how to organize each process of teaching and how to deliver it accurately to learners through appropriate methodologies. Moreover, it is crucial to understand that it is a complicated process for teachers to integrate knowledge content, pedagogical knowledge and knowledge of students together. If phonics teachers can do so, then they can be considered a best practice teachers.

4. Related research

Phonics teaching

Henry (2020) conducted an action research to investigate if multisensory phonics intervention helps to enhance student's reading ability. The researcher examined how 5th and 6th grade struggling readers responded to a multisensory phonics intervention by providing the eight-weeks intervention to those students. After eight weeks, students made gains in word reading accuracy and demonstrated increased confidence in word reading skills. Implications of the study bolster the importance of providing phonics instruction to older struggling readers.

Maddox and Feng (2013) conducted an action research to investigate the difference in the effect of whole language instruction versus phonics instruction on students' reading fluency and spelling accuracy in first grade. In the study, twenty-two first grade students in an already existing classroom at an elementary school were randomly assigned to either a whole language instructional group or a phonics instructional group. After four weeks of treatment, results from post-test indicate that, in reading fluency, both groups improved, but the phonics group made greater gains. In spelling accuracy, the phonics group showed slight growth, while the whole language scores decreased. Overall, the phonics group demonstrated greater growth in both reading fluency and spelling accuracy. It is recommended that a literacy approach should combine phonics and whole language into one curriculum, but place greater emphasis on phonics development.

Martínez (2011) conducted the research to explore the effects that systematic and explicit phonics instruction has on young students learning English as a Foreign Language (EFL) in Spanish school. Phonics instruction for EFL students was

differentiated: the instructional time, instructional sequence and phonics vocabulary were adapted to meet EFL students' needs. The study aimed to investigate the following questions: Does phonics instruction improve EFL students' reading comprehension? Does phonics instruction improve EFL students' spelling skills? And does adapting phonics vocabulary from nouns based to emphasize it mainly on verbs improve students' written statements? The researcher ran the action researcher with 85 first grade students. To answer all three research questions, the finding show that Explicit phonics instruction does improve EFL children's reading comprehension. Phonics help students to better decode and pronounce an English word, which translates into better understanding of what is being read, and hence improve the reading comprehension of EFL students. Unfortunately, the same cannot be said regarding spelling. Misspelling English long vowel words is the issue as Spanish has the characteristic that each vowel has a unique sound. Thus, students find it struggle to spell. Finally the most significant benefit that explicit phonics instruction had for EFL students was the improvement of their written statements by revising and adapting EFL phonics vocabulary, and focusing it mainly on verbs. This differentiation allowed EFL students to write much more complex sentences and to communicate in a more effective way.

Panvisavas and Ploysangwal (2015) conducted the research to study the effect of using phonics instruction to develop English reading skills of Thai grade one students who study English as a foreign language by analyzing through pretest and posttest after the phonics lessons given out to the students. The participant were 75 grade one students in two different classrooms at Thainiyomsongkroh School, Bangkaen District, BMA of the academic year 2014. The research instruments were

nine lesson plans that were designed to use phonics instruction and taught it for 23 hours and one pretest and posttest. The findings of the research showed that the result of the posttest after using phonics instruction at the level of letter-sound recognition and short vowels was significantly higher than that of the pretest at $p < 0.001$.

Ngamkiatkhajorn and Kanoksilapatham (2018) conducted a study to investigate the effective way to gain early English literacy. The study is a quasi-experimental research design that attempts to evaluate the effects of the five English phonics units on grade one students' early English literacy skills. The content in the five English phonics units was developed based on phonics teaching frameworks in the national curriculum of six countries (England, United States, Australia, Hong Kong, Singapore, and Malaysia) and two commercial phonics programs (Jolly Phonics and Primary Phonics). Twenty-six grade one students from a government school in Samut Sakhon Province were the participant in the study. The procedure to collect the data was the phonics pre-test that was administered one day prior to the implementation of the five English phonics units. The implementation of the five English phonics units took 30 hours during a period of ten weeks. The result showed that there was a greatly-significant difference in the pre-test and post-test scores. From the findings, implementing phonics at the primary level will be a productive alternative of English fundamental education in Thailand.

Nadiera and Yamat (2019) conducted the study to explore the effective techniques employed by teachers in Malaysia in teaching early reading through phonics approach. The study aimed to describe the implementation of these techniques to determine teachers' perception on the techniques that impacted their students' reading comprehension. An explanatory sequential mixed method research

design was employed and conducted in two phases. In Phase one through a survey questionnaire responded by 289 Year 1 and Year 2 English teachers. In Phase 2 through e-interviews and documents from five purposively chosen participants from the respondents in Phase 1. Findings indicated that the participants combined three categories of effective techniques – controlled, semicontrolled and free techniques which may have contributed to students’ reading comprehension. This indicated that the techniques employed by teachers in teaching early reading through phonics had an influence on students’ reading performance. This suggests that teachers should not depend on one category of techniques when teaching early reading through phonics approach but should explore and try new techniques.

Bast (2013) conducted the research to study the ways that first grade teachers teach phonics to their students to help promote students success in reading as the problem is that there is no set system that teachers follow in teaching phonics skills. The study is a qualitative design using an interviewing participants to collect information from teachers in elementary school classrooms in both public and private school. Participants were first grade teachers working in one region. The data collected by researcher was analyzed using coding themes. Results indicate teachers use three main instrumental methods to teach phonics: integration of spelling into reading, differentiated instruction based on students’ learning levels, and varied methods of instruction. Which means the integration of phonics into elementary school reading programs has shown to be a successful approach to teaching students to become independent readers. The research found that students taught phonics instruction in a blended and integrated approach were more successful in their reading programs.

Pedagogical Content Knowledge

Ozden (2008) conducted the research to investigate the effect of the amount and quality of content knowledge (CK) on pedagogical content knowledge (PCK). The chemical content of phases of matters was used as the example in the research. The participants of this research are 28 science student teachers. The method used for studying the influence of CK on PCK for science student teachers was the lesson preparation method followed by interviews. The results of this study emphasized that content knowledge had positive influence on pedagogical content knowledge and effective teaching. The result from the interviewing participants showed that the most important educational need was knowledge about students' understanding of science. This research suggests the view that Pedagogical Content Knowledge should be taught during teacher training.

Liu (2013) conducted a single-case study to explore into the field of pedagogical content knowledge (PCK) of a university faculty member teaching Second Language Acquisition to 14 elementary teacher candidates. The research questions focus the pattern and development of PCK for ESL teaching. The data were from classroom observations, interviews and document review and categorized according to different categories of PCK, i.e., subject matter knowledge, pedagogical knowledge, knowledge of learners, and knowledge of teaching contexts. The result showed from the study showed that policy and culture are predominated parts in ESL teacher education, the early period contributes more constructively to the formation of PCK, and pedagogical knowledge plays a more active role in teaching ESL. The study suggests that ESL teacher education should provide standardized and easy-to-learn ESL pedagogical knowledge.

Clark, Helfrich, and Hatch (2017) conducted the research to clarify the specific types of knowledge that are needed in order to teach reading effectively as having knowledgeable and skilled teachers is every essential to teach students to learn how to read. The study examined the reading instructional knowledge of 87 participants which were the elementary education preservice teachers from two teacher education programmes. Programme A required five reading methods courses and Programme B required two methods courses. The result of the research indicated that the preservice teachers from both Programme (A and B) presented equally strong levels of knowledge in the areas of phonological awareness, phonics, comprehension and vocabulary. However, they, found statistically significant differences in knowledge based on the programme attended and the number of courses completed. Programme B seems to be producing higher levels of teachers content and pedagogical knowledge with fewer courses completed. The reason is that Programme A courses did not cover all the teaching reading aspect.

Williams (2012) conducted the research to explore kindergarten and first grade teachers' knowledge of dyslexia, phonological awareness, and phonics, and to describe how they applied this knowledge in reading intervention groups. The research questions focused on teachers' perceptions of dyslexia, and their pedagogical knowledge and application of phonological awareness and phonics during reading intervention groups. This research was designed to use qualitative instrumental case study included semi-structured interviews with and lesson plans from four kindergarten and first grade teachers, and a district wide survey. Interview and lesson plan data were analyzed using inductive coding and categorical aggregation. Results showed that the participants held misconceptions about dyslexia, phonological

awareness, and phonics, which affected their instructional decisions during intervention groups. The researcher recommended that the local district should provide sustained professional development in dyslexia, phonological awareness and phonics, and adopt a phonological assessment to identify potential reading weaknesses in kindergarten and first grade students.



Chapter III

Research Methodology

This research aims to propose a practical phonics teaching guideline using observations and interviews. The whole process of a phonics teaching guideline development follows the research and development method (R&D). The research and development method is a process used to develop and validate educational products. All of the phases in this process are usually referred to as the R&D cycle, which consists of studying of the problem and finding solutions, developing the products based on these findings, field testing it in the setting where it will be used or validating products, and revising it to correct the deficiencies found in the field-testing stage (Borg & Gall, 1984). For the research, four phases of research and development are as follows:

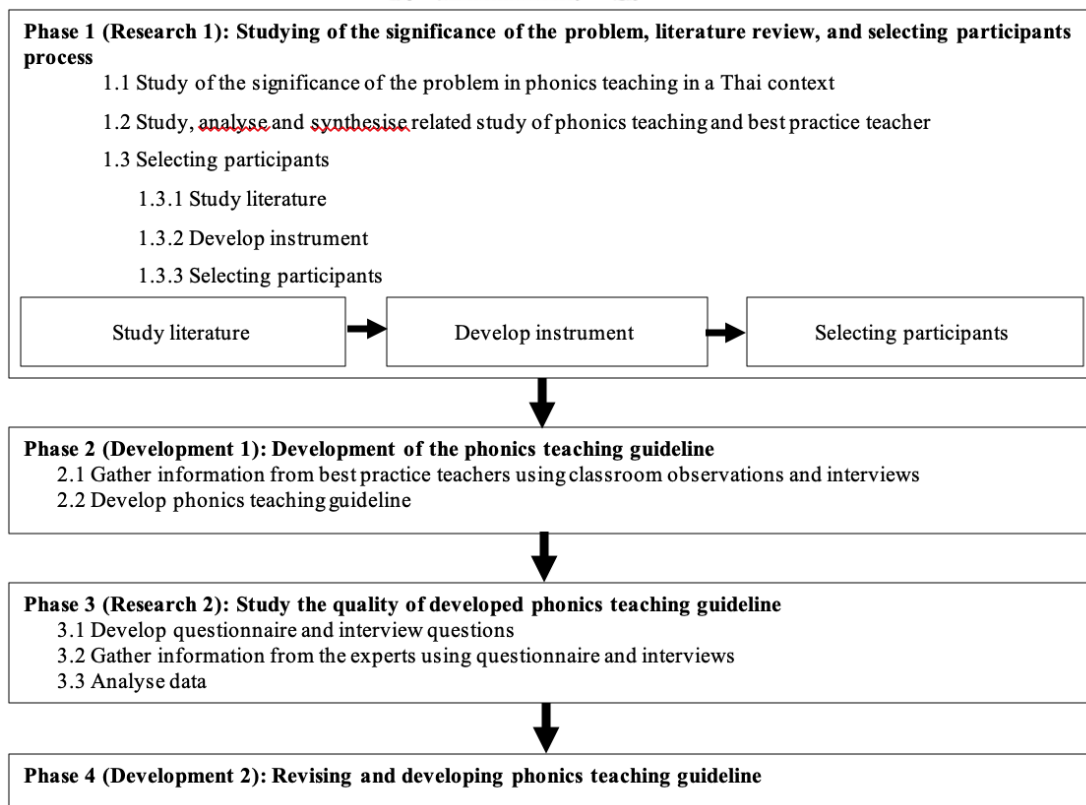


Figure 5 Research process of developing the phonics teaching guideline

From Figure 5, there are 4 phases of research. The details of each phase are as follows:

Phase 1 (Research 1): Studying of the significance of the problem, literature review, and selecting participants process

In phase 1, there are three major steps which are showed as follows:

1.1 Study of the significance of the problems in phonics teaching in Thai context

1.2 Study, analyse and synthesise related studies of phonics teaching and best practice teachers

1.3 Selecting participants who would be considered best practice teachers

1.1 Study of the significance of the problem in phonics teaching in a Thai context

In this step, the researcher has studied the overall problem of phonics teaching in Thailand which leads to a low English proficiency in Thai students. After that, the researcher has interviewed phonics teachers who have been teaching phonics in a Thai context to explore more information. The details are as follows:

The researcher had studied documents from the EF English Proficiency Index Report which reported that the English proficiency of Thailand rank dropped down to the 74th rank amongst a global English proficiency ranking in 2019. The report mentioned that listening and reading skill gaps have increased every year, with students continuing to increase in listening skills; pointing to reading skills being more difficult to develop (First, 2019). When looking into the cause of this, many researchers pointed to a few main factors contributing to the failure of studying and teaching English in Thailand; including the rare opportunities for students to be

exposed to English outside the classroom and poorly-trained teachers (Dhanasobhon, 2006).

To support this, Wiriyachitra (2002) stated that studying English in Thailand has been difficult as there is a limitation to speaking English in a non-native country, leaving only reading to be the main source of exposure to the English language for Thai students (Wiriyachitra, 2002). It has been found that the ability of Thai students for reading at all education levels is still poor (Mungsiri, 2002); this can be linked back to the problem that English teachers in Thailand are poorly-trained – they simply teach students to memorize the alphabet and words without learning written scripts. This shows that these students are at a very high risk of being poor readers at an early stage of learning (Thaen-nga & Leenam, 2016).

Hoffman (2014) suggested that teaching reading should contain a phonics element in which results show that students are improving in reading at the early stages of literacy. Therefore, many educators in Thailand have tried to employ phonics when teaching Thai students to read and spell in English and the results have been successful (Thaen-nga & Leenam, 2016). However, there are still some obstacles that have blocked the potential of phonics teaching in Thailand. Nensiri and Sukavatee (2018) expressed the concern that teachers have not been trained to teach and textbook and teaching materials are still not easy to find and use. Likewise, Dentisak (2010) found that the teaching methods and materials the teachers use for teaching pronunciations are unsuccessful, and that this can affect students' abilities in reading aloud.

Therefore, to explore further in the field of phonics teaching in Thailand, the researcher also conducted preliminary research and interviewed phonics teachers who

teach phonics in Thailand. They stated concerns that there are no policies regarding phonics teaching in Thailand for teachers to use as a guide – that there are only commercial phonics programmes which are available in the market. However, these may not be ideal for every school to use. To add on, this also was supported by Lenters (2004) who stated that commercial phonics programmes were created as a guideline to teach phonics by native speakers and which lack the understanding of a Thai context and culture. This, therefore, might not be effective to use to teach in a Thai school where students only use Thai language both inside and outside of the school.

To sum up, the phonics teaching guideline that is created and focuses on a Thai context is still not available for teachers to use in Thailand. Once there is, this might help to decrease the problems that teachers experience and help improve students reading levels in English in Thailand.

1.2 Study, analyse and synthesise related study of phonics teaching and best practice teachers

In order to develop the phonics teaching guideline that is suitable for a Thai context, the researcher has studied and analysed related documents and literature related to phonics teaching including: phonics teaching, best practice teachers, pedagogical content knowledge, and teaching guidelines. All detailed information are summarised as follows:

1.2.1 Phonics teaching

Phonics teaching is the systematic way of teaching students how to learn the correspondence between sounds of spoken English with letters or groups of letters and

how to blend the sounds of letters together in order to finally independently read the words (Bald, 2007).

1.2.2 Best practice teachers

Best practice teachers refer to the native and non-native teachers that perform the most effective way of teaching that leads to the better result. This may include teaching procedures, tips, techniques, teachers' role, classroom activities, assessment, teaching materials and teachers reflection (McKeon, 1998). One major quality of becoming best practice teachers is having Pedagogical Content Knowledge (PCK) which is used to describe as the knowledge that teachers need to know and do in the lesson (Jolly et al., 2012). Therefore, teachers need a strong PCK to be the best practice teachers.

1.2.3 Pedagogical Content Knowledge

Pedagogical content knowledge (PCK) refers to the knowledge of the teachers and how they represent and formulate the subject content so that it is comprehensible for others (Park & Chen, 2012). The concept of PCK is the combination of a teachers' pedagogy and understanding of the subject content which influences teachers to show what they must know and do to deliver the best in teaching to their students. Shulman said that there are three components of PCK which are: 1) knowing how to teach, 2) knowing the subject content, and 3) knowing the students.

1.2.4 Teaching guideline

Teaching guideline refers to a set of recommended actions based on evidence-based best practice, providing specific site-level work practices, steps, techniques, or strategies for teachers to implement in the classroom. The teaching guideline is

practical as well as easy to understand and follow for teachers who have the least experience in teaching (Khan, 2018). The guideline aims to focus on five components of a lesson plan which are learning outcomes and lesson preparation, contents, learning activities, materials, and assessment and evaluation – all of these are emphasised to be used in a Thai context where English is a foreign language (Damayanti, 2020).

1.3 Selecting participants who would be considered as best practice teachers

For this research, there are three steps in selecting the participants. The details of each step are showed as follows:

1.3.1 Study literature

In order to select best practice teachers who teach phonics in Thailand to be observed and interviewed to collect data, the researcher studied literature and found that best practice teachers are those who teach with evidence-based practice, often requiring careful and precise planning, a well-developed pedagogy to ensure these plans are implemented properly and high results of learning (McKeon, 1998). To consider who best practice teachers would be, many studies stated that Pedagogical Content Knowledge (PCK) influences teachers' teaching practice. A teacher's lack of PCK may in turn lead to poor teaching and learning process in the classroom (Park & Chen, 2012). That means teachers need a strong PCK to be the best possible practice teachers (Shulman, 1987).

Moreover, with the aim to deliver best practice teaching, years of experience in teaching does matter to the quality of teaching. According to research regarding the teachers-students relationships, it is indicated that most teachers reach their peak after

approximately five years of teaching in the classroom (Clotfelter, Ladd, & Vigdor, 2006). This means experienced teachers have a more likely potential of meeting effective teaching standards than non-experienced teachers.

Furthermore, Ehri (2003) stated that teachers who teach phonics effectively must have knowledge about the alphabetic system and phonemic awareness. They also add that teachers should have proper training so that they can learn to teach phonemic awareness effectively.

In addition, the Rose Report, which is considered as the keystone of phonics teaching, explained the principle of best practice in phonics teaching for teachers to ensure that they should follow the standard of phonics teaching that help enhance the reading ability of students (Rose, 2006). Therefore, the best practice teachers to teach phonics must have been trained to teach phonics, have a great knowledge of the alphabetic system, phonemic awareness and follow principle of best practice in teaching phonics and also have a strong PCK.

From the literature, the researcher has set the preliminary criteria of the participants as follows:

- (1) Best practice teachers must have experience in teaching phonics in Thai context for at least five years
- (2) Best practice teachers must have been trained in phonics teaching.

1.3.2 Develop instrument

In order to select the best practice teachers, the Phonics Teaching Questionnaire was developed. This instrument is for the teachers to give information about their phonics teaching. This Phonics Teaching Questionnaire was developed by

employing Pedagogical Content Knowledge model (PCK) from Shulman (Shulman, 1987), phonics teaching principles from the Rose Report (Rose, 2006) and the recommendation of effective teaching practice of the government's official report in several countries (Pillay, 2002; Aud et al., 2012; Ko & Sammons, 2013; Rowe, 2005).

There are 3 sections of the Phonics Teaching Questionnaire: (1) the background, (2) phonics teachers self-report, and (3) open-ended questions. The details and examples of the questions are as follows:

(1) The background

In this part, participants have to answer the questions relevant to their background.

For Example:

- A) Have you ever had phonics training?
- B) How long have you been teaching phonics to Thai primary students?

(2) Phonics teaching self-report

This part is the set of items for phonics teachers to self-evaluate their own knowledge of phonics, the knowledge of their teaching pedagogy and knowledge of students' understanding about phonics (PCK). In order to avoid neutral answers, the 4-Likert scale is used to evaluate in this part ranking from [Excellent, Good, Fair and Poor] and [Always, Regular, Sometimes, Rarely]. There are thirty items for teachers to check their own knowledge of content, knowledge of pedagogies and knowledge of students. Each item is worth 4 scores, therefore, there are 120 scores in total in this part. Here are some examples of the question:

Knowledge of content

The aspect of the knowledge of content includes the teachers' knowledge of phonics principle, phonological awareness to decode and encode words, pronouncing sounds and letters.

For example:

A) I know how to read Phonetic symbols.

B) I know the high-frequency words that students will be reading in everyday texts.

Knowledge of pedagogy

The aspects of the knowledge of pedagogy is including the teachers' knowledge of teaching approach, teaching technique, tactic, organising learning activities, and teaching material.

For example:

A) I plan and teach phonics lessons according to these steps: review, teach, practice, apply and assess.

B) I give clear explanations regarding phonics, including how to pronounce each sound and blend those sounds.

Knowledge of students

The aspects of the knowledge of student includes the teachers' knowledge of students' background, students' interests, students' needs, and level of learning ability.

For example:

A) I make a connection between students' background knowledge and the learning of new sounds and letters.

B) I provide reading materials that are suitable for varying students' abilities across the classroom, e.g. giving out different practice book levels.

(3) The open-ended question

This is the section for the researcher to evaluate, focusing on, participants' phonics teaching pedagogy. There are four open-ended questions. Each question is worth 2 scores. There are 8 scores in total.

For example:

A) Please outline a phonics lesson briefly, including all steps in order.

B) What are some effective phonics activities that you used in your phonics lesson? Please provide the activity procedures briefly.

The steps of developing the Phonics teaching questionnaire are:

- 1) Studied the literature review regarding the pedagogical content knowledge, best practice teachers and phonics teaching.
- 2) Drafted the Phonics teaching questionnaire alongside with the scoring rubrics and have the advisor checked.
- 3) Revised the Phonics teaching questionnaire and scoring rubrics, according to the recommendations of the advisor.
- 4) Asked three experts to validate the Phonics Teaching Questionnaire and scoring rubrics using the index of item objective congruence (IOC) form. The procedures and results of the instrument validation are showed below:

The researcher validated the Phonics teaching questionnaire by asking three experts in the field of phonetics and phonics teaching to validate the research

instrument after being revised and approved by the advisor. The experts were requested to verify all aspects of the Phonics teaching questionnaire. A three-point rating scale, from +1 (meaning appropriate), 0 (meaning not sure) and -1 (meaning not appropriate), was employed. The results of the total index of item-objective congruence (IOC) from the experts' opinion was at 0.71 which is considered acceptable. However, there were seven items receiving scores lower than 0.5. Therefore, the researcher took the advice and revised them accordingly before it was sent out to participants.

5) Revised Phonics Teaching Questionnaire based on the comments from the experts.

Those revised items are showed in Table 1 below:

Number of items	Items before revision	Items after revision
9	I have a foundation in knowledge regarding articulation.	I know the way in which words or sounds are produced by bringing articulatory organs together.
18	I can identify the specific differences between English and Thai Phonetic systems.	I can identify the differences between English and other language's phonetic system.
24	I highlight the common exception words that Thai students often find difficult to pronounce and read during the phonics lessons.	I continue to review all the phonics sound throughout the phonics course to ascertain the consistency of learned sounds.
34	I make connections between student experiences and the learning of new phonological knowledge.	I make connections between students background knowledge and the learning of new sounds and letters.

Number of items	Items before revision	Items after revision
36	I use several methods to monitor and assess student progress that fit differentiation.	I use different methods to monitor and assess students learning progress, e.g. reading aloud, phonics screening check, dictation.
37	I choose the phonics assessments that links to the learning targets which reflects the real reading abilities of the students.	I use the learning assessment that is suitable and coherent to my students' phonics level.

Table 1 Revised Items of The Total Index of Item-objective Congruence

One expert suggested that two of the items of the scoring rubrics for open-ended questions were too abstracted to us and so the researcher therefore revised the scoring rubric to be more clear and concrete. The revised items are showed in Table 2 below:

Items before revision	Items after revision
Teacher uses the same lesson plan and method and does not provide support or feedback to every student.	Teacher uses the same lesson plan and method and rarely provides support or feedback to students.
Teacher do not follow all the steps in one lesson. There is no step of teaching in a lesson.	Teacher does not have a clear sequence of teaching in order.

Table 2 Revised Items of The Total Index of Item-objective Congruence for scoring rubrics

1.3.3 Selecting participants

In order to select best practice teachers to be observed and interviewed, the researcher conducted research to find schools that teach phonics as an individual lesson and found that there are 12 schools that use phonics instruction as a separated lesson in Bangkok. The reason that this was focused only in Bangkok is that the researcher could not travel far away from Bangkok within the time limit. The researcher contacted schools via email and phone and included the request letter from Chulalongkorn University. This was to inform and request for cooperation to complete the Phonics Teaching Questionnaire on a Google platform. Only 6 schools returned the answers and completed the form, of which there were 33 primary phonics teachers currently teaching phonics in a school setting to Thai students in a Thai context. There were 16 native-speaker teachers and 17 Thai teachers.

The criteria to select participants was that they are phonics teachers who scored 80% out of 100% and ranked as the top five with the highest score from completing the Phonics Teaching Questionnaire. The reason to observe and interview five participants is that the selected participants are identified as best practice teachers according to the result from the Phonics Teaching Questionnaire. They have the knowledge of the content, pedagogy, and students which means they can teach students in the most effective way.

After getting the responses back from the teachers, the data from the Phonics Teaching Questionnaire was analysed using percentages. When the researcher scored the answer for the open-ended questions, their answers were printed out into hard copies and shuffled. Teachers' names were covered during the process to avoid bias. In addition, the researcher also scored the same open-ended question for all 33

teachers, then moving on to score the next question to maintain consistency. The details of scoring are as follows:

Part 1: This part is the general information of teachers. It was not scored.

Part 2: There are 30 items for teachers to self-evaluate which are 120 scores.

This then was calculated as 75% out of 100%

Part 3: Four open-ended questions for teachers to answer which are 8 scores.

This then was calculated as 25% out of 100%

Table 3 below shows the results from the completion of phonic teaching self-report form from the top 5 teachers who ranked as the highest score:

	Nationality	Phonics teaching questionnaire (total scores 120)						Open-ended Question Scores (total scores 8)		Total (128)
		Knowledge of content		Knowledge of pedagogy		Knowledge of students				
		40	25%	40	25%	40	25%	8	25%	100%
1	Mr. Mike	35	21.88	40	25	40	25	8	25	96.88
2	Mr. Sam	37	23.13	40	25	40	25	7	21.88	95.01
3	Miss Lauren	38	23.75	38	23.75	37	23.13	7	21.88	92.51
4	Miss Pim	26	22.5	40	25	40	25	6	18.75	91.25
5	Miss Olivia	33	20.63	37	23.13	34	21.25	8	25	90.01

Table 3 The results of top 5 teachers from the completion of the Phonics teaching questionnaire

The results showed that there were 5 teachers who rated themselves through the Phonics Teaching Questionnaire with scores passing 80%. The top 5 teachers scored very high, greater than 90%, and they scored higher than 20% in all areas of PCK which are: knowledge content, knowledge of pedagogy and knowledge of students. The make up of these teachers are four native teachers and one Thai teacher.

Hence, the researcher cut 28 participants out of 33 participants and selected only the top five teachers to be the five participants to be observed and interviewed as they are considered best practice teachers based on the results.

1.3.4 Contacting participants

The researcher asked the headmasters from 6 schools for permission to observe and interview the participants. The details are as follow:

Human Research Protections:

The researcher informed participants of the objectives, procedures, protocol, risks and purposes of the research and included time for questions if there were any. Participants were asked to sign the consent form to give permission to collect data. Their personal information and data were analysed for the purpose of the study only. They were kept confidential at all times during the project and their name was not mentioned on the research paper but were put in as pseudonyms when presented data. All fieldnotes and transcripts from the interview were sent back to check the correctness with them.

Phase 2 (Development 1): Development of the best practice teaching guideline to teach phonics

2.1 Gather information from best practice teachers using classroom observations and interviews

A non-participant observation and semi-structured interview were used to collect the data. The non-participant observation allowed the researcher to see and

record teachers' activities, techniques, tips, materials choices, etc. For this process, there are three major steps. Each step is described as follow:

2.1.1 Develop the instrument

There are two research instruments in this process that were used to collect the data; fieldnotes were used to record the observation of the phonics teaching in the lesson, and the semi-structured interview questions were used to ask for more information in depth and to explore the information that might be missed from the lesson observations. Details of each instrument are as follows:

(1) Fieldnotes

As not all the schools allowed the researcher to record the video or voice during the lesson, the researcher used fieldnotes to record the phenomenon in the classroom in detail as the evidence of the observation.

(2) The semi-structured interview questions

The semi-structure interview questions are for the researcher to ask relevant questions to the participant in order to gather more information on each lesson in depth and to fill in the missing information that the researcher might miss it during the observations. The questions are pre-prepared and approved by the advisor based on whether they are suitable. Moreover, some questions were formed during the interview in order to keep them adaptable to the situation.

The steps of developing the interview questions are:

- 1) Prepared some of the questions regarding issues that might be missing from the observations.
- 2) Asked the adviser to check the appropriateness of the questions. After that, the researcher revised the questions accordingly.

2) During each observation, the researcher added the questions that researcher would like participants to clarify in more detail.

2.1.2 Gather data

During October – November 2020, the researcher contacted each teacher and made an agreement on dates and times to go to school for observations. Then, a non-participant observation and semi-structured interview were conducted to collect the data. Five participants were being observed their phonics lesson. Each participant was observed twice for approximately 45-60 minutes per time. The researcher observed 5 selected teachers for 10 times in total. Fieldnotes were used to record for this process. The lessons being observed were normal phonics lessons in primary school which are not purposely designed or planned to be observed. During the observations, the researcher acted as a complete observer. The researcher did not involve or interrupt the lesson and used fieldnote to record the teachers' actions, decisions, and anything else additional of note. After that, the researcher made a fieldnote to ensure that the memory was still fresh and the fieldnote would capture what had happened in the class as much as possible.

After the researcher conducted all observations, the researcher studied data from fieldnotes and prepared for the interview. The researcher asked the participants to be interviewed and answer the semi-structured interview questions which were pre-prepared, then encouraged the participants to talk in areas of interest. The researcher went along with the new data that was received from the interview. The participants were asked for permission to be voice recorded during each interview. This way, this helped the researcher to understand the topics and see more in detail that were missed from the observations. Each interview lasts approximately around 20-40 minutes.

2.1.3 Analyse data from classroom observations and semi-structured interviews

After collecting the data from non-participant observation and interview teachers, the collected data was analysed using a qualitative data analysis. Coding is one of many ways to analysing qualitative data. Charmaz and Mitchell (2001) described coding as the 'critical link' between the data and the explanation of its meaning. A software analysis called 'ATLAS.ti' was used to analysed raw data from fieldnotes and semi-structure interviews' transcripts. The software allowed the researcher to do open coding, axial coding, constant comparison and memoing along the process. The process of data analysis in this research is described as follows:

(1) The researcher read the fieldnotes and semi-structure interviews transcript multiple times.

(2) Having the definition of the teaching guideline in mind, the research focused only parts that reflect five aspects of teaching guideline outlined in the chapter 1, namely learning outcomes and lesson preparation, contents, learning activities, materials, and assessment and evaluation. The researcher started coding with open coding, identifying and labelling concepts that occurred from the data repeatedly. Once the researcher came up with another new family, the researcher would go back and recode the previous fieldnotes. There are seven code families such as, lesson plan, learning activities and teaching materials. Under each family, multiple categories were assigned. For example dictation, games, matching, rhyming, etc.

(3) After finishing open coding, the researcher then looked at axial coding where the data was reassembled as the concepts were developed. Some of the of data

was also put into constant comparison when the coded data was compared to another piece of data. More data was then collected and analysed in the same manner.

(4) Later on, the researcher and advisor went through all coded families together and revised some codes that should be revised.

(5) All revised coded data were categorised into the same category.

2.2 Develop phonics teaching guideline

From the data analysis process, there were seven categories that emerged from the data which were: (1) lesson plan (2) demonstration (3) leaning activity (4) teaching materials (5) teaching techniques (6) providing support and encouragement, and (7) assessment. Brief details of each category are showed as follows:

(1) Lesson plan is how teachers plan and sequence the phonics lesson into order.

(2) Demonstration is how teachers demonstrate or present how to pronounce, read as well as spell.

(3) Learning activities are examples of activities that teachers do in the lesson such as, dictation, games, or reading activity.

(4) Teaching materials are learning materials that teachers uses in phonics teaching such as flash cards, word cards or reading texts.

(5) Teaching techniques are techniques that teachers use in the classroom that have been proved to work well in a phonics lesson.

(6) Providing support and encouragement is how teachers give feedback to students in regard to their progress in learning phonics as well as how teachers give support to students both inside and outside the classroom.

(7) Assessment is how teachers effectively assess the progress in learning phonics of students.

To draft phonics teaching guidelines, the analysed data was written into the guidelines. All seven categories from coding were grouped into 5 parts according to the definition of the “teaching guideline” in Chapter 1, namely learning outcomes and lesson preparation, contents, learning activities, materials, and assessment and evaluation. These were explained with examples that are suitable in a classroom setting. After finishing the draft, in order to validate the observation and interview data used in the teaching guideline, the researcher asked participants to check if they agreed with the proposed teaching guidelines and if it matched with what really happened in their classroom.

Phase 3 (Research 2): Study the quality of developed phonics teaching guideline

In order to study the quality of developed phonics teaching guideline as posted in one of the research objectives, three experts in the field were asked to complete the questionnaire and be interviewed in order to give recommendations to revise the phonics teaching guideline further. The purpose of this follow-up interview was to get more insight and more details of the open-ended questions which often left blank or answered with unclear statements. This was to ensure that the researcher got the answer from every question and understood the answer in the way that the experts meant. These experts were highly qualified as they have had experience in phonics teaching in a Thai context and are also currently the head of English in their workplace.

The process of studying the quality of the developed phonics teaching guideline to teach phonics is described as follows:

3.1 Develop Phonic teaching guideline quality evaluation questionnaire and interview questions

The researcher drafted question items as a questionnaire for the experts using a 4 Likert-scale to rank from strongly agree, agree, disagree and strongly disagree as well as the open-ended questions that should be addressed by the experts for the interview. Purposively selected from Maneephruerk's (2017) Curriculum evaluation form for experts (Maneephruerk, 2017) focusing on whether it can be used in Thai context and the practicality of the phonics teaching guideline, the Phonic teaching guideline quality evaluation questionnaire was divided into two parts. Part one consists of five items with 4 Likert-scales. Part two consists of seven open-ended questions.

The steps to develop the Phonics Teaching Guideline Quality Evaluation Questionnaire are showed as follows:

- (1) Purposively selected from Maneephruerk's (2017) Curriculum evaluation form, the researcher adapted question items for the questionnaire to assess the quality of phonics teaching guideline.

- (2) The researcher asked the advisor to check the appropriateness of the questions.

- (3) The questions were revised accordingly and there were seven questions decided on for the interview

- (4) The questionnaire was sent to the experts in the field of phonics teaching and curriculum to check the validity of it using IOC. The results showed that

the questionnaire received IOC index at 0.90 which was acceptable to use as a research instrument.

(5) The questionnaire was generated and put into an online platform via Google form.

3.2 Gather information from the experts using questionnaire and interviews

To evaluate the quality of the developed teaching guideline, three experts were asked to complete the Phonics Teaching Guideline Quality Evaluation Questionnaire with the follow-up interview. The researcher submitted the developed teaching guideline to the experts a few days prior to the Phonics Teaching Guideline Quality Evaluation Questionnaire for the experts to have time to study the developed guideline and avoided any misleading idea from the questionnaire. Then, the researcher contacted three experts via email and asked them to complete the questionnaire via Google form as well as made agreement on the time and date for the follow-up interview. The developed phonics teaching guideline was attached into the email and was sent to the experts. The researcher called each expert 2-3 days in advance before the interview to remind them to prepare for the interview.

At the beginning of the the interview, the researcher explained the purpose of the interview. The voice recorder was requested to use by the researcher in order to record throughout the interview. Each interview lasted around 10-30 minutes. At the end, the researcher ensured that all the questions or topics were covered during the interview.

3.3 Analyse data

The questionnaires was analysed using percentages, the records of the interviews were transcribed and the content analysis was used to analyse data.

Phase 4 (Development 2): Revising and developing phonics teaching guideline

In this phase, the researcher revised the developed best practice teaching guideline to teach phonics based on the recommendations from the interview of the experts in the field which were carries out in phase 3. Below are recommendations for the revision of the teaching guideline from the experts and the researcher revised them accordingly.

(1) There should be more visual aids to support examples in the teaching guideline. For teachers who have never had experience in phonics teaching, it might be too difficult for them to imagine what the teaching guideline is referring to. Therefore, the researcher added visual aids in the ‘teaching materials’ category to illustrate how flash cards and word cards should look. Examples of the phonics screening check for teachers to use and adapt into their own were also given.

(2) For the suggestions on learning activities, it was noted that there is only the explanation of the activity itself which may not be clear enough for the inexperienced teachers. It was recommended that the guideline should provide a step by step of how to run the suggested learning activity and this was done so in ‘learning activity’ in more detail to add cohesion and further understanding.

(3) One of the experts suggested that the researcher should reconsider word choice being used in the teaching guideline as there were some words that could be misleading. Therefore, the researcher did researched the effectiveness of word choice and changed ‘sight words’ to ‘common exception words’ and ‘unknown words’ to ‘nonsense words’.



Chapter IV

Research Findings

This research consists of two research questions. Therefore, the results of the study were organised into two parts in order to answer the research questions. The results are shown as follows:

Part 1: The results of development of the phonics teaching guideline to teach phonics

Part 2: Evaluating the quality of the developed phonics teaching guideline to teach phonics

Part 1: The results of development of the phonics teaching guideline to teach phonics

The phonics teaching guideline was developed based on data received from the observations and interviews of five best practice phonics teachers. Details of those five teachers are as follows:

(1) Mr. Mike is an experienced phonics teacher. He is 41 years old. He has been teaching English and working in a Thai school for 9 years. He also has been trained to teach phonics in both abroad and Thailand. He is teaching phonics to Prathom Suksa 1 students in Bangkok.

(2) Mr. Sam is an experienced phonics teacher who has been trained to teach phonics. He is 32 years old. He has been teaching English to Thai students for 7 years. He is teaching phonics to Prathom Suksa 3 students in Bangkok.

(3) Miss Lauren is a phonics teacher who has experience in phonics teaching in Thailand. She is 42 years old. She has been trained to teach phonics. She also has been teaching phonics in UK for 2 years and in Thailand for 11 years. She is teaching phonics to Prathom Suksa 3 students in Bangkok.

(4) Miss Pim is a Thai teacher who has experience in phonics teaching to Thai students in both international and Thai school for 5 years. She is 29 years old. She has been trained to teach phonics twice by different phonics programme. She is teaching phonics to Prathom Suksa 2 students in her school.

(5) Miss Olivia is an experienced phonics teacher who teaches phonics to Thai students for 6 years. She is 35 years old. She has been trained to teach phonics. She is currently teaching phonics to Prathom Suksa 2 students in Bangkok.

Therefore, the phonics teaching guideline, which was developed, aims to focus on 1) learning outcomes and lesson preparation, 2) contents, 3) learning activities, 4) materials, and 5) assessment and evaluation, all of which are emphasised to use in a Thai context where English is a second language. This is the result of the phonics teaching guideline. The complete phonics teaching guideline was presented in Appendix F.

1. The result of developed phonics teaching guideline

1.1 Learning outcomes and lesson preparation

From all of the classroom observations and interviews, it was clear that successful learning outcomes of students are based on good preparation of the lesson in which the phonics teaching sequence plays an important role. All observed lessons

were shown to have these steps of teaching in order; 1) recap or revised learned sounds and letters 2) teaching new sounds 3) practicing reading 4) applying in writing, and 5) assessment. All steps are equally important as the whole lesson was split into equal time length. Moreover, from interviewing Mr. Mike, Miss Lauren and Miss Pim, they all stated that their activities in phonics lessons are based on or focused on only one reading text at a time. This means they will plan teaching activities using the same reading material for at least three days up to five days. One of the teachers gave the reason that the purpose of using the same reading material to plan for the whole week is to allow students to encounter the same words repeatedly until these go to their long-term memory (Interview transcript 2 – Mr. Mike, Miss Lauren & Miss Pim, 20/11/2020).

All phonics lesson observed are excellent examples of structure and order. This is supported by Mr. Sam who stated in the interview as below.

“...my lesson plan or my phonics course is more like a structured. Students know what [they have] to do or what do they need to achieve in the lesson. They feel more comfortable in that way. Every five days, the activity will be repeated...” (Interview transcript - Mr. Sam, 18/11/2020)

However, teaching steps could be stretched out or shortened depending on teachers' judgement. Mr. Sam explained during the interview that the original lesson plan of the lesson which the researcher went to observe was shortened as the government announced two more public holidays in order to compensate the taken holiday in April. He also explained that they had to shorten timing of each teaching step and squeeze in more steps from the next day's lesson plan into one lesson.

(Interview transcript 2 - Mr. Sam, 20/11/2020). In brief, this shows that even though the teaching sequence must be structured, there is still room for teachers to twist and make the lesson plan work.

1.2 Content

Apart from having a structured teaching sequence for the phonics lesson, all teachers also taught letters and sounds in an effective sequence which facilitated students' learning. Miss Lauren explained that the effective sequence of letters and sounds for teaching should start from simple to more complex in terms of the complexity of the sound. Also, teachers should not teach some of the sounds together in the same lesson as that could cause the confusion. For example, teachers should not teach /p/ and /d/ in the same lesson as sometimes students can hear these two sounds as the same sound. The sequence of teaching sounds and letters should be as follows:

Set 1: s a t p

Set 2: i n m d

Set 3: g o c k

Set 4: ck e u r

Set 5: h b f,ff l,ll ss

Set 6: j v w x

Set 7: y zz qu

Set 8 (Graphemes):

ch ar

sh or

th ur

ng	ow
ai	oi
ee	ear
igh	air
oa	ure
oo	er

Miss Lauren also added in the interview how this sequence was used worldwide as it was the common sequence for all phonics teachers. She stated that:

“We [phonics teachers] called this sequence ‘Sat Pin’. It is from the first six sounds from the sound chart. Every time anyone mentioned about the sequence of sounds, we [phonics teachers] would say ‘sat pin’.” (Interview transcript – Miss Lauren, 18/11/2020)

After teaching each sound, teachers must teach students the relationship between letters and sounds and teach them how to blend those sounds together as a word. However, there are words that consist of known sounds that still cannot be segmented – these are called common exception words. They are words that cannot be read using standard phonics rules. Students need to be able to read these words by sight and so a lot of practice and repetition is required. Mr. Sam called ‘common exception words’, ‘red words’ in his lesson. He printed common exception words on small red flash card and every time he showed red flash cards to students, they then know automatically how to pronounce them.

1.3 Learning activities

Learning activities are vital to run students through the phonics course. Learning phonics for beginners does focus heavily on the remembering of the shape of letters and how sounds are pronounced as well as students remembering the relationship between them. Therefore, it is vital for teachers to choose the learning activity that can bring students to that goal. Miss Pim showed flash cards that have letters on them and asked students to pronounce those sounds repeatedly. Mr. Mike and Miss Olivia did this also and asked students to repeat the sounds after them to practice their pronunciation until they are secure in this. Moreover, in order to push the letters and sounds to students' long-term memory, all five teachers also spent time at the beginning of every lesson to let students to practice pronouncing sounds and words. This, therefore, shows that the activity that allows students to pronounce or reading aloud is essential for phonics lesson. Miss Lauren stated that:

“... I do feel like it is essential to recap the previous sounds. Kids keep forgetting sounds so I have to repeat the activity to help them”
(Interview transcript – Miss Lauren, 18/11/2020)

“I have to revise the red word set (words which cannot be sound out) quite a lot. Because there is no way for kids to remember apart from repeating them every day. I do [it] every day but it doesn't have to be long.” (Interview transcript – Miss Lauren, 18/11/2020)

Even when the researcher was observing Miss Olivia's lesson it was clear that practice was integral: she also explained to students that they already have learned all of the sounds in this set of word cards so they have to continue practice reading them to further this skill. After they are confident with pronouncing sounds and

remembering letters, the next step is for students to practice reading texts. All five teachers spent time on reading activities with students. Teachers initially read aloud to students to demonstrate a good and calm pace of reading as the set example, then later on, the teachers asked students to read by themselves. The researcher noticed that some teachers asked students to read in pairs. When they were asked why they do not let students to read on their own, the answer is very interesting. Mr. Mike stated that:

“The purpose of putting students into pair for reading is for students to practice listening and reading at the same time. And students can practice the tracking while other students are reading. Another thing is it [is] an opportunity to put high and low ability students to read together to learn from each other at the same time and, and then when ones cannot read, the others will help them to read.”

(Interview transcript 2 – Mr. Mike, 20/11/2020)

In brief, Mr. Mike thinks that reading tasks can be used not just for practicing reading the text, but also for practicing listening to the text as well.

Reading activities are not the only important task during phonics lessons, as others allow students to practice using sounds and letters to make words until they can make a sentence or paragraph – this is crucial. One such task used by teachers is dictation and it is used to practice spelling in all lessons. Students are encouraged to use the phonics rules that they have learned to write what they hear and make a word. Furthermore, in the writing task, teachers challenge students to write sentences and paragraphs in order to consolidate all of their phonics knowledge into a piece of writing.

Even though phonics activities are structured, sometimes there is a room for more fun activities. Miss Pim explained in her interview that:

“To teach how to blend the sound with young students, I start with games. What I do is I will say ‘Can you touch your ‘h-i-p’?’ ‘Can you ‘s-i-t’ down?’. Young students like to move around so I let them move their body so it would not be too boring for them to learn how to blend the sound.” (Interview transcript – Miss Pim, 18/11/2020)

This was supported by the interview from Miss Olivia who stated that:

“Get students to move in the lesson helps students to remember the sounds better. They think it is a game rather than a lesson, so they are more engaged to the process. Sometimes I like to take them to the room with a big space and throw the sound card all over the room. And then I will ask them to find the sound that match with what I say. It is fun and also easy for teachers to assess students at the same time.” (Interview transcript – Miss Olivia, 18/11/2020)

From these interviews, it indicated that teachers also pay attention to how phonics lesson can be more fun to students. It is not a consensus then that phonics lessons must be just practicing reading and writing over and over but instead that they can be fun, active, and energetic.

In order to run the activities, different teachers have their own different styles in their own teaching. Teachers can choose different activities that they think works in their situation. From the observations, the researcher has seen several activities that teachers did in phonics lessons. Some teachers have shared the same teaching activities. For example, Mr. Sam and Miss Lauren always set students into pairs to practice reading. Students are asked to work in pairs, and they take turns to practice reading these words - thinking, garden, street, tonight, stairs, have, along, next, sound, story, little, loud, look, having, found, house, ground, devour. Miss Lauren asked

partner 1 to use their lolly stick to point at the word, and partner 2 has to read each word that was pointed at (Fieldnote – Miss Lauren’s observation, 01/10/2020).

Using Gestures is another method that teachers used often. It is necessary for teachers to keep pace for teaching to be smooth. Instead of saying, ‘Everyone repeat after me’ every time the teachers wanted students to practice pronunciation, teachers used their hand to point at themselves which meant it was the teachers’ turn to pronounce and students must listen carefully, but when teachers pointed their hand towards the students, it meant it is students’ turn to pronounce.

Another activity that the researcher found interesting was ‘nonsense words’. Nonsense words were explained to students that they are not real words in English. Teachers have made those words up by blending different sounds together. The purpose of nonsense words is the exposure of unseen spellings to students which means they cannot guess how to read those words but most use their phonics. Mr. Sam used this technique and asked students one by one to read his nonsense words at the end of the lesson. Students who could read it could leave the classroom.

Phonics activities are not limited to only inside of the classroom. There are ways for teachers to support students to practice reading at home. Most of the teachers tend to send reading texts that match with students’ reading skills to read as homework. Reading texts are decodable books that encouraged students to read for pleasure. To add on, another way to run phonics activities outside of the classroom and to support students further in their reading is asking them to join extra phonics sessions outside phonics lesson. Miss Pim stated in her interview that she ran interventions to help students who struggled to learn how to read in their free time:

“To support students with low ability, I call them out for an intervention. I will use a big grid paper to help them learn to spell. For example, after I teach them all the sounds, I will put the word ‘CVC’ on the grid paper. ‘mat’ and then I will change the initial sound others letter like, ‘f’ for ‘fat’, ‘c’ for ‘cat’. I will do this until they feel comfortable and then I will move on to the next sound. Or I change the last sound. Before is ‘at’ so I change to ‘am’. And students can put the initial sound themselves. Doing this, I find it is very useful for my students. It can last only 15 minutes a day and I can tell the improvement.” (Interview transcript – Miss Pim, 18/11/2020)

She also added that the intervention does not have to take a long time. It could be only 10 – 15 minutes per day, but teachers should put it into a schedule to make it regular practice.

1.4 Materials

When teaching young learners, it is suggested to use concrete materials which allows them to encounter contents by sight, hearing, and touching. From the observations, several teaching materials were being used but the most common materials are flash cards. All five teachers use flash cards to teach and present letters, sounds, and words throughout all lessons. Using flash cards as teaching materials is the most repeated code in the categories of teaching materials, which shows that teachers consider flash cards to be useful and part of their toolkit. They use them at the beginning of the lesson to recap or revise learned contents, to present new sounds and letter and to practice reading and spelling. For instance, Miss Lauren revised the learned sounds - /ir/ with students by using the big flash card that contains ‘ir’ symbol

on it at the front of the class and asked students to pronounce it repeatedly. While she was showing the flash card, she said to students ‘Can you tell me another word that has /ir/.

Flash cards could be big or small, plain or colourful, depending on the age of the students. Mr. Mike and Mai who taught students who are at the beginning of learning how to read, prepared the flash cards that are big and colourful. Their flash cards had pictures, letters and words meanwhile Mr Sam, Miss Lauren and Miss Olivia taught higher ability students, with their flash card seeming to be smaller and have less pictures. Mr. Sam has also stated the benefit of using flash cards as the main teaching material in the interview that:

“In term of learning the sound, you need to push the sound into your memory. So, we use the flash card which there are the pictures, sentence (rhymes) and sounds. There are 3 things that are linked together for students to help students to remember. Some people might remember with sound, for some people might remember with the picture better or some might remember by sentence. They might combine two things together to help them to remember. Ex. Toy for a Boy for ‘oy’.” (Interview transcript 2 – Mr. Sam, 20/11/2020).

Miss Pim also added that there should be a Thai translation on the flash card to aid EAL student (Students whose English is very low). It would help them to be able to link the picture and vocabulary back to the target sound. First language is still important for students to learn how to read in another language.

Apart from flash cards, another main material to teach reading is the reading text. Even though there are plenty of texts and books available out there for teachers

to choose from, these five teachers seem to have a criteria for text selection in their mind. Miss Olivia stated in her interview that:

“Books to read in the lesson, it depends on children’s reading level. For the younger one should be less text and more picture and then books can get more complexity for the next level. No need to push students to read what they are not capable of.” (Interview transcript – Miss Olivia, 18/11/2020)

Mr. Sam also added in the interview that his reading text only has the sounds that he has already taught students. He explained that texts should not be too complicated and should be exactly on the reading level of students. Miss Lauren also ensured that vocabulary that appears on the text must be learned and practiced in the phonics lesson before. Therefore, reading texts must be on the same level of a students’ reading ability and should also be taught to read in the previous phonics lesson.

Moreover, teachers also suggested that reading texts should not be used to teach only for one lesson. Mr. Mike believed that one reading text should be used to plan to teach 3 – 5 days. The reason behind his belief is that repetition allows students to see same words in text over and over again until they go to students’ long-term memory. This belief was also supported by Miss Pim who added that her reading book was used to teach for the whole week (Interview transcript – Miss Pim, 18/11/2020).

1.5 Assessment and evaluation

Learning reading through phonics required a long-time practice. Students slowly showing in progress of their own learning. Teachers are required to check the progress now and then to ensure that there are no students left behind. There are two major types of assessment that the researcher saw from the observations and interviews. The first one is the type of assessment that the researcher noticed from classroom observations which is on-going assessment where teachers kept checking students doing each activity. There were a lot of times that teachers were walking around the classroom to see students' work or listen to them when they are practicing reading. From 10 class observations, the researcher saw 20 times that teachers walked around the classroom to check students learning progress. Some of the examples from the fieldnotes can be seen below.

Teacher walks around to see students. Teacher also asks students to not erase any mistake that they write it down. They can just cross it and write down next to it. (Fieldnote – Mr. Sam's observation, 22/11/2020)

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Walk around the classroom and look at students writing book. Some students cannot spell 'picture' then teachers help them to do. (Fieldnote – Miss Lauren's observation, 02/10/2020)

Meanwhile students are reading the book, teacher walks around the classroom to see if students are struggled to read the book or not. (Fieldnote – Miss Pim's observation, 20/10/2020)

Teacher walks around the class to support them. She also asks them to read all those 3 sentences out loud for her. (Fieldnote – Miss Olivia’s observation, 08/10/2020)

In addition, giving corrective feedback always comes after that. Corrective feedback was coded into category ten times from ten observations. All teachers immediately gave corrective feedback to students if they saw that students needed it. Miss Lauren expressed how she felt about giving corrective feedback to students:

“When students do the writing activity, I always walk around the classroom to check on them. I don’t mark them right or wrong because they are so young. But I will tell them or give them corrective feedback right away. When I point out their mistake, my students can notice and fix their mistakes which is very nice to see. This way I don’t feel like I put a pressure on them.” (Interview transcript – Miss Lauren, 18/11/2020)

In addition to this, teachers seem to have their own judgment in giving out the corrective feedback. Mr. Sam added in the interview that:

There is no need to correct kids with low ability spelling when actually they get the right sound but the wrong form. For example, [students wrote] ‘c-ai-k’ instead of ‘c-a-k-e’. But if those children are in high level group then teachers should correct them right away. (Interview transcript – Mr. Sam, 18/11/2020)

Miss Lauren, again stated that as students are still young, she would make it more of a demonstration rather than say that the students are wrong. She continued; young learners like to be praised by teachers. They feel more confidence in learning as they think that they can do well in the classroom. From the observation, the

researcher noticed that all of teachers gave a lot of compliment to students. They gave positive feedback continuously such as ‘good job’, ‘well done’, ‘superb’ or ‘you are star’. Teachers gave feedback out even for small successes (Interview transcript – Miss Lauren, 18/11/2020).

Another type of assessment that teachers mentioned it in the interview is summative assessment. Summative assessment for phonics is used via a phonics screening check which teachers claimed is a standardized assessment used to check students’ phonics knowledge. Teachers asked students to read sets of words aloud and they are called out of the lesson one by one to read with teachers. After they read, the teachers make a checked mark next to the words that students can read and also make a checked mark on words that they cannot read as well. Miss Pim also explains how to use the phonics screening check to check students reading ability:

“Students will be assessed at the end of every half term (every 6 weeks). The assessment will be reading out loud. Teachers will ask students to read for them. Teachers will point at the sound and students have to read that word. And there will be alien sounds which is the words that have no meaning. It is a perfect way to check if students remember the sounds or not.” (Interview transcript – Miss Pim, 18/11/2020)

There seem to be both kinds of assessment occurring in a lesson. Teachers need to make sure that they will do both on-going assessment and summative assessment at the end of the unit or term.

2. Pedagogical content knowledge (PCK) in developed phonics teaching guideline

All five components of the phonics teaching guideline correspond to the pedagogical content knowledge framework by Shulman (1987). The best practice in phonics teaching, which are lessons learned from best practice teachers are clearly presented in the guideline. For example, Shulman stated that best practice teachers must have a good knowledge of subject content. For phonics teaching, teachers must know about the letters and sounds. The suggested sequence of teaching sounds and letters are explained in detail which one must be taught to students first and which one follows. In this way, teachers can reduce the cause of confusion from students when they learn all the letters and sounds. Another example is teachers must have good knowledge of students. The teaching materials suggested to teach phonics are aimed to be used with young learners as they can learn better with hands-on and visual materials. Moreover, the phonics activities are also appropriate for young learners as they are active and fun which help encourage students to get involved in the lesson. Paring students to practice reading together is also a benefit for Thai students as their learning nature is to be shy and to hide away from using English in front of other people. Lastly, teachers must know how to teach phonics effectively. The guideline then provides examples of how to give positive and corrective feedback to students or how to support students who are low in confidence. According to the reason mentioned, the phonics teaching guidelines have reflected how best practice teachers have PCK in their phonics teaching as seen in the observations and interviews.

Part 2: Evaluating the quality of the developed phonics teaching guideline to teach phonics

The results of the evaluation of the quality of the developed phonics teaching guidelines by the experts in the field who have experience in phonics teaching are separated into 2 parts; part one consists of five items with a 4 Likert-scale and part two consists of seven open-ended questions. The results of part one are shown as follows:

Items	Frequency of opinion (n = 3)			
	Strongly agreed	Agreed	Disagreed	Strongly Disagreed
1. Phonics teaching guideline is a good quality piece of work	100%	0%	0%	0%
2. phonics teaching guideline represents/reflects the best practice in phonics teaching.	100%	0%	0%	0%
3. phonics teaching guideline is understandable, not too complicated to follow.	66.67%	33.33%	0%	0%
4. Phonics teaching guideline is practical to bring into practice for phonics teachers.	66.67%	33.33%	0%	0%
5. Phonics teaching guideline has the potential to be used to teach in a real classroom context in Thai school.	100%	0%	0%	0%

Table 4 Result from Phonic teaching guideline quality evaluation questionnaire

All three experts rated three items strongly agree and stated that the developed phonics teaching guideline is a good quality guideline as it reflects and represents best practice in phonics teaching from five best practice teachers. As well as this, it has the potential for Thai teachers to use this developed teaching guideline in their classroom.

Two of the experts rated on the remaining two items as they agreed that this phonics teaching guideline is understandable and practical to bring into practice for phonics teachers. This means that the experts were satisfied with the phonics teaching guideline and they think that it can be used by phonics teachers in a Thai school setting.

Part 2 is the open-ended questions that the experts expressed their opinions towards the phonics teaching guideline. The results are as follows:

1. Learning outcomes and lesson preparation

The expert stated in the interview that this phonics teaching guideline has good suggestions on the sequence of teaching. It provided sequences of activities in the lesson plan. Expert 2 expressed his opinion during the interview that:

“...and you talk about how the lesson plan should look like. Broke it down clearly that they should spend 5 mins on this, 10 mins on that. They know how much time they should spend on that. It is important for teachers to know. For example, use flash card to recap should spend 5-10 mins, that is very useful for new teachers.”
(Expert 2, 07/12/2020)

2. Contents

Expert 1 shared her opinion that the sequence of content in phonics teaching is very important and phonics teachers should pay more attention to it. She stated further that some phonics teachers selected letters and sounds to teach as they see convenient and that such a guideline that tells the sequence of letters and sounds in order explicitly should be beneficial to teachers in this respect. Expert 3 also shared the same opinion. She stated in the interview that:

“The teaching sequence is clear and in the correct order starting from less complex to more complex sound. And students should learn each set or a while before they move to the next set of sounds.” (Expert 3, 09/12/2020)

3. Learning activities

All of the steps of teaching in this teaching guideline should bring the most out of the teachers. There are a few clear steps that are known and used by many educators. Expert 1 shared her impression that the guideline was direct in helping teachers be more explicit in what works to teach students. Differentiation was mentioned throughout the guideline, making it clear that what might work for a high ability child will not for a low ability child, therefore giving ideas on how to adapt it and make it more accessible for all learners.

4. Materials

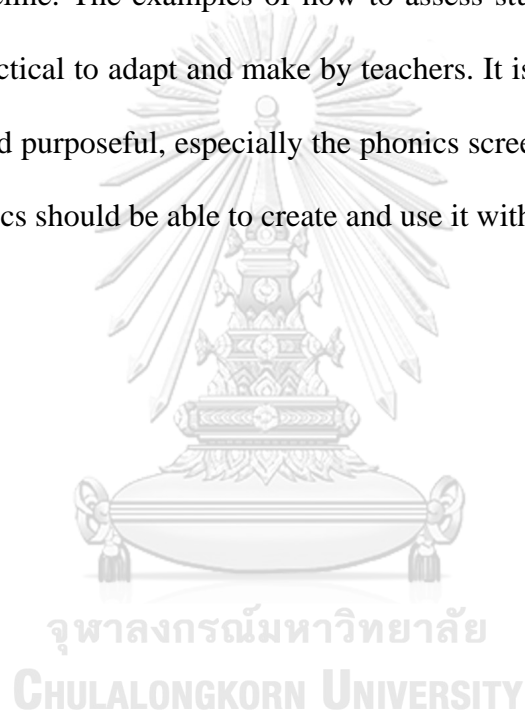
The results show that the experts think that the example of the materials that the teaching guideline provides is useful and can be used to teach phonics in a classroom context. It also does not require too many specific materials or resources deemed impossible to prepare. Expert 1 stated in the interview that:

“The resources are not too specific. The guideline do not tell exactly what to do but it gives teachers an idea so teachers know how to use a phonics in different ways. They can follow a guideline that you gave but also have a freedom to do something else. When you broke it down into different steps, I don’t think it is too limiting. They can do what they see fits.” (Expert 1, 07/12/2020)

This was also supported by Expert 2 who explained that it is not too specific and still allows the teachers to add some of their own teaching strategies whilst also not moving too far away from the main phonics objective.

5. Assessment and evaluation

All three experts stated that the assessment is vital to be put and explained in the teaching guideline. The examples of how to assess students learning progress is clear and very practical to adapt and make by teachers. It is not complicated to make, it is very direct and purposeful, especially the phonics screening check. Every teacher who teaches phonics should be able to create and use it with ease.



Chapter V

Summary, Discussions and Recommendations

The research consists of two research objectives; 1) to develop the phonics teaching guideline to teach phonics and 2) to evaluate the quality of the developed phonics teaching guideline to teach phonics. The research processes of this study consists of four phases of research and development (R&D).

The research instruments that were used in this research are 1) Phonics teaching questionnaire for participant selection, 2) Fieldnotes for classroom observations and interviews questions for interviewing, and 3) the Phonic Teaching Guideline Quality Evaluation Questionnaire. After that, the researcher analysed, synthesised and organised the data to develop a phonics teaching guideline for Thai elementary school students.

Summary

The summary of this research is presented into two parts:

Part 1: The results of the developed phonics teaching guideline to teach phonics

Part 2: The results of the evaluation of the quality of the developed phonics teaching guideline to teach phonics

Part 1: The results of the developed phonics teaching guideline to teach phonics

There are five main focuses for the phonics teaching guideline which are: 1) learning outcomes and lesson preparation, 2) contents, 3) learning activities, 4) materials, and 5) assessment and evaluation.

1. Learning outcomes and lesson preparation

All observed lessons were shown to have these steps of teaching in order: 1) recap or revised learned sounds and letters 2) teaching new sounds 3) practicing reading 4) Applying in writing and 5) assessment. These steps are very important, and should be in order. Lesson plans also should be planned using the same reading text for the whole week which could last from 3 – 5 days depend on the level of students reading ability.

2. Content

Teachers must teach letters and sounds in an effective sequence which facilitates students' learning. The effective sequence of letters and sounds for teaching should start from simple to more complex in terms of the complexity of the sounds. Teaching blending sounds and letters comes after teachers see that students are ready to do as well as teach the common exception words which are words that cannot be read by using phonics rules.

3. Learning activities

Learning activities are ways to practice phonics in the lesson. There are some activities that teachers suggested to use that are proved to be helpful to students. The activities must allow students to practice using letters and sounds repeatedly in

pronunciation, reading and spelling. However, teachers also use fun activities such as games to encourage the involvement and excitement of students. Teachers can also use some of the activities that they prefer in their own teaching such as using gestures, pairing reading, reading nonsense words etc.

4. Materials

Hand on materials can be used to teach phonics to young learners. The main materials that teachers use in every lesson are:

4.1 Flash card: This is the main material to teach in phonics lesson. Teachers use flashcards to show students letters and to practice pronouncing sounds as well.

4.2 Reading material: Reading text must be selected by teachers carefully. Reading text in a lesson should contain only sounds that students have been learning. Teachers must use the same text to teach for at least 3-5 days to allow students to encounter same words until they maintain fluency in reading.

4.3 Visual material: Pictures and videos can be used to explain vocabulary and aid the reading in order to boost students' comprehension. Some students can remember sounds better when they hear and see at the same time.

5. Assessment and evaluation

Assessment is vital in the phonics lesson. Teachers have to check students' phonics knowledge now and then to check their learning progress. There are two types of assessment that teachers must do in the lesson.

5.1 On-going assessment: During the lesson, teachers must use on-going assessment to check students' phonics knowledge by observing their pronunciation, reading, and writing. This could be done by walking around the classroom during the activity or check the writing book and provide corrective feedback after that to fix students' reading errors. However, teachers should be careful with the young students as they might not take the criticism very well. Therefore, giving positive feedback must be used throughout the lesson for students.

5.2 Summative assessment or Phonics Screening check: It is the list of words to check students' phonics knowledge at the certain point of phonics course. Teachers could set the timing to use phonics screening check as they see best.

To sum up, those are what teachers should consider and bring into practice in phonics lesson. Therefore, the researcher put them into the best practice teaching guideline to teach phonics as they are proved to be useful and work very well in the phonics lesson. The researcher broke them down into small steps so teachers can follow it easily.

Part 2: The results of the evaluation of the quality of the developed phonics teaching guideline to teach phonics

To evaluate the quality of phonics teaching guideline to teach phonics. Three experts were asked to evaluate the teaching guideline by using the Phonic Teaching Guideline Quality Evaluation Questionnaire. The results of the evaluation can be shown below:

The experts agreed that the developed phonics teaching guideline is practical and easy for phonics teachers to use in a Thai context. It provides best practice suggestions that are evidence-based. It has a good suggested sequence of teaching as well as the sequence of sound. Furthermore, the suggested activities and resources that the researcher provides in the teaching guideline is useful, engaged and easy to prepare which allows students to practice pronunciation, reading and writing repeatedly. Lastly, assessments are suggested to be used in the classroom as they can be purposeful and can be used to assess students' phonics knowledge in a classroom context.

Therefore, if teachers apply this guideline in their teaching, it could result in a higher achievement of students.

Discussion

This phonics teaching guideline aims to propose a practical guideline that comes from lessons learned from best practice teachers. It is evidence-based suggestions that are proved to work well to teach students in reading English. From

the results of developed phonics teaching guidelines, there are four areas that the researcher would like to present and discuss:

1. Learning activities that is suitable for Thai context

The majority of phonics teaching guidelines that are available in the market nowadays are developed by native educators that aim their guidelines to be used globally. The problem is it might not be fully suitable in a Thai context. This is in agreement with Smith (2011), who stated that the phonics commercial programme is not a 'one size fit all' solution of phonics teaching. Having said that, Thai teachers have some advantage using this as they know Thai students very well. They understand and have experience in dealing with Thai students' nature of learning for a long time which can facilitate students' progress. This is in line with Pedagogical Content Knowledge (PCK) model. This model implies that teachers must have knowledge of students in order to understand a specific context, provide grounds for choices and actions with regards to achieve goals in the specific situation (Shulman, 1987).

Correspondingly, the developed phonics teaching guideline that contains choices and actions from best practice teachers who have experience of phonics teaching to Thai students in a Thai context and are considered to have Thai awareness will be able to fill in gaps suitable to teach Thai students in Thailand.

For instance, the developed phonics teaching guidelines has suggested teachers to set up the activity that requires students to read in pairs. Below are some steps of suggested pairing activity from the guideline are showed below:

Pairing up students to do an activity together helps to encourage them to learn with each other. The following is what to do when pairing students together.

- 1) Pair high and low ability students together to practice reading out loud.
- 2) Often swap pair so they have opportunity to practice with a different person.
- 3) Remind them to praise each other when they finish practicing together.

(The developed phonics teaching guideline, p.11)

This activity allows students to practice reading along with their peers without the thought that they might make a mistake by reading it wrong to the whole class. It is clear then that this guideline considered the nature of Thai students into account. As these learners are growing up in a country where English is a foreign language, they lack the opportunity to practice and use English in their daily life. This has caused Thai students to be shy and afraid of making mistakes in a classroom which can slow down the achievement of students' learning. This lies in conjunction with research which states that being too shy to speak English is one of the causes of difficulties in English language teaching and learning in Thailand (Wiriyachitra, 2002).

2. Appropriate sequence teaching sounds and letters

The sequence of teaching letters and sound is vital to boost phonemic awareness of students. Teachers should begin with teaching simpler sounds that are

easier to code and decode to read such as /s/, /a/ and /t/ rather than starting to teach with /th/, /qu/ or /ai/ which are compound letters. This is also supported by the research that showed overall improvement in their ability to learn how to read after applying appropriate sequence of sounds and letters (Kodae & Laohawiriyanon, 2014). This is incongruent with research which pointed out that teaching from simple to more complex in terms of content facilitates teaching and the learning process. When education was organized in a simple to complex way, students' understanding power increased (Rezapour & Taghipour, 2013).

Especially in a Thai context, where English is taught as a foreign language, students rarely encounter an opportunity to practice English outside of the classroom. To bombard students with all the letters and sounds without a careful thought or consideration should be avoided. Teachers should introduce a few sounds and letters or teach new sounds in a small set, allowing time for practicing before adding new sounds and ensuring that the previous sounds are reviewed and revisited until they go to students' long-term memory (Chiramanee, 1992).

3. Flexible lesson plan

The available commercial phonics teaching guidelines in the market have suggested activities for teachers to follow and teach and for teachers to follow it strictly. However, the lesson plans should not be fixed in only a particular way but varied based on students's needs. As Rashad Ali Bin-Hady and Abdulsafi (2018) states, a lesson plan is an essential tool that tells teachers what to do in a specific time to a specific group of learners. That means teachers should be able to adjust the steps of teaching that they see if it benefits students. The steps of teaching in the phonics

teaching guideline break down into multiple steps in details and also give the explanation of the purpose of each suggestion. Teachers can choose to use the preferable activities and be able to extend timing of them once they think it is useful to do in a lesson rather than having to stick to a strict and rigid plan.

There are a few suggested activities that allow students to practice and use phonics knowledge repeatedly. The focus set sound activity is one of them. Teachers can extend timing of this activity to practice pronunciation and review previous sounds as long as teachers think it is necessary for Thai students. This will help to aid the problem of lack of opportunity to practice English pronunciation which is a prominent problem in the improvement of English pronunciation in Thailand (Sahatsathatsana, 2017).

4. Thai translation

Thai teachers have an advantage of accessing to first language of students. They are able to support students with Thai instruction or teaching materials that have Thai language that help students to learn. Even though phonics teaching aims to teach students to learn how to read and spell in English, using the first language in a wise way can enhance students learning in a new language. Al-Alawi (2008), who investigated the effect of L1 used in the EFL classroom found that L1 is used most often while giving instructions but should not provide too much until students turn to rely on the L1 for their own study. L1 also allows students to feel comfortable and create a relaxing environment for young learners. It is also helpful especially when teachers have to explain difficult words to students.

To this end, the developed phonics teaching guideline should be a great benefit for teachers who have to teach phonics instruction in a Thai context. As it was designed with taking problems in teaching phonics in Thailand into account and was intended to be one of the solutions to breakthrough those obstacles.

Recommendations

For this research, the researcher would like to point out 2 recommendations:

1. Recommendation on how to use the phonics teaching guideline
2. Recommendations for further research

1. Recommendation on how to use developed best practice teaching guideline to teach phonics

1.1 The phonics teaching guideline is designed for use for students in Prathom Suksa 1-3. The suggestions in the guideline such as learning activities, teaching materials, teaching techniques are suitable for young learners. To use this teaching guideline with students in other ages might cause frustration in them as the lesson might be too difficult or too easy for them. However, phonics lessons are still suggested to use to teach students who are in higher levels but lack a foundation in phonics knowledge. Teachers, therefore, can adjust the suggestions that are given in the guideline to suit the students.

1.2 Before applying the guideline into school, suggestions are to set up a phonics course as a separated lesson. The phonics lesson should be taught every day to ensure that students can practice reading all of the time. The phonics lesson should be at least 45-60 minutes which gives teachers enough time to run activities effectively.

1.3 Preparing reading texts requires time from the teachers as the guideline suggests that reading materials should be in a decodable level and match with students' reading ability. The text should have only letters and sounds that teachers have taught to students. However, English teachers in a same school can help and design the reading texts together and share the resources. In this way, it will save time in the preparation process.

2. Recommendations for further research

2.1 The sample was a limited number in this research. As the time that the researcher conducted the research, it was during the pandemic of COVID-19. Many of the schools that the researcher made contact with and asked for completion of the Phonics Teaching Questionnaire refused to do so in order to limit the entrance of outsiders. In future research, more samples should prevent possible fault results when selecting participants.

2.2 For future research, the developed teaching guidelines to teach phonics should be carried out and a pilot test should be run in a real classroom context to investigate the effectiveness of the teaching guideline.

Limitation

The developed phonics teaching guideline is not a complete guideline that can guarantee the students' learning progress. Users, therefore, cannot use this phonics teaching guideline to overclaim what it can accomplish. There are still a lot of factors to consider when using the phonics teaching guideline such as, students' background, facilities in school or school curriculum that might affect the results of learning.

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APPENDICES

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

APPENDIX A
LIST OF EXPERTS

List of experts of validation the Phonics teaching questionnaire

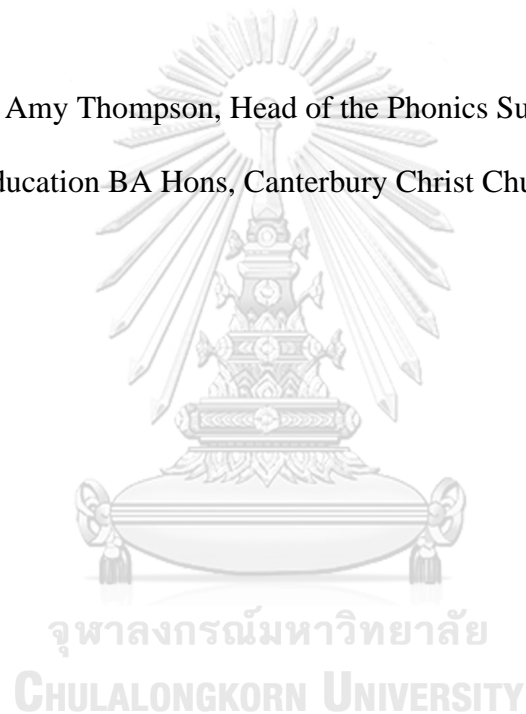
1. Asst. Prof. Phnita Kulsirisawad, Ph.D., Srinakharinwirot University
Ph.D from University of Manchester
2. Asst. Prof. Kirati Khuvasanond, Ph.D., Chulalongkorn University.
Ph.D. in Curriculum and Instruction, University of Kansas, Kansas, USA
(2009-2013)
3. Watthana Suksiripakonchai, Ph.D., Srinakharinwirot University
Ph.D. in English Language Teaching, Assumption University, Thailand

**List of experts of evaluation the quality of Phonic teaching guideline quality
evaluation questionnaire**

1. Asst. Prof. Wichai Sawekngam, Ph.D., Chulalongkorn University
2. Miss Waraporn Tongjean, Ph.D., Rajamangala University of Technology
Phra Nakhon
3. Miss Thitinun Thamnu, Srinakharinwirot University

List of experts of evaluation the quality of phonics teaching guidelines

1. Asst. Prof. Ladda Wangphasit, Ph.D., Srinakharinwirot University
Ph.D. in Research and Curriculum Development. Srinakharinwirot University,
Thailand (2013)
2. Mister Eduardo Silva, Srinakharinwirot University
PGCE in Primary with Distinction, Canterbury Christ Church University
(2018)
3. Miss Ellen Amy Thompson, Head of the Phonics Subject for Keysatge 1
Primary Education BA Hons, Canterbury Christ Church University (2017)



APPENDIX B
EXAMPLE OF RESEARCH INSTRUMENT
PHONICS TEACHING QUESTIONNAIRE

Part 2

Please indicate your background knowledge in phonics.	Excellent	Good	Fair	Poor
1. I know the way in which words or sounds are produced by bringing articulatory organs together.				
2. I know how to read Phonetic symbols.				
3. I know exactly how certain letter groups or diphthongs are pronounced.				

Please indicate your background knowledge in phonics teaching.	Always	Regularly	Sometimes	Rarely
7. I use multi-sensory instructional approaches, e.g. visual, auditory, kinaesthetic when I teach phonics.				
8. I use teaching materials that are suitable for young learners, e.g. pictures, letters, magnetic alphabets.				
9. I give ongoing feedback after students read aloud so they can monitor their own progress.				

Part 3

Instruction: Please explain how you teach phonics briefly below.

- Please outline a phonics lesson briefly, including the steps in order.

.....

.....

.....

.....

APPENDIX C
EXAMPLE OF RESEARCH INSTRUMENT
PHONICS TEACHING GUIDELINE QUALITY EVALUATION
QUESTIONNAIRE

Phonic teaching guideline quality evaluation questionnaire

Instruction: Please make a checkmark to indicate your opinion towards phonics teaching guidelines. You can choose from strongly agree, agree, disagree and strongly disagree.

Items	Strongly Agreed	Agreed	Disagreed	Strongly Disagreed
1. Phonics teaching guideline is a good quality piece of work				
2. phonics teaching guideline represents/reflects the best practice in phonics teaching.				

Instruction: Please give a brief comment or advises for the questions below.

1. What do you think about the effectiveness of best practice phonics teaching guidelines?
2. What is the outstanding point of this teaching guideline?

APPENDIX D
REQUEST FOR PERMISSION TO COLLECT RESEARCH DATA

๓๖ 64.6(2791.04)/1983



Faculty of Education
 Chulalongkorn University
 Phayathai Road, Bangkok 10330

18 September 2020

Title Request for permission to collect research data

Attachment The research instrument: the Phonics Teaching Self-Report Form

To Whom It May Concern,

Miss Wanida Roatchanaphaphong is a current student in the Master of Education, in Teaching English as a Foreign Language program at the Faculty of Education, Chulalongkorn University. She is currently undertaking her master thesis titled: Development of Best Practice Teaching Guidelines to Teach English Phonics for Elementary Thai Students, with the supervision of Assistant Professor. Ruedeerath Chusanachoti, Ph.D.

In this regard, Miss Wanida Roatchanaphaphong would kindly request for your permission to collect research data using the questionnaire with the teachers in your school.

I hereby request for your kind permission to Miss Wanida Roatchanaphaphong to collect research data for educational purposes. Therefore, I would appreciate your consideration and support.

Sincerely Yours,

(Associate Professor. Sumalee Chinokul, Ph.D.)

Academic Dean

Acting Dean

Academic Department, Faculty of Education
 Tel. 0-2218-2565-97 (6734)
 Researcher's phone number: 091 8787653 email: wanida.roat@gmail.com

APPENDIX E
CODED FAMILY FROM ‘ATLAS.ti’ PROGRAMME

‘Le’ is for lesson plan

‘De’ is for demonstration

Sub-categories under ‘De’ are:

De – Pr	as for demonstration in pronunciation
De – Rea	as for demonstration in reading
De – Rep	as for demonstration in repeating
De – Sp	as for demonstration in spelling

‘Ac’ is for activities

Sub-categories under ‘Ac’ are:

Ac – Dic	as for dictation activity
Ac – Ga	as for game activity
Ac – Mat	as for matching activity
Ac – Pro	as for pronouncing activity
Ac – Rea	as for reading activity
Ac – Rec	as for recap sounds activity
Ac – Rh	as for rhyme activity
Ac – Wr	as for writing activity

‘Ma’ is for material

Sub-categories under ‘Ma’ are:

Ma – Fl	as for flashcards
Ma – Ha	as for hand-on material
Ma – Pi/vi	as for picture and video
Ma – Tex	as for reading text
Ma – Wo	as for word cards

‘Te’ is for techniques

Sub-categories under ‘Te’ are:

Te – Che	as for walking around the classroom
Te – Ex_Me	as for explaining the meaning of vocabulary
Te – Ge	as for using gestures
Te – Pa	as for pairing students
Te – Qu	as for asking question
Te – Co	as for teaching/practicing the common exception words
Te – Tr	as for proving translation into L1

‘Pr’ is for providing support

Sub-categories under ‘Pr’ are:

Pr – Co	as for giving compliments
Pr – Ho	as for giving homework
Pr – In	as for providing intervention

‘As’ is for assessment

Sub-categories under ‘As’ are:

As – Po	as for giving positive feedback
As – Co	as for giving corrective feedback
As – Su	as for providing summative assessment

APPENDIX F
PHONICS TEACHING GUIDELINE

PHONICS TEACHING GUIDELINE
FOR THAI ELEMENTARY SCHOOL STUDENTS

Phonics is a highly recommended effective way of teaching students to learn how to read write and spell. There are several ways for teaching phonics. The suggested and proved method is to teach phonics explicitly and systematically, or in other words; systematic, synthetic phonics. Synthetic phonics is presented to students with explicit and clear explanation and demonstration. Failing to provide students with explicit and systematic phonics could lead to frustration and rejection from the students. Therefore, this booklet acts as the phonics teaching guideline; which aims to be used to teach primary students in Prathom Suksa 1 – 3 in a primary school context and for those who struggle to learn how to read in English. It is a practical teaching guideline for teachers to follow which allow their students to reach the full potential of their own reading ability.

Suggestions on how to teach phonics

In order to deliver the best practice when teaching phonics, there are areas that teachers should be aware of and bring them into practice which could lead their teaching to the highest possible result. For this phonics teaching guideline, there are eight key points that are essential to the phonics lesson.

1. Learning outcome and Lesson preparation

A lesson plan is essential for teachers as it acts as a map for phonics teachers to follow the path of teaching. It will guide teachers through all the steps in a lesson in order. To provide the students with a robust understanding of phonics. A good lesson plan for phonics should be as followed;

1.1 A phonics lesson has to be taught to students everyday as consistency in practicing phonics is very important for learning how to read.

1.2 The phonics lesson plan has to be structured. The sequence of all five steps in a lesson must be in the same order for every lesson starting from 1) review previously learned sounds 2) teaching new sounds 3) practicing reading 4) applying in writing and 5) assessment.

It is beneficial to students to know what they need to do in order to achieve the learning at the end of the lesson.

1.3 The length of time for each step of teaching should be split equally throughout the lesson and the teachers must approach each lesson with enthusiasm and pace.

However, the teachers can adjust the length of based on the teachers' judgement. For example, if students in your class enjoy the reading activity then teachers can extend timing for the reading activity to be longer, or if they tend to like the writing activity, teachers can also provide more task for practice in writing. Similarly, if students in that group lack confidence or a poor in that certain area, teachers will prolong the time spent on that part so that students have more exposure.

1.4 All phonics activities in a week are suggested to be planned based on a reading text or book of that week. The suggestion is to use the same text or book

to teach and do activity for the whole week, as students have built up a good understanding of the text.

Students have to practice and use their learned sounds when reading the class text of which they read every day of that week. The purpose of reading the same text for a week is to enable the repetition that allows students to see the same words on repeat until it goes into their long-term memory.

However, for students in Prathom Suksa 1, teachers can prepare three days lesson plan instead of five days lesson plan as they know fewer sounds and cannot access as much materials as the higher ability students, especially students in EFL context. The suggested teaching sequence for a week plan can be found at (**Suggested 3-5 Days Phonics Lesson Plan**).

2. Contents

Teaching phonics using an effective sequence will facilitate student learning. An effective sequence for teaching phonics builds from simple to complex sounds and letters. Letters and Sounds: Principle and practice of High Quality Phonics has suggested the set of sounds and letters to teach in order start from set 1 to set 8:

- | | | | | |
|--------|----|----|------|---------|
| Set 1: | s | a | t | p |
| Set 2: | i | n | m | d |
| Set 3: | g | o | c | k |
| Set 4: | ck | e | u | r |
| Set 5: | h | b | f,ff | l,ll ss |
| Set 6: | j | v | w | x |
| Set 7: | y | zz | qu | |

Set 8 (Graphemes):

ch	ar
sh	or
th	ur
ng	ow
ai	oi
ee	ear
igh	air
oa	ure
oo	er

Teachers must teach sounds and letters starting from set 1 to set 8 in order. It is not recommended to skip some sounds when it is phonics teaching.

3. Learning activities

Learning activities are ways to practice reading and spelling until students can remember all sounds and are able to read the text. There are three types of learning activities for teachers to use which are 1) Activity for teachers' demonstration and 2) Activity for practicing phonics knowledge and 3) Supported activities outside the classroom.

Teachers should keep this in mind that, it is acceptable to give translation during the activity in students' first language. Giving translation in Thai of the meaning of the text or some vocabularies helps to avoid confusion and frustration in EFL learners. Students could link it back to their background knowledge easily and

there will be more chance that students will remember those sounds and letters in the future. Below are step by step of how to do the phonics activities.

3.1. Demonstration

The core of learning in phonics is to practice the sounds repeatedly every day until the sound goes into students' long-term memory. As the teacher is one of the keys success of students' learning phonics; they are the only role model in the classroom, the teachers' demonstration when pronouncing sounds, reading text, and spelling is vital in the lesson.

Pronunciation

- 1) Teachers should show how the sounds are produced slowly and clearly through organs of articulation, such as shape of lips, the position of tongue, and teeth.
- 2) Teachers should demonstrate a clear pronunciation.
- 3) Teachers should ask students to repeat their pronunciation together as a class after the teacher until they can pronounce sounds correctly.
- 4) For some sounds, Thai students find them difficult to pronounce such as, /th/ /ch/ or /sh/, teachers must allow students to practice these sounds every day until students are confident.

Reading

- 1) Teachers must read aloud the new text that students have to read for the first time in a slow and clear manner. Teachers must check if students' eyes follow the text and they must listen carefully.
- 2) After listening to teachers' reading, teachers ask some questions to students about the text to check their comprehension.

3) Teachers read aloud the text for the second time and pause at random words for students to read those words out loud to check that students can follow along with the text at a good pace.

After that, teachers can let students read the text themselves. For the next lesson, teachers do not need to read aloud the text to students until they have to read the new text the next week.

Spelling

1) Teachers should show how to spell words on the whiteboard for students to see, at the same time, teachers must explain how those letters or sounds can be blended to make a word.

2) After dictation, teachers should show how to spell the given word on the whiteboard.

3.2 Activity for practicing phonics knowledge

Focus set sound activity

Focus set sound activity is an activity to demonstrate a new sound and letter to students. There are many ways to present the sounds and letters, but the most useful and easy way is to use flash cards to show or introduce it to students. The following is how to introduce a new sound and letter by using a flash card.

1) Teachers show the flash card that shows the correct way we write the letter. At the same time, teachers show how that letter is pronounced to students along with its mnemonic such as a-a-a-apple, t-t-t-tower.

2) Teachers must now pronounce the sound and ask students to repeat the sound after teachers. Teachers point to herself/himself and pronounces that sound

three times. After that he/she points to students and they have to pronounce it three times.

For this step, when teachers introduce the new letter and sound, please do not rush the step. Teachers can show the flash card as long as it needed for students to remember the shape of the letter and how to pronounce the sound.

3) Teachers must let students practice pronouncing the sound repeatedly at the beginning of every phonics lesson to recap those sounds which will help students memorise it better.

4) Teachers have to let students practice reading words by using the flash cards. Teachers have to demonstrate how to break down and read each word, allowing students to repeat after. The use of flash cards could also be used at the start of the day.

Dictation

Dictation allows students to practice what they have learned about the relationship between sounds and letters. The following is how to undertake a dictation activity.

1) Teachers has to set 3 - 10 words a day for students to dictate (The number of words depend on the students' phonics level). Those words should appear in the text of the week. Therefore, students will be able to see and read those words and practice spelling them repeatedly.

2) Teachers pronounce each word clearly and with exaggeration of each single sound of the word at least three times. After that, students have at least 10 seconds to write the word down in their writing book.

Games

The phonics lesson is a structured lesson so sometimes it could be quite strict and regimented. Therefore, the activity should be high energy, fun, fast and active so students are engaged. It is important that during learning phonics, students can shout out answer and therefore be active learners. The characteristic of games in teaching phonics should be considered as follow.

- 1) It is a game that requires physical participation from students.
- 2) It is a game that involves all students to participate equally.
- 3) It is a game that does not emphasises the right or wrong answers from students.
- 4) It is a game that should allow students to practice phonics skill in pronunciation.

Here are examples of games in phonics lesson.

1) Matching game – Teachers put the flash cards on the floor. On the left are the cards that show the letter, on the right are cards that show picture that have the same sound to the letter on the cards. Teacher ask students to match the pair together.

2) Hopscotch – Teachers use a chalk to draw a square on the ground and write down a letter on each square. Teachers ask students to jump on a selected square and they have to pronounce the sound of the letter in that square.

3) I Spy the Sound – Teachers ask students to spy objects around them that begin with a certain sound. For example, “I spy with my little eye, something beginning with /m/, and students have to tell teachers what object they can see in the classroom that begin with /m/.

Games are really useful for the students who are beginning their journey of phonics. After using games in teaching, teachers should summarise what they have learned from the activity to remind them the purpose of the game. Using games to support teaching can help students to remember sounds and letters better, as they do not just encounter the letter and sound by sight or just hear it, but they also are able to remember by other sensations.

Reading

The reading activity is one of the main activities in the daily phonics lesson. After students learn the focus sound of that lesson. Students should be allowed to practice reading the sound in a variety of words. Teachers should do as following in the reading activity.

- 1) Use the same reading text for students to read for the whole week.
- 2) Put them into pairs. Allow students to read aloud to their partner and take it turns to read, while the other student follows along the reading.
- 3) Ask questions to check their comprehension from the reading.
- 4) Link the reading text to their background knowledge using questions and discussion among students.

Writing

The writing task can be flexible based upon students' phonics level. The writing task should be at the end of every lesson. It could be practicing the spellings using sounds that they have learned or writing a sentence that is relevant to the text. For higher ability students, a writing task can also be writing a paragraph that links to the text of the week. Following are examples of writing tasks.

Hold the sentence:

1) Teachers write a short sentence on the whiteboard, identifying diagraphs and any common exception words.

2) Teachers ask students to remember the sentence and read it aloud three times.

3) Teachers erase the sentence on the board and ask student to write that sentence in their writing book.

Expand the sentence:

1) Teachers write a sentence on the board. For example, ‘The jar of oil crashed to the floor’.

2) Teachers ask students to close their eye and imagine what would happen after that sentence.

3) Teachers let students modify that given sentence and adds more detail such as, ‘The poor man feels sad, when the jar of oil crashed to the floor’.

After every writing task, teachers should give a feedback for their writing and prompts on where to improve in the future.

Count with fingers

When teachers want students to practice blending sounds together to make a word. It would be easy for students to at first know exactly how many sounds they need in order to form that particular word. Teachers can follow these steps to do this technique.

1) Show the target word in front of the class.

2) Ask students to see how many sounds they can see in that word.

3) Ask student to use their fingers to show the numbers of sounds in the word. For example, for ‘grass’ there are /g/ /r/ /a/ /ss/, student have to show four fingers, each finger represents one sound.

This activity can be used throughout the lesson, and it also helps teachers to spot students who cannot segment the word into sounds.

Nonsense words

Some students might remember how to read words by sight, but they actually cannot read those words by using the phonics rule. Nonsense words are words list that are not real words, in other words, they are words that have no meaning. For example, ‘lat’ ‘fid’ ‘zic’ ‘tim’ etc. Nonsense words then can be used to test students’ phonics knowledge when they read. Following is how to apply this activity into the lesson.

1) Teachers need to explain to students that nonsense word are not the real words in English so they will not be confused later on.

2) Teachers show random nonsense words on the whiteboard and asks students individually to read aloud each sound and then blend together.

Pairs

Pairing up students to do an activity together helps to encourage them to learn with each other. The following is what to do when pairing students together.

1) Pair high and low ability students together to practice reading out loud.

2) Often swap pair so they have opportunity to practice with a different person.

3) Remind them to praise each other when they finish practicing together.

This way students have an opportunity to practice their listening and speaking skills at the same time. One can hear another one read out loud and then they can take it in turns. At the same time, teachers also have an opportunity to listen when they read. If teachers notices any inaccurate reading, then teachers can go in to support that pair right away.

Common exception words

Teachers should prepare words list that cannot be read by using phonics rule. It is impossible for students to read them so teachers should explain to students that they must remember these words by sight. To prepare students to remember common exception words, teachers can do as follows.

- 1) Print common exception words onto red card will help students to notice right away that they need to remember them.
- 2) Do a display around the classroom to remind them the words that cannot be read by phonics rule and call that display ‘the red word wall.’
- 3) Ask them to highlight common exception word when they encounter those words in their reading text.

Gestures

To ask students to repeat after teachers when they practice pronouncing sounds or words. Teachers can use hand gesture to navigate the flow of the activity. Teachers use their hands to point to themselves to indicate ‘my turn’ which means it is teachers’ turn to pronounce. Then, teachers usess their hand to point to students which means it is the students’ turn to pronounce. This technique will help the activity run smoother. The following are steps to use hand gesture.

1) Teachers use one hand to hold the flash card, another hand to point to themselves and pronounce that sound clearly.

2) Teachers move their hands to point to the whole class and students have to pronounce.

3) Teachers can repeat these steps as necessary.

3.3 Supported activities outside the classroom

Learning activity is not limited to only inside classroom but also including outside classroom. Down below are some examples of how teachers can support students.

1) Teachers should encourage students to read outside the classroom. They can read anything for their own pleasure.

2) Giving out homework should be simple task. Giving decodable books, books which are at the level of child's phonics knowledge are sent back home with students to practice reading every day for 10-15 minutes is really helpful. They can repeat reading the same book for 3-5 days, and if they would like to change a book, teachers should ask them to read that book aloud to teachers to check if they can read that book with ease or they need to repeat reading a book of the same phonics level.

3) There is another way to support students to read outside classroom. Doing intervention with students during their free time for at least 5 – 10 minutes a day and practice the focus set sound with them.

4. Teaching Materials

For young learners, teaching materials is really beneficial for teaching, young learners learn better when they are able to encounter something concrete not abstract. There are different materials that can be used to throughout the lessons. Here are some suggested materials and when to use it in the lesson.

Flash card

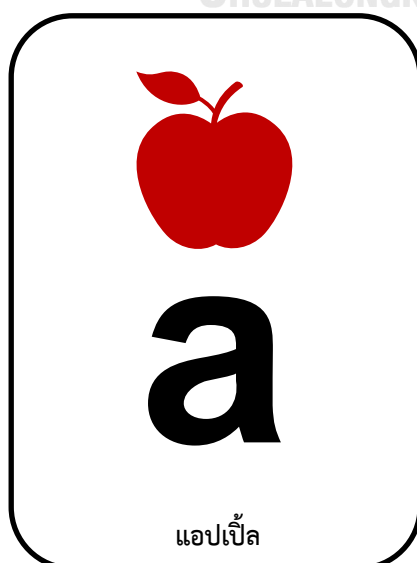
Flash cards are the main teaching material for this phonics teaching guideline. Teachers can use flash card in several different occasions: to present new sounds, recap or dictate a word.

Below is how to create a flash card to use in phonics lesson.

Flash card to show letters:

1) In the flash card, there should be the form of the letter, picture, some example of words or short phrases that represent those sounds.

2) The flash card size can be in a big size, so it is easy for students to see in the classroom. The picture below is an example of the flash card.



3) Translation of vocabularies can be put in the flashcard.

Each student learns in different ways. Some students can remember letters and sounds better if they see pictures that combine with letter, but some students might remember better through picture, letter and Thai translation.

Flash card to show words (Word card):

1) Word cards can be used to practice reading and spelling in the phonics lesson. Word cards can be in small size and be printed on the colour paper. Each colour can be used to represent different level of the difficulty of words.

2) Teachers can use set of word cards to practice with students as many times as the teachers think is suitable. Below are the examples of a word card.



3) From the example above, word card that is printed on green means these words can be blended and read using the phonics sound that they have learned.

4) Stars underneath each letter help students recognise the number of sounds in that word. It helps to facilitate students to remember the sound and letters

5) Words that are printed on red can be used to represent common exception words which are words that are not possible to be blended or spelled by the phonics rule. This means students have to remember these words by sight.

The goal of using these flash cards or word cards is to allow students to see and practice reading and spelling every day. The more they practice, the more fluency is in their own reading.

Reading material

Teachers have to provide the text and allow students to practice reading in every lesson. The text should be based upon the students reading level; It could be a couple sentences or up to a story that has a few paragraphs depending on ability. Words in text should have only sounds that students have already learned, and the text can get slightly more complicated each week. To choose the text for reading activity in phonics lesson, teachers should have a criterion for the text selection as follow.

1) For Prathom Suksa 1 students, the reading text should include a set of words which contains the learned sounds. They could be short groups of words or short sentences with illustrations.

2.) As students' confidence in reading is growing, reading text can turn into a series of sentences or short paragraphs. The reading text should only include sounds of which students already know. This is suitable for students in Prathom Suksa 2-3.

3) If teachers see that students are confident in reading, then the reading text can be a story book which has multiple paragraphs.

4) All reading text should have only learned sounds to avoid frustration from students, which could result in a lack effort from students.

5) Teachers must use a selected reading text to practice reading for the whole week.

Visual materials

For the beginner readers, visual materials would help them to understand and comprehend the text better. If students do not know the meaning of vocabularies. Teachers might have to prepare some pictures or a video and use them alongside another activity. Bringing real objects to classroom also stimulates students' excitement and involvement in the lesson.

5. Assessment and Evaluation

Teaching phonics is a long-term process. Teaching primary students to learn how to read easily takes time more than a one-year course. Therefore, keeping track of the progress of individual child is a must for teachers to do. There are two main keys of phonics assessment for teachers to follow.

On-going assessment

- 1) During phonics lesson, teachers should check students' phonics regularly.
- 2) When students do their task, teachers should walk around the classroom to check their pronunciation, reading, and writing. As the activity allows teachers to observe the student practicing reading, teachers then are able to fix the errors such as, mispronunciation or misspelling on the go.
- 3) Teachers should ask questions to check students' understanding in reading. It is helpful for teachers to notice students who understand or who do not understand the reading text.

4) Teachers should give instant corrective feedback when students mispronounce or misspell and explain to students that making mistakes in phonics is normal and it can happen now and then.

However, teachers should give continuous positive feedback to students throughout the lesson. Teachers can give a compliment to students to students, especially in Prathom Suksa 1, after each of the activities in order to boost their confident. For instant, teachers should give a positive verbal praise to all students in the classroom even though it is for only small things such as, ‘Good job!’, ‘Well done!’, ‘You are star!’ Or ‘Wonderful!’.

Phonics Screening Check

The phonics screening check is a list of words that are grouped together and are used by the teachers to check students’ phonics knowledge. Here are steps for teachers to use the phonics screening check.

- 1) Teachers ask students to come to see them one by one.
- 2) Teachers give out the list of words to student then ask the student to read each word aloud.
- 3) Teachers make a check mark next to word that they can read correctly and make a note for sounds or words that they cannot read.

The purpose of the phonics screening check is to ensure that all students are making good progress with their phonics knowledge and to ensure that no student is left behind. The phonics screening check will be used to keep constant track of students’ ability to code and decode words. Teachers can use it to check

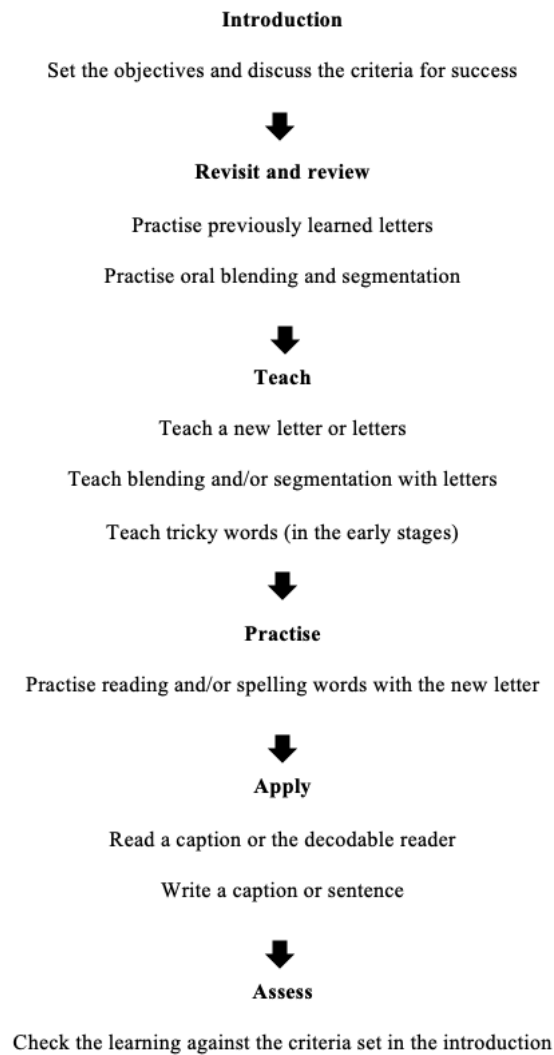
students' progress every week or every month based on teachers' judgement as long as they see it is suitable. Below are examples of phonics screening check.

Phonics Screening Check				
g <input type="checkbox"/>	i <input type="checkbox"/>	j <input type="checkbox"/>	d <input type="checkbox"/>	th <input type="checkbox"/>
b <input type="checkbox"/>	a <input type="checkbox"/>	sh <input type="checkbox"/>	e <input type="checkbox"/>	l <input type="checkbox"/>
w <input type="checkbox"/>	s <input type="checkbox"/>	y <input type="checkbox"/>	p <input type="checkbox"/>	ng <input type="checkbox"/>
h <input type="checkbox"/>	u <input type="checkbox"/>	c <input type="checkbox"/>	z <input type="checkbox"/>	igh <input type="checkbox"/>

Phonics Screening Check				
tap <input type="checkbox"/>	map <input type="checkbox"/>	zap <input type="checkbox"/>	rat <input type="checkbox"/>	cat <input type="checkbox"/>
bat <input type="checkbox"/>	fat <input type="checkbox"/>	mat <input type="checkbox"/>	chat <input type="checkbox"/>	pad <input type="checkbox"/>
zip <input type="checkbox"/>	lid <input type="checkbox"/>	kid <input type="checkbox"/>	miss <input type="checkbox"/>	mid <input type="checkbox"/>
hit <input type="checkbox"/>	fit <input type="checkbox"/>	pit <input type="checkbox"/>	ship <input type="checkbox"/>	tip <input type="checkbox"/>

Effective Daily Teaching Sequence

Letters and Sounds also suggests the effective daily teaching sequence for phonics teachers to apply in their classroom (DfES, 2007).



For the best practice phonics teaching guidelines, teachers should follow these teaching sequence to introduce phonics learning. Below is example of how to plan 3-5 days phonics lesson plan and how to teach it.

Suggested 3-5 Days Phonics Lesson Plan

BOOK: Barker

Focus sound set 8: ‘ay’ - May I play? ‘ar’ - start the car

Words from book: dart match, arm, scar, barks, cartoon, play, clay, may, say

Activities:

Activities	Teaching Sequence	
See guidance below for each activity.	1. Recap set sound	5. Second read - Pairs reading
	2. Focus set sound	6. Dictation
	3. Words from book	7. Writing
	4. First read – Teacher reading	8. Phonics Screening Check*

Step 1: Recap set sound (5-10 minutes)

Use the flash cards to revise the learned sounds with students.

Ask students to repeat after teachers to pronounce the sounds.

Use the technique ‘my turn, your turn’ to speed the pace up and keep students engaged.

Shuffle the card and ask students to pronounce by themselves for the second round.

Step 2: Focus set sound (5-10 minutes)

Show the flash card that have ‘ay’ - May I play” on it.

Pronounce the sound and its rhyme as an example to students slowly and clearly.

Ask students to repeat after teacher.

Put 'ay' card back to the pile of recap set sound and ask students to pronounce all cards out loud.

Ask students to quickly point to the 'ay' card and shout 'aaaay' when it comes up. Make this into a game if they like the activity.

Praise students when they do a good job.

Step 3: Words from Book (5-10 minutes)

Using a set of word cards that are from the story. Word cards should have a star (*) underneath each grapheme to represent each sound.

Show a set of word cards, ask a student to segment the word and read them out loud. Use the technique 'my turn, your turn' if it is necessary.

If students struggle to read, ask them to use their finger to represent each sound and read it and segment it aloud.

Repeat the whole set again but ask students to read with a faster pace.

Step 4: First read – Teacher reading (5-10 minutes)

Introduce students to the new book. Show the cover of the book and ask them to predict what this book is going to be about, and why they think this.

Read the book out loud to students slowly and clearly.

Ask questions to check their comprehension of the story. Explain the meaning of vocabulary if students are unsure. Use the computer to show the pictures or a video to prompt discussion and to talk about the vocabulary. Translate into Thai language is also acceptable for students who are low ability.

Step 5: Second read - Pairs reading (5-10 minutes)

Give out the book and pair high and low ability students to read together in pair. Ask them to take turn to read. While one is reading, another has to look at the text and listen, following along.

Walk around the classroom and listen to their reading. Stop and listen to a pair that you think may need your support.

Praise them during this activity.

Step 6: Dictation (5 Minutes)

Ask them to dictate roughly 5-10 words from the book. You can choose the word from the story depending on their phonics knowledge.

Guide them to count the sounds in the word using the finger technique to aid them to do dictation.

Walk around and check how each student spells the word.

Write down the answer on the board and correct any misspelling from students.

Praise them.

Step 7: Writing (5 - 10 Minutes)

Choose one sentence from the book and write it on the whiteboard.

Ask students to remember the sentence by asking them to read it out loud 10 times.

Erase it from the whiteboard and then ask student to write it on their own writing book.

Walk around the classroom to check their writing. If you see any misspelling, correct them with the students right away, offering verbal feedback.

Praise students a lot.

Notes:

1. Activity: For each step, teacher can use or apply different kind of activities that you see best suits your students. Please make sure that the activity serves the learning objective of that lesson.
2. Timing: Each activity should not last longer than 10 minutes. Again, teachers can adjust the time spent of each activity based on teacher's judgment.
3. Assessment*: There is a few of ongoing assessments in the plan. For the phonics screening check, there is no need to do it every day. Teachers can do it at the end of the week or after finishing each set sound.
4. All steps or sequence of teaching should be repeated every day. However, teacher can skip some steps using their own judgement.
5. There is no need to follow all of the suggestions from the guideline. Teachers can use your own judgement on selecting what part to follow and use them in the phonics lesson.
6. This phonics teaching guideline offers only what are effective ways to teach phonics to Thai students, but it could not guarantee the students' learning progress.

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