

THE USE OF PHONICS INSTRUCTION TO DEVELOP ENGLISH READING SKILL OF GRADE ONE STUDENTS IN BILINGUAL PROGRAM AT THAINIYOMSONGKROH SCHOOL, BANGKAEN DISTRICT UNDER EDUCATION DEPARTMENT OF BANGKOK METROPOLITAN ADMINISTRATION

 \mathbf{BY}

THAPANEE PANVISAVAS

A THESIS SUBMITTED IN PARTIAL FULFILLMENT

OF THE REQUIREMENTS FOR

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การสอนอ่านแบบโฟนิกส์เพื่อพัฒนาทักษะการอ่าน ของนักเรียนชั้นประถมศึกษาปีที่ 1 ในระบบการศึกษาสองภาษา โรงเรียนไทยนิยมสงเคราะห์ เขตบางเขน สังกัดสำนักการศึกษากรุงเทพมหานคร

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โดย ฐาปนีย์ พันธ์วิศวาส แก่เลื่อง Rangsit

วิทยานิพนธ์ฉบับนี้เป็นส่วนหนึ่งของการศึกษาตาม
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บัณฑิตวิทยาลัย มหาวิทยาลัยรังสิต ปีการศึกษา 2557

วิทยานิพนธ์เรื่อง

การสอนอ่านแบบโฟนิกส์เพื่อพัฒนาทักษะการอ่าน ของนักเรียนชั้นประถมศึกษาปีที่ 1 ในระบบการศึกษาสองภาษาโรงเรียนไทยนิยมสงเคราะห์ เขตบางเขน

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โดย ฐาปนีย์ พันธ์วิศวาส

ได้รับการพิจารณาให้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตร ปริญญาศึกษาศาสตรมหาบัณฑิต สาขาวิชาการศึกษาระบบสองภาษา

	มหาวิทยาลัย ปีการศึกษา	
คร.ประพัฒพ ประธานกร	งส์ เสนาฤทธิ์ รมการสอบ / งลิด	คร.มณีเพ็ญ อภิบาลศรี กรรมการ
	 บุญประเสริฐ ภาจารย์ที่ปรึกษา	 คร.วนิคา พลอยสังวาลย์ กรรมการและอาจารย์ที่ปรึกษาร่วม

บัณฑิตวิทยาลัยรับรองแล้ว

(ผศ.ร.ต.หญิง คร.วรรณี ศุขสาตร) คณบดีบัณฑิตวิทยาลัย 25 พฤษภาคม 2558

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THAPANEE PANVISAVAS

was submitted in partial fulfillment of the requirements for the degree of Master of Education in Bilingual Education

Prapatpong Senarith, Ph.D.

Prapatpong Senarith, Ph.D.

Examination Committee Chairperson

Manid Boonprasert, Ph.D.

Member and Advisor

Manid Ploysangwal, Ph.D.

Member and Co-Advisor

Approved by Graduate School

(Asst.Prof.Plt.Off. Vannee Sooksatra, D.Eng.)

Dean of Graduate School

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ผู้วิจัยขอขอบพระกุณบุคกลที่ให้ความอนุเคราะห์อย่างสูงระหว่างการทำวิทยานิพนธ์เล่มนี้ ขอขอบพระกุณคร.วนิดา พลอยสังวาลย์ เป็นอย่างสูง วิทยานิพนธ์ฉบับนี้สำเร็จลุล่วงได้ดี ด้วยความอนุเคราะห์ ให้ความรู้ เสนอแนะแนวทางและความช่วยเหลือเกื้อกูล จากท่านอาจารย์มา โดยตลอด

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Thapanee Panvisavas
Researcher

5608150 : สาขาวิชาเอก: การศึกษาระบบสองภาษา, ศษ.ม. (การศึกษาระบบสองภาษา)

คำสำคัญ : วิธีการสอนแบบโฟนิกส์, การอ่าน, ปฐมวัย

ฐาปนีย์ พันธ์วิศวาส: การสอนอ่านแบบโฟนิกส์เพื่อพัฒนาทักษะการอ่าน ของนักเรียน ชั้นประถมศึกษาปีที่ 1 ในระบบการศึกษาสองภาษาโรงเรียนไทยนิยมสงเคราะห์ เขตบางเขน สังกัด สำนักการศึกษา กรุงเทพมหานคร (THE USE OF PHONICS INSTRUCTION TO DEVELOP ENGLISH READING SKILL OF GRADE ONE STUDENTS IN BILINGUAL PROGRAM AT THAINIYOMSONGKROH SCHOOL, BANGKAEN DISTRICT UNDER EDUCATION DEPARTMENT OF BANGKOK METROPOLITAN ADMINISTRATION) อาจารย์ที่ปรึกษา: ดร.มานิต บุญประเสริฐ, อาจารย์ที่ปรึกษาร่วม: ดร.วนิดา พลอยสังวาลย์, 130 หน้า

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อศึกษาการใช้การสอนอ่านแบบโฟนิกส์เพื่อพัฒนาทักษะ การอ่าน กลุ่มประชากรที่ใช้ในการศึกษา คือ นักเรียน ชั้นประถมศึกษาปีที่ 1/1 และ 1/2 โรงเรียน ใทยนิยมสงเคราะห์ เขตบางเขน สังกัดกรุงเทพมหานคร ในภาคเรียนที่ 1 ปีการศึกษา 2557 จำนวน 75 คน นักเรียนชาย 44 คน นักเรียนหญิง 31 คน โดยใช้ประชากรทั้งหมด เครื่องมือที่ใช้ในการวิจัย ประกอบด้วยแผนการสอนที่ใช้วิธการสอนแบบโฟนิกส์ 9 แผน เวลาในการสอนทั้งหมด 23 ชั่วโมง และแบบวัดการอ่านขั้นต้น 1 ชุด โดยทดสอบก่อนเรียน และหลังเรียน ผู้วิจัยใช้สถิติทดสอบ (t-test) ค่าเฉลี่ยสถิติ (Mean) ส่วนเบี่ยงเบนมาตรฐาน (Standard Deviation) โดยวิเคราะห์ข้อมูลด้วย โปรแกรม SPSS สรุปผลการศึกษาพบว่า วิธีการสอนอ่านแบบโฟนิกส์สามารถช่วยให้นักเรียน พัฒนาทักษะการอ่านภาษาอังกฤษ โดยมีผลการทดสอบสูงกว่าก่อนเรียนอย่างมีนัยสำคัญทางสถิติที่ มีค่า P น้อยกว่า 0.001 นอกจากนี้ผลจากการศึกษาสรุปได้ว่าระหว่างเด็กผู้ชายและเด็กผู้หญิงไม่มี ความแตกต่างอย่างใดเกี่ยวกับความสามารถในการอ่าน โดยดูจากผลการทดสอบก่อนเรียนและหลัง เรียน สรุปผลการศึกษาครั้งนี้คือ ครูสามารถนำวิธีการสอนอ่านแบบโฟนิกส์มาใช้เพื่อพัฒนาการ อ่านของเด็กนักเรียนได้อย่างมีคุณภาพ

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THAPANEE PANVISAVAS: THE USE OF PHONICS INSTRUCTION TO DEVELOP ENGLISH READING SKILL OF GRADE ONE STUDENTS IN BILINGUAL PROGRAM AT THAINIYOMSONGKROH SCHOOL, BANGKAEN DISTRICT UNDER EDUCATION DEPARTMENT OF BANGKOK METROPOLITAN ADMINISTRATION. THESIS ADVISOR: MANID BOONPRASERT, Ph.D., THESIS CO-ADVISOR: WANIDA PLOYSANGWAL, Ph.D., 130 P.

The purpose of this research was to study the outcome of using phonics instruction at the level of letter-sound recognition and short vowels to develop English reading skill of grade one BMA bilingual program students at Thainiyomsongkroh School. The study population was at 75 students in the academic year 2014. The students were in two classrooms. Classroom 1 has 37 students, and classroom 2 has 38 students. There were 44 boys and 31 girls. The research instruments were nine lesson plans on phonics instruction for beginner level and one pretest and posttest. Statistics for analysis in this study were Statistical Mean, Standard Deviation, and t-test. The findings revealed that: 1) the result of posttest after using phonics instruction at the level of letter-sound recognition and short vowels is significantly higher than the pretest at the p-value less than 0.001. 2) the result between boys and girls in both pretest and posttest has no statistically significant difference.

Student's Singnature	Thesis Advisor's Signature
Thesis Co-Advisor's Signature	Thesis Co-Advisor's Signature

CONTENTS

	Page
Acknowledgements (Thai)	i
Acknowledgements (English)	ii
Abstract (Thai)	iii
Abstract (English)	iv
Contents	v
Contents of table	vii
Chapter 1 Introduction	1
1.1 Background and Significance	1
1.2 Objective	3
1.3 Research Hypotheses	3
1.4 Research Question	3
1.5 Scope of Study	4
1.6 Definition of Terms	4
1.7 Expected Outcome	5
Chapter 2 Review of Literature	6
2.1 Theory of Psychology 2.2 Concept of Reading	7
2.2 Concept of Reading	10
2.3 Concept of Using Phonics Instruction	17
2.4 Bilingual Education	22
2.5 Related Research	26
Chapter 3 Methodology	32
3.1 Population	32
3.2 Research Instruments	32
3.3 Data Collection	35
3.4 Data Analysis	36

CONTENTS (cont.)

	Page
Chapter 4 Research result	37
4.1 Students' Reading Development	37
4.2 Students' Gender Differences in Reading	39
Chapter 5 Discussion and Conclusion	43
5.1 Discussion	43
5.2 Conclusion	46
5.3 Pedagogical Implication	46
5.4 Limitations of the Study	47
5.5 Recommendations for Further Studies	47
References	49
Appendix	55
Appendix A Board of Instruments Experts	56
Appendix B IOC	62
Appendix C Research Instruments Lesson Plans and Test	
Appendix D Research Data	108
Vitae	130

CONTENTS

		Page
Гable		
3.1	Research Process	36
4.1	Pretest and Posttest of raw data of students' reading development	38
4.2	Research result on the students' reading development pretest and	39
	posttest by using phonics instruction in terms of mean, standard	
	deviation, and t-test	
4.3	Pretest and Posttest of raw data of students' reading development	40
	comparison between genders (boys vs. girls)	
4.4	Research result on the students' reading development between	41
	gender differences on pretest and posttest by using phonics instruction in	
	terms of mean, standard deviation, and t-test	
4.5	Research result on the students' percentage evaluation by range	42
	between gender differences (boy vs. girl)	
	Les vangsit University of Rangsit University	

Chapter 1

Introduction

Chapter one describes the introduction to the reason for this research. It is outlined as follows:

- 1.1 Background and Significance
- 1.2 Objective
- 1.3 Research Hypotheses
- 1.4 Research Question
- 1.5 Scope of Study
- 1.6 Definition of Terms
- 1.7 Expected Outcome

1.1 Background and Significance

The number of bilingual education program has not only increased throughout the world, but the number of bilingual education program has also increased in Thailand rapidly both in private and public schools. As much as bilingual education is popular, there is a doubt on how effective this program is. But even though there is an ongoing debate on effectiveness, it can never definitely say that bilingual education is a bad approach of learning. According to Krashen in 2004 in Let's Tell the Public the Truth about Bilingual Education, "there was no evidence that schools that dumped bilingual education showed higher gain in students' quality in learning or improvement in English reading." Krashen has opposed to the one oppose to bilingual education that the program has done well, but it can improve like most things. Krashen has also has suggested that reading proficiency both in native language and English language is the key to improve bilingual education (Krashen, 2004, http://www.sdkrashen.com, 22 April 2014).

Through Krashen suggestion on improving the reading skill in English language, many researchers and educators believe phonics is one of the best methods in assisting students to learn to read. According to NICHD 2000 in Timothy Shanahan 2006, the research has stated that "Phonics instruction improved kindergarten and first-grade children's word recognition and spelling skills and had a positive impact on their reading comprehension. Phonics for second-grade students (and older struggling readers) also improved their word recognition skills, but without any measured improvement in reading comprehension." The research was to evaluate the value of using phonics instruction to have special emphasis to children learn to read from 38 studies found in The National Reading Panel. It can be concluded that children has a faster start in learning to read with systematic phonics instruction rather than responsive instruction or no phonics instructions (Shanahan, 2006: 12).

Thailand has looked into the phonics instructions in the past few years based on the researched of several Thai researchers. The result of phonics instruction as one of a strategy to help students improve their English reading skill is fruitful and excellent. However, those related phonics instruction research were mostly conducted with grade two students or above. As time pass, new stories were conducted by experts on the field of early literary development and second language acquisition of the L2 learners. The advent of the bilingual approach programs adopted by many schools across Thailand has put phonics instructions into the limelight. Its importance in second language instruction has been considered by many educators for review as to its effectiveness to help students in developing their English reading skill.

This research project is about the use of English phonics instruction to help grade one student in bilingual program to better develop English reading skill. As a researcher, I have worked in the elementary bilingual program under education department of Bangkok Metropolitan Administration for about four years. I have started teaching students from grade one and continue on with them. These students do not have much English background both at home and from their kindergarten years. So, entering grade one in a bilingual program is a challenge to them. During the time that I have worked with these students, I have observed if the students can read

English like they read Thai, then it would be easier for them to start reading their English textbooks. Reading is a huge part in continuing the study of everything- not only in the classroom, but also the key to gain more information beyond the classroom. Therefore, the significant in giving strategy to grade one to read and be able to develop English reading skill is in great value. This is the reason of the inspiration for this research by using phonics instruction to improve the skill in English reading of grade one students in BMA bilingual program has come through. The research can benefit to other teachers who see the importance of English reading skill and seek to supplement their teaching strategy. This study can then be a guideline for teachers or school administrators in adapting teaching strategy and instruction in order to start develop students' English reading skill.

1.2 Objective

The objective of this research is to view the outcome of using phonics instruction at the level of letter-sound recognition and short vowels in order to develop English reading skill of grade one BMA bilingual program students at Thainiyomsongkroh School.

1.3 Research Hypotheses

Using phonics instruction starting at grade one would help students to have strong letter- sound recognition and short vowels to develop their English reading skill.

1.4 Research Question

Can phonics instruction help students to have strong letter-sound recognition and short vowels to better develop English reading skill?

1.5 Scope of Study

This research is aimed to view the outcome of using phonics instruction at the level of letter- sound recognition and short vowels in order to develop English reading skill of grade one BMA bilingual program students at Thainiyomsongkroh School. The population of this research was at 75 BMA grade one bilingual program students at Thainiyomsongkroh School in the academic year 2014. There are 44 boys and 31 girls. The students are in two classrooms. Classroom 1 has 37 students, and classroom 2 has 38 students. In term of developing English reading skill, the scope of study for grade one is limited to have only letters-sounds recognition and blending the words only in short vowels, the reading focus only on short vowels. By doing this, the same test of pretest and posttest will be approved by at least three experts. The pretest would provide to grade one students before the phonics instruction, and the same test will be given for posttest after the students received phonics instruction of 23 hours.

1.6 Definition of Terms

Phonics instruction refers to a teaching method to teach students to get the letter-sound recognition and correspondences of short vowels in order to help students starting to develop a skill in reading English.

English reading skill refers to ability with in the limit range of grade one in starting to use letters-sounds recognition and blending the words for beginner reading focus only on short vowels to develop a good foundation of reading skill in the next level.

Grade one student refers to 75 students at Thainiyomsongkroh School. There are 44 boys and 31 girls. Students will be in two classrooms. Classroom 1 has 37 students, and classroom 2 has 38 students.

1.7 Expected Outcome

It is expected that after the use of phonics instruction, grade one students should be able to develop their English reading skill as an outcome of the learning strategy in letter and sound recognition and decoding with emphasis on short vowels.



Chapter 2

Review of Literature

Chapter two presents the literature review on reading development and the use of phonics as an approach to teach reading as done by several experts and researchers on the field. The outlines and discussed the importance of the approach as found out in other studies to support this research; It is outlined as follows:

- 2.1 Theory of Psychology
 - 2.1.1 Literacy and Language Development
 - 2.1.2 Gender Differences in Reading
- 2.2 Concept of Reading
 - 2.2.1 Definition of Reading
 - 2.2.2 Types of Reading
 - 2.2.3 Importance of Reading
 - 2.2.4 Importance of Reading in English
 - 2.2.5 Importance of Reading Starting at grade one
- 2.3 Concept of Using Phonics Instruction
 - 2.3.1 Definition and Types of Phonics Instruction
 - 2.3.2 Significance of Phonics Instruction
 - 2.3.3 Significance of Phonics Instruction in Thailand
- 2.4 Bilingual Education
 - 2.4.1 Bilingual Education in Thailand
 - 2.4.2 Bilingual Program in BMA and Thainiyomsongkroh School
- 2.5 Related Research

2.1 Theory of Psychology

2.1.1 Literacy and Language Development

As researched by Perry, literacy as many researchers view as beyond cognitive skill. It is much more than being able to read word, however, it is covered to the fact of sociocultural and how people read words to communicate into their daily lives. However, Perry researched on literacy policies and program through National Early Literacy Panel (2008) "the focus of literacy was still established from the skill such as phonemic awareness, fluency, and comprehension" (Perry, http://jolle.coe.uga.edu, 21 April, 2014).

Being literate is necessary in life for everybody. The policies and programs of literacy were to support people throughout the world. The study on early literacy has taken such an important role in which the language development has played the big role in attaining literacy. According to Tuckman and Monetti, the four main aspects of language development is started at phonology which means "the production and comprehension of speech sounds in a language, and the tacit or unstated rules governing pronunciation; it represents the knowledge of how words are pronounced" (Tuckman, and Monetti, 2011: 78). In addition to the study of Woolfolk, based on Piaget's stages of conginitive development, the writer has described the age level for language development at age of 2-7 years old or preoperational stage to be "gradually develop use of language and ability to think in symbolic form" (Woolfolk, 2001: 30-31). Moreover the most recent study by Woolfolk, reading skill is considered to be an important skill to have for learning, and the foundation for reading is built in early childhood (Woolfolk, 2013: 171-173). Woolfolk, 2003, has prescribed in the researched that:

"Young children differ greatly in their knowledge and skills related to reading; research has expanded to study what supports these emerging literacy skills (often called emergent literacy). The most important skills that help literacy emerge are:

1). skills related to understanding sounds and codes such as knowing that letters have

names, that sounds are associated with letters, and that words are made up of sounds; and 2). oral language skills such as expressive and receptive vocabulary, knowledge of syntax, and the ability to understand and tell stories."

According to the study of the National Institute of Child Health and Human Development Early Childhood Research Network (2005) in the researched by Woolfolk (2013) "at age 3 through third grade, children found and started at oral language skills, and at age 41/2, children predicted word decoding in the first grade and reading comprehension in the third grade" (Woolfolk, 2013: 172.)

2.1.2 Gender Differences in Reading

In has been a contentious belief that girls outperform boys in both reading skills and reading achievements. There had been a lot of studies conducted to prove this claim. The National Center for Educational Statistics in the United States provided a data analysis of their 1992-2003 study that showed girls consistently perform better than boys (Education Alliance, 2007). This is not only true in reading but also in writing achievements. Huang (2013) found out that among Chinese students aged 7 to 12 studied boys reading achievements were far lower than those of the girls. Logan and Johnston (2009) conducted studies among primary school children in the United Kingdom and found out that girls had better reading ability, read more frequently and had a more positive attitude towards reading and school. They found out some factors affecting these positive results leaning towards the girls and one primary reason for this is the girls' attitude towards reading. Pan-Canadian Assessment Program in 2009 revealed that girls outscore boys in reading literacy.

This phenomenon is not only confined to most of the Western countries like the USA, UK and Canada. Through the researched from Canadian Council on Learning, Unsen, Müürsepp, Huang, Lian, and Chiu, it has been observed in more than 50 countries participating in the PISA (Programme for International Student Assessment), that females performed better than their male counterparts. PISA in 2006 found out that 15 percent of girls aged 7 to 15 and 30 percent, twice the number; of

boys of the same age group have difficulties in reading, (Canadian Council on Learning, 2009; Unsen, Müürsepp; 2012, Huang, Lian, Chiu, 2013)

In most of these studies, it was revealed girls were performing better in reading and writing, and their performance differences were not influenced by socioeconomic backgrounds. Boys in all levels of society, whether they are Americans, British, rich and poor are lagging behind girls in their reading and writing abilities (Educational Alliance, 2007).

1) Factors in Gender Reading Differences

In Educational Alliance (2007) based on the researched according to Connell and Gunzelmann in 2004, brain based differences is one explanation for this phenomenon. Boys and girls effectively used different parts of their brains. The left hemisphere of the girls' brain which is capable of processing speaking, reading and writing in the early age allows them these advantages. While the left hemisphere of the boys' brain is their strength for categorizing and recalling factual information, boys have a shorter attention span and are better in spatial learning and need more physical movement while girls process emotions more quickly, mature earlier and need less rest (Educational Alliance, 2007:4-7).

Other research also suggests that girls' better performance in reading and writing is due to their behavior towards reading. Girls tend to do more non-assigned reading activities, reading for enjoyment and reading for general interest than boys. Girls are also doing more time in homework and are more sharing and discussing about reading. While boys on the other hand tend to watch more television than reading, they have less time in reading, are less motivated to pick up books and do not value reading as an activity and see themselves as less competent readers than girls.

These behavioral elements and attitudes found in boys are the likely reasons and barriers for reading development while girls have better performance in reading or can read sooner in grade school because of their attitudes.

2) Hindrance on Boys' Reading Development

Boys' gendered attitudes toward reading keep them from reading as frequently as girls. Boys mostly view reading as for girls only activity and girls tend to view this activity as girls' activity thereby giving them the motivation to read. In one Canadian study on Grade 2 boys, they tend to see reading as a feminine activity, (Canadian Council on Learning, http://www.ccl-cca.ca, 24 July 2014). Another demotivating factor for boys not to read frequently is the presence of more female teachers in the classroom thereby giving them the impression that learning and reading are strictly feminine, Logan and Johnston (2009). Majority of teachers, not just in the USA, UK, and Canada but mostly in all countries around the world, are dominated by females especially in the primary levels. Attitude towards school also plays a factor in the development of boys' reading. Research with primary aged children found out that boys have more difficulties being "good" students; those who listen, sit quietly and watch, read and write are good group members. Based on Berk, Rose and Stewart researched in 1970 as a result of these; boys are treated in a negative light by the teacher and are more likely to develop negative attitudes toward school. (Logan and Johnston, 2009: 202).

Although the main focus of this study is to find out how phonics help and affect the reading skill development of Grade 1 students, a small portion is touched on the gender differences on reading skill development among these students to have a peek view on the issue for consideration of further studies in the future.

2.2 Concept of Reading

2.2.1 Definition of Reading

As reading is considered to be a part of language development, it is also the beginning toward having literacy. Per meaning of the reading, Searfoss and Readence (1994: 7) had defined reading "as a language tool for communication, purposefully

and intentionally. As a process, it involves the reader in actively constructing and making meaning from print. It goes beyond simply understanding what is read."

The researchers, Heilman, Blair, and Rupley (1994: 5-6) had given the meaning of reading as "the process of psychological language development where the reader needs to build the meaning through the connection between letter recognition, the sensing, and the systematic process of thinking."

Adding to connection and systematic process, Duffy and Roehler, (1993: 30) has given the meaning of reading to "the process of linking between letter and sound of each alphabet to create words and give meaning."

It can be concluded that reading is considered to be one of the most important in language development, in order to attain to the process of thinking to improve better communication and receive better information for quality life. Regard to several researchers, the process of good readers mostly begins with letter and sound recognition.

2.2.2 Types of Reading

Reading is a very complex skill that is a prerequisite to success in our society where a great deal of information and knowledge is conveyed in print forms. Reading basically involves transforming a text, which is a graphic representation, into thought, or meaning. A key element in explaining reading is the amount to which what the brain already knows affects perception of what is being read (top-down processing). This idea was initially thought to be in contrast to earlier ideas that reading was a linear progression from page to understanding (bottom-up processing), but newer research seems to indicate that both elements play important parts in reading. As several models are proposed by several experts on the matter, it is but worth to define and mention three reading models.

1) Bottom-Up Models

Vacca, et al. (2003: 24) pointed out that the bottom-up models assume that the process of translating print to meaning begins with the print. The process is initiated by decoding graphic symbols into sounds. The reader first identifies features of letters, links this features together to recognize letters, combine letters to recognize spelling pattern, link this pattern to recognize word and then to sentence level. This model emphasizes a single direction, part-to-whole processing of a text. A widely accepted instructional program that incorporates several bottom-up principles is the phonics approach to reading. According to Vacca, et al. (2003) based on Dechant researched in 1991 the model operates on the principle that the written text is hierarchically organized, example on the grapho-phonic, phonemic, syllabic, morphemic, word and sentence level. The reader processes the first linguistic unit, gradually compiling the smaller units to decode or decipher higher units. Bottom-up teaching strategies help students learn letter recognition while developing print awareness. As they begin to recognize and identify letters, teachers begin developing students' phonetic awareness. Students then learn to pronounce common letter combinations, such as "th" or "st" Once they have developed phonetic awareness, students begin decoding by sounding out each letter or letter combination in a word. As they learn to read several simple words, students practice reading simple stories. They learn to sound out increasingly difficult material by sounding out letters in a word, one word at a time. They learn to sound out increasingly difficult material by sounding out letters in a word, one word at a time. Though the decoding process can be slow at first, readers begin to automatically recognize some words. Over time, they are able to sound out new words more quickly.

2) Top-Down Models

Top-down reading models teach students to read by introducing them to literature as a whole. Instead of teaching students to read by sounding out each word in a sentence, teachers read whole passages of a text. Students begin to use context clues to decipher unfamiliar words, (Globalpost, http://everydaylife.globalpost.com,

17 December 2014). This model assumes that the process of translating print or information to meaning begins with the reader's prior knowledge and experience in relation to the writer's message. It is initiated by making educated guesses or predictions about the meaning of the print. Ideas or concepts in the mind of a reader trigger information processing during reading, Vacca, et.al (2003: 25). This model encourages students to rely on their own knowledge and use context clues to understand new concepts or words. Students could also use context clues to determine the meaning of words that have more than one use. For instance, the word "read" is pronounced differently depending on the context in which it is used. Proponents of this model like Goodman in 1985 and Smith in 1994 as (cited in Vacca, et al., 2003) agree that comprehension is the basis for decoding skills and not singular result and meaning is brought to print and not to print. A widely accepted educational philosophy to recognize the top-down approach to reading is the whole language.

3) Interactive Models

Vacca, et.al (2003: 26) Interactive models assume that the process of translating print to meaning involves making use of prior knowledge and print. The process of reading is initiated by formulating hypotheses about meaning and by decoding letters and words. It combines the valid aspects of the bottom-up and the top-down models. It recognizes the interaction of bottom-up and top-down models. The process is initiated by making predictions about meaning and/or decoding graphic symbols. This model suggests that the reader constructs meaning by the selective use of information from all sources of meaning like graphemic, phonemic, morphemic, syntax and semantics without adhering to any one set of order. Neither prior knowledge nor graphophonemic information is used exclusively by readers.

2.2.3 Importance of Reading

Reading skill, as everyone knows, considered being one of the most important skills in life, especially the reading of their own native language that will be used every day. There would be a lot of disadvantage in life with being illiterate or having

poor literacy skill. Without good reading skill, it is lessen the opportunity to have a quality life; for example- reading a medicine label to take medicine the proper way, reading a nutritional label on food products to choose the right foods to consume, reading government policy and regulations or any other contracts to improve one life. As researchers have reported through World Literacy Foundation, illiterate parents cannot read to their children, nor support a love of reading would both cost illiteracy in economic terms and social terms, such as lost earnings and limited employability, lost business productivity, lost wealth creation opportunities for individuals and business, lower technology skills capacity in future, health problem, crime, welfare, and education and the role of the family. This illiteracy estimated cost to the global economy is estimated at \$1.19 trillion (USD). Thailand's GDP is at \$609.80 billion; the cost of illiteracy is at \$7.32 billion. Therefore, the first key step to overcoming the obstacles that lock individuals into a cycle of poverty and disadvantage is to improving literacy skills (Cree, Kay, and Steward, 2012: 3-10).

In addition to the view stated by others researchers, Gunning (1992: 4-5) also put the importance of reading in 4 points as:

- 1) Importance of Language- To develop the other skill in language development, reading skill is an important link to it.
- 2) Importance of Experience- To gain further ideas and able to think critically sharing and discussing with others, reading skill would help readers gain more knowledge and information.
- 3) Importance of Students' culture- To be able to learn more of each other, reading is considered as a tool to gain more information to exchange and communicate through different cultures and society.
- 4) Importance of Economic issue- To lead people out of poverty and have a better quality life, reading is one of the key significant in entering any career. As for country as a whole, it would be more successful with democracy which lead to a strong economic of the country.

2.2.4 Importance of Reading in English

If the native language has already identified as the importance skill that everyone should have to not live in the poverty, then to expand the chance of life with the globalization world to be able to read in English is another necessity in today most people life. English language, as everyone knows, considered to be the world language to use to communicate internationally. English in Asia has identified since the time of Kachru in 1988 on the three rings model- Inner circle, Outer circle, and Expanding circle (Svartvik and Leech, 2006: 1-5). The outer circle is due to the matter of English used as a second language under the circumstances that the countries such as Myanmar, Singapore, Malaysia, Philippines, Hong Kong, and India were colonized by either British or American. The expanding circle is used in a country such as Thailand; it is utilized as a foreign language. English is considered one of the communication media for business, advanced education, and globalization at work. Within this circle, English is not a must but rather a choice for developing oneself both in career and knowledge. Nonetheless with the change in higher information technology and the involvement of politics within regions, this expanding circle is much more involved with English language and considered as a must to become literacy in English language. According to Dr. Intira Sriprasidh's column year 2008 in Ajaree Siriratanasak (2009: 1), researched Thai students use the technology such Internet for the purpose of playing games and addicted to computer games due to illiteracy in English language compare to students in countries such Singapore and Malaysia that has lower problems on students addicted to computer games. The reason is that students in Singapore and Malaysia have better English literacy skill, so they would use the technology such Internet to search for expanding their knowledge beyond the information from the classroom. Moreover, with the political agreement entering the Association of Southeast Asian Nations (ASEAN), it's a point the rest of the ASEAN desperately needs to note that English will become the language of the ASEAN Economic Community (AEC) once it is introduced towards the end of 2015, yet few members of the 10-nation bloc have ever embraced the language (Hunt, http://thediplomat.com, 22 April 2014). In fact, under the ASEAN regulation on language policy, it stated- "The working language of ASEAN shall be English." This means English will use for meeting and conference, letter

correspondence, report and announcement. With this regulation, being literacy in English language will become as much as important to the nation language for the entire citizen in the ASEAN countries (Jirawadee Rattanapaitoonchai, http://th.aectourismthai. com, 22 April 2014). Therefore, bilingual education concentrated in English program is a must for the new generation of ASEAN citizen.

2.2.5 Importance of Reading Starting at Grade One

As the study of early childhood literacy has been popular and with the agreement among many researchers that language development should start at the early age, especially the ability phonological awareness would occur at age of 2-7 years of age. Together with other studied, the National Reading Panel on grade one and reading ability has stated that "The most important grade for teaching phonics is thought to be 1st grade when formal instruction in reading typically begins in the U.S. children have foundational knowledge and are ready to put it to use in learning to read and write. In contrast, introducing phonics instruction in grade above 1st grade means that children who were taught to read in some other way may be required to switch gears in order to incorporated phonics procedures into their reading and writing"(National Reading Panel, 2002: 105).

As mentioned above that reading is significant in life, to start reading at an early age as in grade one is necessary. The National Academy of Sciences study, Preventing Reading Difficulties in Young Children, recommends first-grade instruction that provides explicit instruction and practice with sound structures that lead to familiarity with spelling-sound conventions and their use in identifying printed words. Well-sequence phonics instruction early in first grade has been shown to reduce the incidence of reading difficulty even as it accelerates the growth of the class as a whole. Given this, it is probably best to start all children, most especially in high-poverty areas, with explicit phonics instruction (Learning First Alliance, http://www.readingrockets.org, 23 April 2014).

As Celce-Murcia points' of view based on Collier researched in 1989, the view was that "Children learning to read in their L1 generally are already fairly fluent in speaking and understanding the target language when they begin school, and can build on the oral language they already have. Often, words that they are learning to read are already present in their oral language vocabularies. ELLs, on the other hand, do not necessarily have oral ability in the L2 yet and generally cannot fall back on an oral knowledge of what they are learning to read and write. Thus, the language or vocabulary they encounter in reading is often completely new to them. At the same time, research shows that ELL's informal oral language skills usually develop more quickly than their academic language and reading/writing abilities. However, research suggested that even though ELLs are at beginning level in L2 development, they may not need to wait until they are orally fluent to begin learning to read and write" (Celce-Murcia, 2001: 155).

In addition to the view of Celce-Murcia on reading and writing, students do not need to wait, the earlier the better. It goes along with the research on Critical Period Hypothesis (CPH) found in article by Kluger that CPH is supported at the earlier age up to 6 to 7 years old. In fact, Kluger chart which talked about the center on the developing child source by Harvard University has supported the earlier the age the better language skill can be acquired (Kluger, 2013, Time Magazine: 34-35).

2.3 Concept of Using Phonics Instruction

2.3.1 Definition and Types of Phonics Instruction

Based on the authors Jones and Deterding (2007: 15), phonics is an instructional strategy for helping children learn the sounds of a language (such as English), how they correspond to letters, and how to use this knowledge in decoding words.

Celce-Murcia (2001: 157) has given the definition of phonics approach as generally emphasizes teaching children to match individual letters of the alphabets with their specific English pronunciations, with the idea that if children can "sound out" or "decode" new words, they will be able to read independently. Phonics, then, generally involves teaching students the sound-letter relationships used in reading and writing.

In conclusion, phonics is the learning of letters and sounds recognition in which it's the key to students either native speakers or non-native speakers, to utilize as one of the tool to start reading. Nonetheless, the types of phonics instruction are also given to be considered in terms of the users or the teachers need to be able to adapt to their own benefits and needs.

Vacca and the other researchers (Vacc et al, 2003: 45-47, 178) as well as the study of the National Reading Panel in Shanahan (2006: 11), have divided the approaches to phonics instruction in two main approaches. One is traditional approach, and the other is contemporary approach. The details are as follows:

1) Traditional approach

The traditional phonics instruction includes systematic instruction, analytic instruction and synthetic instruction. The systematic instruction: the teaching of phonics with a clear plan or program; it is designed to help children master the alphabetic principle. The emphasis is on the teaching of isolated letter-sound correspondences separate from meaningful reading activities. Analytic phonics: the word study in which students are first taught a number of sight words containing specific letter sound correspondences. Once students have learned; they are taught to discover alphabetic relationship. Synthetic phonics: the approach in which students break down words into letter- sound units and build words up letter by letter.

2) Contemporary approach

The contemporary phonics approaches is strategy-based and grounded in the phonics that children actually use to decode words such as analogic phonics instruction which place emphasis on the use of spelling patterns to identify words. The development phases of word identification, children grow in their ability to read words automatically without having to think consciously about spelling patterns. Analogic phonics instruction is belonged to the contemporary phonics approaches. Analogic phonics: It is considered to be a contemporary approach that is based on words children know, but instead of being taught phonics rules, children are taught to recognize patterns in words and then use those patterns to finger out unknown words.

As for this research, the main approach used in teaching is to be traditional approach. However, the adaptation to some contemporary approaches would use at a certain point and later in the period of time teaching.

2.3.2 Significance of Phonics Instruction

The value and importance of phonics has been researched among many researchers and has been used among many educators. As researched through Allington and Guice, the research record has concluded that "For the purpose of learning to read, it is important that children learn phonics. Most children have little difficulty learning how to do this. Roughly 80-85 percent do so successfully by the middle of 1st- grade; many children come to 1st grade already knowing this" (Allington and Guice, http://www.albany.edu, 5 May 2014).

Together with National Reading Panel has stated the importance of phonics as a goal to enable learners to acquire sufficient knowledge and use of the alphabetic code so that they can make normal progress in learning to read and comprehend written language (National Reading Panel, 2002: 89)

Moreover to the significance researched of phonics through researchers. Many authors and educators have seen the benefits and advantages of using phonics to improve students' reading skill. Through e-How website, many authors has contributed their writing opinions based on experienced and researched as:

Johnson has seen the pro on phonics instruction teaches students to recognize and correctly pronounce new words. Knowledge of phonics also even helped to a lesser extent with words that do not follow phonics rules. Phonics instruction is also improved children' spelling ability in a way of helping students to find patterns that is present in English (Johnson, http://www.ehow.com, 29 December 2013).

Hazelton has seen the use of the phonics instruction in teaching a language can help students memorize the alphabet quickly and allow children learning to read a language to identify words they are not familiar with at first (Hazelton, http://www.ehow.com, 29 December 2013).

Davis has seen the advantage of using phonics to teach is strong and able to develop children to associate letter symbols with their appropriate sound and also allow children to learn the regular patterns of words, allowing for easier reading (Davis, http://www.ehow.com, 29 December 2013).

Mathews has seen the benefit of teaching phonics to students are most valuable strategy as students can developed recognition skills and thus decode and read new words more readily based on the knowledge. This phonics' benefit leads to the benefit of gaining students confidence in reading because phonics can help students develop skills to read smoothly and accurately (Matthews http://www.ehow.com, 29 December 2013).

2.3.3 Significance of Phonics Instruction in Thailand

The overall significance of phonics instruction is of great importance as shown by several studies and research conducted worldwide, to students who are beginning readers. Additionally its significance is more recognized in Thailand to assist Thai students in developing their English reading skills.

Fields and Spangler based on researched of Chomsky in 1979 stated that "teaching reading by pronouncing the sounds of letters is a method that may be appropriate for teaching a foreigner who does not speak the language" (cited in Fields and Spangler, 1995: 23-24).

A study conducted by the Center for Research on the Education of Students Placed at Risk on effective reading programs for English Language Learners (ELLs), has concluded that "while the number of high quality studies is small, existing evidence favors bilingual approaches, especially paired bilingual strategies that teaching reading in the native language and English at the same time. Whether taught in their native language or English, English language learners have been found to benefit from instruction in comprehensive reform programs using systematic phonics, one-to-one or small group tutoring programs, cooperative learning programs, and programs emphasizing extensive reading" (Salvin and Cheung, http://www.cros.jhu.edu, 22 April 2014).

Adding to the significance of phonics instruction in Thailand, many Thai researchers have done research on students' English reading ability. Based on the researched by Kodae and Laohawiriyanon (2011: 2), the researched has given the problem of majority Thai students' English reading ability is unsatisfactory due to teachers teaching students to memorize alphabet and words without learning written scripts. More related research, through Kodae and Laohawiriyanon, has discovered within the research in1998 by Chandavimol who found that the traditional way of teaching reading is that many teachers simply told students to read a text and do exercises with little interaction between readers and texts. In addition, in 2002 by Mungsiri, the author has observed Thai students' level of reading ability at all

education levels is still poor. The research from the authors has led to the result of Thai students has poor English reading skill and that even grade 6 students cannot read in English. Within these reasons, there is really a need for phonics instruction to help solve the dilemma of ability in English reading skill in Thai students. More update related researched has found to support the need of phonics instruction on Thai students and the positive outcome for this strategy used to assist Thai students in developing their English reading skill and be proficiency to learn effectively in bilingual program.

2.4 Bilingual Education

Bilingual Education is a study of two languages at the same time in the education system. However, according to the definition defined in Merriam-Webster (http://www.merriam-webster.com, 22 December 2014), "bilingual education means education in an English language school system in which students with little fluency in English are taught in both their native language and English". In addition to Merriam-Webster, New World Encyclopedia has defined bilingual education "involves teaching all subjects in school through two different languages and the practice of teaching children in their native language" (New World Encyclopedia, http://www.newworldencyclopedia.org, 21 December 2014).

According to ERIC Digest (1994) based on the researched by ERIC Clearinghouse on Languages and Linguistic Washington D.C., the two- way bilingual education or bilingual immersion has given the definition of students learn and able to develop the proficiency of two languages at the same time. From the research, normally, the two languages to be taught are English and another language that chosen in the classroom which content based and focused should serve the strong academic obtainment in both languages. There are two most use bilingual models. One is called "50/50" model and another is called "90/10" model. The 50/50 model, the students receive instruction for equal amounts of time in the two languages. The 90/10 model, the students receive instruction 90% of the target language with about 10% in English

in the early grades, gradually moving toward 50/50 in the upper grades (ERIC Digest, http://www.ericdigests.org, 8 January 2015).

The purpose of bilingual education is to make an additive or restore knowledge from the original culture and additional language. Based on Encyclopedia of Education 2003, the estimated percentage of the world being bilingual is at 60%-75%, and the common educational approach used throughout the world is bilingual education. As much as bilingual education is being utilized around the world, the goal in educational and linguistic may be vary in different countries. For instance, minority language like French is designed for majority language like English for native speakers in the Canadian's Immersion education program; the objective is to let Canadian become proficient in minority language such French. The bilingual education program has served immigrant children throughout Europe, as well as supported bilingualism for speakers of majority language (Zelasko, 2003, http: //www. encyclopedia.com, 21 December 2014). This bilingual education program is also considered in the U.S. purposed for the "meaningful education" on Chinese students and other immigrant students who speak other languages such German, French, and Spanish as they spoke little or no English (New World Encyclopedia, http://www.newworldencyclopedia.org, 21 December 2014).

2.4.1 Bilingual Education in Thailand

In Southeast Asia, the purpose of having bilingual education is to assist the education system for many colonized countries to keep their cultures, languages, and heritages at the same time learning to use English as their official languages. At the present time, having bilingual education in Southeast Asia is significant due to the preparation for ASEAN and further to AEC (ASEAN Economics Community) that will arrive soon.

Bilingual education in Thailand has started in the 1990s. The numbers of bilingual program in schools in Thailand are increasing throughout the countries, whether the languages in the program are Thai-Karen, Thai- Jawi, Thai- English, or Thai- Chinese. In various places that the bilingual education program in Thailand has structured, however they have the same purposes to assist students to learn better in their mother tongue languages and keep their culture to be recognized and valued. As in the article wrote by Bandhit Samtalee, the former deputy dean of Yala Rajabhat University, he stated that in order for Thailand to be competitive with other ASEAN countries a bilingual approach to early learning is needed. This is to help students to learn the context of subjects in their first language which would give students much more understanding and exercising more critical thinking as well as transitioning and developing to learn more of second language (Bandhit Samtalee, http://sclthailand.org, 16 December 2014). In addition to the aim of the bilingual education program in Thailand, the UNESCO Institute has done some researched and seen the positive effect to the Pwo Karen communities in which the quality and cultural relevant to education has been improved (http://www.unesco.org, 1 December 2014).

In Bangkok, Thai-English language is considered to be the most popular bilingual education program as Thailand considered being one of the ASEAN communities. One of the original and successful bilingual schools in Bangkok is considered to be Satit Rangsit Bilingual School (SBS); the school was founded in 2005 by Dr Arthit Ourairat. Through the interview by Bangkok Post in January 2005-The founder of SBS, Dr Arthit has stated his viewed in the bilingual approach where both English and Thai are used as the medium of instruction, and that the objective is needed to blend both target languages in such a way that the bilingual education program would have the most appropriate curriculum for Thai students (Frederickson, http://www.bangkokpost.com, 16 December 2014). Today, many schools both publics and privates all over Thailand see the value in learning English and being bilingual by delegate more bilingual program in the school system. Not only primary schools are started with the bilingual education program, but also the secondary schools in Thailand are beginning to foresee and continue the bilingual education program for Thai students.

Surapong Ngamsom, (https://sites.google.com, 16 December 2014). the researcher and initiator of the English for Integrated Studies Project (EIS) at Sunthonphu Pittaya Secondary School, has been successfully implemented the program to let students' who has less-privilege from low income family in Rayong province to the opportunity in bilingual education program, with good trainings that let students, teachers, and parents accept the change of education in Thailand to gain effective results and to continue further education in bilingual program; it is considered also to be a recommended model for better improved bilingual education in Thailand to further continuing education.

2.4.2 Bilingual Program in BMA and Thainiyomsongkroh School

Based on the information from the website of Department of Education Bangkok Metropolitan Administration, (BMA) refers to Bangkok government sector in part of education that provides free education to any students of any income level background family and resides together with the family in Bangkok. There are 438 schools, employed 14,503 teachers, and enrolled students 306,285 students. The classes offers from kindergarten to secondary level depends upon the size of the school and the program each school enter in as under BMA, which BMA divides into three group small, medium and large size of school. The teaching program currently offers both regular program and bilingual program, BMA bilingual education program is presently opened in only selected schools in varies district in Bangkok. As for bilingual program, BMA education department provides a choice of English bilingual program or Chinese bilingual program. The Bilingual Program by education department of BMA is given opportunity to students from grade 1 to grade 6 (primary level), and also currently expanding for grade 7 and beyond in the next coming academic year. There are five subjects teaching in English or Chinese. The five subjects are English/Chinese, Mathematics, Science, Health, and Arts (Department of Education Bangkok Metropolitan Administration, http://www.bangkokeducation. in.th, 17 December 2014).

Thainiyomsongkroh School is one of the schools under education department of BMA in Bangkaen district to recently enter the English bilingual program of BMA. The school provides classes from kindergarten to grade 9. There are about 3,054 students and 139 teachers. The school has started bilingual program in 2014 academic year. The program has started from grade one students which has 75 students. There are 44 boys and 31 girls. Students are in two classrooms. Classroom 1 has 37 students, and classroom 2 has 38 students (Thainiyomsongkroh School, http://www.thainiyom.ac.th, 17 December 2014).

2.5 Related Research

Phonics Instruction has been one of the considered methods for teaching students to read within the native English speakers since the early decade. However, it has done well for itself and has been introduced among non-native English speakers long after that. And, it has been popular in Asia in the past few years. More and more educators have become interested with the phonic approach and have researched for the benefit and adapt to the use for the benefit of their own students and others.

Slaney (http://jollylearning.co.uk, 22 April 2014) studied the effectiveness of teaching English phonics to children at age five to seven, a case study was conducted at Sullivan School in Seoul, South Korea employing the Jolly Phonics approach. The participants were twenty students five to seven years old children in two classrooms and the study was conducted in a one year period. A standardized test was used to measure the students' ability before and after the study was conducted. After seven months of teaching the Jolly Phonics approach it was found out that children in the five to six years old group were already able to recognize all the letter sounds in the program, "most could blend well, and some had develop a good dictation and writing skills" (Slaney, 2003). At the end of the year the study result has found out that on the age group six to seven years old, they have a reading skill of seven months advance as compared to their actual age and a spelling skill of four months advance as compared to their actual age. The age group five to six years old showed more development as compared to the six to seven year old group. It was observed that participant in this

group were 17 months advance in both their reading and spelling skills as compared to their actual age. This means that a child in the study group that was 4.5 years old has a reading and spelling skills of a six year old.

Chim (http://hdl.handle.net, 29 December 2013) studied the effects of phonics instruction on English reading performance of Hong Kong children who study Chinese as the first language and English as the second language. There were 20 Hong Kong primary five students recruited in this study, ten with high English ability and ten with low English ability. The use of the research studied was over 12 weeks trained on phoneme counting and blending skills. Comparing to the high ability group, the low ability group demonstrated a greater gain in phonological skill and enhance more improvement in English word recognition. The result of multiple regression analysis has revealed that a significant correlation was found among phoneme deletion word reading at p-value less than .01, suggesting that improving children's phonological sensitivity at the phoneme level can further enhance children's English reading ability.

Phipps (http://digitalcommons.cedarville.edu, 22 June 2014) conducted a study in her Master's Thesis phonics instruction to at risk learners in improving their decoding skills. The study was conducted in a public school Midwestern state of the United States. The school is a Title 1 school, indicating that over seventy-five percent of the students come from families that have a low socio-economic status. The students were selected based on their DIBELS scores, which determined that students were "at-risk" for reading failure based on school expectations. The students were from grades four to six and the Phonics Dance approach which is very similar to the Jolly Phonics approach was employed by the researcher and it was conducted on a four week period giving students instruction three days per week on a period per day. The students were given pre and post test to determine their development. After the study, the researcher concluded that students had made a significant improvement in their decoding skills and student at lower levels showed the most improvement after the post test was conducted though it also showed a very significant improvement at higher grade levels.

Siik and Hawkins (http://www.melta.org, 22 June 2014) conducted a seven month long case study on a seven years old Grade one Chinese Malaysian student who did not have any knowledge in the English language employing the THRASS phonics system. At the beginning of the study in June 2011, the participant was introduced the English phonemes and graphemes and was followed by the blending and segmenting of phonemes which is very the same as the Jolly Phonics system used in the case study of South Korean students. Picture charts were also used to help the participant associate sounds with the pictures and to learn new vocabulary as well. At the second half of the study period, it was observed that the participant was already able to blend phonemes at an improving speed. Eventually consonantal blends and digraphs were introduced to which the participant did a positive result. At the end of the seven month period, it was found out and concluded by the researchers that the phonics system used in the study did a very positive result in the participant's recognition of the 44 phonemes of English and it instilled confidence in the participant's ability to read, sound out and decode words in English. It helped the participant the ability to discern, decode and identify key relationships in learning to read in English. The researchers found out that a systematic instruction in phonics contributes more significantly to children's ongoing literacy development than any other approach. Consistent exposure to the teaching and learning of the 44 phonemes of English gave the learner the opportunity to consolidate previous learning, recycle skills already learnt and incorporate new skills into the learner's growing reading knowledge.

Shepherd (http://jolly2s.3_amazonaws.com, 22 June 2014) studied on the use of intensive synthetic phonics instruction to improve the literacy skills of Grade one children in Cross River State. The researcher target is to see that the use of synthetic phonics program could increase basic literacy skill in English for primary schools' students in Cross River State Nigeria. The population of this research was about 300 children from six schools. The time period using for this research was 8 months starting with the pretest, lesson given, and posttest after. The pretest and posttest were based on the use of Early Grade Reading Assessment tools, and the analysis was based on the performance of the difference between the phonics instruction group based on

Jolly Phonics Program and the control group. The result has shown the children perform at a much higher level after received synthetic phonics instruction program.

Not only educators from overseas has interested in the phonics approach. Within Thailand, phonics has been promoted starting from international schools and many English language schools. Many Thai educators have also conducted research on phonics.

Ajaree Siriratanasak (2009) studied on developing reading skills of grade two students by using Jolly Phonics teaching kits. With this studied, the improvement of structure and outline has adapted to the learners in order to enhance their English reading skills. The sample studied were 4 students at grade two with scores from reading examination of English program of primary level at Assumption School has not met the required standard. The period of times for this study is at 15 weeks on second semester of academic year 2008. Based on the student who's the scores from reading examination was lower than required standard at 60 percentage of English program. After the research studied, the result of the reading pretest at 29-57% comparing to the posttest at 64-79%, and the result of the reading comprehension pretest was at 16-50% comparing to the posttest at 83-100%. Through these result, the students have improved greatly on the reading tests after the researcher had applied the use of improved phonics instruction.

Sangwilai Charuwatee (2011) has studied The Development and Evaluation of Phonics Learning Program for Parents to Support English Reading Skills Primary Level Students at St. Andrew International School. The objectives of this research were to provide the lesson on phonics learning program focusing on letter sounds, blending skills, and segmenting skills to help emerged students reading and writing performance to the parents so that they could support their primary level children on English reading skills and to evaluate the attitude and improvement of the students after the program. The sample population of this research was at 11 parents of the children age five to six years old at year one in the school to attend five weeks workshops for three times a week. The methods of the research were the researcher

constructed phonics learning program for parents to use with their children, evaluated of children's performance before and after attending the program, and interviewed on the parents' satisfaction, dilemma, and opinion of the phonics learning program. The statistically report has shown that after the parents had attended the phonics teaching program, the children's performance on reading through phonics method gained statistically significant at .01. The result was that parents were satisfied with the program of phonics teaching and children performed better; therefore the phonics teaching program was successfully implemented.

Kodae and Laohawiriyanon (2011) studied Effects of Intensive Phonics Instruction on Reading and Spelling Attainment of Thai Grade 5 Learners with Reading Difficulties. The objective was to develop grade 5 students' word reading, word recognition and word spelling ability by using phonics instruction at the same time investigating problems that occur. The population was at forty one grade 5 students in Yala province. The lesson was given within eight weeks for an hour per day. There were two tests to measure the reading and spelling ability-one was the posttest which taken immediately after the lessons, and another one was the retention test which taken in 6 weeks after. The result has shown a significant gain in word recognition that benefited from the intensive phonics instruction with the mean scores out of 100% on average, the posttest was 21.22% and the retention test was 24.88%.

Laksanaphan Bamrungratanagul (2012) studied An Improvement on the English Spelling Recognition and Pronunciation Skills of Grade 2 Students of Kasetsart University Lab School through the Phonics Approach. The objective of this study was to view how students' improvement in English spelling and pronunciation skills after being taught through phonics approach. The sample population was the grade two students of Kasetsart University Larbolatory School with 30 students attended in English course in the second semester academic year 2012. The research method to use was 5 lesson plans by phonics approach, and the data collecting by pretest and posttest. The statistically result has shown the students' learning achievement though phonics approach at significantly higher at $p \le 0.000$; therefore, the use of phonics approach did help improved students spelling and pronunciation skills.

Suchada Inmee (http://www.ejournal.su.ac.th, 22 June 2014) studied A Development of English Vocabulary Pronunciation Ability of Grade 3 Students through Phonics Poster Materials. The objectives of this study were the use of phonics posters to help English vocabulary, to compare the ability of students' pronunciation before and after using phonics posters, and to view students' satisfactory on using phonics posters. The sample population was at 40 students selected from Watthongchaithmmachak School on the first semester of academic year 2013. The data was analyzed based from the scores of pretest and posttest through the use of phonics poster materials and questionnaires for research instruments. The result has shown that by utilizing the phonics poster materials the posttest mean score was higher than the pretest one with the significantly different at 0.01. The students has improved better with the English pronunciation ability as well as satisfied with the phonics poster materials approach for developing in English learning.



Chapter 3

Methodology

Chapter three describes the methodology used to find the answers for the questions mentioned in Chapter 1. The following outlines include:

- 3.1 Population
- 3.2 Research Instruments
- 3.3 Data Collection
- 3.4 Data Analysis

3.1 Population

The population of this research was at 75 BMA grade one bilingual program students at Thainiyomsongkroh School in the academic year 2014. The students were in two classrooms. Classroom 1 has 37 students, and classroom 2 has 38 students. There are 44 boys and 31 girls. In term of developing English reading skill, the scope of study for grade one is limited to have only letter- sound recognition and blending the words for beginner reading focus only on short vowels. By doing this, the same test of pretest and posttest will be approved by at least three experts. The pretest would provide to grade one students before the phonics instruction, and the same test will be given for posttest after the students received phonics instruction of 23 hours.

3.2 Research Instruments

To obtain the objectives of the study, the experiment instruments and procedures involved the following stages.

3.2.1 The research instruments are as follows:

- based on Jolly phonics material by using the action part and the most of the grouping letter and sound learnt; however, the researcher had adjusted some part of the grouping to focus only the consonants and short vowels (Lloyd, 2008). In addition, the lesson plans also used the songs to learn letter- sound recognition by Pelangi phonics song book (Yeo Rao, 2006). Moreover, the exercise on phonics at the beginning level is used from Up and Away in Phonics (Crowther, 1997.) These lesson plans are followed strand 1 under language for communication, and indicator FL.1.1: G1/2 under specify the alphabets and the sounds; accurately pronounce and spell simple words by observing the principles of reading, based on the Basic Education Core Curriculum (OBEC) B.E. 2551 (A.D. 2008) p.274. Moreover, the procedures of the lesson plans are based on the procedure of ARPEE (anticipation, reception, production, extension, and evaluation) by Dr. Tulare (Tulare, 1992).
- 2) One reading test with the amount of 100 total words for pretest and posttest to evaluate the reading skill and development of students. The efficiency will be approved by three experts.

The amount of words to be assessing is based on the learner's quality of the Basic Education Core Curriculum (OBEC) B.E. 2551 (A.D. 2008) p.268 that by grade 3 students should have the knowledge of foreign languages words around 300-450 words. Based on the information, as researcher, the average words for students to know in grade1, 2, and 3 should be at least 100 words per year.

Moreover, in the article by WebMD written by Annie Stuart (http://www.webmd.com, 22 April 2014) from the expert point of view and advice on the amount of children age 6-10 should know and learn are:

- 2.1) By mid-first grade, children should know about 100 common words and read simple books.
- 2.2) By mid-first grade, children should understand that letters represent sounds, which form words.

34

2.3) By second grade children should remember the names and

sounds all of the letters and recognize upper and lower case and by third grade children

should be able to read independently.

2.4) Children should be able to sound out unfamiliar words when

reading.

3.2.2 Procedure of the Experiment is as follows:

1) The pretest was conducted at the beginning of the experiment, before

the treatment. It was used as a tool to measure the previous knowledge of the students

on reading skill of the words containing the target letters and sounds and short vowels

under the study. There will be 100 words. Each student had 50 minutes to complete the

reading's pretest (1 word = 30 seconds).

2) There will be four set of lesson plans on letter sound groups for grade

1 term 1. Each lesson plan will use between 3-4 teaching periods depending on the letter

sound group of each lesson (approximately 2 letters sound per 1 period). The letter

sound groups are mostly used throughout the Jolly Phonics material. However, the

adaptation and some changes from other beneficial sources and material are added on

as students do not use English as their native language. The first three groups of letter

sounds are mainly based on Jolly Phonics materials. The fourth group of letter sound

designed to let the students completed and focused only on all the consonants and short

vowels. The total to teach is 13 hours. The lesson plans based on the four letter sound

group are:

Group 1: s, a, t, i, p, n

Group 2: c, k, e, h, r, m, d

Group 3: g, o, u, l, f, b

Group 4: j, q, z, w, v, y, x

After the students learnt the four letter sound group, the other five lesson

plans will concentrate on blending the words for beginner reading. The focus is only on

short vowels. Each lesson plan designed for two teaching periods to follow the short

vowels a, e, i, o, u. The total hour to teach is 10 hours. The steps for the four lesson

plans are:

- Stage 1: Identify letter and sound (letter and sound recognition).
- Stage 2: Blend sound to read focus only short vowels (small word recognition).

3) The posttest was given after all the phonics lessons plans were taught. The posttest was the same as the pretest. There will be 100 words. Each student had 50 minutes to complete (1 word= 30 seconds). The posttest was used to determine whether letter-sound recognition and students' reading ability increased after the phonics lessons were taught.

3.3 Data Collection

In doing this research experiment which limited to the letter-sound recognition of consonants and short vowels, the researcher has cumulated the data within term 1 academic year 2014 in the English subject class. The information will be kept during English class time taught with phonics lesson; the total teaching times was 23 hours. Each period taught about 60 minutes.

Research procedures are as follow:

- 1) Explain the procedures and steps to the homeroom teachers and students population for this experiment.
- 2) Bring out the pretest to test the students before given the students the phonics lessons and keep the data.
 - 3) Using phonics instruction to teach the students after the pretest.
 - 4) There will be nine small tests after finish each lesson plans.
- 5) The students will do the posttest by using the same test after the phonics instruction had applied to the students to see the differences in development of English reading skill and keep the data.
- 6) Take both pretest and posttest data to do the statistical analysis on the hypotheses.

Table 3.1 Research Process

Population	Pretest	Teaching Process	Posttest		
		(Phonics Instruction)			
Е	T1	X	T2		

Represented as:

E	means	Population
T1	means	Pretest
T2	means	Posttest
X	means	Lesson plans by using phonics instruction to improve
		English reading skill

3.4 Data Analysis

Statistics used in analyzing the data are:

- 1) Mean
- 2) Standard Deviation
- 3) Dependent t-test (using only one sample test)

The t-test was employed in order to test the significant difference of the students' scores in the pretest and posttest on English reading skill development by comparing the pretest and posttest. The result of the pretest and the posttest were analyzed by using the statistical formula in the Statistic Package for the Social Sciences (SPSS) program.

Chapter 4

Research result

Chapter 4 is described the results of the research in accordance with the research question which examined the reading development on letter and sound recognition and short vowels using the phonics approach.

This research is studied in term 1 academic year 2014 by using phonics instruction to develop English reading skill of grade one students in bilingual program at Thainiyomsongkroh School, Bangkaen district under Education Department of Bangkok Metropolitan Administration. There were total of 75 students in two classrooms. There are total of 44 boys and 31 girls. The total duration of teaching is 23 hours. There are 9 lesson plans overall to teach with the same pretest and posttest before and after teaching.

4.1 Students' reading development

The reading development of the students (population) is evaluated through the pretest and posttest after the teaching process by using phonics method.

Table 4.1 Pretest and Posttest of raw data of students' reading development

	Boys			Girls	
Student No.	Pre	Post	Student No.	Pre	Post
1	0	96	45	0	98
2 3	0	100	46	0	97
	0	100	47	0	97
4	0	100	48	0	100
5	0	92	49	0	60
6	0	99	50	0	96
7	0	57	51	31	100
8	0	97	52	21	100
9	0	82	53	0	100
10	0	99	54	0	100
11	0	27	55	0	100
12	29	100	56	0	91
13	23	100	57	0	97
14	0	67	58	10	100
15	0	54	59	0	38
16	0	100	60	0	74
17	0	92	61	0	99
18	26	100	62	0	100
19	0	97	63	0	11
20	0	80	64	0	100
21	0	100	65	0	59
22	0	32	66	0	10
23	0	49	67	0	64
24	0 0 0	91	68	0	38
25	200	58	69	0	74
26	9750	95	70	0	99
27	08/2	20	71:	0	72
28	0 6	8/5,21= m	Ran 725	0	62
29	0	4 8 V47 191		0	16
30	0	9	74	0	33
31	0	70	75	0	92
32	0	51			
33	0	100			
34	0	87			
35	0	87			
36	0	95			
37	0	88			
38	0	35			
39	0	93			
40	0	52			
41	0	7			
42	0	26			
43	24	100			
44	0	91			

According to table 4.1 the result has shown the scores of pretest and posttest on reading development. To briefly conclude on the raw data of the students' development in reading after using the phonics method to teach, the posttest results were higher than that of the pretest.

Table 4.2 Research result on the students' reading development pretest and posttest by using phonics instruction in terms of mean, standard deviation, and t-test

Test	Population	Sco	ores	t-test	P-value	
	N	Mean	S.D.			
Pretest	75	2.1867	7.13327			
Posttest	75	74.3600	30.62310	-21.130	0.001	

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Based on table 4.2, the result has shown that the mean scores of the pretest were 2.1867, and that of the posttest were 74.3600. The mean difference gained from the mean scores of the pretest and the posttest were 72.1733 with the t-test at -21.130. The result of posttest is significantly higher than the pretest at the p-value less than 0.001.

4.2 Students' gender differences in reading

Table 4.3 Pretest and Posttest of raw data of students' reading development comparison between genders (boys vs. girls)

	Boys			Girls	
Student No.	Pre	Post	Student No.	Pre	Post
1	0	96	45	0	98
2	0	100	46	0	97
3	0	100	47	0	97
4	0	100	48	0	100
5	0	92	49	0	60
6	0	99	50	0	96
7	0	57	51	31	100
8	0	97	52	21	100
9	0	82	53	0	100
10	0	99	54	0	100
11	0	27	55	0	100
12	29	100	56	0	91
13	23	100	57	0	97
14	0	67	58	10	100
15	0	54	59	0	38
16	0	100	60	0	74
17	0	92	61	0	99
18	26	100	62	0	100
19	0	97	63	0	11
20	0	80	64	0	100
21	0	100	65	0	59
22	0	32	66	0	10
23	0 0	49	67	6 0	64
24		91	68	0	38
25	750	58	69	0	74
26	20	95	70	0	99
27	000	20	715/1	0	72
28	0 67	E3 25 19	Ran72	0	62
29	0	9	73	0	16
30	0		74 75	0	33
31 32	0	70 51	75	0	92
	0				
33	0 0	100 87			
34 35	0	87 87			
35 36		95			
36 37	0	93 88			
38	0	35			
36 39	0	93			
40	0	52			
41	0	32 7			
42	0	26			
43	24	100			
44	0	91			

According to table 4.3 the result has shown the scores of posttest on reading development of both genders (boys and girls). To briefly conclude on the raw data of the students' development of both genders in reading after using the phonics method to teach, the posttest results were higher than that of the pretest on both genders. This positive result has shown that phonics instruction help students in both genders to have strong word and sound recognition to capable of develop English reading skills.

Table 4.4 Research result on the students' reading development between gender differences on pretest and posttest by using phonics instruction in terms of mean, standard deviation, and t-test

The population of the boys is 44. The population of the girls is 31.

	Pretest		Posttest		Pretest		Posttest		Pretest		Posttest	
	Mean	S.D.	Mean	S.D.	Mean diff	S.D.diff	Mean diff	S.D.diff	t-test	P-Value	t-test	P-Value
Gender												
Boys 44	2.32	7.45	72.73	31.39	0.318	1.68	-3.95	7.21	0.189	0.854	-0.547	0.586
Girls 31	2.00	6.78	76.68	29.86	0.318	1.66	-3.95	7.15	0.192	0.586	-0.552	0.583

Based on table 4.4, the result has shown that the mean scores of the pretest on boys were 2.3182, and on the girls were 2.0000. The mean scores of the posttest on boys were 72.7273, and on the girls were 76.6774. There is no statistically significant difference between boys and girls in both pretest and posttest.

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Table 4.5 Research result on the students' percentage evaluation by range between gender differences (boy vs. girl)

Evaluation

5		Ex	cellent		Able to	Able to read and decode sounds 81-100 given words.						
4		(Good		Able to	Able to read and decode sounds 61-80 given words.						
3	Average				Able to	Able to read and decode sounds 41-60 given words.						
2	Fair				Able to	Able to read and decode sounds 21-40 given words.						
1	Ne	eeds I	mproveme	ent	Able to	read	and decod	e sounc	ls 1-20 giv	en word	s.	
	5 4						3		2		1	
Boys (Boys (44) 26 59.09%		59.09%	3	6.81%	6	13.63%	5	11.36%	4	9.09%	
Girls (31)		18	58%	5	16.13%	2	6.45%	3	9.67%	3	9.67%	

Level 5, the Excellent level- the result has shown that there is no difference between boys and girls who are able to read and decode sound at 81-100 words.

Level 4, the Good level- the result has shown that the numbers of girl who are able to read and decode sound at 61-80 words are more than boys by 10%.

Level 3, the Average level- the result has shown that the numbers of boys who are able to read and decode sound at 41-60 words are more than girls by 7%.

Level 2, the Fair level- the result has shown that there is no difference between boys and girls who are able to read and decode sound at 21-40 words.

Level 1, the Need Improvement- the result has shown that there is no difference between boys and girls who are able to read and decode sound at 1-20 words.

Chapter 5

Discussion and Conclusion

Chapter 5 is to summarize the discussion and conclusion of the research. It also includes pedagogical implications, limitations as well as suggestions and recommendations for further study.

5.1 Discussion

The purpose of conducting this study was to find out the effect of using the phonics instruction in teaching reading and to develop the reading skill of grade one students.

Its objective was to investigate the improvement and development of the reading skill at the level of letter-sound recognition and short vowels of the students after they are taught the approach of using letter-sound recognition in reading. The study was conducted using the pretest to determine the reading abilities of the students prior to the teaching of the phonic approach and doing the posttest after they were taught letter-sound recognition using phonics approach to determine the effects of the approach.

It has been found out based on both the students' pretest raw data and mean score, as shown in Table 4.1 and Table 4.2, that most students have shown significant improvement in their reading skill. The positive result has shown that phonics instruction help students to have strong word and sound recognition to capable of develop English reading skill .The mean score before the instruction, as shown in Table 4.2, was only 2.1867 while after the instruction the mean score was 74.3600 showing statistically higher than the previous. The mean difference only suggest that

during the twenty three hours period of phonics instruction conducted to the students, they have shown improvement and development in recognizing the English letters and decoding them to form individual sounds and later linking the sounds to form word or words within short vowels. The results of the test have shown that the students have improved their reading ability through letter and sound recognition and this supports studies conducted by several researchers and advocates on the effect of phonics instructions in developing and improving the reading skill of students especially in the lower grades. As mentioned earlier, the US National Reading Panel stated that the best and most important grade for teaching phonics is grade one where children have fundamental knowledge and are ready to put those in reading and writing (National Reading Panel, 2002: 105). This further supports the claim of the National Academy of Sciences that teaching a well sequenced phonics instruction early in grade one can reduce the incidence of reading difficulties later in students' life.

The study conducted by Bamrungratanagul in 2013 among grade 2 Thai students also supports this result. Her research found out and concluded that through intensive phonics instruction, students were not only able to read but there was a significant improvement in the spelling abilities of the subjects after the instruction was conducted as evident in the higher posttest scores of the students.

Another variable, though not part of the research question, that was answered in this study is the reading differences in genders. Out of the total number of 75 students, there were 44 boys and 31 girls, Table 4.4. Statistically, the mean scores of the boys in the pretest were 2.3182 while that of the girls mean scores were 2.000. On the posttest, the boys' mean scores were 72.72 and the girls mean scores were 76.67. This positive result has shown that phonics instruction helped students in both genders to have strong word and sound recognition to capable of develop English reading skills.

However, the results in the pretest showed that the difference between the genders is not that significant while that of the posttest, although, there is a difference of 3.95 still this is not a significant. This result conforms to the findings of some

authors and researchers that reading ability does not link to gender but to the gender lattitude towards reading. Other factors such school environment or primary school curriculum that is biased towards girls may affect the attitude of boys towards reading and resulting to underachievement as compared to girls.

As according in Educational Alliance (2007) that based from many other researchers' studied such Freeman in 2004, Human Resources and Social Development Canada in 2004, and Kleinfield in 2006 (cited in Educational Alliance, 2007) it was always assumed that boys lag behind girls in their reading ability. The United States, Canada and other members of the G8 countries had conducted several studies in this phenomenon and found out that boys from different socio-cultural backgrounds, rich and poor, white and black, Asians and Hispanics, were outperformed by girls in both reading and writing. Though research has proven time and again that this gender differences has little to do with neurophysiological difference in boys and girls, the society dictates the perceived differences. Logan and Johnston's (2009), study of British students found out that it is not on the gender but on the gender's attitude towards reading where the differences come out. Boys spend more time on playing while girls spend more time in reading different genres of books like modern and classic novels, poetry, plays, song lyrics and books about contemporary issues. These book genres extend to a wide variety and readily available in the classrooms and libraries giving girls the opportunity to read. Though boys read but they are only limited to small genres like comic books, cartoons, fantasy stories, sports pages and craft. Most of these have limited availability in the classrooms or in the library. At most, they are not available at all since they do not conform to the normal norms of the library and school giving boys small opportunities to read, Logan and Johnston, (2009), Canadian Council on Learning, (2009), Uunsen, (2012). After boys have developed their gender knowledge which is critical between the age of 7 and 8, they will start to think that reading is a feminine thing thereby giving them the misconception, (Canadian Council on learning 2009).

5.2 Conclusion

The aim of this study is to investigate the effects of phonics teaching to the reading development of grade one students. Using the tools of pretest and posttest to determine the developmental effects of the phonics approach, it was found out after the posttest as conducted that there was a significant improvement in the reading abilities of the students. Results have shown and proven these effects. Scores of the students' test in the pretest showed that students can barely read words. Some cannot even recognize letters and decode letter sounds. The posttest had shown a different result where most of the students got significantly higher scores as compared to the pretest before the phonics instruction was conducted. After the 23 hour teaching period, the effects of using phonics approach to reading was observed because of the difference of the results between the pretest and the posttest. The findings in this study as to gender differences in reading abilities indicated that there is no significant difference between the reading abilities of boys and girls disprove the belief that girls always outperform boys in reading.

5.3 Pedagogical Implication

This study imparts several useful pedagogical implications. Phonics approach whether it is traditional or contemporary approach has a significant effect in the development of students' reading ability. This approach can also be incorporated or integrated with other approaches and methods of teaching reading. The best time to teach this approach to students is during their early stage in their educational development and in this regard the grade one. Early start of introducing the approach will yield better results. It is an approach that can help students recognize, decode and connect letter sounds to produce a word and connecting these words to produce a sentence. Students who are able to read in English, especially in the bilingual school program, can understand the text in prints leading to meaning and success in their studies. It is therefore recommended that this teaching approach to reading be applied or used in schools with programs

not only bilingually but to schools with English programs. EFL students' reading, pronunciation and even spelling will be improved.

5.4 Limitations of the study

There are limitations of this study that must be taken into account. The study was only conducted in Thainiyomsongkroh School thereby limiting the number of student participants in one school which is a public school. The time extent during the study was only twenty three lesson plan hours and even though it was successful the number of words learnt was also limited since the short vowels and consonants were only studied. Digraphs and blends were not studied in the consonantal sounds. The phonics approach should not only be limited to grade one but as a progressive phonics approach that will be learnt as students' progress in their studies. Basic rules of phonics were only taught in this study whereas the difficult rules were not due to time constraint in the study.

5.5 Recommendations for further studies

Phonics lesson cannot be learnt only for twenty three hours and therefore it is recommended that this approach should be taught in a more progressive manner giving students the time to fully understand and grasp the basic rules of the learning and progressing to the more complicated and difficult rules. Once students have fully grasped the basics they are already equipped to learn the next step. An all year round learning is best recommended.

It is also recommended for a wider scope of studies in different schools and in different grade levels as to have a greater understanding of the effects of phonics teaching in different schools whether they are public or private, doing the English program or bilingual program to compare the results.

Moreover, from the data collected and based on 75 students within the research, it is interested to learn that the students whose parents' educational background with Bachelor degree and High School are contains the group of students at an excellent level in reading ability (Please see the appendices for the numbers). However, the further studied should be done in more detail specific factor that influence of the ability of the learner affected from parents' educational background.



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Appendix A

Board of Instruments Experts

Langsit University of Rangsit University

Dr. Boonsri Cheevakumjorn Associate Dean of Administration

Faculty of International College

Rangsit University

Expert field in:

M.A. in English Literature, Chulalongkorn University, Thailand

Ph.D. Early Childhood Education, University of Oregon, U.S.A.

With educational management experience as Kindergarten Principal at Satit

Rangsit Bilingual School

Dr. Donrutai Boonprasitt

Lecturer

Faculty of Education

Rangsit University

Expert Field in:

Ed.D. in Education, Rangsit University, Thailand

M.Ed. in Bilingual Education, Rangsit University, Thailand

B.Ed. in Teaching and Learning in Early Childhood, College of Education University

of Canterbury, New Zealand

Ajarn Yowarat Trisatayakul Educational Supervisor

Foreign Language Division Supervisory Unit

The Department of Education, BMA

Expert field in:

M.A. in Teaching English as a Foreign Language, Srinakarintarawirot University,

Thailand



บันทึกข้อความ

หน่วยงาน แผนก/คณะศึกษาศาสตร์ ที่ ศษ.4800/1299

โทร. 1275 โทรสาร 1277 วันที่ 19 พฤษภาคม 2557

เรื่อง ขอความอนุเคราะห์เป็นผู้เชี่ยวชาญตรวจสอบเครื่องมือในการวิจัย

เรียน ตร.บุญศรี ชีวะกำจร สิ่งที่ส่งมาตัวย เค้าโครงวิทยานิพนธ์จำนวน 1 ฉบับ

เนื่องด้วยนางสาวฐาปนีย์ พันธ์วิศวาส นักศึกษารหัส 5608150 หลักสูตรศึกษาศาสตรมหาบัณฑิต สาขาวิชาการศึกษาระบบสองภาษา คณะศึกษาศาสตร์ มหาวิทยาลัยรังสิต กำลังดำเนินการวิจัย เรื่อง การสอนอ่านแบบโฟนิกส์เพื่อพัฒนาทักษะการอ่านของนักเรียนชั้นประถมศึกษาปีที่ 1 ในระบบ การศึกษาสองภาษา โรงเรียนไทยนิยมสงเคราะห์ เขตบางเขน สังกัดสำนักการศึกษากรุงเทพมหานคร ซึ่งงานวิจัยนี้เป็นส่วนหนึ่งของรายวิชา EDU 699 วิทยานิพนธ์

ขณะนี้นักศึกษาอยู่ในขั้นตอนการสร้างเครื่องมือเพื่อการวิจัย คณะศึกษาศาสตร์ มหาวิทยาลัยรังสิต พิจารณาแล้วว่าท่านเป็นผู้มีความรู้ ความสามารถ มีประสบการณ์และมีความเชี่ยวชาญในงานวิจัย ดังกล่าวเป็นอย่างดี จึงขอความอนุเคราะห์จากท่านในการตรวจสอบความเที่ยงตรงของเครื่องมือเพื่อการ วิจัยในครั้งนี้

จึงเรียนมาเพื่อโปรดพิจารณา และคณะฯ หวังเป็นอย่างยิ่งว่าจะได้รับความอนุเคร**าะห์จากท่าน** จึงขอขอบพระคุณท่านเป็นอย่างสูงมา ณ โอกาสนี้

ขอแสดงความนับถือ

(รศ.ดร.รุจา ผลสวัสดิ์) คณบดีคณะศึกษาศาสตร์

ผู้ประสานงาน : คุณณัฐกานต์ เกาศล โทร 02-9972222 ต่อ 1275



บันทึกข้อความ

หน่วยงาน แผนก/คณะศึกษาศาสตร์ ที่ ศษ.4800/1300

โทร. 1275 โทรสาร 1277 วันที่ 19 พฤษภาคม 2557

เรื่อง ซอความอนุเคราะห์เป็นผู้เชี่ยวชาญตรวจสอบเครื่องมือในการวิจัย

เรียน ดร.ดลฤทัย บุญประสิทธิ์ สิ่งที่ส่งมาด้วย เค้าโครงวิทยานิพนธ์จำนวน 1 ฉบับ

เนื่องด้วยนางสาวฐาปนีย์ พันธ์วิศวาส นักศึกษารทัส 5608150 หลักสูตรศึกษาศาสตรมหาบัณฑิเ สาขาวิชาการศึกษาระบบสองภาษา คณะศึกษาศาสตร์ มหาวิทยาลัยรังสิต กำลังดำเนินการวิจัย เรื่อง การสอนอ่านแบบโฟนิกส์เพื่อพัฒนาทักษะการอ่านของนักเรียนชั้นประถมศึกษาปีที่ ! ในระบบ การศึกษาสองภาษา โรงเรียนไทยนิยมสงเคราะห์ เขตบางเขน สังกัดสำนักการศึกษากรุงเทพมหานคร ซึ่งงานวิจัยนี้เป็นส่วนหนึ่งของรายวิชา EDU 699 วิทยานิพนส์

ขณะนี้นักศึกษาอยู่ในขั้นตอนการสร้างเครื่องมือเพื่อการวิจัย คณะศึกษาศาสตร์ มหาวิทยาลัยรังสิด พิงารเมาแล้วว่าท่านเป็นผู้มีความรู้ ความสามารถ มีประสบการณ์และมีความเชี่ยวชาญในงานวิจัย ดังกล่าวเป็นอย่างดี จึงขอความอนุเคราะห์จากท่านในการตรวจสอบความเที่ยงตรงของเครื่องมือเพื่อกาะ วิจัยในครั้งนี้

จึงเรียนมาเพื่อโปรดพิจารณา และคณะฯ หวังเป็นอย่างยิ่งว่าจะได้รับความอนุเคราะท์จากท่าน จึงขอขอบพระคุณท่านเป็นอย่างสูงมา ณ โอกาสนี้

ขอแสดงความนับถือ

(รศ.ดร์.รุจา ผลสวัสดิ์) คณบตีคณะศึกษาศาสต

ผู้ประสานงาน : คุณณัฐกานต์ เกาศล โทร 02-9972222 ต่อ 1275



มหาวิทยาลัยรังสัต เมืองเอก ก.พหลโยริน จ.ปกุมธาวี 12000

Rongsit University Muong-Ake, Poholyothin Rd. Pathumthani 12000, Thailand

T. (66) 2997 2200-3 F. (66) 2791 5757

คณะศึกษาศาสตร์ ที่ ศษ.4800/1301

19 พฤษภาคม 2557

เรื่อง ขอความอนุเคราะห์เป็นผู้เชี่ยวชาญตรวจสอบเครื่องมือในการวิจัย
เรียน อาจารย์เยาวลักษณ์ ตรีสัตยกุล
ศึกษานิเทศก์ชำนาญการฝ่ายภาษาต่างประเทศ กลุ่มงานนิเทศการศึกษา 3
หน่วยศึกษานิเทศก์ สำนักการศึกษากรุงเทพมหานคร
สิ่งที่ส่งมาตัวย เค้าโครงวิทยานิพนธ์จำนวน 1 ฉบับ

เนื่องด้วยนางสาวฐาปนีย์ พันธ์วิศวาส นักศึกษารหัส 5608150 หลักสูตรศึกษาศาสตรมหาบัณฑิต สาขาวิชาการศึกษาระบบสองภาษา คณะศึกษาศาสตร์ มหาวิทยาลัยรังสิต กำลังดำเนินการวิจัย เรื่อง การสอนค่านแบบโฟนิกส์เพื่อพัฒนาทักษะการอ่านของนักเรียนขึ้นประถมศึกษาปีที่ 1 ในระบบ การศึกษาสองภาษา โรงเรียนไทยนิยมสงเคราะห์ เขตบางเชน สังกัดสำนักการศึกษากรุงเทพมหานคร ซึ่งงานวิจัยนี้เป็นส่วนหนึ่งของรายวิชา EDU 699 วิทยานิพนธ์

ขณะนี้นักศึกษาอยู่ในขั้นตอนการสร้างเครื่องมือเพื่อการวิจัย คณะศึกษาศาสตร์ มหาวิทยาลัย รังสิต พิจารณาแล้วว่าท่านเป็นผู้มีความรู้ ความสามารถ มีประสบการณ์และมีความเชี่ยวชาญในหัวข้อ งานวิจัยดังกล่าวเป็นอย่างดี จึงขอความอนุเคราะท์จากท่านในการตรวจสอบความเที่ยงตรงของเครื่องมือ เพื่อการวิจัยในครั้งนี้

จึงเรียนมาเพื่อโปรดพิจารณา และคณะฯ หวังเป็นอย่างยิ่งว่าจะได้รับความอนุเคราะห์จากท่าน จึงขอขอบพระคุณท่านเป็นอย่างสูงมา ณ โอกาสนี้

ขอแสดงความนับถือ

(รศ.ดร.รุ่จา ผลสวัสดิ์) คณบดีคณะศึกษาศาสตร์

ผู้ประสานงาน : คุณณัฐกานต์ เกาศล โทร 02-9972222 ต่อ 1275



มหาวิทยาลัยรังสัด เมืองเอก ด.พหลโยธิน จ.ปกุมธานี 12000

Rangsit University Muang-Ake, Paholyothin Rd. Pathumthani 12000, Thalland

T. (66) 2997 220 F. (66) 2791 575 E. info@rsu.ec.th

คณะศึกษาศาสตร์ ที่ ศษ.4800/1298

19 พฤษภาคม 2557

เรื่อง ขอความอนุเคราะห์ในการเก็บข้อมูลวิจัย

เรียน ดร.อณิยา นุชสำเนียง

ผู้อำนวยการโรงเรียนไทยนิยมสงเคราะท์

เนื่องด้วย นางสาวฐาปนี้ย์ พันธ์วิศวาส นักศึกษารหัส 5608150 หลักสูตรศึกษา ศาสตรมหาบัณฑิต สาขาวิชาการศึกษาระบบสองภาษา คณะศึกษาศาสตร์ มหาวิทยาลัยรังสิต กำลังดำเนินการวิจัย เรื่อง การสอนอ่านแบบโฟนิกส์เพื่อพัฒนาทักษะการอ่านของนักเรียนขั้น ประถมศึกษาปีที่1 ในระบบการศึกษาสองภาษา โรงเรียนไทยนิยมสงเคราะห์ เขตบางเขน สังกัด สำนักการศึกษากรุงเทพมหานคร ซึ่งงานวิจัยนี้เป็นส่วนหนึ่งของราชวิชา EDU 699 วิทยานิพนธ์

ขณะนี้นักศึกษาอยู่ในชั้นตอนการเก็บรวบรวมข้อมูลการวิจัย เพื่อให้การดำเนินการ เป็นไปได้ด้วยความเรียบร้อยและมีประสิทธิภาพ คณะศึกษาศาสตร์ มหาวิทยาลัยรังสิต จึงใคร่ ขอความอนุเคราะห์จากท่านให้ นางสาวฐาปนีย์ พันธ์วิศวาส ดำเนินการเก็บรวบรวมข้อมูลวิจัย จากหน่วยงานของท่านเพื่อใช้ในงานวิจัยนี้

จึงเรียนมาเพื่อโปรดขอความอนุเคราะห์จากท่านในการให้นักศึกษาเก็บรวบรวมข้อมูลเพื่อ การวิจัยดังกล่าว และคณะฯ ขอขอบพระคุณท่านเป็นอย่างสูงมา ณ โอกาสนี้

ขอแสดงความนับถือ

(รศ.ตร์.รุจา ผลสวัสดิ์) คณบดีคณะศึกษาศาสตร์

ผู้ประสานงาน : คุณณัฐกานต์ เกาศล โทร 02-9972222 ต่อ 1275

วั_{กยาลัยรังสิต}



Table IOC	2				
9 Lesson pla	ans				
	Expe	ert Opii	nions	Av	erage
Item	1	2	3	X	S. D.
1. The agreement of the objectives to the	1	1	1	1	0
lesson plans.					
2. The correctness of the lesson plans.	1	1	1	1	0
3. The appropriate of the order in the lesson	1	1	1	1	0
plans.					
4. The appropriate of the quantity given in	1	1	1	1	0
each lesson plans.					
5. The appropriate of the lesson plans to the	1	1	1	1	0
level of the learners.					
6. The lesson plans are easy to understand	1	1	1	1	0
and follow.					
7. The lesson plans provide all the necessary	1	1	1	1	0
processes of instructions.					
8. The lesson plans state interestingly	1	1		1	0
introduction. **					
9. The teaching materials are appropriate to	1	1	1	1	0
the level of the learners.	-05	t O			
10. Overall lesson plans are appropriate to	אנוני	1	1	1	0
implement.					

Table IOC

Test

		Exp	ert Opini	ions	Ave	erage
Number	Word test	1	2	3	X	S.D.
1	cat	1	1	1	1	0
2	sat	1	1	1	1	0
3	bat	1	1	1	1	0
4	fat	1	1	1	1	0
5	hat	1	1	1	1	0
6	sun	1	1	1	1	0
7	gun	1	1	1	1	0
8	fun	1	1	1	1	0
9	bun	1	1	1	1	0
10	run	1	1	1	1	0
11	pin	1	1	1	1	0
12	tin	1	1	1	1	0
13	fin	1	1	1	1	0
14	kin	7111	1	1 .2	1	0
15	zip	1	1	1	1	0
16	dot	1	1	T	1	0
17	pot	1	1,5	1	1	0
18	hot 75/5	งสิตา R	aula	1	1	0
19	cot	1	1	1	1	0
20	box	1	1	1	1	0
21	net	1	1	1	1	0
22	jet	1	1	1	1	0
23	wet	1	1	1	1	0
24	let	1	1	1	1	0
25	pet	1	1	1	1	0

Table IOC

		Exp	ert Opini	ions	Average		
Number	Word test	1	2	3	X	S.D.	
26	pan	1	1	1	1	0	
27	tan	1	1	1	1	0	
28	ran	1	1	1	1	0	
29	van	1	1	1	1	0	
30	yam	1	1	1	1	0	
31	sub	1	1	1	1	0	
32	cub	1	1	1	1	0	
33	rub	1	1	1	1	0	
34	tub	1	1	1	1	0	
35	mud	1	1	1	1	0	
36	top	1	1	1	1	0	
37	hop	1	1	1	1	0	
38	cop	1	1	1	1	0	
39	mop	7111	1	1.2	1	0	
40	pop	1	1	1	1	0	
41	hip	1	1	Toll	1	0	
42	tip	1	1,sit	1	1	0	
43	nip	งสิต _า R	alla	1	1	0	
44	lip	1	1	1	1	0	
45	sip	1	1	1	1	0	
46	men	1	1	1	1	0	
47	ten	1	1	1	1	0	
48	den	1	1	1	1	0	
49	pen	1	1	1	1	0	
50	hen	1	1	1	1	0	

Table IOC

Table IOC

Test

		Exp	ions	Av	erage	
Number	Word test	1	2	3	X	S.D.
76	jam	1	1	1	1	0
77	ham	1	1	1	1	0
78	tap	1	1	1	1	0
79	cap	1	1	1	1	0
80	dad	1	1	1	1	0
81	leg	1	1	1	1	0
82	beg	1	1	1	1	0
83	keg		1	1	1	0
84	vet	1	1	1	1	0
85	met	1	1	1	1	0
86	win	1	1	1	1	0
87	him	1	1	1	1	0
88	bin	1	1	1	1	0
89	hid	111	1	1 .2	1	0
90	lid	1	1	1	1	0
91	bus	1	1	Ti	1	0
92	bug	1	1,sit	1	1	0
93	rug 187E/9	งสิต _า R	ang	1	1	0
94	dug	1	1	1	1	0
95	sum	1	1	1	1	0
96	fox	1	1	1	1	0
97	rob	1	1	1	1	0
98	job	1	1	1	1	0
99	cob	1	1	1	1	0
100	tot	1	1	1	1	0

Table IOC

Test

		Ex	pert Opinio	Ave	erage	
Number	Word test	1	2	3	X	S.D.
101	got	1	1	1	1	0
102	sob	1	1	1	1	0
103	met	1	1	1	1	0
104	set	1	1	1	1	0
105	at	1	1	1	1	0
106	an	1	1	1	1	0
107	it	1	1	1	1	0
108	us		1	1	1	0
109	end	1	1	1	1	0
110	and	1	1	1	1	0
111	am	1	1	1	1	0
112	had	1	1	1	1	0
113	tap	1	1	1	1	0
114	fan	1111	1	1 .	1	0
115	pat	1	1	1	1	0
116	kid	1	1	Ti)	1	0
117	mad	1	1,51	1	1	0
118	cup 'TE/9	vतिषा F	saula	1	1	0
119	bad	1	1	1	1	0
120	ant	1	1	1	1	0



Research Instruments

Lesson Plans and Test

Para Rangsit University Para Rangsit University

Program: Bilingual English
Grade Level:1 Semester: _1_ Academic Year:2557 (2014)
Subject:English_(Reading) Times per week:5 Period: 3
Topic: Phonics group 1: s, a, t, i, p, n
Strand: <u>Language for Communication</u>
Indicator: FL.1.1:G1/2 Specify the alphabets and the sounds; accurately pronounce
and spell simple words by observing the principles of reading.

Objective:

- Students will be able to recognize the alphabet.
- Students will be able to identify letter- sound recognition.
- Students will be able to determine consonants and short vowels.

Instruction Resources and Materials:

- Jolly phonics book, phonics songs flashcard by Pelangi, word chart drills
- Flashcards for individual letters
- Workbook by Up and Away (Oxford University Press)
- Pencils, colors, crayons, staple, clip arts, stick-on clay, tape, CD players, A4 papers, color papers

Learning Assessment and Evaluation:

- Test each letter and sound learnt at the end of the lesson on student individually.
- Observe students during teaching to see who are highly participate and who are not.
- Pretest and Posttest students before giving the instruction.

- Be able to recognize the letter and sound.
- Be able to identify alphabets.
- Be able to determine consonants and vowels.

Topic: s, a

Date:

Minutes	Activity		Procedure
10	Greeting Students	0	Teacher greets students.
	Review previous class	0	Teacher may sing or chant a little with students.
	Collect homework	0	Teacher reviews previous letter with action and song.
		0	Teacher asks students to submit their last homework, if any.
10	Introduce new letter S	0	Teacher pops up the letter without telling students.
		0	Teacher asks students what it is.
	Anticipation	0	Teacher uses the flashcard to introduce the letter and the
			sound.
	Reception	0	Teacher gives action to the students.
		0	Teacher read the lyrics of the song.
		0	Teacher sings a song as an example.
10	Production	0	Students repeat the letter name, sound and action.
	- Controlled	0	Teacher shows flashcard and let students answer to the letter
	- Freer		name, sound, and action.
	- Freest	0	Students repeat the lyrics of the song.
		0	Students sing a song as taught on the letter.
		0	Students will come out with activity with the letter.
10	Introduce new letter a	0	Teacher pops up the letter without telling students.
		0	Teacher asks students what it is.
	- Anticipation	0	Teacher uses the flashcard to introduce the letter and the
	والم		sound.
	- Reception	0	Teacher gives action to the students.
	220	0	Teacher read the lyrics of the song.
	المراجعة الم	,00	Teacher sings a song as an example.
10	Production	129	Students repeat the letter name, sound and action.
	- Controlled	0	Teacher shows flashcard and let students answer to the letter
	- Freer		name, sound, and action.
	- Freest	0	Students repeat the lyrics of the song.
		0	Students sing a song as taught on the letter.
		0	Students will come out with activity with the letter.
10	Give out homework	0	Teacher assigns homework for students on the sound learnt
	- Extension		earlier today.
	- Evaluation	0	Teacher explains how to do the assignments.
		0	Teacher says goodbye for the day to students and meet again
	Dismiss students		next class.

Topic: t, i

Date:

Minutes	Activity		Procedure
10	Greeting Students	0	Teacher greets students.
	Review previous class	0	Teacher may sing or chant a little with students.
	Collect homework	0	Teacher reviews previous letter with action and song.
		0	Teacher asks students to submit their last homework, if any.
10	Introduce new letter t	0	Teacher pops up the letter without telling students.
		0	Teacher asks students what it is.
	Anticipation	0	Teacher uses the flashcard to introduce the letter and the
			sound.
	Reception	0	Teacher gives action to the students.
		0	Teacher read the lyrics of the song.
		0	Teacher sings a song as an example.
10	Production	0	Students repeat the letter name, sound and action.
	- Controlled	0	Teacher shows flashcard and let students answer to the letter
	- Freer		name, sound, and action.
	- Freest	0	Students repeat the lyrics of the song.
		0	Students sing a song as taught on the letter.
		0	Students will come out with activity with the letter.
10	Introduce new letter i	0	Teacher pops up the letter without telling students.
		0	Teacher asks students what it is.
	-Anticipation	0	Teacher uses the flashcard to introduce the letter and the
	The state of the s		sound.
	-Reception	0	Teacher gives action to the students.
	290,	0	Teacher read the lyrics of the song.
	ME/7AE	100	Teacher sings a song as an example.
10	Production	90	Students repeat the letter name, sound and action.
	- Controlled	0	Teacher shows flashcard and let students answer to the letter
	- Freer		name, sound, and action.
	- Freest	0	Students repeat the lyrics of the song.
		0	Students sing a song as taught on the letter.
		0	Students will come out with activity with the letter.
10	Give out homework	0	Teacher assigns homework for students on the sound learnt
	- Extension		earlier today.
	- Evaluation	0	Teacher explains how to do the assignments.
		0	Teacher says goodbye for the day to students and meet again
	Dismiss students		next class.

Topic: p, n

Date:

Minutes	Activity		Procedure
10	Greeting Students	0	Teacher greets students.
	Review previous class	0	Teacher may sing or chant a little with students.
	Collect homework	0	Teacher reviews previous letter with action and song.
		0	Teacher asks students to submit their last homework, if any.
10	Introduce new letter p	0	Teacher pops up the letter without telling students.
		0	Teacher asks students what it is.
	Anticipation	0	Teacher uses the flashcard to introduce the letter and the
			sound.
	Reception	0	Teacher gives action to the students.
		0	Teacher read the lyrics of the song.
		0	Teacher sings a song as an example.
10	Production	0	Students repeat the letter name, sound and action.
	- Controlled	0	Teacher shows flashcard and let students answer to the letter
	- Freer		name, sound, and action.
	- Freest	0	Students repeat the lyrics of the song.
		0	Students sing a song as taught on the letter.
		0	Students will come out with activity with the letter.
10	Introduce new letter n	0	Teacher pops up the letter without telling students.
		0	Teacher asks students what it is.
	- Anticipation	0	Teacher uses the flashcard to introduce the letter and the
	The state of the s		sound.
	- Reception	0	Teacher gives action to the students.
	2 Meio	0	Teacher read the lyrics of the song.
	778818	0	Teacher sings a song as an example.
10	Production	0	Students repeat the letter name, sound and action.
	- Controlled	0	Teacher shows flashcard and let students answer to the letter
	- Freer		name, sound, and action.
	- Freest	0	Students repeat the lyrics of the song.
		0	Students sing a song as taught on the letter.
		0	,
10	Give out homework	0	Teacher assigns homework for students on the sound learnt
	- Extension		earlier today.
		0	Teacher explains how to do the assignments.
		0	Teacher says goodbye for the day to students and meet again
	Dismiss students		next class.

Teacher's Comment:
Teacher's Signature:
Print name:
Date use:
Director's Comment:
Director's Signature:
Date:
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Elac
Print name: Date: Rongsit Ville

Program: <u>Bilingual English</u>
Grade Level:1 Semester:1 Academic Year:2557 (2014)
Subject:English_(Reading) Times per week:5 Period: 3
Topic: Phonics group 2: c,k,e,h,r,m,d
Strand: Language for Communication
Indicator: FL.1.1:G1/2 Specify the alphabets and the sounds; accurately pronounce
and spell simple words by observing the principles of reading.

Objective:

- Students will be able to recognize the alphabet.
- Students will be able to identify letter- sound recognition.
- Students will be able to determine consonant and vowel.

Instruction Resources and Materials:

- Jolly phonics book, phonics songs flashcard by Pelangi, word chart drills
- Worksheet by Up and Away (Oxford University Press)
- Pencils, colors, crayons, staple, clip arts, stick-on clay, tape, CD players, laptop, IPAD, A4 papers, color papers, flashcards for individual letter

Learning Assessment and Evaluation:

The small evaluation at the end of the lesson will be given out to test students who can recognize the sound learnt at the end of each class period. The evaluation is based on the reading assessment at the end of teaching all the consonants and short vowels. The test will be reading test by measuring the students' ability to recognize the letter- sound and to view if students are able to blend the sound into words. The evaluation will use the rubric method to indicate the scores and level of students' capability.

- Be able to recognize the letter and sound.
- Be able to identify alphabets.
- Be able to determine consonants and vowels.

Date:

Topic: c,k,e

Minutes	Activity	Procedure
10	Greeting Students	Teacher greets students.
	Review previous class	Teacher may sing or chant a little with students.
	Collect homework	Teacher reviews previous letter with action and song.
	C	Teacher asks students to submit their last homework, if any.
10	Introduce new letter c,k	Teacher pops up the letter without telling students.
	C	Teacher asks students what it is.
	Anticipation	Teacher uses the flashcard to introduce the letter and the sound.
	C	Teacher gives action to the students.
	Reception	Teacher read the lyrics of the song.
	C	Teacher sings a song as an example.
10	C	Students repeat the letter name, sound and action.
	Production	Teacher shows flashcard and let students answer to the letter
	- Controlled	name, sound, and action.
	-Freer c	Students repeat the lyrics of the song.
	-Freest	Students sing a song as taught on the letter.
	C	Students will come out with activity with the letter.
10	Introduce new letter e	Teacher pops up the letter without telling students.
	C	Teacher asks students what it is.
	-Anticipation o	Teacher uses the flashcard to introduce the letter and the sound.
		Teacher gives action to the students.
	-Reception c	Teacher read the lyrics of the song.
	7)20	Teacher sings a song as an example.
10	Production 2	Students repeat the letter name, sound and action.
	-Controlled	Teacher shows flashcard and let students answer to the letter
	- Freer	name, sound, and action.
	- Freest c	Students repeat the lyrics of the song.
	C	Students sing a song as taught on the letter.
	C	Students will come out with activity with the letter.
10	Give out homework	Teacher assigns homework for students on the sound learnt
	-Extension	earlier today.
	-Evaluation c	Teacher explains how to do the assignments.
	C	Teacher says goodbye for the day to students and meet again
	Dismiss students	next class.

Date:

Topic: h,r

Minutes	Activity		Procedure
10	Greeting Students	0	Teacher greets students.
	Review previous class	0	Teacher may sing or chant a little with students.
	Collect homework	0	Teacher reviews previous letter with action and song.
		0	Teacher asks students to submit their last homework, if any.
10	Introduce new letter h	0	Teacher pops up the letter without telling students.
		0	Teacher asks students what it is.
	Anticipation	0	Teacher uses the flashcard to introduce the letter and the
			sound.
	Reception	0	Teacher gives action to the students.
		0	Teacher read the lyrics of the song.
		0	Teacher sings a song as an example.
10	Production	0	Students repeat the letter name, sound and action.
	- Controlled	0	Teacher shows flashcard and let students answer to the letter
	- Freer		name, sound, and action.
	- Freest	0	Students repeat the lyrics of the song.
		0	Students sing a song as taught on the letter.
		0	Students will come out with activity with the letter.
10	Introduce new letter r	0	Teacher pops up the letter without telling students.
		0	Teacher asks students what it is.
	- Anticipation	0	Teacher uses the flashcard to introduce the letter and the
	The state of the s		sound.
	- Reception	0	Teacher gives action to the students.
	2he,	0	Teacher read the lyrics of the song.
	1472	0	Teacher sings a song as an example.
10	Production	0	Students repeat the letter name, sound and action.
	- Controlled	0	Teacher shows flashcard and let students answer to the letter
	- Freer		name, sound, and action.
	- Freest	0	Students repeat the lyrics of the song.
		0	Students sing a song as taught on the letter.
		0	Students will come out with activity with the letter.
10	Give out homework	0	Teacher assigns homework for students on the sound learnt
	- Extension		earlier today.
	- Evaluation	0	Teacher explains how to do the assignments.
		0	Teacher says goodbye for the day to students and meet again
	Dismiss students		next class.

Date:

Topic: m, d

Minutes	Activity		Procedure
10	Greeting Students	0	Teacher greets students.
	Review previous class	0	Teacher may sing or chant a little with students.
	Collect homework	0	Teacher reviews previous letter with action and song.
		0	Teacher asks students to submit their last homework, if any.
10	Introduce new letter m	0	Teacher pops up the letter without telling students.
		0	Teacher asks students what it is.
	Anticipation	0	Teacher uses the flashcard to introduce the letter and the
			sound.
	Reception	0	Teacher gives action to the students.
		0	Teacher read the lyrics of the song.
		0	Teacher sings a song as an example.
10	Production	0	Students repeat the letter name, sound and action.
	- Controlled	0	Teacher shows flashcard and let students answer to the letter
	- Freer		name, sound, and action.
	- Freest	0	Students repeat the lyrics of the song.
		0	Students sing a song as taught on the letter.
		0	Students will come out with activity with the letter.
10	Introduce new letter d	0	Teacher pops up the letter without telling students.
	- Anticipation	0	Teacher asks students what it is.
		0	Teacher uses the flashcard to introduce the letter and the
	- Reception		sound.
	720	0	Teacher gives action to the students.
	2 Mela al	0	Teacher read the lyrics of the song.
	ราว _{ิทยาลัยล} ั	0	Teacher sings a song as an example.
10	, 41	0	Students repeat the letter name, sound and action.
	Production	0	Teacher shows flashcard and let students answer to the letter
	- Controlled		name, sound, and action.
	- Freer	0	Students repeat the lyrics of the song.
	- Freest	0	Students sing a song as taught on the letter.
		0	Students will come out with activity with the letter.
10	Give out homework	0	Teacher assigns homework for students on the sound learnt
	- Extension		earlier today.
	- Evaluation	0	Teacher explains how to do the assignments.
		0	Teacher says goodbye for the day to students and meet again
	Dismiss students		next class.

Teacher's Comment:
Teacher's Signature:
Print name:
Date use:
Director's Comment:
Director's Signature:
Date:
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E/2 e
Print name: Date: Rangsit University Rangesit
न ग्राष्ट्री । । ।

Teacher: Thapanee Panvisavas (Amanda)				
Program: Bilingual English				
Grade Level:1 Semester:1 Academic Year:2557 (2014)				
Subject:English_(Reading) Times per week:5 Period: <u>3</u>				
Topic: Phonics group 3: g,o,u,l,f,b				
Strand: <u>Language for Communication</u>				
Indicator: FL.1.1:G1/2 Specify the alphabets and the sounds; accurately pronounce				
and spell simple words by observing the principles of reading.				
Date/ Month/ Year:				

Objective:

- Students will be able to recognize the alphabet.
- Students will be able to identify letter- sound recognition.
- Students will be able to determine consonants and short vowels.

Instruction Resources and Materials:

- Jolly phonics book
- Phonics songs flashcard by Pelangi
- Phonics songs CD by Pelangi
- Flashcards for individual letters
- CD Player

Learning Assessment and Evaluation:

- Test each letter and sound learnt at the end of the lesson on student individually.
- Observe students during teaching to see who are highly participate and who are not.
- Pretest and Posttest students before giving the instruction.

- Be able to recognize the letter and sound.
- Be able to sound out and read small words.

Topic: g, o

Date:

Minutes	Activity	Procedure
10	Greeting Students	o Teacher greets students.
	Review previous class	o Teacher may sing or chant a little with students.
	Collect homework	o Teacher reviews previous letter with action and song.
		o Teacher asks students to submit their last homework, if any
10	Introduce new letter g	o Teacher pops up the letter without telling students.
		o Teacher asks students what it is.
	Anticipation	o Teacher uses the flashcard to introduce the letter and the
		sound.
	Reception	o Teacher gives action to the students.
		o Teacher read the lyrics of the song.
		o Teacher sings a song as an example.
10	Production	o Students repeat the letter name, sound and action.
	- Controlled	o Teacher shows flashcard and let students answer to the letter
	- Freer	name, sound, and action.
	- Freest	O Students repeat the lyrics of the song.
		O Students sing a song as taught on the letter.
		o Students will come out with activity with the letter.
10	Introduce new letter o	o Teacher pops up the letter without telling students.
		o Teacher asks students what it is.
	- Anticipation	o Teacher uses the flashcard to introduce the letter and the
	1	sound.
	- Reception	o Teacher gives action to the students.
	2/2/200	o Teacher read the lyrics of the song.
	7725	O Teacher sings a song as an example.
10	Production	Students repeat the letter name, sound and action.
	- Controlled	o Teacher shows flashcard and let students answer to the lett
	- Freer	name, sound, and action.
	- Freest	O Students repeat the lyrics of the song.
		O Students sing a song as taught on the letter.
		Students will come out with activity with the letter.
10	Give out homework	Teacher assigns homework for students on the sound learning.
	- Extension	earlier today.
	- Evaluation	o Teacher explains how to do the assignments.
		o Teacher says goodbye for the day to students and meet aga
	Dismiss students	next class.

Topic: u, l

Date:

Minutes	Activity		Procedure
10	Greeting Students	0	Teacher greets students.
	Review previous class	0	Teacher may sing or chant a little with students.
	Collect homework	0	Teacher reviews previous letter with action and song.
		0	Teacher asks students to submit their last homework, if any.
10	Introduce new letter u	0	Teacher pops up the letter without telling students.
		0	Teacher asks students what it is.
	Anticipation	0	Teacher uses the flashcard to introduce the letter and the sound.
		0	Teacher gives action to the students.
	Reception	0	Teacher read the lyrics of the song.
		0	Teacher sings a song as an example.
10	Production	0	Students repeat the letter name, sound and action.
	- Controlled	0	Teacher shows flashcard and let students answer to the letter
	- Freer		name, sound, and action.
	- Freest	0	Students repeat the lyrics of the song.
		0	Students sing a song as taught on the letter.
		0	Students will come out with activity with the letter.
10	Introduce new letter 1	0	Teacher pops up the letter without telling students.
		0	Teacher asks students what it is.
	- Anticipation	0	Teacher uses the flashcard to introduce the letter and the sound.
		0	Teacher gives action to the students.
	- Reception	0	Teacher read the lyrics of the song.
	720	0	Teacher sings a song as an example.
10	Me a	0	Students repeat the letter name, sound and action.
	Production	0	Teacher shows flashcard and let students answer to the letter
	- Controlled	V	name, sound, and action.
	- Freer	0	Students repeat the lyrics of the song.
	- Freest	0	Students sing a song as taught on the letter.
		0	Students will come out with activity with the letter.
10	Give out homework	0	Teacher assigns homework for students on the sound learnt
	- Extension		earlier today.
	- Evaluation	0	Teacher explains how to do the assignments.
		0	Teacher says goodbye for the day to students and meet again
	Dismiss students		next class.

Topic: f, b

Date:

Minutes	Activity	Procedure
10	Greeting Students	o Teacher greets students.
	Review previous class	o Teacher may sing or chant a little with students.
	Collect homework	o Teacher reviews previous letter with action and song.
		o Teacher asks students to submit their last homework, if any.
10	Introduce new letter f	o Teacher pops up the letter without telling students.
		o Teacher asks students what it is.
	Anticipation	o Teacher uses the flashcard to introduce the letter and the
		sound.
	Reception	o Teacher gives action to the students.
		 Teacher read the lyrics of the song.
		o Teacher sings a song as an example.
10	Production	o Students repeat the letter name, sound and action.
	- Controlled	o Teacher shows flashcard and let students answer to the lette
	- Freer	name, sound, and action.
	- Freest	o Students repeat the lyrics of the song.
		O Students sing a song as taught on the letter.
		o Students will come out with activity with the letter.
10	Introduce new letter b	o Teacher pops up the letter without telling students.
	- Anticipation	o Teacher asks students what it is.
		o Teacher uses the flashcard to introduce the letter and the
	- Reception	sound.
	720	o Teacher gives action to the students.
	200.	o Teacher read the lyrics of the song.
	Sold State of the	o Teacher sings a song as an example.
10		Students repeat the letter name, sound and action.
	Production	o Teacher shows flashcard and let students answer to the lette
	- Controlled	name, sound, and action.
	- Freer	 Students repeat the lyrics of the song.
	- Freest	o Students sing a song as taught on the letter.
		o Students will come out with activity with the letter.
10	Give out homework	o Teacher assigns homework for students on the sound learnt
	- Extension	earlier today.
	- Evaluation	o Teacher explains how to do the assignments.
		o Teacher says goodbye for the day to students and meet again
	Dismiss students	next class.

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Program: Bilingual English
Grade Level:1 Semester:1 Academic Year:2557 (2014)
Subject:English_(Reading) Times per week:5 Period: 4
Topic: Phonics group 4: j, q, z, w, v, y, x and review
Strand: <u>Language for Communication</u>
Indicator: FL.1.1:G1/2 Specify the alphabets and the sounds; accurately pronounce
and spell simple words by observing the principles of reading.
Date/ Month/Year:

Objective:

- Students will be able to recognize the alphabet.
- Students will be able to identify letter- sound recognition.
- Students will be able to determine consonants and short vowels.

Instruction Resources and Materials:

- Jolly phonics book
- Phonics songs flashcard by Pelangi
- Phonics songs CD by Pelangi
- Flashcards for individual letters
- CD Player

Learning Assessment and Evaluation:

- Test each letter and sound learnt at the end of the lesson on student individually.
- Observe students during teaching to see who are highly participate and who are not.
- Pretest and Posttest students before giving the instruction.

- Be able to recognize the letter and sound.
- Be able to sound out and read small words.

Topic: j, q

Date:

Minutes	Activity	Procedure
10	Greeting Students	o Teacher greets students.
	Review previous class	o Teacher may sing or chant a little with students.
	Collect homework	o Teacher reviews previous letter with action and song.
		o Teacher asks students to submit their last homework, if any
10	Introduce new letter j	o Teacher pops up the letter without telling students.
		o Teacher asks students what it is.
	Anticipation	o Teacher uses the flashcard to introduce the letter and the
		sound.
	Reception	 Teacher gives action to the students.
		o Teacher read the lyrics of the song.
		o Teacher sings a song as an example.
10	Production	o Students repeat the letter name, sound and action.
	- Controlled	o Teacher shows flashcard and let students answer to the letter
	- Freer	name, sound, and action.
	- Freest	 Students repeat the lyrics of the song.
		 Students sing a song as taught on the letter.
		o Students will come out with activity with the letter.
10	Introduce new letter q	o Teacher pops up the letter without telling students.
		o Teacher asks students what it is.
	- Anticipation	o Teacher uses the flashcard to introduce the letter and the
	720	sound.
	- Reception	o Teacher gives action to the students.
	12/72%	O Teacher read the lyrics of the song.
	10/2	o Teacher sings a song as an example.
10	Production	o Students repeat the letter name, sound and action.
	- Controlled	o Teacher shows flashcard and let students answer to the letter
	- Freer	name, sound, and action.
	- Freest	 Students repeat the lyrics of the song.
		o Students sing a song as taught on the letter.
		o Students will come out with activity with the letter.
10	Give out homework	o Teacher assigns homework for students on the sound learnt
	- Extension	earlier today.
	- Evaluation	o Teacher explains how to do the assignments.
		o Teacher says goodbye for the day to students and meet again

Topic: z, w

Date:

Minutes	Activity		Procedure
10	Greeting Students	0	Teacher greets students.
	Review previous class	0	Teacher may sing or chant a little with students.
	Collect homework	0	Teacher reviews previous letter with action and song.
		0	Teacher asks students to submit their last homework, if any.
10	Introduce new letter z	0	Teacher pops up the letter without telling students.
		0	Teacher asks students what it is.
	Anticipation	0	Teacher uses the flashcard to introduce the letter and the
			sound.
	Reception	0	Teacher gives action to the students.
		0	Teacher read the lyrics of the song.
		0	Teacher sings a song as an example.
10	Production	0	Students repeat the letter name, sound and action.
	- Controlled	0	Teacher shows flashcard and let students answer to the letter
	- Freer		name, sound, and action.
	- Freest	0	Students repeat the lyrics of the song.
		0	Students sing a song as taught on the letter.
		0	Students will come out with activity with the letter.
10	Introduce new letter w	0	Teacher pops up the letter without telling students.
		0	Teacher asks students what it is.
	- Anticipation	0	Teacher uses the flashcard to introduce the letter and the
	320		sound.
	- Reception	0	Teacher gives action to the students.
	12/72%	, 00	Teacher read the lyrics of the song.
	10/2	178	Teacher sings a song as an example.
10	Production	0	Students repeat the letter name, sound and action.
	- Controlled	0	Teacher shows flashcard and let students answer to the letter
	- Freer		name, sound, and action.
	- Freest	0	Students repeat the lyrics of the song.
		0	Students sing a song as taught on the letter.
		0	Students will come out with activity with the letter.
10	Give out homework	0	Teacher assigns homework for students on the sound learnt
	- Extension		earlier today.
	- Evaluation	0	Teacher explains how to do the assignments.
		0	Teacher says goodbye for the day to students and meet again
	Dismiss students		next class.

Topic: v, y

Date:

Minutes	Activity	Procedure
10	Greeting Students	o Teacher greets students.
	Review previous class	o Teacher may sing or chant a little with students.
	Collect homework	o Teacher reviews previous letter with action and song.
		o Teacher asks students to submit their last homework, if any.
10	Introduce new letter v	o Teacher pops up the letter without telling students.
		o Teacher asks students what it is.
	Anticipation	o Teacher uses the flashcard to introduce the letter and the sound.
		o Teacher gives action to the students.
	Reception	o Teacher read the lyrics of the song.
		o Teacher sings a song as an example.
10	Production	o Students repeat the letter name, sound and action.
	- Controlled	o Teacher shows flashcard and let students answer to the letter
	- Freer	name, sound, and action.
	- Freest	o Students repeat the lyrics of the song.
		o Students sing a song as taught on the letter.
		o Students will come out with activity with the letter.
10	Introduce new letter y	o Teacher pops up the letter without telling students.
	- Anticipation	o Teacher asks students what it is.
		o Teacher uses the flashcard to introduce the letter and the sound.
	- Reception	o Teacher gives action to the students.
	720	o Teacher read the lyrics of the song.
	2 Mei	o Teacher sings a song as an example.
10	77ละเอ	o Students repeat the letter name, sound and action.
	Production	o Teacher shows flashcard and let students answer to the letter
	- Controlled	name, sound, and action.
	- Freer	o Students repeat the lyrics of the song.
	- Freest	o Students sing a song as taught on the letter.
		o Students will come out with activity with the letter.
10	Give out homework	o Teacher assigns homework for students on the sound learnt
	- Extension	earlier today.
	- Evaluation	o Teacher explains how to do the assignments.
		o Teacher says goodbye for the day to students and meet again
	Dismiss students	next class.

Topic: x and review

Date:

Minutes	Activity	Procedure
10	Greeting Students 0	Teacher greets students.
	Review previous class o	Teacher may sing or chant a little with students.
	Collect homework o	Teacher reviews previous letter with action and song.
	0	Teacher asks students to submit their last homework, if
		any.
10	Introduce new letter x o	Teacher pops up the letter without telling students.
	0	Teacher asks students what it is.
	Anticipation	Teacher uses the flashcard to introduce the letter and the
		sound.
	Reception	Teacher gives action to the students.
	0	Teacher read the lyrics of the song.
	o	Teacher sings a song as an example.
10	Production	Students repeat the letter name, sound and action.
	- Controlled o	Teacher shows flashcard and let students answer to the
	- Freer	letter name, sound, and action.
	- Freest	Students repeat the lyrics of the song.
	0	Students sing a song as taught on the letter.
	0	Students will come out with activity with the letter.
10	Review a, b, c, d, e, f, g, h, i,	Teacher plays game with students by showing the
	j, k, l, m	flashcard and let students do the action and sound.
	320	illo di la constanti di la con
10	Review n, o, p, q, r, s, t, u, v,	Teacher plays game with students by showing the
	w, x, y, z	flashcard and let students do the action and sound.
10	Give out homework o	Teacher assigns homework for students on the sound
	- Extension	learnt earlier today.
	- Evaluation 0	Teacher explains how to do the assignments.
	0	Teacher says goodbye for the day to students and meet
	Dismiss students	again next class.

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Program: <u>Bilingual English</u>			
Grade Level:1Semester:1 Academic Year:2557(2014)			
Subject:English_(Reading) Times per week:5 Period:1			
Topic: Phonics short a			
Strand: Language for Communication			
Indicator: 1.2 Specify the alphabets and the sounds; accurately pronounce and spell			
simple words by observing the principles of reading.			

Objective:

- Students will be able to blending letters into small words.
- Students will be able to have words recognition.

Instruction Resources and Materials:

- Jolly phonics book, phonics songs flashcard, word chart drills
- Flashcards for individual letters, story books
- Worksheet by Up and Away (Oxford University Press), mind-map worksheet
- Pencils, colors, crayons, staple, clip arts, stick-on clay, tape, CD players, laptop, IPAD, A4 papers, color papers

Learning Assessment and Evaluation:

The evaluation is based on the reading assessment at the end of teaching all the consonants and short vowels. The test will be reading test by measuring the students' ability to recognize the letter- sound and to view if students are able to blend the sound into words. The evaluation will use the rubric method to indicate the scores and level of students' capability.

- Be able to blend words together.
- Be able to work individually and work in team.
- Be able to apply the reading skill.
- Be able to be creative.

Topic: short a

Date:

Time/Hour	Minutes	Activity		Procedure
9:30-9:40	10	Greeting Students	0	Teacher says Good morning, Good morning, Good
		Review previous class		morning, grade one.
		Collect homework	0	Teacher may sing or chant a little with students.
			0	Teacher reviews previous letter by using words chart
				drills.
			0	Teacher asks students to submit their last night
				homework, if any.
9:40-9:50	10	Making short a	0	Teacher makes word drill for students to repeat.
9:50-10:00	10	Put in words together	0	Teacher uses individual letter flashcards to let students
				put words and sounds together.
			0	Teacher uses mind map on the board to let students help
				create more word with sound learnt on the board.
10:00-	10	Game	0	Teacher gives a lot of flashcard with words that contain
10:15				short a sound.
			0	Teacher forms students into groups; each group have
				about 5-7 students.
			0	Students in each group will listen to the sound of the
				words pronounce by teacher.
			0	Students in each group help each other to find and match
				the word with the given word pronounce by the teacher.
	900		0	Students will receive the score by group accordingly.
10:15-	15	Reading story book	0	Teacher will select the book accordingly to the sound
10:25		and reading log		learnt.
		้ ^{อา} คัยรังสิ	0	Teacher will read the story to students.
		"บางส	Po	Teacher will let students repeat the story.
			0	Teacher will let students complete the reading log by
				selecting the words with sound that has been read.
10:25-	5	Give out homework	0	Teacher assigns homework for students on the sound
10:30		Dismiss students		learnt earlier today.
			0	Teacher explains how to do the assignments.
			0	Teacher says goodbye for the day to students and meet
				again next class.

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Program: <u>Bilingual English</u>
Grade Level:1Semester:1 Academic Year:2557 (2014)
Subject:English_(Reading) Times per week:5 Period:1
Topic: Phonics short e
Strand: Language for Communication
Indicator: 1.2 Specify the alphabets and the sounds; accurately pronounce and spell
simple words by observing the principles of reading.

Objective:

- Students will be able to blending letters into small words.
- Students will be able to have words recognition.

Instruction Resources and Materials:

- Jolly phonics book, phonics songs flashcard, word chart drills
- Flashcards for individual letters, story books
- Worksheet by Up and Away (Oxford University Press), mind-map worksheet
- Pencils, colors, crayons, staple, clip arts, stick-on clay, tape, CD players, laptop, IPAD, A4 papers, color papers

Learning Assessment and Evaluation:

The evaluation is based on the reading assessment at the end of teaching all the consonants and short vowels. The test will be reading test by measuring the students' ability to recognize the letter- sound and to view if students are able to blend the sound into words. The evaluation will use the rubric method to indicate the scores and level of students' capability.

- Be able to blend words together.
- Be able to work individually and work in team.
- Be able to apply the reading skill.
- Be able to be creative.

Topic: short e

Date:

Time/Hour	Minutes	Activity		Procedure
9:30-9:40	10	Greeting Students	0	Teacher says Good morning, Good morning, Good
		Review previous class		morning, grade one.
		Collect homework	0	Teacher may sing or chant a little with students.
			0	Teacher reviews previous letter by using words chart
				drills.
			0	Teacher asks students to submit their last night
				homework, if any.
9:40-9:50	10	Making short e	0	Teacher makes word drill for students to repeat.
9:50-10:00	10	Put in words together	0	Teacher uses individual letter flashcards to let students
				put words and sounds together.
			0	Teacher uses mind map on the board to let students help
				create more word with sound learnt on the board.
10:00-	10	Game	0	Teacher gives a lot of flashcard with words that contain
10:15				short a sound.
			0	Teacher forms students into groups; each group have
				about 5-7 students.
			0	Students in each group will listen to the sound of the
				words pronounce by teacher.
			0	Students in each group help each other to find and
				match the word with the given word pronounce by the
	200			teacher.
		20	0	Students will receive the score by group accordingly.
10:15-	15	Reading story book	0	Teacher will select the book accordingly to the sound
10:25		and reading log		learnt.
		"บางส	9	Teacher will read the story to students.
			0	Teacher will let students repeat the story.
			0	Teacher will let students complete the reading log by
				selecting the words with sound that has been read.
10:25-	5	Give out homework	0	Teacher assigns homework for students on the sound
10:30		Dismiss students		learnt earlier today.
			0	Teacher explains how to do the assignments.
			0	Teacher says goodbye for the day to students and meet
				again next class.

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Program: <u>Bilingual English</u>
Grade Level:1Semester:1 Academic Year:2557 (2014)
Subject:English_(Reading) Times per week:5 Period:1
Topic: Phonics short i
Strand: Language for Communication
Indicator: 1.2 Specify the alphabets and the sounds; accurately pronounce and spell
simple words by observing the principles of reading.

Objective:

- Students will be able to blending letters into small words.
- Students will be able to have words recognition.

Instruction Resources and Materials:

- Jolly phonics book, phonics songs flashcard, word chart drills
- Flashcards for individual letters, story books
- Worksheet by Up and Away (Oxford University Press), mind-map worksheet
- Pencils, colors, crayons, staple, clip arts, stick-on clay, tape, CD players,
 laptop, IPAD, A4 papers, color papers

Learning Assessment and Evaluation:

The evaluation is based on the reading assessment at the end of teaching all the consonants and short vowels. The test will be reading test by measuring the students' ability to recognize the letter- sound and to view if students are able to blend the sound into words. The evaluation will use the rubric method to indicate the scores and level of students' capability.

- Be able to blend words together.
- Be able to work individually and work in team.
- Be able to apply the reading skill.
- Be able to be creative.

Course Structure:

Topic: short i

Date:

Time per session: 60 minutes

Time/Hour	Minutes	Activity		Procedure
9:30-9:40	10	Greeting Students	0	Teacher says Good morning, Good morning, Good
		Review previous class		morning, grade one.
		Collect homework	0	Teacher may sing or chant a little with students.
			0	Teacher reviews previous letter by using words chart
				drills.
			0	Teacher asks students to submit their last night
				homework, if any.
9:40-9:50	10	Making short i	0	Teacher makes word drill for students to repeat.
9:50-10:00	10	Put in words together	0	Teacher uses individual letter flashcards to let students
				put words and sounds together.
			0	Teacher uses mind map on the board to let students
				help create more word with sound learnt on the board.
10:00-	10	Game	0	Teacher gives a lot of flashcard with words that contain
10:15				short a sound.
			0	Teacher forms students into groups; each group have
				about 5-7 students.
			0	Students in each group will listen to the sound of the
				words pronounce by teacher.
			0	Students in each group help each other to find and
	0			match the word with the given word pronounce by the
	2			teacher.
		20	0	Students will receive the score by group accordingly.
10:15-	15	Reading story book	0	Teacher will select the book accordingly to the sound
10:25		and reading log		learnt.
		14118	90	Teacher will read the story to students.
			0	Teacher will let students repeat the story.
			0	Teacher will let students complete the reading log by
				selecting the words with sound that has been read.
10:25-	5	Give out homework	0	Teacher assigns homework for students on the sound
10:30		Dismiss students		learnt earlier today.
			0	Teacher explains how to do the assignments.
			0	Teacher says goodbye for the day to students and meet
				again next class.

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Lesson Plan

Program: <u>Bilingual English</u>
Grade Level:1 Semester:1 Academic Year:2557 (2014)
Subject:English_(Reading) Times per week:5 Period:1
Topic: Phonics short o
Strand: Language for Communication
Indicator: 1.2 Specify the alphabets and the sounds; accurately pronounce and spell
simple words by observing the principles of reading.

Objective:

- Students will be able to blending letters into small words.
- Students will be able to have words recognition.

Instruction Resources and Materials:

- Jolly phonics book, phonics songs flashcard, word chart drills
- Flashcards for individual letters, story books
- Worksheet by Up and Away (Oxford University Press), mind-map worksheet
- Pencils, colors, crayons, staple, clip arts, stick-on clay, tape, CD players, laptop, IPAD, A4 papers, color papers

Learning Assessment and Evaluation:

The evaluation is based on the reading assessment at the end of teaching all the consonants and short vowels. The test will be reading test by measuring the students' ability to recognize the letter- sound and to view if students are able to blend the sound into words. The evaluation will use the rubric method to indicate the scores and level of students' capability.

Learners' Expectation Benefits:

- Be able to blend words together.
- Be able to work individually and work in team.
- Be able to apply the reading skill.
- Be able to be creative.

Course Structure:

Topic: short o

Date:

Time per session: 60 minutes

Time/Hour	Minutes	Activity		Procedure
9:30-9:40	10	Greeting Students	0	Teacher says Good morning, Good morning, Good
		Review previous class		morning, grade one.
		Collect homework	0	Teacher may sing or chant a little with students.
			0	Teacher reviews previous letter by using words chart
				drills.
			0	Teacher asks students to submit their last night
				homework, if any.
9:40-9:50	10	Making short o	0	Teacher makes word drill for students to repeat.
9:50-10:00	10	Put in words together	0	Teacher uses individual letter flashcards to let students
				put words and sounds together.
			0	Teacher uses mind map on the board to let students
				help create more word with sound learnt on the board.
10:00-	10	Game	0	Teacher gives a lot of flashcard with words that contain
10:15				short a sound.
			0	Teacher forms students into groups; each group have
				about 5-7 students.
			0	Students in each group will listen to the sound of the
				words pronounce by teacher.
			0	Students in each group help each other to find and
				match the word with the given word pronounce by the
	92			teacher.
		20	0	Students will receive the score by group accordingly.
10:15-	15	Reading story book	0	Teacher will select the book accordingly to the sound
10:25		and reading log		learnt.
		"บางส	90	Teacher will read the story to students.
			0	Teacher will let students repeat the story.
			0	Teacher will let students complete the reading log by
				selecting the words with sound that has been read.
10:25-	5	Give out homework	0	Teacher assigns homework for students on the sound
10:30		Dismiss students		learnt earlier today.
			0	Teacher explains how to do the assignments.
			0	Teacher says goodbye for the day to students and meet
				again next class.

Teacher's Signature: Print name: Date use: Director's Comment:
Print name: Date use:
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Director's Comment:
Director's Signature:
Date:
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Print name: Date: Rangsit Initiality Rangsi
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Lesson Plan

Program: <u>Bilingual English</u>
Grade Level:1Semester:1 Academic Year:2557 (2014)
Subject:English_(Reading) Times per week:5 Period:1
Topic: Phonics short u
Strand: Language for Communication
Indicator: 1.2 Specify the alphabets and the sounds; accurately pronounce and spell
simple words by observing the principles of reading.

Objective:

- Students will be able to blending letters into small words.
- Students will be able to have words recognition.

Instruction Resources and Materials:

- Jolly phonics book, phonics songs flashcard, word chart drills
- Flashcards for individual letters, story books
- Worksheet by Up and Away (Oxford University Press), mind-map worksheet
- Pencils, colors, crayons, staple, clip arts, stick-on clay, tape, CD players, laptop, IPAD, A4 papers, color papers

Learning Assessment and Evaluation:

The evaluation is based on the reading assessment at the end of teaching all the consonants and short vowels. The test will be reading test by measuring the students' ability to recognize the letter- sound and to view if students are able to blend the sound into words. The evaluation will use the rubric method to indicate the scores and level of students' capability.

Learners' Expectation Benefits:

- Be able to blend words together.
- Be able to work individually and work in team.
- Be able to apply the reading skill.
- Be able to be creative.

Course Structure:

Topic: short u

Date:

Time per session: 60 minutes

Time/Hour	Minutes	Activity		Procedure
9:30-9:40	10	Greeting Students	0	Teacher says Good morning, Good morning, Good
		Review previous class		morning, grade one.
		Collect homework	0	Teacher may sing or chant a little with students.
			0	Teacher reviews previous letter by using words chart
				drills.
			0	Teacher asks students to submit their last night
				homework, if any.
9:40-9:50	10	Making short u	0	Teacher makes word drill for students to repeat.
9:50-10:00	10	Put in words together	0	Teacher uses individual letter flashcards to let students
				put words and sounds together.
			0	Teacher uses mind map on the board to let students
				help create more word with sound learnt on the board.
10:00-	10	Game	0	Teacher gives a lot of flashcard with words that contain
10:15				short a sound.
			0	Teacher forms students into groups; each group have
				about 5-7 students.
			0	Students in each group will listen to the sound of the
				words pronounce by teacher.
			0	Students in each group help each other to find and
				match the word with the given word pronounce by the
	900			teacher.
		20	0	Students will receive the score by group accordingly.
10:15-	15	Reading story book	0	Teacher will select the book accordingly to the sound
10:25		and reading log		learnt.
		"บริงส	90	Teacher will read the story to students.
			0	Teacher will let students repeat the story.
			0	Teacher will let students complete the reading log by
				selecting the words with sound that has been read.
10:25-	5	Give out homework	0	Teacher assigns homework for students on the sound
10:30		Dismiss students		learnt earlier today.
			0	Teacher explains how to do the assignments.
			0	Teacher says goodbye for the day to students and meet
				again next class.

Teacher's Comment:
Teacher's Signature:
Print name:
Date use:
Director's Comment:
Director's Signature:
Print name:
Date:
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Print name: Date: Rangsit University Rangesit University Rangesit University Rangesit University Rangesit University Rangesity Rangesi
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Reading Test Read each word out loud.

1.	cat	2.	sat	3.	bat	4. fat	5.	hat
6.	sun	7.	gun	8.	fun	9. bun	10.	run
11.	pin	12.	tin	13.	fin	14. kin	15.	zip
16.	dot	17.	pot	18.	hot	19. cot	20.	box
21.	net	22.	jet	23.	wet	24. let	25.	pet
26.	pan	27.	tan	28.	ran	29. van	30.	yam
31.	sub	32.	cub	33.	rub	34. tub	35.	mud
36.	top	37.	hop	38.	cop	39. mop	40.	pop
41.	hip	42.	tip	43.	nip	44. lip	45.	sip
46.	men	47.	ten	48.	den	49. pen	50.	hen
51.	nap	52.	map	53.	cap	54. lap	55.	zap
56.	gut _Y	57.	nut	58.	but	59. hut	60.	cut
61.	pit	62.	sit	63.	hit	64. kit	65.	fit
66.	log	67.	jog	68.	dog	69. hog	70.	fog
71.	red	72.	bed	73.	fed	74. led	75.	wed
76.	jam	77.	ham	8.	tap	79. mad	80.	dad
81.	leg	82.	beg	83.	keg	84. vet	85.	met
86.	win	87.	him	88	. bin	89. hid	90). lid
91.	bus	92.	bug	93	. rug	94. dug	95.	sum
96.	fox	97.	rob	98.	job	99. cob	100). tot

Student Name:

Score of student: _____ out of 100.

Evaluation

- 5 Excellent Able to read and decode sounds 81-100 given words.

 4 Good Able to read and decode sounds 61-80 given words.

 3 Average Able to read and decode sounds 41-60 given words.
- 2 Fair Able to read and decode sounds 21-40 given words.
- 1 Needs Improvement Able to read and decode sounds 1-20 given words.





Student No.	Pre	Lesson 1	Lesson 2	Lesson 3	Lesson4	Short a	Shorte	Short I	Short O	Short U	Post	Dlfference
1	0	6	6	5	3	8	8	8	8	8	96	96
2	0	5	2	0	0	8	8	8	8	8	100	100
3	0	4	1	0	0	5	5	6	8	8	100	100
4	0	3	3	1	0	8	8	8	8	8	100	100
5	0	5	4	2	3	7	8	7	7	6	92	92
6	0	2	0	0	0	3	0	1	5	5	99	99
7	0	4	0	1	0	8	0	7	7	2	57	57
8	0	4	4	4	0	3	8	8	8	7	97	97
9	0	4	1	3	3	6	0	0	0	0	82	82
10 11	0	5 3	3 0	3 2	5 0	7	8	8 2	4 7	8	99 27	99 27
12	29	6	7	5	7	8	8	8	8	8	100	71
13	23	6	7	6	6	8	8	8	8	8	100	77
14	0	3	1	1	0	4	0	0	0	0	67	67
15	0	3	1	1	0	7	0	0	0	0	54	54
16	0	2	1	2	1	8	7	8	7	6	100	100
17	0	3	4	2	0	7	8	8	8	8	92	92
18	26	6	3	4	2	8	8	8	7	8	100	74
19	0	4	5	4	3	6	8	8	7	8	97	97
20	0	1	1	1	0	5	6	6	6	8	80	80
21	0	6	5	6	5	8	8	8	8	7	100	100
22	0	1	0	1	0	4	0	7	2	0	32	32
23	0	2	0	1	0	6	5	2	5	3	49	49
24	0	3	3	1	0	5	2	6	7	8	91	91
25	0	1	0	1	0	4	5	5	4	5	58	58
26	0	4	3	2	0	8	6	6	8	8	95	95
27	0	5	2	1	1	3	1	2	0	0	20	20
28	0	0	0	1	0	4 2	3	2	3	4	21	21
29	0	0	1	0			1 0	0	1	0	4 9	4 9
30 31	0	3 5	0 3	0 3	0	1 6	4	4	0 4	8	70	70
32	0	4	3	3	1	8	4	0	3	0	51	51
33	0	6	6	2	2	8	8	8	8	8	100	100
34	0	5	6	3	2	8	8	8	8	8	87	87
35	0	4	2	3	0	7	8	8	8	8	87	87
36	0	3	6	2	0	7	7	7	7	7	95	95
37	0	5	4	3	2	7	8	8	5	8	88	88
38	0	5	0	1	0	3	1	0	0	0	35	35
39	0	6	6	4	2	0	0	0	0	0		0
40	0	4	2	0	0	5	3	5	7	4	52	52
41	0	1	0	0	0	0	0	0	0	0	7	7
42	0	2	0	0	0	0	0	0	0	3	26	26
43	24	6	7	6	6	8	8	8	8	8	100	76
44	0	1	1	1	2	0	0	1		0	91	91
45	0	4	0	5	6 2	8	8 8		7	5	98 97	98 97
46 47	0	2 6	60	3 6	1	6	8	8	8 8	8	97	97 97
48	0	5	2) & .		8	8	8	7	8	100	100
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50	0	5	6	6	V 5 9	7	U1 59	8	7	8	96	96
51	31	6	7	6	5	8	8	8	8	8	100	69
52	21	6	7	6	6	8	8	8	8	8	100	79
53	0	4	7	6	1	8	8	7	8	8	100	100
54	0	5	1	0	1	7	0	8	8	8	100	100
55	0	6	4	4	3	8	8	8	8	8	100	100
57	0	6	3	5	6	8	7	8	8	8	97	97
58	10	6	7	6	6	8	8	7	8	7	100	90
59	0	4	3	2	2	7	2	6	6	7	38	38
60	0	5	4	2	3	7	8	8	8	8	74	74
61	0	6	6	2	4	7	8	8	8	8	99	99
62	0	5	7	4	2	7	8	8	8	6	100	100
63	0	0	0	0	0	0	0	0	2	0	11	11
64	0	5	2	4	1	7	8	8	8	5	100	100
65 66	0	2 2	0	3 2	1 0	8	5 0	7 0	0	1	59 10	59 10
66 67	0	3	0	1	0	0	4	0	0 1	0	10 64	
67 68	0	3	1	1	0	3 7	4	4	3	3	64 38	64 38
69	0	0	0	1	1	3	4	2	0	0	38 74	38 74
70	0	4	3	2	0	7	7	8	8	8	99	99
70	0	3	0	0	1	2	5	0	4	6	72	72
72	0	2	3	3	0	3	4	6	6	3	62	62
73	0	2	0	1	0	2	2	0	1	0	16	16
	0	2	1	1	0	4	1	0	2	3	33	33
74	U										55	55

Sample Evaluation Pre test

Students	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Pre test															
1. cat												V	V		V
2. sat															
3. bat															
4. fat															
5. hat															
6. sun													$\sqrt{}$		
7. gun															
8. fun															
9. bun															
10. run															
11. pin													$\sqrt{}$		
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17. pot															
18. hot															
19. cot															
20. box															
21. net															
22. jet															
23. wet															
24. let															
25. pet													$\sqrt{}$		

Students	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Pre test															
26. pan												V			
27. tan															
29. ran															
30. van															
31. yam															
32. sub															
33. cub															
34. tub															
35. mud															
36. top															
37. hop												$\sqrt{}$			
38. cop															
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44. lip		7:	2/2/		4					NU					
45. sip			, </th <th>रितृह</th> <th>19.9</th> <th>a a</th> <th>- D</th> <th>an</th> <th>JSIL</th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th>	रितृह	19.9	a a	- D	an	JSIL						
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Students	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Pre test															
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64. kit															
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Students	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Pre test															
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87. him															
88. bin															
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Sample Evaluation Pre test

Students	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Pre test															
1. cat			$\sqrt{}$								V				
2. sat															
3. bat															
4. fat															
5. hat															
6. sun															
7. gun															
8. fun			1												
9. bun															
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11. pin															
12. tin															
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15. zip		7.	200						,	IN	7				
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18. hot															
19. cot															
20. box															
21. net															
22. jet															
23. wet															
24. let															
25. pet															

Students	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Pre test															
26. pan			$\sqrt{}$												
27. tan															
29. ran															
30. van															
31. yam															
32. sub															
33. cub															
34. tub															
35. mud															
36. top			$\sqrt{}$												
37. hop			A												
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39. mop															
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41. hip															
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Students	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Pre test															
56. gut															
57. nut															
58. but															
59. hut															
60. cut															
61. pit															
62. sit															
63. hit															
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66. log			1												
67. jog											1				
68. dog			V								V				
69. hog															
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79. mad			•												
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81. leg															
82. beg															
83. keg															
84. vet															

Students	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Pre test															
85. met															
86. win															
87. him															
88. bin															
89. hid															
90. lid															
91. bus			$\sqrt{}$												
92. bug															
93. rug															
94. dug			$\sqrt{}$												
95. sum															
96. fox			1												
97. rob															
98. job															
99. cob															
100. tot											14.				
	9	3).	PAE	าลัย	2/5°y	तिल	F	kan	ysit	Urit					

Sample Evaluation Post test

Students	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Post test															
1. cat	V	V	V	V	V	V		V	V	V	V	V	V	V	V
2. sat	$\sqrt{}$					$\sqrt{}$		$\sqrt{}$	$\sqrt{}$	$\sqrt{}$			$\sqrt{}$		$\sqrt{}$
3. bat			$\sqrt{}$	$\sqrt{}$		1		$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$		$\sqrt{}$
4. fat	$\sqrt{}$					$\sqrt{}$	V	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$		$\sqrt{}$	$\sqrt{}$		$\sqrt{}$
5. hat	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	V	V	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$		$\sqrt{}$
6. sun	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	V	V		V	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$		$\sqrt{}$
7. gun	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	1	V	V	7	1	V	V		$\sqrt{}$	$\sqrt{}$		$\sqrt{}$
8. fun	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	1	1	V	V	V	V	V	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$		$\sqrt{}$
9. bun	$\sqrt{}$	$\sqrt{}$	1	V	V	V	V	V	V	V		$\sqrt{}$	$\sqrt{}$		
10. run	$\sqrt{}$	$\sqrt{}$	V	1	V	$\sqrt{}$	$\sqrt{}$	V	V	V		$\sqrt{}$	$\sqrt{}$		$\sqrt{}$
11. pin	$\sqrt{}$	V	V	$\sqrt{}$		$\sqrt{}$		$\sqrt{}$		V		$\sqrt{}$	$\sqrt{}$		$\sqrt{}$
12. tin	$\sqrt{}$	$\sqrt{}$	V	1	V	$\sqrt{}$		V	V	V		$\sqrt{}$	$\sqrt{}$		
13. fin	$\sqrt{}$	$\sqrt{}$	1	V	$\sqrt{}$	1	I	V	V	V	14.		$\sqrt{}$	$\sqrt{}$	$\sqrt{}$
14. kin	$\sqrt{}$	2	$\sqrt{}$	1	V	V		V	1	$\sqrt{}$	S	$\sqrt{}$	$\sqrt{}$		$\sqrt{}$
15. zip	$\sqrt{}$	17	58	$\sqrt{}$	1	V	V	1	$\sqrt{}$	V	7	$\sqrt{}$	$\sqrt{}$		$\sqrt{}$
16. dot	$\sqrt{}$	$\sqrt{}$	18	175	1	V		1	1X	V		$\sqrt{}$	$\sqrt{}$		$\sqrt{}$
17. pot	$\sqrt{}$			1	120	त्रात्र	VF	(di)	9	$\sqrt{}$		$\sqrt{}$	$\sqrt{}$		$\sqrt{}$
18. hot	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$		$\sqrt{}$		$\sqrt{}$								
19. cot						$\sqrt{}$		$\sqrt{}$		$\sqrt{}$			$\sqrt{}$		$\sqrt{}$
20. box						$\sqrt{}$		$\sqrt{}$		$\sqrt{}$			$\sqrt{}$		$\sqrt{}$
21. net						$\sqrt{}$		$\sqrt{}$	$\sqrt{}$	$\sqrt{}$			$\sqrt{}$		
22. jet						$\sqrt{}$		$\sqrt{}$		$\sqrt{}$			$\sqrt{}$		
23. wet						$\sqrt{}$				$\sqrt{}$			$\sqrt{}$		
24. let	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$		$\sqrt{}$		$\sqrt{}$	$\sqrt{}$	$\sqrt{}$		$\sqrt{}$	$\sqrt{}$		

Students	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Post test															
25. pet		V			$\sqrt{}$	V		V	V			$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	
26. pan	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$		$\sqrt{}$	$\sqrt{}$	$\sqrt{}$			$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$
27. tan	$\sqrt{}$	$\sqrt{}$		$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$								
28. ran	$\sqrt{}$			$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$								
29. van	$\sqrt{}$			$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$								
30. yam			$\sqrt{}$	$\sqrt{}$			$\sqrt{}$					$\sqrt{}$	$\sqrt{}$		
31. sub	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$		$\sqrt{}$		$\sqrt{}$		$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$
32. cub	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	V		$\sqrt{}$		$\sqrt{}$		$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$
33. rub	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	V		V		$\sqrt{}$		$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$
34. tub	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	1	V	V		1				$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$
35. mud	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	1	1	1		V		V		$\sqrt{}$	$\sqrt{}$		$\sqrt{}$
36. top	$\sqrt{}$	$\sqrt{}$	1	V	1	1	V	V	V	1	V	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$
37. hop	$\sqrt{}$	$\sqrt{}$	V	V	V	$\sqrt{}$	$\sqrt{}$	V	V	V	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$
38. cop	$\sqrt{}$	V	$\sqrt{}$	V		$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	V	$\sqrt{}$	V	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$
39. mop	$\sqrt{}$	$\sqrt{}$	V	1	V	$\sqrt{}$		1	V	1		$\sqrt{}$	$\sqrt{}$		$\sqrt{}$
40. pop		$\sqrt{}$	1	V	V	V	1	1	V	1	L		$\sqrt{}$		$\sqrt{}$
41. hip		2	$\sqrt{}$	V	V	V	V	V	V	1	S 2	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$
42. tip		17	SV.	$\sqrt{}$	V	V		V	$\sqrt{}$	V		$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$
43. nip	$\sqrt{}$	$\sqrt{}$	18	75	V	V		V	1/2r	V		$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	
44. lip				1	179	an	F	(QL)	9 ₁ /			$\sqrt{}$	$\sqrt{}$		$\sqrt{}$
45. sip				$\sqrt{}$	$\sqrt{}$	$\sqrt{}$		$\sqrt{}$	$\sqrt{}$			$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$
46. men				$\sqrt{}$	$\sqrt{}$			$\sqrt{}$	$\sqrt{}$			$\sqrt{}$	$\sqrt{}$		
47. ten				$\sqrt{}$	$\sqrt{}$			$\sqrt{}$	$\sqrt{}$			$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	
48. den				$\sqrt{}$				$\sqrt{}$	$\sqrt{}$			$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	
49. pen				$\sqrt{}$				$\sqrt{}$	$\sqrt{}$			$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	
50. hen								$\sqrt{}$				$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	
51. nap			$\sqrt{}$	$\sqrt{}$			$\sqrt{}$	$\sqrt{}$				$\sqrt{}$		$\sqrt{}$	
52. map			$\sqrt{}$	$\sqrt{}$				$\sqrt{}$				$\sqrt{}$	$\sqrt{}$		
53. cap			$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	√						

Students	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Post test															
54. lap	V		V	V		V	V	V	V	V	V	V	√		V
55. zap	$\sqrt{}$			$\sqrt{}$			$\sqrt{}$	$\sqrt{}$	$\sqrt{}$						
56. gut	$\sqrt{}$		$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$		$\sqrt{}$	$\sqrt{}$	$\sqrt{}$		$\sqrt{}$	$\sqrt{}$		$\sqrt{}$
57. nut	$\sqrt{}$		$\sqrt{}$			$\sqrt{}$	$\sqrt{}$								
58. but	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$		$\sqrt{}$		$\sqrt{}$		$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$
59. hut	$\sqrt{}$			$\sqrt{}$	$\sqrt{}$	1		$\sqrt{}$	$\sqrt{}$	$\sqrt{}$		$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$
60. cut	$\sqrt{}$	$\sqrt{}$		$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	V	$\sqrt{}$							
61. pit	$\sqrt{}$	$\sqrt{}$		$\sqrt{}$	$\sqrt{}$	V	V	$\sqrt{}$							
62. sit	$\sqrt{}$	$\sqrt{}$		$\sqrt{}$	$\sqrt{}$	V		V	$\sqrt{}$						
63. hit	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	1	V	V	V	V	V			$\sqrt{}$	$\sqrt{}$		$\sqrt{}$
64. kit	$\sqrt{}$	$\sqrt{}$	1	V	V	1	V	V	V	V	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$
65. fit	$\sqrt{}$	$\sqrt{}$	V	V	V	V	V	V	V	V	V	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$
66. log	$\sqrt{}$		V	V	V	$\sqrt{}$		V	V	V		$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$
67. jog	$\sqrt{}$	V	V	V		$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	V	$\sqrt{}$		$\sqrt{}$	$\sqrt{}$		$\sqrt{}$
68. dog	$\sqrt{}$	$\sqrt{}$	V	1	V	$\sqrt{}$	$\sqrt{}$	1	V	V		$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$
69. hog	$\sqrt{}$	$\sqrt{}$	1	V	$\sqrt{}$	V	1	V	V	V	14.		$\sqrt{}$	$\sqrt{}$	$\sqrt{}$
70. fog	$\sqrt{}$	2	1	V	V	V	V	V	V	V	5	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$
71. red	$\sqrt{}$	1	3	$\sqrt{}$		V		1	1	V		$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	
72. bed	$\sqrt{}$		78	12/2	1	V		V	Tier	V		$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	
73. fed	$\sqrt{}$	$\sqrt{}$		1672	170	त्रिल	F	(dv)	37	$\sqrt{}$		$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	
74. led	$\sqrt{}$	$\sqrt{}$		$\sqrt{}$		$\sqrt{}$		$\sqrt{}$	$\sqrt{}$	$\sqrt{}$		$\sqrt{}$	$\sqrt{}$		
75. wed		$\sqrt{}$		$\sqrt{}$	$\sqrt{}$	$\sqrt{}$		$\sqrt{}$	$\sqrt{}$				$\sqrt{}$		
76. jam		$\sqrt{}$		$\sqrt{}$	$\sqrt{}$	$\sqrt{}$		$\sqrt{}$	$\sqrt{}$	$\sqrt{}$			$\sqrt{}$		
77. ham	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$		$\sqrt{}$		$\sqrt{}$	$\sqrt{}$	$\sqrt{}$			$\sqrt{}$		
78. tap	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$		$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$		$\sqrt{}$	$\sqrt{}$	
79. mad			$\sqrt{}$	$\sqrt{}$		$\sqrt{}$			$\sqrt{}$	$\sqrt{}$		$\sqrt{}$	$\sqrt{}$		
80. dad		$\sqrt{}$		$\sqrt{}$	$\sqrt{}$										
81. leg	$\sqrt{}$			$\sqrt{}$	$\sqrt{}$	$\sqrt{}$		$\sqrt{}$		$\sqrt{}$			$\sqrt{}$		
82. beg	$\sqrt{}$		$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$		$\sqrt{}$		$\sqrt{}$		$\sqrt{}$	$\sqrt{}$		

Students	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Post test															
83. keg	V		V	V	V	V	V	V		V			V		
84. vet		$\sqrt{}$	$\sqrt{}$	$\sqrt{}$		$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$		$\sqrt{}$	$\sqrt{}$		
85. met	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$		$\sqrt{}$	$\sqrt{}$	$\sqrt{}$		$\sqrt{}$	$\sqrt{}$		
86. win		$\sqrt{}$		$\sqrt{}$	$\sqrt{}$										
87. him			$\sqrt{}$		$\sqrt{}$	$\sqrt{}$									
88. bin		$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$		$\sqrt{}$		$\sqrt{}$		$\sqrt{}$	$\sqrt{}$		
89. hid		$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$		$\sqrt{}$	$\sqrt{}$	$\sqrt{}$		$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	
90. lid		$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	V			$\sqrt{}$	$\sqrt{}$		$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	
91. bus		$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	V				$\sqrt{}$		$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	
92. bug		$\sqrt{}$	$\sqrt{}$	1	V	V		V		$\sqrt{}$		$\sqrt{}$	$\sqrt{}$		$\sqrt{}$
93. rug		$\sqrt{}$	$\sqrt{}$	V	V	1	V	V	V	V		$\sqrt{}$	$\sqrt{}$		$\sqrt{}$
94. dug	$\sqrt{}$	$\sqrt{}$	V	V	V	V		V	V	V		$\sqrt{}$	$\sqrt{}$		
95. sum		$\sqrt{}$	V	V	V			V		V		$\sqrt{}$	$\sqrt{}$		
96. fox	$\sqrt{}$	V	V	V		$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	V		$\sqrt{}$	$\sqrt{}$		
97. rob	$\sqrt{}$	$\sqrt{}$	V	1	V	$\sqrt{}$	$\sqrt{}$	1		V		$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$
98. job	$\sqrt{}$	$\sqrt{}$	1	V	$\sqrt{}$	1	IN	V		V	14.		$\sqrt{}$		$\sqrt{}$
99. cob	$\sqrt{}$	2	$\sqrt{}$	V	V	V		V		1	S	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$
100. tot		17	2	1	V	V	V	V	1	WIN	1	$\sqrt{}$	√	$\sqrt{}$	√

Persian Rangsit

Sample Evaluation Post test

Students	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Post test															
1. cat	V	V	V		V		V		V	V			V		$\sqrt{}$
2. sat	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$					$\sqrt{}$	$\sqrt{}$		$\sqrt{}$	$\sqrt{}$
3. bat	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	1		$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$		$\sqrt{}$	$\sqrt{}$
4. fat	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$		$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$		$\sqrt{}$
5. hat	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	V		$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$		$\sqrt{}$		$\sqrt{}$
6. sun	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	V			$\sqrt{}$		$\sqrt{}$	$\sqrt{}$			$\sqrt{}$
7. gun	$\sqrt{}$	$\sqrt{}$	V	1	V	V		V	V		$\sqrt{}$	$\sqrt{}$			
8. fun	$\sqrt{}$	$\sqrt{}$	1	V	V	1		V	V	$\sqrt{}$	$\sqrt{}$		$\sqrt{}$		$\sqrt{}$
9. bun	$\sqrt{}$	V	V	1	V	1	1	V	V	1			$\sqrt{}$		$\sqrt{}$
10. run	$\sqrt{}$	$\sqrt{}$	V	1	V	$\sqrt{}$		1	1		$\sqrt{}$				
11. pin	$\sqrt{}$	V	$\sqrt{}$	1		$\sqrt{}$		V	$\sqrt{}$	$\sqrt{}$		$\sqrt{}$			
12. tin	$\sqrt{}$	V	1	1	V	$\sqrt{}$	$\sqrt{}$	V	V	1	$\sqrt{}$	$\sqrt{}$			
13. fin	$\sqrt{}$	V	1	1	V	V		V	V	1	1				
14. kin	19	N	1	V	V	V	V		V	1	S	$\sqrt{}$			
15. zip		Po	9 $\sqrt{}$	1	V	V			1	it		$\sqrt{}$			$\sqrt{}$
16. dot	$\sqrt{}$	$\sqrt{}$	78/-	t	y	√			Sil	3 .	$\sqrt{}$				
17. pot	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	67E	2118	70	R	auc	1	$\sqrt{}$	$\sqrt{}$				
18. hot	$\sqrt{}$			$\sqrt{}$	$\sqrt{}$	$\sqrt{}$		$\sqrt{}$	$\sqrt{}$		$\sqrt{}$				
19. cot	$\sqrt{}$	$\sqrt{}$		$\sqrt{}$		$\sqrt{}$	$\sqrt{}$			$\sqrt{}$	$\sqrt{}$			$\sqrt{}$	
20. box	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$		$\sqrt{}$	$\sqrt{}$			$\sqrt{}$	$\sqrt{}$				
21. net	$\sqrt{}$	$\sqrt{}$		$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$			$\sqrt{}$	$\sqrt{}$				
22. jet	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$		$\sqrt{}$				$\sqrt{}$	$\sqrt{}$				
23. wet	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$			$\sqrt{}$	$\sqrt{}$	$\sqrt{}$				
24. let	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$		$\sqrt{}$			$\sqrt{}$	$\sqrt{}$	$\sqrt{}$				
25. pet	$\sqrt{}$	$\sqrt{}$	V	√	$\sqrt{}$	$\sqrt{}$			V	$\sqrt{}$	$\sqrt{}$				

Students	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Post test															
26. pan	V		V	V	V										
27. tan	$\sqrt{}$		$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$				$\sqrt{}$				
28. ran	$\sqrt{}$		$\sqrt{}$												
29. van	$\sqrt{}$				$\sqrt{}$										
30. yam	$\sqrt{}$		$\sqrt{}$	$\sqrt{}$											
31. sub	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	1									
32. cub	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$		$\sqrt{}$	$\sqrt{}$		$\sqrt{}$				
33. rub	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	V					$\sqrt{}$				
34. tub	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	V	V					$\sqrt{}$				
35. mud	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	1		1					$\sqrt{}$				
36. top	$\sqrt{}$		1	V	V	1	1	1	1		$\sqrt{}$	$\sqrt{}$			
37. hop	$\sqrt{}$	V	1	1	V	V		V	V						
38. cop	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	V	V	$\sqrt{}$		1	1	V		$\sqrt{}$			
39. mop	$\sqrt{}$	V	V	V		$\sqrt{}$		V	$\sqrt{}$						
40. pop	$\sqrt{}$	1	1	V	V	$\sqrt{}$			1	1					
41. hip	$\sqrt{}$	1	1	$\sqrt{}$	1	1			V		1				
42. tip	19		$\sqrt{}$	V	V	V	V	1	1	1	S				
43. nip	$\sqrt{}$	P	2	1	V	V	V		$\sqrt{}$	W					
44. lip	$\sqrt{}$	$\sqrt{}$	\$/-	aci	0 4	$\sqrt{}$		-nC	Sil	1					
45. sip	$\sqrt{}$		$\sqrt{}$		3/198	M	R		→						
46. men				$\sqrt{}$											
47. ten			$\sqrt{}$												
48. den					$\sqrt{}$	$\sqrt{}$					$\sqrt{}$				
49. pen			$\sqrt{}$			$\sqrt{}$					$\sqrt{}$				
50. hen			$\sqrt{}$								$\sqrt{}$				
51. nap	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	√	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$			$\sqrt{}$	$\sqrt{}$				
52. map											$\sqrt{}$				
53. cap	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$		$\sqrt{}$			$\sqrt{}$	$\sqrt{}$	$\sqrt{}$				
54. lap	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	√		$\sqrt{}$					$\sqrt{}$				

Students	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Post test															
55. zap	V	V	V	V	V	V			V	V	V		V		
56. gut	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$		$\sqrt{}$	$\sqrt{}$		$\sqrt{}$	$\sqrt{}$		$\sqrt{}$				
57. nut									$\sqrt{}$		$\sqrt{}$				
58. but											$\sqrt{}$				
59. hut											$\sqrt{}$				
60. cut	$\sqrt{}$		$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	1		$\sqrt{}$	$\sqrt{}$		$\sqrt{}$				
61. pit	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	V	$\sqrt{}$	$\sqrt{}$		$\sqrt{}$				
62. sit	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	V		$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$				
63. hit	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	V			$\sqrt{}$		$\sqrt{}$				
64. kit	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	V	V	V			V		$\sqrt{}$				
65. fit	$\sqrt{}$	$\sqrt{}$	V	V	V	1		1	V		$\sqrt{}$				
66. log	$\sqrt{}$	V	V	V		V			V	V	$\sqrt{}$				
67. jog	$\sqrt{}$	$\sqrt{}$	V	1	V	$\sqrt{}$			V		$\sqrt{}$				
68. dog	$\sqrt{}$	V	V	V		$\sqrt{}$			$\sqrt{}$						
69. hog	$\sqrt{}$	$\sqrt{}$	1	1		$\sqrt{}$		V	V		$\sqrt{}$				
70. fog	$\sqrt{}$	V	V	V	V	1		V	V	V	1				
71. red	19		$\sqrt{}$	V	V	V			V	,	ST				
72. bed	$\sqrt{}$	R	21	1	V	V			$\sqrt{}$	ICIT					
73. fed	$\sqrt{}$	$\sqrt{}$	\$/-	2	y	V			SV	3 .	$\sqrt{}$				
74. led	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	675	798	70	R	and	3		$\sqrt{}$				
75. wed	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$					$\sqrt{}$				
76. jam	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$		$\sqrt{}$		$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$				
77. ham	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$			$\sqrt{}$		$\sqrt{}$	$\sqrt{}$		$\sqrt{}$				
78. tap	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$		$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$				
79. mad	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$						$\sqrt{}$		$\sqrt{}$				
80. dad									$\sqrt{}$						
81. leg											$\sqrt{}$				
82. beg	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$			$\sqrt{}$		$\sqrt{}$				
83. keg	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$		$\sqrt{}$	$\sqrt{}$		$\sqrt{}$				

Students	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Post test															
84. vet	V				V		V			V	V	V			
85. met		$\sqrt{}$	$\sqrt{}$	$\sqrt{}$		$\sqrt{}$	$\sqrt{}$				$\sqrt{}$				
86. win		$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$				$\sqrt{}$	$\sqrt{}$				
87. him	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$		$\sqrt{}$		$\sqrt{}$			$\sqrt{}$				
88. bin			$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$		$\sqrt{}$					
89. hid			$\sqrt{}$	$\sqrt{}$	$\sqrt{}$				$\sqrt{}$						
90. lid		$\sqrt{}$	$\sqrt{}$			$\sqrt{}$			$\sqrt{}$		$\sqrt{}$				
91. bus	$\sqrt{}$		$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	V		$\sqrt{}$	$\sqrt{}$		$\sqrt{}$				
92. bug	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	V			$\sqrt{}$	$\sqrt{}$	$\sqrt{}$				
93. rug	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	1	V	V			V		$\sqrt{}$				
94. dug			1		V	1			1						
95. sum		V	V	1		V			V	1	$\sqrt{}$		$\sqrt{}$		
96. fox	$\sqrt{}$	$\sqrt{}$	V	1	V	$\sqrt{}$			1	V	$\sqrt{}$				
97. rob	$\sqrt{}$		$\sqrt{}$	1		$\sqrt{}$									
98. job		V	1	V		$\sqrt{}$		V	V	1	$\sqrt{}$	$\sqrt{}$			
99. cob		V	1	V		V	V	V	V	1	1.		$\sqrt{}$		
100. tot	19		1	1	V	V	V		1		57	$\sqrt{}$			

วากะกล้ยรังสิต Rangsit Univ

Sample Evaluation Post test

Make a tick if students can make the correct sound of each letter.

Students	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45
Post test															
1. cat	V	V	V	V	V	V	V	V		V	V		V	V	
2. sat	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$		$\sqrt{}$	$\sqrt{}$	$\sqrt{}$		$\sqrt{}$			$\sqrt{}$	$\sqrt{}$	$\sqrt{}$
3. bat	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$		$\sqrt{}$		$\sqrt{}$		$\sqrt{}$		$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$
4. fat	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$		$\sqrt{}$		$\sqrt{}$			$\sqrt{}$	$\sqrt{}$	$\sqrt{}$
5. hat	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	V	V	$\sqrt{}$		$\sqrt{}$			$\sqrt{}$		$\sqrt{}$
6. sun	$\sqrt{}$		$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	V	V				$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$
7. gun	$\sqrt{}$		$\sqrt{}$	1	V	$\sqrt{}$	V				$\sqrt{}$		$\sqrt{}$	$\sqrt{}$	
8. fun	$\sqrt{}$		1	1	V	1	1			$\sqrt{}$		$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$
9. bun	$\sqrt{}$		V	1	V	1	$\sqrt{}$			1		$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$
10. run	$\sqrt{}$		1	1	1	$\sqrt{}$	$\sqrt{}$			V			$\sqrt{}$	$\sqrt{}$	$\sqrt{}$
11. pin	$\sqrt{}$		$\sqrt{}$	$\sqrt{}$		$\sqrt{}$	$\sqrt{}$			$\sqrt{}$			$\sqrt{}$	$\sqrt{}$	$\sqrt{}$
12. tin	$\sqrt{}$		1	1	V	$\sqrt{}$	$\sqrt{}$	V		V			$\sqrt{}$	$\sqrt{}$	$\sqrt{}$
13. fin	$\sqrt{}$		1	1	V	V	V	V		1	1.		$\sqrt{}$	$\sqrt{}$	$\sqrt{}$
14. kin	12	9	$\sqrt{}$	$\sqrt{}$	V	V	V	V		1	S		$\sqrt{}$	$\sqrt{}$	$\sqrt{}$
15. zip	$\sqrt{}$	Po	1	1	V	$\sqrt{}$	√			10/1	,		$\sqrt{}$	$\sqrt{}$	$\sqrt{}$
16. dot	$\sqrt{}$		3/-	1	y	$\sqrt{}$			cjt '	2.			$\sqrt{}$		$\sqrt{}$
17. pot	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	75	249 8	70	R	2No)	$\sqrt{}$			$\sqrt{}$	$\sqrt{}$	$\sqrt{}$
18. hot	$\sqrt{}$		$\sqrt{}$		$\sqrt{}$	$\sqrt{}$		$\sqrt{}$							
19. cot	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$		$\sqrt{}$	$\sqrt{}$	$\sqrt{}$		$\sqrt{}$			$\sqrt{}$		$\sqrt{}$
20. box	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$		$\sqrt{}$	$\sqrt{}$	$\sqrt{}$					$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$
21. net	$\sqrt{}$		$\sqrt{}$	$\sqrt{}$		$\sqrt{}$	$\sqrt{}$						$\sqrt{}$	$\sqrt{}$	$\sqrt{}$
22. jet	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$		$\sqrt{}$	$\sqrt{}$						$\sqrt{}$	$\sqrt{}$	$\sqrt{}$
23. wet	$\sqrt{}$		$\sqrt{}$	$\sqrt{}$		$\sqrt{}$	$\sqrt{}$	$\sqrt{}$					$\sqrt{}$	$\sqrt{}$	$\sqrt{}$
24. let	$\sqrt{}$		$\sqrt{}$	$\sqrt{}$		$\sqrt{}$	$\sqrt{}$						$\sqrt{}$	$\sqrt{}$	$\sqrt{}$
25. pet	$\sqrt{}$	$\sqrt{}$		$\sqrt{}$		$\sqrt{}$		$\sqrt{}$				$\sqrt{}$			$\sqrt{}$

Students	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45
Post test															
26. pan	V	V	V	V	V	V	V					V	$\sqrt{}$	V	$\sqrt{}$
27. tan	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$		$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$		$\sqrt{}$		$\sqrt{}$			$\sqrt{}$
28. ran	$\sqrt{}$		$\sqrt{}$		$\sqrt{}$	$\sqrt{}$	$\sqrt{}$								$\sqrt{}$
29. van	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$		$\sqrt{}$	$\sqrt{}$					$\sqrt{}$	$\sqrt{}$	$\sqrt{}$		$\sqrt{}$
30. yam		$\sqrt{}$	$\sqrt{}$												
31. sub	$\sqrt{}$		$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	1							$\sqrt{}$		$\sqrt{}$
32. cub	$\sqrt{}$		$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$							$\sqrt{}$		$\sqrt{}$
33. rub	$\sqrt{}$		$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	V									
34. tub	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$		V	V								$\sqrt{}$
35. mud		$\sqrt{}$	$\sqrt{}$	V		V	V								$\sqrt{}$
36. top		$\sqrt{}$	V	1	V	1	1	1							
37. hop	$\sqrt{}$		V	V	V	V	1	1		V			$\sqrt{}$		$\sqrt{}$
38. cop	$\sqrt{}$	$\sqrt{}$	V	1	V					V					
39. mop		V	V	1		$\sqrt{}$		V		$\sqrt{}$					
40. pop		V	1	1	V		$\sqrt{}$								
41. hip	$\sqrt{}$		V	$\sqrt{}$	1	1	V	1		1	1,5	· \			
42. tip	12		V	V	V	V	V	1		1					
43. nip		73	2	1	V	V	1			N					
44. lip		$\sqrt{}$	8/-	200	y	√		200	sit '	7					
45. sip	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	·/E/	3/18	71	R			$\sqrt{}$					$\sqrt{}$
46. men	$\sqrt{}$								$\sqrt{}$						
47. ten	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$				$\sqrt{}$					$\sqrt{}$			$\sqrt{}$
48. den			$\sqrt{}$	$\sqrt{}$			$\sqrt{}$					$\sqrt{}$			$\sqrt{}$
49. pen	$\sqrt{}$		$\sqrt{}$			$\sqrt{}$	$\sqrt{}$			$\sqrt{}$		$\sqrt{}$			$\sqrt{}$
50. hen	$\sqrt{}$														
51. nap	$\sqrt{}$		$\sqrt{}$		$\sqrt{}$	$\sqrt{}$		$\sqrt{}$					$\sqrt{}$	$\sqrt{}$	$\sqrt{}$
52. map			$\sqrt{}$		$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$					$\sqrt{}$	$\sqrt{}$	$\sqrt{}$
53. cap		$\sqrt{}$	$\sqrt{}$		$\sqrt{}$										
54. lap	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$				$\sqrt{}$								$\sqrt{}$

Students	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45
Post test															,
55. zap	V	V			V			V		V		V			
56. gut						$\sqrt{}$	$\sqrt{}$						$\sqrt{}$	$\sqrt{}$	$\sqrt{}$
57. nut				$\sqrt{}$		$\sqrt{}$	$\sqrt{}$							$\sqrt{}$	$\sqrt{}$
58. but				$\sqrt{}$		$\sqrt{}$				$\sqrt{}$			$\sqrt{}$	$\sqrt{}$	$\sqrt{}$
59. hut			$\sqrt{}$	$\sqrt{}$		$\sqrt{}$	$\sqrt{}$			$\sqrt{}$			$\sqrt{}$	$\sqrt{}$	$\sqrt{}$
60. cut		$\sqrt{}$	$\sqrt{}$	$\sqrt{}$		1	$\sqrt{}$			$\sqrt{}$			$\sqrt{}$	$\sqrt{}$	$\sqrt{}$
61. pit	$\sqrt{}$		$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$		$\sqrt{}$		$\sqrt{}$				$\sqrt{}$	$\sqrt{}$
62. sit	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	V	V	$\sqrt{}$						$\sqrt{}$	$\sqrt{}$
63. hit					V	V	V	V							$\sqrt{}$
64. kit			$\sqrt{}$	1	V	1	V								$\sqrt{}$
65. fit			1	1	V	1	V	V							$\sqrt{}$
66. log			1	1	V	V	$\sqrt{}$			V				$\sqrt{}$	$\sqrt{}$
67. jog	$\sqrt{}$		1	1	V	$\sqrt{}$				V					$\sqrt{}$
68. dog			$\sqrt{}$	1		$\sqrt{}$	$\sqrt{}$								
69. hog			1	1	V		$\sqrt{}$	1		V					
70. fog	$\sqrt{}$		1	V	1	1	V	1		V	1.5				
71. red	2	2	1	V		V	1		1	,	5				
72. bed		No.	2	$\sqrt{}$	V		V			ILIZ					
73. fed		$\sqrt{}$	\$/-	de	J	$\sqrt{}$	1	and	sit	0					
74. led					3/13	11	R	allia)						
75. wed															
76. jam						$\sqrt{}$									
77. ham						$\sqrt{}$	$\sqrt{}$							$\sqrt{}$	$\sqrt{}$
78. tap			$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$					$\sqrt{}$	$\sqrt{}$	
79. mad			$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$						$\sqrt{}$	$\sqrt{}$	$\sqrt{}$
80. dad			$\sqrt{}$		$\sqrt{}$	$\sqrt{}$	$\sqrt{}$						$\sqrt{}$	$\sqrt{}$	$\sqrt{}$
81. leg			$\sqrt{}$		$\sqrt{}$	$\sqrt{}$								$\sqrt{}$	$\sqrt{}$
82. beg		$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$				_			$\sqrt{}$	$\sqrt{}$	$\sqrt{}$
83. keg		1		√	V	$\sqrt{}$	$\sqrt{}$			V			√		√

Students	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45
Post test															
84. vet	$\sqrt{}$		$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$			V		$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	
85. met	$\sqrt{}$			$\sqrt{}$		$\sqrt{}$	$\sqrt{}$		$\sqrt{}$						
86. win			$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$					$\sqrt{}$		$\sqrt{}$
87. him			$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$			$\sqrt{}$			$\sqrt{}$	$\sqrt{}$	$\sqrt{}$
88. bin			$\sqrt{}$		$\sqrt{}$	$\sqrt{}$				$\sqrt{}$			$\sqrt{}$	$\sqrt{}$	$\sqrt{}$
89. hid			$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	1							$\sqrt{}$	$\sqrt{}$	$\sqrt{}$
90. lid			$\sqrt{}$	$\sqrt{}$		$\sqrt{}$				$\sqrt{}$			$\sqrt{}$	$\sqrt{}$	$\sqrt{}$
91. bus			$\sqrt{}$		$\sqrt{}$		V			$\sqrt{}$			$\sqrt{}$	$\sqrt{}$	$\sqrt{}$
92. bug		$\sqrt{}$	$\sqrt{}$		$\sqrt{}$	V	V			$\sqrt{}$			$\sqrt{}$	$\sqrt{}$	$\sqrt{}$
93. rug		$\sqrt{}$	$\sqrt{}$		V	$\sqrt{}$	V			$\sqrt{}$			$\sqrt{}$	$\sqrt{}$	$\sqrt{}$
94. dug			1	1			V						$\sqrt{}$	$\sqrt{}$	$\sqrt{}$
95. sum	$\sqrt{}$		1	1	V	V	V			1		$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$
96. fox			$\sqrt{}$	1	1	$\sqrt{}$	$\sqrt{}$						$\sqrt{}$	$\sqrt{}$	$\sqrt{}$
97. rob	$\sqrt{}$		$\sqrt{}$	V		$\sqrt{}$				V			$\sqrt{}$	$\sqrt{}$	$\sqrt{}$
98. job	$\sqrt{}$		1	1		$\sqrt{}$						$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$
99. cob	$\sqrt{}$		1	1	V	V	V			V	.t.		$\sqrt{}$	$\sqrt{}$	$\sqrt{}$
100. tot	19		1	1		V	V			1	5/5/5/	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$	V

ราวคุยรังสิต Rangsit Unit

Vitae

Name Thapanee Panvisavas

Birth 4 September 1978

Hometown Bangkok Thailand

Education Seattle University, U.S.A.

Bachelor of Arts major in Marketing, 2000

City University of Seattle, U.S.A.

Master of Business Administration in General Management, 2003

Seattle University, U.S.A.

Certificate in TESOL, 2004

Rangsit University, Thailand

Master of Education in Bilingual Education, 2015

Address 83/121 Lad Proa 101 road Klongjan Bangkapi 10240

Workplace Thainiyomsongkroh School Bangkaen District Bangkok

Position Teacher in Bilingual Program

Enganeration Rangsit University of Rangsit University