

THE APPLICATION OF PHONICS INSTRUCTION TO IMPROVE ENGLISH VOCABULARY OF GRADE 5 STUDENTS IN HUBEI PROVINCE, CHINA



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by LU FAN

was submitted in partial fulfillment of the requirements for the degree of Master of Education in Curriculum and Instruction

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Academic Year 2023

Assoc.Prof. Marut Patphol, Ed.D.

Examination Committee Chairperson

้วท_{ยาลัยรังสิ}

Asst.Prof. Nipaporn Sakulwongs, Ed.D.

Member

Techameth Pianchana, Ph.D.

Member and Advisor

Approved by Graduate School

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

Dean of Graduate School

January 31, 2024

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Lu Fan Researcher 6306063 : Lu Fan

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Abstract

This study aimed to compare Grade 5 students' English vocabulary before and after using phonics instruction and to investigate the students' satisfaction with the use of phonics instruction in English vocabulary lessons in Hubei province, China.

A cluster random sampling method was employed to select a study sample from two Grade 5 classes in a school located in Hubei province. Quantitative data were collected through a pre-test and a post-test, evaluating Grade 5 Chinese students' English vocabulary, and were analyzed using paired sample t-test. In addition, a questionnaire was used to collect data to examine the students' satisfaction with the use of phonics instruction, which was analyzed using mean and standard deviation.

The results of the pre-test and post-test revealed a significant improvement in students' English vocabulary, as indicated by a notable mean difference of 6.40 points (16%) between the pre-test score ($\bar{\mathbf{X}}$ =24.57, SD=5.71) and post-test score ($\bar{\mathbf{X}}$ =30.97, SD=6.52). Furthermore, the findings from the questionnaire demonstrated that nearly all participants expressed a high level of satisfaction with the implementation of phonics instruction in English vocabulary lessons. Consequently, this study demonstrated the effectiveness of phonics instruction as an alternative method for teaching and learning English vocabulary.

(Total 114 pages)

Keywords: Phonics Instruction, English Vocabulary, Students' Satisfaction, Grade 5
Students

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CHAPTER 1

INTRODUCTION

This chapter talks about the background and rational of the study, research objectives, research question, scope of the study, research terminologies, expected outcomes and limitations of the study.

1.1 Background and Rational of The Study

As a global language, English is widely used. There are many countries in the world using English as their first language, while the number of countries that use English as a second language is also increasing. It can be seen that the informatization of social life and globalization of economy, coupled with the diversity of culture, make the significance of English more and more obvious (Yi, 2010). In the development strategy of basic education, many countries regard English education as an important part of citizen quality education and put it in a prominent position. In China, English is set as a compulsory subject from the third grade in primary school. Some primary schools in well-developed districts start English classes as early as grade one.

A consensus among linguists, language learners, teachers, and students is that vocabulary is indispensable for mastering a language. As linguist Wilkins (1972) stated in Linguistics in Language Teaching: "Without grammar very little can be conveyed; without vocabulary nothing can be conveyed." Vocabulary plays a significant role in cultivating students' comprehensive language usability and is the prerequisite for the development of speaking, listening, reading and writing skills. The latest version of English Curriculum Standards for Compulsory Education (2022) in

China defines the goal that primary students ought to master 600-800 words, and should develop basic knowledge of word spelling.

However, despite of the significant role that vocabulary plays in English learning, the current situation of vocabulary teaching in primary school is not optimistic. Most English teachers do not pay attention to phonology teaching and still follow the traditional vocabulary teaching method, asking students to read words aloud and recite words letter by letter, like w-o-r-d. This kind of rote learning is obviously inefficient and unattractive for primary students. Wu (2009) summarized the main problems of English vocabulary learning for Chinese primary school students. First, the difficulty of vocabulary pronunciation. Most teachers do not explain to students the relationship between letters and pronunciation of English. They take the method of showing students how words are pronounced and students imitate the pronunciation, leading to a phenomenon prevalent among primary students that they use Chinese characters or Pinyin to help remember the pronunciation of English words. For instance, Chinese characters '卡儿' for the English word 'car'. The second problem is the difficulty of spelling vocabulary. Students learn word spelling entirely by rote. Simple words can be remembered by repetition, but they are soon forgotten. Once long words appear, it will be difficult for students to remember them by repetition.

Primary school is the period when children are new to English, which means it's important that English teaching in primary school focuses on cultivating students' interest in learning English. However, the problems of vocabulary learning, including word pronunciation and spelling, will lead to students becoming intimidated by English vocabulary learning, and then losing interest in English learning. According to the author's teaching experience, students who have a better vocabulary learning always show great interest in English learning and learn it with ease. On the contrary, students who harbor that it is tough to learn English vocabulary show minimal interest in English learning and even hate it. Therefore, effective and attractive vocabulary learning and teaching methods will not only improve primary students' vocabulary learning but will also stimulate students' interest in English learning.

Phonics Instruction is the mainstream method of teaching English pronunciation and spelling to children from countries where English is the native language, and of improving students' reading and comprehension skills. Adams (1990) claimed that children can not only learn to sound out words through phonics training, but they can also focus on the spelling of the words. Phonics Instruction is to teach students one or more fixed sounds of different letters and letter combinations, so that students are able to see the "shape" of a word and make its "sound", and in turn can spell the word by listening to the pronunciation of it. It starts from the pronunciation of letters and letter combinations, and then turns to how letters combine form words. Instead of focusing on mechanical repetition like the traditional word teaching method, phonics instruction allows students to pronounce and spell new words systematically. It is obvious that this method is of high efficiency. As a result, many countries where English is a second language have introduced phonics instruction to their school English teaching. For instance, the phonics approach was carried out in primary schools in Malaysia in 2011 according to the new Standard-Based English Language Curriculum of their country. Even though phonics is not a novel concept in many parts of the world, it was seen as a new style of teaching English as a second language in Malaysia (Prasad, Maarof, & Yamat, 2016).

While English-speaking nations implement effective phonics instruction in their early classes, Chinese teachers struggle with IPA instruction in their classrooms, which is in part the root of Chinese students' heavy workloads. IPA stands for International Phonetic Alphabet, referring to the phonetic notation system that uses a set of symbols to represent each unique sound that can be found in spoken human language (Cao, 2017). Some Chinese teachers indeed recognize the situation that students have problems in learning words, but they turn to using IPA to boost it. As IPA uses many special symbols to represent each sound, it is pretty hard for students, especially primary students whose cognition does not develop well, to learn and acquire it. Worse still, the heavy load learning IPA makes students even more dislike English learning.

Furthermore, there are many studies on the difficulties and countermeasures of English vocabulary learning and teaching in elementary school. Shen (2021) summarizes the problems of English vocabulary learning in primary school. First, students lack interest in English vocabulary learning. Second, students have trouble in memorizing English words, including word meaning, pronunciation and spelling. At the same time, he makes suggestions that teachers should adopt situational teaching method, visual teaching method, game teaching method, song teaching method. These methods are helpful to improve students' motivation in vocabulary class without doubt, which are, however, limited in word pronunciation and spelling as students do not master the relationship between letters and sounds. Then, Wu (2023) gives six effective strategies, (a) the use of physical props to present English vocabulary visually; (b) the use of information technology to vividly display English vocabulary; (c) the use of contextual teaching advantages to assist students in learning vocabulary; (d) the use of designed games teaching to add fun to vocabulary teaching; (e) enriching the way of vocabulary memorization to; (f) introducing extra-curricular vocabulary appropriately to expand students' learning scope. Again, these methods are quite useful in involving students in vocabulary class and in helping them remember words to a certain extent, but they have limited effect on students' mastery of word pronunciation and spelling patterns. Besides, these methods require pretty much time in class. Once there are massive words to recite, these methods are no longer practical กะกลัยรังสิต Rangsit and effective.

Above all, it is imperative that an effective and enjoyable method in line with the rules of children's cognitive development be applied in primary school English teaching in China. Phonics instruction is effective and prevalent for vocabulary learning. In consideration of the current vocabulary teaching and learning problems in primary schools in China, the author holds that phonics instruction is favourable. Thus, this paper was to test that would the use of phonics instruction help improve the English vocabulary of Chinese primary students. The expected outcome of the study was students' English vocabulary improved after using phonics instruction, and students had positive perception towards the use of it.

1.2 Research Questions

- 1.2.1 Would the use of phonics instruction help improve students' English vocabulary of grade 5 in Hubei Province?
- 1.2.2 Would Grade 5 students be positively satisfied with the use of phonics instruction in learning English vocabulary?

1.3 Research Objectives

- 1.3.1 To compare students' English vocabulary of grade 5 in Hubei Province before and after using phonics instruction.
- 1.3.2 To investigate students' satisfaction of grade 5 in Hubei Province toward phonics instruction.

1.4 Research Hypotheses

- 1.4.1 Students' English vocabulary of grade 5 in Hubei Province would be improved after using phonics instruction.
- 1.4.2 Grade 5 students in Hubei Province would have a positive satisfaction with the use of phonics instruction in learning English vocabulary.

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1.5 Scope of the Study

This study was carried out within a particular scope as outlined below. Thus, generalization of the results must be taken with caution, considering the contexts of various educational levels, educational objects and the use of research tools.

1.5.1 Population and sample

Population: The target population of this study consisted of two classes of 60 students grade 5 students from Hubei Province, China, ranging in age from 11 to 12 years with mixed genders and learning abilities.

Sample: The researcher used the cluster random sampling technique to select one class with 30 students out of 2 classes of grade 5 in Hubei Province, China.

1.5.2 Content of the study

In this study, the researcher designed four lesson plans in a month, teaching 26 letter sounds. The lesson plan was made on the basis of Jolly Phonics, which is a well-known program in English-speaking countries for teaching phonics to young children in a more engaging way. The UK's Department for Education has given the Jolly Phonics program full validation as a successful systematic synthetic phonics program. This program teaches 42 letter sounds, including 26 alphabet sounds as well as digraphs such as sh, th. According to the latest version of English Curriculum Standards for Compulsory Education (2022), primary students just need to grasp the simple spelling rules, perceiving the single letter sounds. Thus, this study taught the vital 26 single alphabet sounds to the sample. Vocabulary tests would be set up before and after the 4 lessons to compare students' performance.

Table 1.1 Lesson Outline

Lesson Plan	Teaching content	Time	
Pre-test			
I	s, a, t, i, p, n	Week 1	
II	c, k (ck), e, h, r, m, d	Week 2	
III	g, o, u, 1, f, b	Week 3	
IV	j, z, w, v, y, x, qu	Week 4	
Post-test			

1.5.3 Location of the study

The study was conducted in a Middle School in Hubei province. The school has a total of 25 classes, 101 teachers, and grades ranging from kindergarten to ninth grade. The school is in a rural area. Figure 1.2 shows the location of the research school.

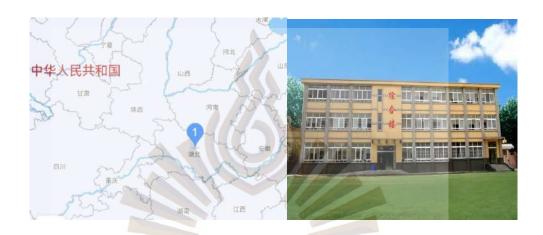


Figure 1.1 Location of the Research School

Source: Baidubaike, 1938

1.5.4 Time Frame

The study was conducted for four weeks from August to September 2023. Each week, the researcher taught a certain amount of letter sounds to the sample group.

1.6 Conceptual Framework of The Study

The independent variable in this study was phonics instruction, and the dependent variables were improving students' English vocabulary and students' satisfaction with the application of phonics training. Following is the illustration of the study's conceptual framework:

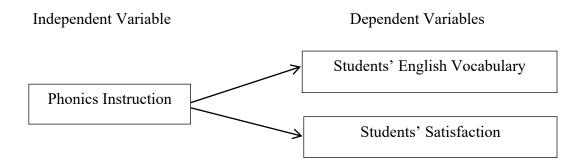


Figure 1.2 Independent and Dependent Variables

1.7 Limitations of The Study

The purpose of the study was to determine whether using phonics instruction in primary school would improve students' English vocabulary. Additionally, the participants would view the use of phonics instruction favorably. However, the following limitations were taken into account.

1.7.1 Number of Participants

The results of this study were based on data gathered from 30 grade 5 students at a single school in one province in China. Therefore, results from this study should not be generalized because they could vary with more or fewer participants.

1.7.2 Time

The experiment for this study was only run for a month due to time restrictions. As a result, if the study had been conducted over a longer duration or at a different moment, the findings might have varied.

1.7.3 Number of Letter Sounds Involved

There are 42 letter sounds in Jolly Phonics, but the lesson plan of this study only involved the main 26 letter sounds on account of time constraints. If all the 42 letter sounds were demonstrated to students, the results would have been more thorough.

1.8 Research Terminologies

Phonics Instruction refers to the teaching strategy that the researcher designed for teaching the sample group 26 single letter sounds. The purpose of it is to assist students in understanding the alphabetic principle, which holds that there is a systematic, logical, and predictable relationship between written letters and spoken sounds. Through phonics instruction, students can pronounce a word by seeing it and spell a word by hearing how it is pronounced. There are four steps for teaching in this study as follows: 1) Warming-up and Revision; 2) Presentation; 3) Practice and Consolidation; and 4) Summary.

Students' English Vocabulary refers to the ability of grade 5 Chinese students in the sample group to pronounce, spell and give the meaning of English words accurately. The researcher uses phonics instruction to improve the English vocabulary of students in the sample group. In this study, pre-test and post-test are used to assess students' English vocabulary.

Students' Satisfaction refers to the viewpoint of the grade 5 Chinese students towards the use of phonics instruction in vocabulary lessons. For this study, the researcher sought to investigate students' satisfaction through three major categories, including the students' interest and motivation, students' engagement and the efficacy of phonics instruction on students' English vocabulary through the questionnaire using a Five-point Likert scale.

1.9 Significance of The Study

- 1.9.1 The application of phonics instruction helped improve English vocabulary of grade 5 students in Hubei Province, China. Therefore, primary English teachers in China can introduce phonics instruction to their vocabulary lessons to improve the students' efficiency in learning English vocabulary.
- 1.9.2 Grade 5 Chinese students had a positive satisfaction with the use of phonics instruction in English vocabulary learning. In this study, phonics instruction was conducted with various activities to create an active and positive learning atmosphere, enhancing students' interest, motivation, engagement and efficiency in vocabulary learning. Therefore, when introducing phonics instruction in vocabulary lessons, primary English teachers can design ample phonics activities to make the classroom environment more interesting and enjoyable, such as making sound cards, playing phonics games in groups and listening to interesting phonics songs, and so on.



CHAPTER 2

LITERATURE REVIEW

This chapter presents the English curriculum for compulsory education in China, standards of English vocabulary for primary students in China, the importance of vocabulary learning, teaching and learning problems of current English vocabulary in primary school, the conception of phonics, related researches on phonics instruction at home and abroad, students' satisfaction and related theory, which are stated in the following order:

- 2.1 English Curriculum Standards in China
- 2.2 The Importance of English Vocabulary
- 2.3 Teaching and Learning Problems of English Vocabulary in Primary School in China
 - 2.4 Phonics Instruction
 - 2.5 Students' Satisfaction
 - 2.6 Related Theory
 - 2.7 Related Researches and Studies

2.1 English Curriculum Standards in China

2.1.1 English Curriculum Standards

On March 25, 2022, the Ministry of Education of the People's Republic of China announced the English Curriculum Standards for Compulsory Education (2022 Edition), which has undergone substantial innovation compared with the English Curriculum Standards for Compulsory Education (2011 Edition) published in 2011. The new English Curriculum puts forward the English curriculum philosophy aimed at developing students' core literacy, establishes the objectives based on core

competences, optimizes the content and teaching requirements, and re-plans the implementation of the English curriculum, signaling that the English curriculum reform of basic education in China has entered the era of core literacy in an all-round way (Li, 2022). Core literacy is the embodiment of the cultivating value of curriculum, and is the proper values, necessary character and key abilities that students gradually form through the curriculum to meet the needs of their lifelong and social development. The core literacy to be cultivated in the English curriculum includes language ability, cultural awareness, thinking quality and learning ability. Language ability is the basic element of core literacy.

The compulsory English curriculum is divided into three stages and sets three corresponding levels. Level 1 suggests the goals to be achieved in the stage of grades 3~4, Level 2 suggests the goals to be achieved in the stage of grades 5~6, and Level 3 suggests the goals to be achieved in the stage of grades 7~9. Based on the stage goals, the new standards set the English curriculum contents, consisting of elements such as themes, discourse, language knowledge, cultural knowledge, language skills, and learning strategies. For implementation, the new curriculum standards emphasize that teachers should insist on cultivating people, accurately understand the connotation of core literacy, fully respect each student, and adhere to student-centered teaching (ECSCE, 2022).

Vocabulary is the foundation of the English curriculum and is closely related to the content elements of the curriculum such as discourse, language knowledge, and language skills. Compared with the former curriculum standards (2011), the number of vocabulary that students ought to master has increased by about 100 in the new English curriculum standards, which significantly raises the requirements of vocabulary learning (Tao & Mao, 2022). The adjustment not only further indicates the significance of vocabulary in English learning, but asks teachers to pay more attention to students' vocabulary learning.

2.1.2 Standards for English Vocabulary

The English Curriculum Standards for Compulsory Education set clear and specific goals that students should achieve at the end of each key stage. Following are the standards for vocabulary learning of grades 5-6 (ECSCE, 2022).

- 1) Identify and read the 26 letters of both upper and lower case.
- 2) Perceive the simple spelling rules and try to spell words with the help of spelling rules.
 - 3) Learn the sound, shape and meaning of words.
- 4) Learn the meaning of words in the context, and gradually accumulate vocabulary in application.
- 5) Use vocabulary to describe things, behaviors, processes and characteristics in specific contexts and to express key information and ideas related to the topic.
- 6) Be able to use about 500 words to communicate and express themselves on a given topic. In addition, students are encouraged to acquire 100-300 words within the scope of related topics and a certain number of idioms or fixed collocations.

It can be clearly seen that word pronunciation and spelling are highlighted in the standards. The curriculum standards also give further tips for teaching vocabulary to students in grades 5-6. To develop students' spelling ability and phonological awareness on the basis of meaningful learning materials and through a step-by-step approach of perception, exercise, and application practice. That is to say, when carrying out spelling teaching, students should be provided with such materials like contents with simple language, illustrations, vivid and interesting plot, infiltration of spelling rules and reading materials with recordings. To give students sufficient time to observe, discover and summarize spelling rules, not to replace students' thinking and practice with mechanical practice and rote memorization. To guide students to perceive the accent, meaning group, intonation and rhythm of English and lay the foundation for accurate and appropriate expression and communication through rich language practice activities, such as listening and imitating, reading texts aloud, dubbing stories, singing songs, rhyming, etc.

Overall, on the one hand, the latest English curriculum standards in China stress the importance of vocabulary in English learning as it is the foundation of other language skills, so the number of words that primary students required to master increases in the new standards. In addition, the standards make the goal explicit that primary students should have a preliminary comprehension of spelling rules and be able pronounce and spell words using spelling rules. Hence, teachers ought to attach importance to word pronunciation and spelling in vocabulary class.

On the other hand, however, in addition to emphasizing that students should be provided with various materials in vocabulary learning, the new standards fail to mention systematic instructions to help primary students to grasp spelling rules or to build up awareness of spelling. As a result, in practical teaching, many teachers still adopt the traditional way of mechanical repetition and dictation in vocabulary classes, which is helpless to improve primary students' vocabulary learning and learning interests. Therefore, it is imperative to introduce a systematic and effective method to enhance the vocabulary learning of primary students.

2.2 The Importance of English Vocabulary

2.2.1 The Importance of Vocabulary in Language Learning

Vocabulary is frequently seen as a crucial component of foreign language learning, directly influencing the use of language since communication is hampered by a restricted vocabulary in a second language. Without vocabulary input, there will be no language output. As Krashen (1989) states:

Excellent reasons exist for devoting attention to vocabulary and spelling. First, there are practical reasons. Large vocabulary is of course, essential for mastery of a language. Second language acquirers know this; they carry dictionaries with them, not grammar books, and regularly report that lack of vocabulary is a major problem....On the theoretical level, the study of the acquisition of vocabulary and spelling ability can help us understand language acquisition in general.

Read (2000) presents that words are the fundamental building blocks of a language, the units of meaning from which larger structures such as sentences, paragraphs and entire texts are constructed. According to Schmitt (2000), lexical knowledge is critical for developing communicative proficiency and learning a second language. The relationship between vocabulary knowledge and linguistic practice is then clearly described by Nation (2001) as complementary: Language use is made possible by vocabulary ability and vice versa. The more you speak, the more vocabulary you know.

Likewise, Nunan (1991) claims that developing one's vocabulary is essential to using a second language (L2). Mastering vocabulary makes learning easier for children because it helps them to communicate and express their ideas. Laufer and Nation (1995) contend that typically, vocabulary is not learned for its own sake. Bringing learner's vocabulary knowledge into communicative use is a key goal of vocabulary programs. Then Nation (2001) further explains that learning vocabulary is essential for improving all language abilities in English as a second language (ESL) and English as a foreign language (EFL), including speaking, listening, reading, and writing. Maximo (2000) recognizes that vocabulary is crucial for smooth communication in second language and is a key component of producing coherent spoken and written texts.

Some researchers at home points out the importance of vocabulary in English learning as well. Vocabulary is the foundation of language and its role determines its importance. It has much to do with English pronunciation, grammar, sentence structure, reading, and writing. Vocabulary is a top priority in learning English throughout the entire process of language learning. The more vocabulary a student master, the more easier he or she will be with learning the language (Qiu, 2008). He (2019) also illustrates that in the process of communicating in English, the amount of information contained in an utterance and the degree of fluency in communication are important indicators of students' overall English proficiency, which is particularly affected by the amount of vocabulary students have mastered. If a student's vocabulary is limited and not solid, he or she will be unable to express himself or herself in English clearly. Therefore, in a sense, the amount of students' vocabulary symbolizes the level of their English proficiency.

On the other hand, according to research, vocabulary knowledge is the staple biggest barrier that second language learners must overcome in order to read well (Alqahtani, 2015). Guo (2010) did an experiment having junior, sophomore, and senior students read a 288-word text of moderate difficulty simultaneously. The result was that they spent 11.7 minutes, 9.5 minutes and 7.0 minutes completing the reading respectively. For the five comprehension questions following the article, the percentage of correct answers was 100% for seniors, 85% for juniors, and only 40% for juniors. The reason for the outcomes was given in the questionnaire, the seniors said that they basically know all the words in the text, so they could read it accurately and quickly. The sophomores said that they did not recognize some of the words, which made them read a little slowly. While junior students complained that there were so many new and strange words that it was super hard to read and grasp the meaning of the article. Then the author further conducted three experiments on listening comprehension, complete fill-in-the-blank, and written expression. The results reflected the same problem as before, that is, vocabulary was the biggest obstacle for students to read, listen and write.

2.2.2 The Importance of Vocabulary in Class

According to Harmon (2002), many of the students in middle and high school classrooms struggle to comprehend because of they limited vocabulary. Researchers also argue that slow vocabulary development in English language learners makes them less able to understand text at grade level than their English-speaking classmates (August, Carlo, Dressler, & Snow, 2005). Therefore, in the process of learning English, if students do not accumulate a certain amount of vocabulary, they will not be able to listen, read, write and speak effectively, hence greatly influencing the efficiency of English class.

Xu (2022) describes that when conducting classroom activities, such as a reading task, teachers always notice that students read slowly and have problems in grasping the idea of the text once the frequency of unfamiliar words in it is relatively high. It is hard to complete the task within the given time. Likewise, as most teachers teach English words by having students read after them, it is difficult for students to

pronounce words accurately when performing speaking tasks. Therefore, vocabulary is essential for the smooth progress of teaching activities in English class.

Shu (2022) points out that currently some English teachers focus too much on students' grade with little attention to vocabulary teaching. Normally, English class is occupied with grammar and reading comprehension. As for vocabulary, students are simply asked to memorize by rote after class and given a dictation in class. Students' interest in learning English gradually decreases because of tedious and massive vocabulary memorization task, which is not conducive to improving the quality of English classroom teaching. Effective vocabulary teaching and learning is vital for students' involvement in English class.

In effective English class, teachers use various ways and activities to achieve teaching goals with the least amount of time and energy investment. The prerequisite for students' development of comprehensive English listening, reading, writing and speaking skills is vocabulary. Teachers have to spend more time on class activities with students' poor vocabulary. Therefore, vocabulary is the key to a successful English class. Helping students to improve the efficiency of learning vocabulary is one of the important tasks of English class.

Above all, vocabulary is pretty vital for language learning and is a staple problem English learners face. Despite the significance of vocabulary, from the researcher's experience of learning and teaching English in China, the vocabulary teaching accounts for very little in English class. Therefore, English vocabulary teaching and learning in China needs more attention and innovate methods.

2.3 Teaching and Learning Problems of English Vocabulary in Primary School in China

Shao (2014) holds that vocabulary is the constituent element of language. We can not communicate with each other without vocabulary. Thus, how to help primary students learn vocabulary effectively and cultivate students' interest is a subject that

English teachers must and first pay attention to. However, there are problems existing in vocabulary teaching. Generally speaking, students learn new words mainly through the way that reading after teachers or recording. For the meaning of words, teaching lacks the assistance of objects, pictures and context. In addition, students often memorize words by rote, making vocabulary learning mechanical and boring.

An outstanding problem in English vocabulary teaching in primary schools is that teachers pay little attention to the pronunciation of words. Pronunciation is the material shell of language. People usually recognize words through phonetics, so as to realize the communication with each other. It can be seen that the pronunciation of words plays an important role in language. Thus, in the initial stage of learning English, the accuracy of the pronunciation of words will directly affect listening, speaking, reading and writing. Nevertheless, primary students learn the pronunciation of words simply by imitating teachers'. No systematic phonetic knowledge is involved in English class. Teachers believe that they can remember the pronunciation of words by imitating. As a result, students are unable to pronounce words accurately and hard to change in later English learning.

Zhang (2020) states that primary students have not yet fully developed their behavioral habits and have immature perceptions of learning. They may be caught off guard when learning English for the first time, which will inevitably leads to a series of learning difficulties. For example, they do not understand the purpose of learning English, and do not know how to learn it. They do not recognize that vocabulary plays fundamental role in English learning and lack of learning methods as well. Those problems stem from factors like age and the initial stage of language learning, which are non-resistible but resolvable. To resolve the difficulties, teacher's instruction is the key.

However, at the present stage, most primary English teachers adopts the traditional method to teach vocabulary. In the vocabulary class, teachers tell students the pronunciation and meaning of words, ask them recite the words repeatedly, and then give a dictation to examine. In this way, rote learning is achieved. Students memorize English vocabulary mechanically and forget rapidly without doubt. The

teaching methods like giving simple lecture, asking students recite words mechanically are of low efficiency and hard to motivate students' interest in learning. Language learning habits have an important influence on children's learning attitudes. Primary students cannot master the methods and skills of vocabulary learning through rote leaning. Therefore, most students regard it as a hard task. Students find that a lot of time is spent in memorizing words, but the results are not satisfactory. In the long run, the boring process of repetition and the lack of sense of accomplishment will lead to the loss of interest in learning vocabulary and dramatically affect the learning effect.

Zhou (2020) presents the teaching and learning problems in vocabulary for primary students as well. Firstly, solidification of teaching methods. Teaching methods ought to keep pace with times. However, there are still old teaching methods in primary English class. Some teachers think that vocabulary teaching is only for students to memorize words and dictate them. Some teachers believe that students can grasp words by copy them on papers many times. Whether it is the method of reading words aloud repeatedly or copying words mechanically, it will make students bored with vocabulary class and have a negative impact on students' English learning.

Secondly, problems in memorizing words. As a second language in China, it is required that students to learn, master, and use it. Nevertheless, due to the influence of the Chinese language environment, it is more difficult for students to master English words. Although there are only 26 letters in English, students complain that it is way to hard to remember words combining with a number of different letters without a proper way of memorization. It is common that they often confuse words with similar combinations of letters.

Thirdly, sinicization of English Words. In order to imitate the teacher's pronunciation, students who are new to English often pronounce words by using Pinyin or Chinese characters to mark out the pronunciation of words. It seems to be a shortcut to learn words, but in fact, it is not. Instead, it has a negative impact on learning the pronunciation, especially that there are many dialects in China. This also greatly reduces the learning efficiency. In the process of learning words, pronunciation

is an important factor as many words in English can be spelled out by phonological structures. In such cases, teachers should correct students' pronunciation and teach students the relationship between letter and letter sound so that they can improve the efficiency of learning English.

Wan (2019) claims that primary English teachers do not teach vocabulary in a way that is relevant to students' characteristics, which makes it difficult to achieve the teaching objectives. In addition, teachers do not teach English vocabulary according to the new curriculum standards. Instead innovating the teaching methods, most teachers keeping using the method of copying words to make students memorize them, which can easily make students bored with vocabulary learning and is not conducive to the teaching of vocabulary. Just as Wang (2020) points out that vocabulary memorization pattern is too old-fashioned. Under the pressure of dictation in vocabulary class, most primary students cram to memorize words, which are obviously forgotten quickly. In the long term, students tend to be in a perfunctory state for vocabulary learning and teachers lose the patience gradually. Such a classroom teaching mode is unattractive and noninterative.

Cui (2021) indicates that a considerable number of teachers think vocabulary does not need to be taught, just letting students read, memorize and recite the words. Finally the teacher evaluate whether students have remembered successfully by giving a dictation. In fact, a large number of English teachers experienced such a vocabulary "learning" process when they were students. In this way, teachers do not have to spend too much time and energy on vocabulary teaching, but only need to keep an eye on students. This kind of inefficient vocabulary teaching have existed for a long time in China and many English teachers, especially primary teachers still use it.

To sum up, the main problems in vocabulary teaching and learning are that teachers still use old-fashioned teaching method and do not lay emphasis on word pronunciation, students mainly memorize words by rote and show little interest in vocabulary learning.

2.4 Phonics Instruction

2.4.1 The Conception of Phonics

Johnson and Pearson (1978) firstly states that phonics is to associate the letters in a word with the sound of it, so even when a child sees an unfamiliar word, he or she can pronounce the word successfully. Later, Adams (1990) points out that there is a phenomenon in English words in which letters or letter combinations are closely related to the pronunciation of words. Phonics is to let students recognize the connection and apply it to decode the word. In other words, phonics is a way of teaching words through connecting the sounds (phonemes) of oral language with the forms (graphemes) of written language. He believes that in elementary reading materials, most of the letters or letter combinations in words are pronounced in accordance with the spelling rules.

Then Stahl (1992) defines, "Phonics merely refers to various approaches designed to teach children about the orthographic code of the language and the relationships of spelling patterns to sound patterns", and further explains that these methods can range from direct instruction to instruction incorporated into the reading of literature.

Harris and Hodges (1995) regard phonics as a good method for teaching beginners to read and spell words. Lapp and Flood (1997) agree that phonics is the correlation between letters and corresponding sounds, which is a key component of learning to read.

Blevins (1998) clarifies that phonics is not a particular type of method. There are actually numerous ways to teach it. Nevertheless, the majority of phonics education methods share the common that young readers are able to generate a rough pronunciation of a word and then compare it to their vocabulary. Phonetically regular words make up about 84% of all English words. Reading comprehension benefits greatly from teaching readers about the most frequent sound-spelling correlations in English.

According to National Reading Panel (2000), phonics refers to the knowledge that letters represent phonemes, with which learners are able to read words they have never seen before. Oxford Learner's Dictionary gives the definition that phonics means "a method of teaching people to read based on the sounds that letters represent".

Rasiniki and Padak (2013) define phonics as a cognitive approach to vocabulary teaching or a relationship that exists in language between letters and pronunciation, which is frequently used in the early stage of reading guidelines.

Based on the above definitions and explanation, the characteristics of phonics are summarized as follows:

- 1) Phonics is an approach teaching learners to recognize words by figuring out the systematic relationship between letters and corresponding sounds.
 - 2) Nearly four-fifths words in English are phonetically regular.
- 3) From the perspective of English learning, phonics is extremely useful for vocabulary and reading. After mastering it, students can read and spell familiar and unfamiliar words on their own.

2.4.2 Applying Phonics Instruction in English Teaching

2.4.2.1 Systematic Approaches for Phonics Instruction in Teaching

The research of phonics instruction abroad dates back to the 18th century. According to Emans (1968), Benjamin Franklin published Scheme for a New Alphabet and Reformed Mode of Spelling, in which a device is involved for teaching the sounds of the alphabet in 1768. The letter-sound method, nevertheless, wasn't put into practice until the American Revolution. In 1783, Noah Webster created a phonics system, publishing The American Spelling Book. For quite a long time later, the dominance of phonics approach in America went unopposed.

However, in the 1980s, the phonics method was criticized as boring, specific and complex due to the rapid development of the whole language approach in the United

States. The Holistic Approach focuses more on the meaning and comprehension of words, so teachers and students pay more attention on memorizing words. But after a decade of implementation, the Holistic Approach had not lived up to expectations. Chall (1976) comes to the conclusion that compared with whole-word method, systematic phonics instruction does better in improving word recognition, spelling, vocabulary, and comprehension in all children, after analyzing 20 basic level reading programs across 300 classrooms in three countries. In 1992, California, which aggressively implemented the holistic approach to language instruction, was rated last in the national test (Shi & Xiong, 2010). Therefore, phonics instruction has again attracted a lot of attention and been prevalent in western countries.

Later, scholars have designed various systematic approaches for applying phonics instruction in teaching English. Stahl, S., Duffy - Hester, and Stahl, K. (1998) review the previous researches and discuss about the specific approaches to phonics instruction, including Analytic phonics approaches, Synthetic phonics approaches, Spelling-based approaches, Analogy-based approaches, Embedded phonics approaches.

Analytic phonics approaches start with a word that learner is familiar with and split it into its component elements. Then learner analyses the pronunciation of each components and summarizes the rules. For instance, teacher write a word bad and tell students letter a in this word makes an /a/ sound, which is called short a. Then the instructor may read aloud some additional words, such as bed, mat, nod, rid, cup and ask the class if these words contain a short a sound. In the next stage, teacher can have students read a string of words with short a sound and complete a worksheet. As a result, students grasp the sound of letter a. This method requires students to have a certain vocabulary base.

Synthetic phonics methods start by instructing learners the sound of individual letters or letter combinations, and then teachers demonstrate to the students how to combine these letters together to produce words. In a synthetic phonics lesson, the teacher may show a letter like a and make it clear to students that letter a makes the sound /a/ in a word. Then the instructor writes a word which contains letter a, such as

rat, spelling the letters one by one and let students read the word in unison. Following can be group instruction in reading such words like bad, bat, and fan, that is, words with the sound of short a. Compared to the analytical approaches, synthetic method is more suitable for beginners.

Spelling-based approaches refers to methods that are on the basis of spelling principles, including Word study, Making words and Meta-phonics. In the first method of Word study, students analyze words and word patterns using techniques like sorting, in which they group words and images based on their shared orthographic characteristics. While in Making words, the teacher hands out letter cards with six to eight letters on them to students. Then he reads out words formed by letters on letter cards. Next students and teacher sort words according to the spelling patterns or other orthographic qualities. As for Meta-phonics, the teacher instructs reading and spelling at the same time within social interaction and problem solving. In this method, sounds are taught through phonemic instruction, which lay emphasis on articulation as vital to learning sounds. For example, /p/ and /t/ are plosive, namely popping sounds.

In Analogy-based approaches, students study to decode unfamiliar words through using words or words components that they already grasp. For instance, students are taught that if they are able to read the words, such as be, send, and table, then the pronunciation of new word de/pend/able can be decoded. To applied the analogy-based approaches, students have to master 120 essential words with typical phonogram patterns and word elements. It is noticeable that this kind of approaches are not suitable for beginners either.

In Embedded phonics approaches, phonics instruction takes place within the framework of authentic reading and writing activities. To put it simply, The methods tend to embed phonics instruction into existing learning materials as a supplement to the systematic learning of phonics. For example, on a reading class, the teacher highlights letters or letter combinations in some words and guides students to figure out the common sound patterns though reading aloud.

Graaff, Bosnian, Hasselman and Verhoeven (2009) further explains these systematic approaches. From their perspectives, synthetic phonics instructs learners to recognize the sounds that each letter or group of letters in a word represents and next combine those sounds to create the word. For example, blending the sounds /c/ /o/ /t/ to have the word cot. Analytic phonics helps students recognize that some words have common sound segments through teaching letter parts in groups of words, for instance, a groups of words sharing common starting letters sequences with same pronunciation. As a result, children learn about individual sounds in words without having to spell them separately. The embedded phonics emphasizes spelling patterns appeared in the setting of predictable texts. While through analogy phonics, children study to recognize unfamiliar words that have resemblance to those they already master. The same factor that these systematic methods share is the sequential teaching of predetermined sets of phonic elements. In general, a systematic phonics method yields better outcomes than a non-systematic approach.

Rasinski and Padak (2013) focus on the analytic, synthetic, and analogy approaches. They point out that the analytic method is a teaching process that presents the whole to the part. Students need to observe and find the relationship between letters or letter combinations and pronunciation in words, and summarize the patterns to apply them to other new words. The synthesis method, on the other hand, allows students to learn the pronunciation of individual letter or letter combination firstly, and then pronounce the word. The analogy method develops students' cognitive skills, reconstructing words they know to recognize words they do not know.

Finnegan (2012) discusses in a study, in which participants are with significant cognitive disability, that both synthetic and analogy phonics treatment groups outperform the control group on the measure of training word recognition, suggesting that students who receive a systematic phonics instruction outperform those children taught with non-systematic approaches. Between the synthetic phonics treatment group and the analogy treatment group, however, there are no discernible differences.

Ehri (2020) assesses a one-year synthetic phonics program. By the end of the year, students' reading and spelling abilities had improved significantly. In addition, he compares the efficacy of analogy phonics instruction and phase theory on learners' wording learning, the results show that students receiving analogy phonics instruction read and spelled words better during the first two years of instruction.

Manullang, Sianipar, and Sinurat (2022) examine what types of phonics instruction are employed in text reading. The research focuses on four different types of phonics, namely synthetic phonics, analytic phonics, analogy phonics, and embedded phonics. The findings demonstrate that synthetic phonics instruction is the most effective one in reading and word learning for beginners.

Overall, systematic phonics instruction is vital for successful vocabulary teaching. Teachers have to apply proper systematic phonics approaches based on students' foundation and the context of classroom. Based on the participants' English proficiency and age, this study adopted the synthetic phonics instruction which is more suitable for beginners.

2.4,2.2 Effective Synthetic Phonics Instruction--Jolly Phonics Programme

At present, phonics instruction for English teaching in English-speaking countries is rather mature and some systematic phonics programs have sprung up. Jolly phonics programme enjoys great popularity. Chris Jolly found Jolly Learning in 1987, and the first Jolly Phonics products were brought to the market five years after the establishment. Jolly Phonics is a comprehensive programme, using entertaining and multi-sensory synthetic phonics approach to help kids read and write from a young age. The basic tenet of this teaching approach is that learning the sounds of letters rather than their names is more beneficial for kids to study reading and writing. To aid kids in learn the letter sounds more easily, a variety of characters, songs, stories, and activities are introduced in the programme.

In the Jolly Phonics program, children are taught 42 letter sounds instead of learning the alphabet in the order we are familiar with. In order to help youngsters develop the ability to form and decode words as early as possible, seven groups of letters should be introduced in the following order:

- (1) s, a, t, i, p, n
- (2) ck, e, h, r, m, d
- (3) g, o, u, l, f, d
- (4) ai, j, oa, ie, ee, or
- (5) z, w, ng, v, oo, oo
- (6) y, x, ch, sh, th, th
- (7) qu, ou, oi, ue, er, ar

The Department for Education in England has given Jolly Phonics full validation as a successful systematic synthetic phonics program, which indicates that it satisfies all 16 criteria for systematic, synthetic phonics programs proposed by the DfE in the UK. To ensure high-quality phonics instruction, the UK government updated the 16 core criteria for effective systematic synthetic phonics teaching programs (SSP) in April 2021.

Numerous case studies demonstrate that the use of Jolly Phonics improves children's word learning, reading and writing skills, including case studies conducted in the UK, Middle Easterner and Asia, Africa, North America and Austria. For example, Tudor CEVC Primary School, Suffolk, England carried out a case study on Jolly phonics in 2012. The results showed dramatic improvements. After a year of using Jolly Phonics, the proportion of grade 1 students who could decode words to the required standard grew from 25% to 89%.

In Africa, pilot research on Jolly Phonics, lasting for an academic year from 2011 to 2012, was conducted by the University of Calabar in six primary schools in the state of Cross River. According to the findings, the Jolly Phonics group outperformed the control group. The kids did considerably better on reading, dictation, and comprehension tests.

Liz Ford from Australia adopted Jolly Phonics in Hillcrest Primary School from 2014. In 2016, to determine the program's impact, the school did some baseline testing. The results showed that all students made great strides in reading and spelling than expected.

Laura Record from North America implemented the Jolly Phonics program in her class in 2018. In 2019, the results demonstrated that children achieved great improvements in English reading and writing. Actually, the percentage of kids performing at or below the K Benchmark decreased on average from 55% in 2016 to 27% in 2019, while the percentage of kids performing at or above the K Benchmark increased from 17% in 2016 to 46% in 2019.

In brief, Jolly Phonics is tested and validated to be an effective systematic synthetic phonics programme. Thus, lesson plan of this study was designed on the basis of Jolly Phonics, considering of time limitation and the conditions of participants.

2.4.2.3 Phonics Instruction Applied in This Study

This study adopted synthetic phonics instruction, which was designed on the basis of an effective synthetic phonics program, namely Jolly Phonics. Contents of the phonics instruction of this study were listed below:

- (1) s, a, t, i, p, n
- (2) c, k(ck), e, h, r, m, d
- (3) g, o, u, l, f, b
- (4) j, z, w, v, y, x, qu

In synthetic phonics instruction, instructors teach learners the sound of letters or letter combinations first, and then demonstrate to students how to spell new words based on these letter sounds. Finally, teachers provide activities for students to practice. Accordingly, phonics instruction in this study was divided into four steps:

Step 1. Warming-up and Revision

In this step, phonics songs and games are used. Interesting phonics songs can make the classroom atmosphere active and relaxed and arouse students' enthusiasm as well. At the same time, students are able to have a preliminary understanding of the phonics. Games such as Find a Word are also good for the classroom atmosphere and are used to review letter sounds learned in last class.

Step 2. Presentation

This step is to demonstrate the letter sounds to students. The teacher shows letter sounds first, and gives examples to spell words using the letter sounds.

Step 3. Practice and Consolidation

This stage is for students to practice using letter sounds they have learned, so that the knowledge is consolidated. There are many forms of practice, such as matching the sound to the picture, playing recordings to select the right letters, using simple stories to practice spelling, using sticker activity, colouring the words etc.

Step 4. Summary

The final step of the instruction is to invite some students to summarize what they have learned in this lesson and the teacher makes some additions. Then assign homework.

2.4.3 Benefits of Phonics Instruction in English Vocabulary Teaching

Phonics instruction has attracted Chinese scholars' attention with its prevalence in English-speaking countries. The earliest systematic introduction of phonics instruction in China was presented by Zhang Jianzhong from East China Normal University. In 2003, Zhang published the book Introduction to Direct Pinyin English, which systematically introduces how to teach words based on the sound patterns of letters and letter combinations. Then Gao (2005) illustrates that early adoption of the phonics instruction can help students grasp the pronunciation of English letters and letter combinations by taking advantage of the positive transfer effect of Pinyin on

phoneme instruction, as some sounds in Pinyin are similar to that of English letters. She stresses that phonics instruction can improve students' efficiency in learning English words and promote the development of language skills, including spelling and reading. Furthermore, she suggests phonics instruction be carried out with interesting activities, timely review and practice.

Wang (2012) writes that phonics instruction is completely different from traditional rote method and presents the process of phonics instruction in English teaching. First, have students grasp the sounds of English letters. Second, students practice applying letter sounds to read and spell words and try to figure out the sound patterns of letter combinations at the same time. Third, teachers guide students to develop the ability to write down a word by listening to its pronunciation. He regards phonics instruction as a highly effective way to teach English vocabulary and that all English learners should receive training in phonics.

Guo (2014) introduces strategies for applying phonics in teaching English vocabulary in elementary schools. She argues that listening and speaking are the foundations of phonics teaching. Thus at least six months of passive listening should precede the implementation of phonics instruction, such as listening to English chants, simple daily conversations, short stories, etc. This will help children develop their phonological awareness and gradually accumulate English vocabulary, laying the foundation for phonics learning. In addition, she stresses the significance of systematic phonics programs and various practice materials for students' successful grasp of spelling rules.

Zhang (2020) emphasizes that the phonics teaching method is efficient in oral English classes in primary school and enables pupils to confidently demonstrate their spoken English. She states that students spend a lot of time to memorization of word pronunciation, and yet struggle with speaking English out. Phonics instruction teaches students the correspondence between letters and sounds, cultivates their phoneme awareness, allows them to read words directly through patterns of pronunciation and

addresses the issue of forgetting the pronunciation of words. Therefore, students are able to pronounce accurately and express themselves confidently through learning phonics.

Zhou (2021) argues that rational and adaptable application of phonics instruction can successfully lessen students' strain of learning a large number of new words and improve students' pronunciation of words in primary school, which provides the ground for their future English learning and boosts learning confidence. She further makes an account of the specific teaching method. Firstly, teachers should always follow the principle of moving from easy to difficult in the process of teaching, guiding students to gradually spell independently with phonics rules. Secondly, students should be provided with various phonics activities, such as phonics songs, and spelling games. Thirdly, teachers should make full use of Hanyu Pinyin as some sounds in Hanyu Pin are similar to that of English letters while paying attention to the negative transfer of it in Phonics learning.

Wang (2021) points out that phonics method focuses on the close connection between letters and sounds and has great value in English phonology teaching. On the one hand, once students master the sound patterns of letters and letter combinations, they can spell and read the words easily and accurately, even when they face unfamiliar words. On the other hand, phonics instruction can strengthen learners' motivation to study English. Traditional vocabulary teaching is based on rote memorization, which is overwhelming for students. However, phonics approach provides students with an effective way to learn English words and enhance pronunciation and is able to make them more confident and active in English learning.

Shi (2022) states that phonics instruction not only helps students master the relationship between letters and letter sounds, improving their ability to recognize words and reading abilities, but also activates students' motivation in learning English.

2.5 Students' Satisfaction

2.5.1 Concept of Satisfaction in Learning

According to Keller (1983), learning satisfaction is the sense of being able to succeed and contentment with results that have been attained. To be more specific, due to the complexity of describing satisfaction in learning, some researchers decide to approach the concept of satisfaction through connected and better-explained notions in order to achieve a deeper understanding. Chang, I. and Chang, W. (2012) analyze a variety of studies that highlight the substantial correlation between learning motivation and learning satisfaction, which is presented in the form of strong positive correlations. Specifically, learning motivation is triggered by an individual's array of learning needs. When these needs are met, they give rise to a multifaceted mental state, which can be described psychologically as a sense of accomplishment and contentment. This implies that the original needs are lessened, leading to a decrease in associated psychological stress. This state aligns with the concept of satisfaction.

According to Deci, Ryan, and Williams (1996), satisfaction is viewed as a "spontaneous experience" that goes along with an intrinsically motivated behavior, suggesting that in order to be positively evaluated, teachers and the learning activities ought to align with the motivational preferences of learners, highlighting its paramount importance.

Harvey, Locke, and Morey (2002) define learning satisfaction as the joy that students experience as a result of participating in the particular activities that the curriculum designs propose, activities that ultimately help students meet their initial learning needs.

2.5.2 Factors influencing satisfaction in learning

There are various factors affecting learning satisfaction. Chen (2004) identifies key contributors to student learning satisfaction as teacher instruction, course materials,

learning outcomes, student-teacher interaction, peer relationships, and support. Chien (2007) indicates that learning satisfaction is influenced by variables like the level of student participation, the trainer's teaching skills, and the student's unique traits. Urdan and Weggen (2000) propose six elements for assessing students' satisfaction with the educational experience: instructor effectiveness, course material, teaching methodologies employed by the instructor, class resources, and the overall quality and environment of the course.

2.5.3 Students' Satisfaction in this Study

Norman and Spohrer (1996) remark that using test scores to gauge learning effectiveness might not be enough for evaluating the overall quality of students' learning experience. Alongside evaluating learning effectiveness through quantifiable test scores, we also assess students' satisfaction, which pertains to how much a student perceives his acquisition of particular skills. Based on the explanation of satisfaction and factors influencing it, this study explored participants' satisfaction with the use of phonics instruction from three categories, namely students' interest and motivation, students' engagement and the efficacy of phonics instruction on students' English vocabulary through the questionnaire using a Five-point Likert scale.

Students' interest and motivation are concerned with their feelings and emotions about phonics instruction in vocabulary learning, such as whether they like or dislike it.

Students' engagement is about their actions and responses after applying phonics instruction in an English classroom. A high of satisfaction contributes to positive behaviors. Simply put, students who show a high level of satisfaction with phonics instruction are more likely to engage with the classes and work hard to learn more.

The efficacy of phonics instruction in vocabulary learning is about students' beliefs and opinions about phonics instruction that they are given, such as how they think using phonics instruction in English class can help them improve their vocabulary.

2.6 Related Theory

2.6.1 Children's Cognitive Development

The psychologist Piaget (1936) put forward the theory of cognitive development in which he outlined the process of children's cognitive development into four different stages, namely sensorimotor stage (0-2 years), preoperational stage (2-6 years), concrete operational stage (6-11 years), formal operational stage (11- adult). Each stage shows various characteristics.

Primary students are around 7-12 years old and at the stage of concrete operational. This stage is distinguished by the proper use of logic. A child's mental process becomes more "adult like" at this time. Children go through a transformation at this age and start learning rules like conservation. At the same time, young children are found using inductive reasoning, while having trouble incorporating deductive reasoning. The other significant process in this stage is the elimination of egocentrism. Children possess the quality of reversibility in this stage, which enables them to think from the opposite perspective and to see things from other individuals' points of view. For example, they are able to comprehend that their father is also the son of his or her grandfather. Moreover, during this stage, children are starting to develop the ability to think abstractly, but they can only solve problems that concern concrete things or actions, not hypothetical ones or abstract ideas.

According to Children's Cognitive Development, it is difficult for primary students to discover the relationship between letters and letter sounds as they are not capable of solving abstract ideas, but they are beginning to recognize rules. Students are able to acquire the letter-sound correspondences instructed and apply them to spell and read unfamiliar words. In addition, effective phonics instruction in the classroom has to take into consideration the characteristics of their cognitive development. For instance, teaching content should go from simple to complex, starting with the sounds of letters to the sounds of letter patterns.

Therefore, this study adopted synthetic phonics instruction to guide primary students to grasp the letter-sound correspondences, and the teaching plan followed the principle from easy to difficult and included various practice activities.

2.6.2 Constructivism Learning Theory

The historical foundations of constructivism in learning can be found in the works of Dewey, Bruner, Vygotsky, and Piaget (Bada & Olusegun, 2015). According to constructivism, individuals construct their knowledge and comprehension of the world through experiencing things and reflecting on those experiences (Bereiter, 1994). Phillips (1995) notes that there are two significant notions surrounding the idea of constructed knowledge.

First, people build new understandings on top of what they currently comprehend. Learners bring knowledge from earlier experiences into learning circumstances, and this existing knowledge affects the new or modified knowledge they will construct from new learning experiences.

Second, learning is active rather than passive. The new learning environment forces learners to challenge their current understanding in light of what they find there. If what learners experience conflicts with what they already know, their understanding may adapt to take into account the new information. Learners stay active in this process as they invoke their present knowledge, mark pertinent details in new learning situations, assess the consistency of prior and newly acquired knowledge, and revise their knowledge as necessary.

Accordingly, the emphasis in a constructivist classroom shifts from teachers to students. Instead of learning passively, waiting for teachers to pour knowledge into them, students are encouraged to take an active role in their learning. The teacher's role is more that of a facilitator who guides, prompts and aids students in developing their knowledge and hence their learning (Bada & Olusegun, 2015).

It is obvious that constructivism learning theory is a strong support for teachers to carry out practical teaching. Accordingly, when implementing phonics instruction in vocabulary classroom, teachers ought to consciously combine known words with new knowledge, constantly presenting learned words so that students can practice the sound patterns of letters or letter combinations on their initiative. In this way, students are guided to construct new knowledge. Therefore, this study applied a scaffolding strategy to direct students to spell the previously learned words based on the letter sound they were taught. Demonstration and guidance are given to let students complete the learning tasks independently, which not only facilitates students' active understanding of the rules of phonics, but also serves as a review of previously learned words. In addition, this study used diverse activities to stimulate students' initiative in learning phonics.

2.6.3 Language Transfer Theory

Odlin (1989) states clearly that "Transfer is the influence resulting from similarities and differences between the target language and any other language that has been previously (and perhaps imperfectly) acquired". According to Jarvis and Pavlenko (2008), language transfer can take place from a speaker's first language (L1) to a second language (L2) he or she is learning, or from a L2 back to the L1 in the acquisition of a simultaneous bilingual.

There are two types of language transfer, namely, positive transfer and negative transfer. When the structures of the native language are the same or similar to those of the target language, linguistic interference can lead to proper language production called positive transfer. Conversely, when there are differences between the structures of the native and target language, the interference of the native language hinders the learning of the target language called negative transfer. According to the contrastive analysis, which involves systematically examining two languages in to determine their structural similarities and differences, the more divergent the two languages are, the more negative transfer can be expected (Lennon, 2008). Language transfer is inevitable in the process of foreign language learning.

Despite the fact that the Chinese and English language belong to different language families, there are similarities between Hanyu Pinyin (Chinese phonetic alphabet) and the English alphabet. Firstly, Hanyu Pinyin and the English alphabet are basically written in the same way. Secondly, the initials and finals in Hanyu Pinyin are similar to vowels and consonants in the English alphabet. For example, the initials in Hanyu Pinyin like b, p, m, f, d, t, n are similar to the sound of letters b, p, m, f, d, t, n in English. So the pronunciation patterns and rules in Hanyu Pinyin have a positive effect on the learning of phonics rules in English.

However, as most English classes in China lack systematic phonology teaching, especially in primary school, Hanyu Pin often has negative effects on students' English word learning. For instance, teachers often teach the pronunciation of words by having students read after them two or three times. In order to remember the pronunciation of words, students write down Pinyin or Chinese characters with similar sounds next to the English word, like 不可 for book, so that next time they can pronounce the word by reading the Pinyin or Chinese characters they have noted. Students are unable to pronounce English words correctly in this way. Therefore, it is vital to introduce phonics instruction into English vocabulary class so as to stimulate Hanyu Pinyin to function positive transfer in English learning.

This study made full use of the similarities between Chinese and English to promote positive transfer and create favorable conditions for students' phonics learning. Taking the teaching of Hanyu Pinyin as a reference, this study allowed students to learn pronunciation through recognizing the relationship between letters and sounds. At the same time, the differences between the mother tongue and the target language were stressed in this study, such as the differences in the sound of "a" in Hanyu Pinyin and English, avoiding negative transfer.

2.7 Related Researches and Studies

Studies and researches have indicated that phonics instruction is effective in improving students' English vocabulary learning. According to Chall (1967), who evaluated researches on the subject that has been done since 1910, phonics instruction leads to learners' better performance in spelling, pronunciation and word recognition.

After using phonics instruction in English class for a semester, Qiu (2016) concludes the advantages of applying it in English teaching: 1) it makes the classroom atmosphere more active; 2) it makes the vocabulary teaching more effective; 3) it motivates students' interest in learning English.

He (2018) carries out an experiment to examine whether phonics assist children in reading and writing English words. The results show that students who receive phonics instruction manage to develop the ability to apply the technique of decoding and encoding to read and write unknown words. Thus, phonics instruction positively advances students' reading, writing and phonological awareness, assisting them to learn English in a more integrated way. Besides, it also fosters students' interest, motivation and independence in English learning.

Li (2019) explores the effects of a systematic program of L2 English phonics instruction on Chinese university-level EFL students' English decoding ability and English vocabulary learning. Li adopted a quasi-experimental pre and post design, in which the intervention group received a twelve-week phonics instruction program covering 44 phonemes. The findings showed that a systematic phonics program improved the English word decoding abilities of Chinese university EFL students. In addition, The results also indicated that poor decoding has a negative impact on vocabulary acquisition. Therefore, appropriate phonics knowledge may be more crucial than teachers and students previously thought, which will help learners absorb new vocabulary more quickly.

Cui (2021) examines the impact of implementing phonics method in English vocabulary teaching in junior high school, China. According to the findings, phonics instruction can significantly enhance the efficiency of Grade 7 students' vocabulary learning, including reading and spelling ability.

Zheng and Yu (2022) conducts a case study comparing the effectiveness of phonics instruction and international phonics symbols on students' spelling. The test results reveal that student A receiving phonics instruction scores higher in spelling words than student B who learns international phonics instruction. Furthermore, there is a large gap between the scores of students A and B in terms of extra-curricular words. Simply put, phonics instruction is more productive in word spelling.

Zhang (2022) explores the influence of phonics teaching on vocabulary learning of high school students with English learning difficulties. The analysis of experimental data shows that phonics teaching can improve children's phonological awareness development and raise children's interest in learning English. It also helps students read and spell words more properly.

Xiang (2022) examines the role phonics plays in the English learning of poor students in grade 7 of junior high school. The test findings demonstrate that mastering phonics can enhance "poor English learners" of Grade 7's word-decoding and word-spelling skills in English, as well as their engagement in the English learning process. After four months of using phonics instruction in English vocabulary classes,

According to the studies discussed above, it is clear that phonics instruction is effective in EFL vocabulary teaching. In addition, these researches have mentioned some limitations and recommendations for how to strengthen the studies. Some of them suggested that researchers and teachers conduct the studies on phonics instruction at various grade and English proficiency levels, especially at primary schools in rural areas, where students' English level is relatively low because of the educational environment.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter describes the methods used in this study to answer the research questions: Will the use of phonics instruction help improve English vocabulary of grade 5 students in Hubei Province, China? Would Grade 5 students be positively satisfied with the use of phonics instruction in learning English vocabulary? The description is presented in the following order:

- 3.1 Research Design
- 3.2 Population and Sample
- 3.3 Research Instruments
- 3.4 Data Collection
- 3.5 Data Analysis

3.1 Research Design

This study applied a quantitative approach to collect the data, including a pretest and a post-test to assess grade 5th Chinese students' English vocabulary, and then a questionnaire to indicate their satisfaction with the use of phonics instruction to improve their English vocabulary. Figure 3.1 below describes the research design of the study.

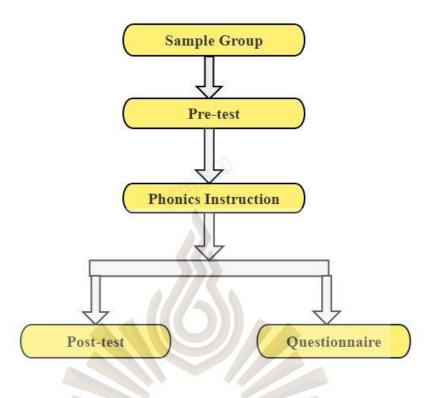


Figure 3.1 Illustration of Research Design

3.2 Population and Sample

Population: The target population of this study consisted of two classes of 60 students grade 5 students from Hubei Province, China, ranging in age from 11 to 12 years with mixed genders and learning abilities.

Sample: The researcher used the cluster random sampling technique to select one class with 30 students out of 2 classes of grade 5 in Hubei Province, China.

3.3 Research Instruments

According to Wilkinson and Birmingham (2003), research instruments are basically gadgets for gathering information pertinent to research projects, and there are various options from which to choose. In this study, there were three research

instruments: lesson plans, English vocabulary tests and a questionnaire on students' satisfaction with the use of phonics instruction in English vocabulary learning.

3.3.1 Lesson Plans

The researcher prepared four lesson plans (Appendix E) that applied phonics instruction over the course of one month (one lesson plan = 90 minutes). Before teaching the sample group, the researcher got approval from the relevant subject's instructor. The researcher designed the lesson plans using phonics instruction into 4 steps as follows:

Step 1. Warming-up and Revision

In this step, phonics songs and activities are used. Interesting phonics songs can make the classroom atmosphere active and relaxed and arouse students' enthusiasm as well. At the same time, students are able to have a preliminary understanding of the phonics. Activities such as Match the Words with Pictures are also good for the classroom atmosphere and are used to review letter sounds learned in the last class.

Step 2. Presentation

This step is to demonstrate the letter sounds to students. The teacher presents pictures and asks students which of these things in the pictures begin with the letters that are going to learn in this lesson, and then shows students the sound of each letter in chant and have students repeat. In this way, it is easier for students to comprehend and remember the sound of each letter. Furthermore, the teacher shows how to spell known words based on the letter sounds just presented.

Step 3. Practice and Consolidation

This stage is for students to practice using letter sounds they have learned, so that the knowledge is consolidated. There are many forms of practice, such as matching the sound to the picture, playing recordings to select the right letters, using simple stories to practice spelling, using sticker activities, etc...

Step 4. Summary

The final step of the instruction is to invite some students to summarize what they have learned in this lesson and the teacher makes some additions. Then assign homework.

In this study, Item Objective Congruence (IOC) analysis was used to ensure the content validation of lesson plans. The IOC, developed by Rovinelli and Hambleton (1976), is a widely used procedure for assessing the validity of unidimensional or multidimensional items. To validate the lesson plans in this study, three experts were invited to review the lesson plans and fill out the IOC form. The three experts included three English teachers currently teaching in China. The IOC scores were calculated based on each expert's rating.

The IOC index's result varies from -1 to +1, as mentioned below:

1= an item is a measure of an objective

0= an item is not sure whether it is a measure of an objective.

-1= an item is clearly not a measure of an objective.

The formula used to calculate the IOC score is IOC = $\Sigma R/N$. ' ΣR ' represents the total score of the experts' rating and 'N' represents the number of experts. An IOC score must be between 0.67 to 1.00 to indicate the content validity of the scale is acceptable. If the IOC score is less than 0.67, the item will be considered unclear and require revision or deletion. In this study, the IOC score for lesson plans was 0.83, indicating that the scale was acceptable (See more detail in Appendix D).

3.3.2 English Vocabulary Test

Vocabulary tests were used to the sample group to compare the students' vocabulary before and after the intervention of phonics instruction (Appendix G).

Words in the vocabulary test were selected from the list of vocabulary required of 5th graders in English curriculum standards in China. At the same time, the words meet the

following conditions: 1) Words that conform to the rules of phonics. 2) Words of moderate difficulty.

The content validity of the English vocabulary test was ensured by IOC. Three experts were invited to rate the test item on the objective by assigning a value of +1, 0, or -1.

1= an item is a measure of an objective

0= an item is not sure whether it is a measure of an objective.

-1= an item is clearly not a measure of an objective.

The formula used to calculate the IOC score is IOC = $\Sigma R/N$. ' ΣR ' represents the total score of the experts' rating and 'N' represents the number of experts. If the IOC score is between 0.67 to 1.00, the test item will be valid. If the IOC score is less than 0.67, the item will be considered unclear and require revision or deletion based on the experts' feedback. In this study, the IOC score for vocabulary test was 1, indicating that the test item was valid (See more detail in Appendix F).

3.3.3 Students' Satisfaction Questionnaire

The questionnaire to investigate students' satisfaction with the use of phonics instruction in English vocabulary teaching contains three parts, which are interest and motivation, engagement and the efficacy of phonics instruction on student learning.

The questionnaire consists of 15 statements (5 statements per part) and uses a Five-point Likert scale system ranging from 5 to 1. (5) Strongly agree, (4) Agree, (3) Neutral, (2) Disagree, and (1) Strongly disagree (Appendix G).

The content validity of the satisfaction questionnaire was ensured by IOC. Three experts were invited to rate the questionnaire item on the objective by assigning a value of +1, 0, or -1.

1= an item is a measure of an objective

0= an item is not sure whether it is a measure of an objective.

-1= an item is clearly not a measure of an objective.

The formula used to calculate the IOC score is IOC = $\Sigma R/N$. ' ΣR ' represents the total score of the experts' rating and 'N' represents the number of experts. If the IOC score is between 0.67 to 1.00, the satisfaction questionnaire item will be valid. If the IOC score is less than 0.67, the item will be considered unclear and require revision or deletion based on the experts' feedback. In this study, the IOC score for satisfaction questionnaire was 0.91, indicating that the questionnaire item was valid (See more detail in Appendix H).

Moreover, the reliability of the satisfaction questionnaire was tested. The researcher used Cronbach Alpha through SPSS to check the reliability of the survey questionnaire. Cronbach Alpha ranges from 0 to 1. Higher values imply items with greater agreement. The items are sufficiently consistent at the value of 0.7 and above to suggest the measure is reliable.

0: indicating that there is no association between the items.

1: indicating that the items are perfectly connected.

Table 3.1 presents the Cronbach's alpha coefficient for the satisfaction questionnaire in this study. The result indicated that the measure was reliable with a score of 0.81 for the satisfaction questionnaire, which was higher than 0.7.

Table 3.1 Cronbach's Alpha Coefficient

Name of Research Instrument	Cronbach's Alpha	Number of Items
Satisfaction Questionnaire	.81	15

3.4 Data Collection

3.4.1 Approval and Ethical Considerations

In order to conduct the study at the school, the researcher acquired a letter of approval from the school administration at the primary school. Since the participants in this study ranged in age from 11 to 13 years old, the researcher also sought permission from parents.

3.4.2 Confidentiality

Participants were made aware of all information pertaining to each study process before data collection, and all of the data were kept confidential, including questionnaire responses, etc...

3.5 Data Analysis

The data collected were analyzed in two domains, each of which was aligned with one of the research goals. The pre-test and post-test quantitative data were utilized to analyze the improvement of the sample group's English vocabulary. Additionally, the quantitative data gathered via a survey questionnaire were used to analyze students' satisfaction with the use of phonics instruction in English vocabulary learning.

3.5.1 Analysis for Vocabulary Tests

The data collected from the pre-test and post-test were analyzed using paired sample t-test to determine the students' achievement. The mean, standard deviation and significant value were computed.

3.5.2 Analysis for Students' Satisfaction Questionnaire

The survey questionnaire with 15 statements classified into three sections was conducted to investigate students' satisfaction with the use of phonics instruction in English-speaking lessons. The data gathered from the questionnaire were analyzed using mean and standard deviation.



CHAPTER 4

RESULT

The quasi-experimental thesis design was applied to study the implementation of phonics instruction to improve grade 5 Chinese students' English vocabulary, and to examine students' satisfaction with the use of phonics instruction in English vocabulary lessons as well. The research findings were derived from the following research instruments: Pre-test, Post-test and Satisfaction Questionnaire. In this chapter, the findings from the data are presented in the following order:

- 4.1 Analysis of Students' English Vocabulary of Grade 5 in Hubei Province Before and After Using Phonics Instruction.
- 4.2 Analysis of Students' Satisfaction of Grade 5 in Hubei Province toward Phonics Instruction.

4.1 Analysis of Students' English Vocabulary of Grade 5 in Hubei Province Before and After Using Phonics Instruction

This section details the results of the first research question regarding the improvement of English vocabulary of Chinese grade 5 students through phonics instruction. The results came from a pre-test that was completed prior to starting the intervention and a post-test that was completed following it. Two assessors were involved in the process of assessment to rule out any bias. The sample group's pre-test and post-test scores were compared utilizing the paired sample t-test. The comparison was carried out using mean, standard deviation, and inferential statistics with P < 0.05 being the significance level.

4.1.1 Comparison of Pre-test and Post-test Scores of the Sample Group

Table 4.1 presents the scores of the pre-test and post-test of the sample group. It is clear that the highest score on the pre-test was 34 (out of a total of 40), and the lowest score was 14. The post-test scores increased significantly with two participants receiving the highest full score of 40, and one participant receiving the lowest score of 18 out of 40. All 30 participants improved significantly or slightly with score disparities ranging from 2 to 12 points. Table 4.1 presents the scores, score increases and percentage differences between the present and post-test of the participants.

Table 4.1 Pre-test & Post-test scores of the sample group

Student ID	Pre-test Score (Full Score=40)	Post-test Score (Full Score=40)	Increase in Test Score	% Difference
1				22.50/
1	21	30	9	22.5%
2	18	21	3	7.5%
3	30	36	6	15%
4	32	39	7	17.5%
5	27	31	4	10%
6	25	30	5	12.5%
7	221	32	11/1/1	27.5%
8	20 72 818	29	9	22.5%
9	19	Val 24	5	12.5%
10	33	40	7	17.5%
11	30	38	8	20%
12	28	31	3	7.5%
13	16	18	2	5%
14	25	35	10	25%
15	29	36	7	17.5%
16	31	39	8	20%
17	18	30	12	30%
18	26	32	6	15%

Table 4.1 Pre-test & Post-test scores of the sample group (Cont.)

Student ID	Pre-test Score (Full Score=40)	Post-test Score (Full Score=40)	Increase in Test Score	% Difference
19	23	30	7	17.5%
20	29	34	5	12.5%
21	34	40	6	15%
22	26	34	8	20%
23	15	19	4	10%
24	24	29	5	12.5%
25	18	21	3	7.5%
26	32	37	5	12.5%
27	27	35	8	20%
28	26	33	7	17.5%
29	14	18	4	10%
30	20	28	8	20%
Mean Scores	24.57	30.97	6.40	16%

All 30 participants had better scores in the post-test than in the pre-test. Based on the results of the pre-test and post-test, the following analysis was made:

4.1.2 Analysis of Paired Sample T-Test

The data collected from the pre-test and post-test were analyzed using paired sample t-test (t-test for dependent sample) by using a suitable computer program, as shown below.

Table 4.2 Sample t-test

	Paired Sample Statistics						
		N	Mean	Std. deviation	Mean difference	t	P(value)
Sample	Pre-test	30	24.57	5.71			
group	Post- test	30	30.97	6.52	6.40	-14.26	.000**

^{*} p<0.05

As Table 4.2 presented, paired-sample analysis of the test scores showed positive results. The pre-test mean is 24.57 with a standard deviation of 5.71; the post-test mean is 30.97 with a standard deviation of 6.52. The pre-test and post-test mean differ by 6.40, indicating an increase in the post-test mean. The obtained P (value) was .01, which was lower than 0.05 (P < 0.05), suggesting a statistically significant increase in the post-test score compared to the pre-test score for the sample group.

4.1.3 Pre-test and Post-test Comparison

Figure 4.1 below shows participants' pre-test and post-test scores. As presented in the bar chart, the blue bars represent the pre-test scores and the orange bars represent the post-test scores. It can be seen that all participants' scores increased in the post-test, indicating that the application of phonics instruction contributed to improving students' English vocabulary scores.

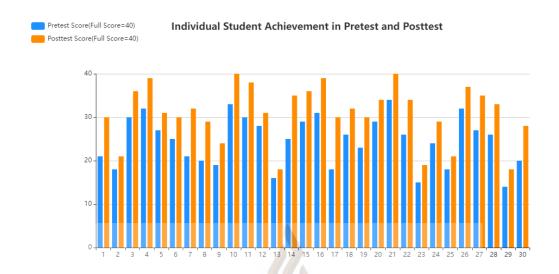


Figure 4.1 Graphical Representation of Students' Pre-test and Post-test Scores

Additionally, Figure 4.2 below shows the mean scores for the pre-test and post-test, which are 24.57 and 30.97 respectively. The mean score on the post-test was higher than that on the pre-test. The post-test mean score is greater by 6.40 points compared to the pre-test mean score. Therefore, it can be concluded that each participant progressed and scored higher on the post-test.

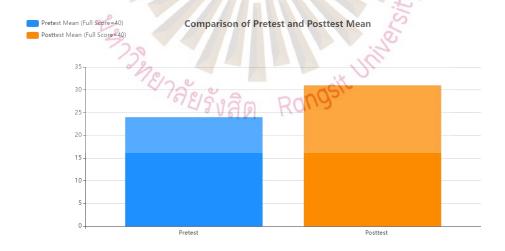


Figure 4.2 Comparison of Pre-test and Post-test Mean

4.2 Analysis of Students' Satisfaction of Grade 5 in Hubei Province Toward Phonics Instruction

Five-point Likert scale was adopted in this study to collect quantitative data and explore participants' satisfaction with the use of phonics instruction in English vocabulary lessons. On the scale, 1=Strongly Disagree and 5=Strongly Agree. The questionnaire consisted of 15 items divided into 3 parts: Part A: Interest and Motivation; Part B: Engagement; and Part C: Efficacy of Phonics Instruction on Student Vocabulary Learning. Descriptive statistics (mean and standard deviation) were used to analyze the survey results. In the mean interpretation, 5-4.01 is the highest level, 4-3.01 is the high level, 3-2.01 is the medium level, 2-1.01 is the low level and ≤ 1 is the lowest level.

A questionnaire was administered to all 30 (N=30) study participants. From table 4.3 below, it can be seen that the mean scores were 4.16, 4.24, and 4.32 for part A, part B and part C respectively, which were all at the highest level. The overall average was also at the highest level with the figure of 4.24.

Table 4.3 Questionnaire of the Sample Group

2	n N	Mean	Interpretation
Part A	778530	4.16	Highest
Part B	30	4.24	Highest
Part C	30	4.32	Highest
Total	30	4.24	Highest

4.2.1 Analysis of Questionnaire Part A: Interest and Motivation

Table 4.4 below shows the mean scores and standard deviations of students' satisfaction with Part A: Interest and Motivation. The students agreed that learning English vocabulary using phonics instruction is interesting (Item 1) with the highest mean of 4.36, which denoted the "Highest" level of mean score range on a Likert

scale. Item 2: "I enjoy the teacher's teaching style in vocabulary class using phonics instruction" ranked second in this part with a mean score of 4.33. Item 3:"I enjoy the classroom atmosphere when using phonics instruction" ranked third (\bar{x} =4.13), followed by Item 4: "Using phonics instruction helps me develop confidence in learning English vocabulary"(\bar{x} =4.06). Although the mean score for Item 5:"Using phonics instruction motivates me to learn more English vocabulary" was relatively low(\bar{x} =3.90), the average mean score interpretation revealed that students' satisfaction for Part A of the questionnaire on "Interest and Motivation" was still at the highest range level (\bar{x} =4.16, SD=0.76).

Table 4.4 Analysis of Questionnaire Part A: Interest and Motivation

	Part A: Interest and Motivation	Mean	Std. Deviation	Interpretation
1	Using phonics instruction to	4.36	0.72	Highest
	learn English vocabulary is			
	interesting.			
2	I enjoy the teacher's teaching	4.33	0.71	Highest
	style in vocabulary class using		Tr.	
	phonics instruction.		5/2	
3	I enjoy the classroom	4.13	0.82	Highest
	atmosphere when using phonics instruction.	Rangsit	5	
4	Using phonics instruction helps	4.06	0.69	Highest
	me develop confidence in			
	learning English vocabulary.			
5	Using phonics instruction	3.90	0.86	High
	motivates me to learn more			
	English vocabulary.			
	Average	4.16	0.76	Highest

4.2.2 Analysis of Questionnaire Part B: Engagement

The Table 4.5 below displays the mean scores and the standard deviations for students' satisfaction with Part B: Engagement. It is apparent that most of the students were willing to apply phonics instruction in remembering English words (Item 9), with the highest mean score of 4.46. Item 10: "I am willing to learn more knowledge about phonics" ranked second with the mean score of 4.43. Item 8: "I am more concentrated in vocabulary class using phonics instruction" had a mean score of 4.30, ranking third in this part, followed by Item 7: "I am willing to learn more knowledge about phonics" (\bar{x} =4.06). Item 6: "All activities related to the phonics instruction are interesting" was rated the lowest with the mean score of 3.96. However, considering the average score mean score of 4.24, which still fell in the "Highest" mean score range, the researcher concluded that phonics instruction significantly enhanced students' engagement.

Table 4.5 Analysis of Questionnaire Part B: Engagement

	Part B: Engagement	Mean	Std. Deviation	Interpretation
6	All activities related to the phonics	3.96	0.72	High
	instruction are interesting.		5	
7	I am more willing to engage in the	4.06	0.83	
	vocabulary class using phonics	Tipp	2.	Highest
	instruction.	angs		
8	I am more concentrated in	4.30	0.75	Highest
	vocabulary class using phonics			
	instruction.			
9	I am willing to apply phonics to	4.46	0.63	Highest
	remember words in English			
	vocabulary learning.			
10	I am willing to learn more	4.43	0.73	Highest
	knowledge about phonics.			
	Average	4.24	0.73	Highest

4.2.3 Analysis of Questionnaire Part C: Efficacy of Phonics Instruction on Student Learning

Table 4.6 below illustrates the mean scores and the standard deviations for students' satisfaction with Part C: Efficacy of phonics instruction on student learning. Most students affirmed that phonics instruction would help improve their English vocabulary (Item 11) and would be beneficial to their future English learning (Item 15), which were both at the highest level with the mean score of 4.5. Item 12: "Using phonics instruction will greatly reduce my burden of memorizing English words" had a high mean score of 4.26. Item 13: "Phonics instruction with various activities is more effective." Item 14: "The teacher's teaching style is effective in phonics class" had a high mean score of 4.30 and 4.06 respectively. In terms of the average mean score of this part, which was 4.32 falling in the highest level, it could be determined that phonics instruction would enhance students' English vocabulary.

Table 4.6 Analysis of Questionnaire Part C: Efficacy of Phonics Instruction on Student Learning

	Part C: Efficacy of Phonics Instruction on Student Learning	Mean	Std. Deviation	Interpretation
11	Using phonics instruction will help	4.50	0.68	Highest
	improve my English vocabulary.	ndsit	0	
12	Using phonics instruction will	4.26	0.74	Highest
	greatly reduce my burden of			
	memorizing English words.			
13	Phonics instruction with various	4.30	0.74	Highest
	activities is more effective.			
14	The teacher's teaching style is	4.06	0.65	Highest
	effective in phonics class.			
15	Phonics instruction is beneficial	4.50	0.68	Highest
	to my future English learning.			
	Average	4.32	0.70	Highest

In summary, Part C: Efficacy of phonics instruction on student learning was rated the highest among the three parts with the average mean score of 4.32 and standard deviation of 0.70, while Part A and C had relatively lower mean scores with the average score of 4.16 and 4.24 respectively. Nevertheless, considering the overall mean score of 4.24, the researcher was convinced that most students had a positive satisfaction with the use of phonics instruction in English vocabulary learning.



CHAPTER 5

CONCLUSION, DISCUSSION AND RECOMMENDATIONS

This chapter specifics the summary of the study, and the content in it is presented in the following order:

- 5.1 Conclusion
- 5.2 Discussion
- 5.3 Recommendations

5.1 Conclusion

The two research objectives stated for this study were:

- 1) To compare students' English vocabulary of grade 5 in Hubei Province before and after using phonics instruction.
- 2) To investigate students' satisfaction of grade 5 in Hubei Province toward phonics instruction.

This study applied a quantitative research methodology to assess the English vocabulary achievement of Grade 5 Chinese students in Hubei Province, China. Additionally, a questionnaire was administered to collect data to explore students' satisfaction with the use of phonics instruction in English vocabulary lessons. Based on the gathered data, the following conclusions were drawn:

5.1.1 The Results of Pre-test and Post-test Data Analysis

The first objective of the study was to compare the English vocabulary of grade 5 Chinese students before and after using phonics instruction in Hubei Province, China. The results of the pre-test and post-test were analyzed using the paired sample t- test to compare the differences between the sample group.

1) The statistical analysis of the paired samples t-test for the English vocabulary scores showed that the mean score of the post-test (30.97) was higher than that of the pre-test (24.57), with a mean difference of 6.40. The mean score of the post-test was higher, indicating that phonics instruction has a positive effect on students' English vocabulary learning.

2) All participants scored higher in the post-test than in the pre-test with score disparities ranging from 2 to 12 points.

3) 14 out of 30 participants scored 32 or above out of the total of 40 in the post-test. In contrast, only 4 participants scored 32 or above out of the total of 40 in the pre-test.

The above quantitative data analysis directly revealed the students' improvement in the post-test. Therefore, the results of this study clearly indicated that the use of phonics instruction effectively improved the English vocabulary of grade 5 Chinese students in Hubei Province, China.

5.1.2 The Results of Students' Satisfaction Questionnaire Analysis

The second objective of this study was to investigate students' satisfaction with the use of phonics instruction in English vocabulary lessons. Quantitative data concerning this objective was collected through a questionnaire containing 15 items, which were further divided into three parts:

Part A: Interest and motivation.

Part B: Engagement.

Part C: The efficacy of phonics instruction on student learning.

1) The data from Part A of the questionnaire showed that students had the highest level of interest and motivation with the use of phonics instruction (\bar{x} =4.16, SD=0.84). Students agreed that using phonics instruction to learn English vocabulary was interesting and motivating.

2) The data from Part B of the questionnaire showed that students had the highest level of satisfaction in terms of engagement when using phonics instruction in English vocabulary lessons (\bar{x} =4.24, SD=0.73), indicating that phonics instruction could engage students in learning English vocabulary.

3) The data from Part C of the questionnaire showed that students consented to the idea that phonics instruction had a positive impact on the effectiveness of their English vocabulary learning and gave it the highest level of satisfaction (\bar{x} =4.32, SD=0.70), implying that students affirmed phonics instruction helped improve their English vocabulary.

Thus, the above quantitative data analysis directly revealed students had a positive satisfaction with the use of phonics instruction in English vocabulary learning.

5.2 Discussion

As mentioned above, there were two findings in this study. The first finding was that the application of phonics instruction helped improve grade 5 Chinese students' English vocabulary in Hubei province, China. The second one was that students had positive satisfaction with the use of phonics instruction in English vocabulary lessons. In the discussion that follows, the results would be presented in detail, along with an explanation of how they addressed the research questions that were put forth for this study.

5.2.1 Pre-test and Post-test Data

The results of this study indicated that phonics instruction successfully helped improve students' English vocabulary. The data collected from this study was reassuring as well. The mean score on the post-test (30.97 out of the total score of 40) was 6.40 points higher than that of the pre-test (24.57 out of the total score of 40) and the average difference between the pre-test and the post-test was 16%. The difference between the pre-test and the post-test was higher than the average difference, suggesting that phonics instruction greatly assisted in enhancing students' English vocabulary. One of the most prominent reasons for the improvement in students' English vocabulary is the effectiveness of phonics instruction. Phonics provides a systematic and structured approach to decoding and understanding English words. By learning how individual sounds correspond to letters, students can more easily decode unfamiliar words. This foundation enhances their ability to recognize

and remember new words, ultimately leading to improved vocabulary, which was in accord with previous studies. Chen (2020) found through pre-test and post-test that students in the experimental class scored higher than those in the control class, showing that phonics instruction had significantly improved students' English vocabulary learning. Moreover, she concluded that students in the experimental class well comprehended phonics and use it as frequently as they can when learning English words, which contributed to students' future English vocabulary learning. Likewise, according to the test scores in the study conducted by Cui (2021), junior high school students' efficiency of vocabulary learning was markedly enhanced through phonics instruction. Therefore, the data collected in this study contributed to a clearer understanding that phonics instruction can improve students' English vocabulary learning.

Furthermore, ample activities used in this study, including listening to songs, making sound cards, observing pictures playing games and so on, contributed to a positive and engaging learning environment, offering a hands-on and interactive approach to vocabulary learning, making vocabulary lessons interesting and enjoyable. This, in turn, encouraged students to actively participate and practice their vocabulary, leading to better results in vocabulary learning. This finding was in accord with previous studies. Chen (2020) stated that in the teaching process, English teachers have to promote the integration of phonics instruction in teaching through interesting and motivating activities, like making phonics dictionaries, playing videos, doing alphabet exercises, etc. In this way, primary students can be extremely motivated to engage in the class, thus ensuring the efficiency of learning. Similarly, Zhang (2020) found that phonics instruction with various activities, such as playing phonics games, playing phonics songs and using tongue twisters, etc would get greater results in improving students' English learning as these activities provided access for students to engage in the classes.

Although the difference between the pre-test and the post-test of the other 15 participants was slightly lower than the average difference, these participants also made progress in the post-test, implying that phonics instruction was effective in

improving students' English vocabulary. Besides, those whose test difference was lower than the average difference shared something in common, namely a relatively weak foundation in English and a tendency to get sidetracked in class, which led to the result that their progress was a little less than that of other students. This finding was in accord with that of Wang's study. Wang (2022) found that after a semester of phonics instruction in English vocabulary, the students who possess good learning habits, high concentration, and a good English foundation had higher learning efficiency and better learning outcomes. Conversely, students with poor learning habits, low concentration and weak foundation in English showed lower learning efficiency. Hu (2020) also discovered in her study that students with low English levels made less progress than those with relatively high English levels.

Moreover, the most distinct result was achieved by student number 17, who scored 18 and 30 in the pre-test and post-test respectively, resulting in a massive discrepancy of 12 points. This significant finding corresponded to previous studies. Zhang (2018) found that all students made progress in English vocabulary with several students making conspicuous strides after using phonics instruction in English vocabulary classes for four months. After using phonics instruction in English class for a month, Xiang (2022) discovered that one average student made notable progress, indicating the efficiency of phonics instruction in students' English vocabulary learning. As a result, a sharp increase in students' accomplishment scores suggested that phonics instruction improved students' English vocabulary. The first research question was thus credibly addressed by all of the aforementioned findings.

5.2.2 Students' Satisfaction

The quantitative data collected through the questionnaire aimed at investigating students' satisfaction with the use of phonics instruction in English vocabulary lessons. A set of 15 items were divided into three parts: Part A: Interest and motivation; Part B: Engagement and Part C: The efficiency of phonics instruction on students' learning. The participants were made to rate each item on a Five-point Likert scale where 1= strongly

disagree and 5= strongly agree. The data collected from the questionnaire were concluded as follows:

- 1) The data from Part A showed that phonics instruction can effectively enhance students' motivation and interest in English vocabulary acquisition (\bar{x} =4.16, SD=0.76). Notably, item 1 (Using phonics instruction to learn English vocabulary is interesting) received the highest satisfaction rating in this section (\bar{x} =4.32, SD=0.72), demonstrating that students generally found the use of phonics instruction for learning English vocabulary to be particularly interesting. The reason for this result was that phonics instruction introduced innovation and fun into English vocabulary class, creating a fresh learning experience and incentive to study for students. This finding corresponded to previous studies. Wang (2021) discovered that all subjects involved in the study had greater interest in English learning content in classes using phonics instruction. Zhang (2022) found through experimental data that phonics can improve students' interest in learning English. The majority of students reported that phonics instruction made English vocabulary learning more fascinating and enjoyable.
- 2) The data from Part B showed that phonics instruction engaged students in English vocabulary learning (\bar{x} =4.24, SD=0.73). Notably, item 9 (I am willing to apply phonics to remember words in English vocabulary learning) received the highest level of satisfaction in this part (\bar{x} =4.46, SD=0.63), suggesting that a significant majority of students were willing to apply phonics to remember words in English vocabulary learning. Therefore, phonics instruction with various activities in English lessons made the classroom atmosphere more active and served as a valuable tool in English vocabulary learning, fostering students' engagement and independence in English vocabulary classes and learning. This finding corresponded to previous studies. Zhou (2021) discovered that students were more confident and were willing to participate in English classes and vocabulary learning as they did not have to memorize words by rote, which used to be the staple reason why students hated vocabulary lessons and learning. Xiang (2022) also found in his study that students preferred to participate in the English vocabulary learning process when using phonics instruction.
- 3) The data from Part C showed that phonics instruction enhanced the efficiency of students' English vocabulary learning with the highest mean score of

satisfaction among the three parts (\bar{x} =4.32, SD=0.70). Notably, item 11 (Using phonics instruction will help improve my English vocabulary) and 15 (Phonics instruction is beneficial to my future English learning) were both at the highest level with the same mean score of 4.50, suggesting that most students affirmed that phonics instruction helped improve their English vocabulary would be beneficial to their future English learning. Therefore, phonics instruction helped students grasp the phonetic structure of words, making it simpler for students to break down and learn new vocabulary. This study corresponded to previous studies. Qiu (2016) carried out a study applying phonics instruction in vocabulary class within a time frame of a semester and found that students' efficiency in learning English vocabulary was significantly improved. Hu (2020) conducted a study to examine the efficiency of phonics instruction on grade 3 students' English vocabulary learning and discovered that students' English vocabulary learning efficiency was greatly increased.

In conclusion, phonics instruction with various strategies that the researcher designed could help students grasp English words and hence improve students' satisfaction with the use of it in English vocabulary lessons.

5.3 Recommendation

Based on the findings and conclusions made from the study, the following recommendations are proposed:

5.3.1 Recommendations for Implementation

1) The application of phonics instruction in improving grade 5 Chinese students' English vocabulary has been found effective. However, phonics instruction was implemented for a limited time frame in this study. To get further information, it is recommended that schools consider extending the duration of phonics instruction within the regular English curriculum. The result may be different.

- 2) Phonics instruction was demonstrated to be beneficial in enhancing the English vocabulary of Grade 5 Chinese students. Phonics instruction should therefore be encouraged in the other grades as well while teaching English vocabulary
- 3) The success of using phonics instruction to learn English vocabulary suggests that this method can be used to teach other language skills as well, like reading, writing, listening, etc.

5.3.2 Recommendations for Future Research

Considering some of the limitations of this study, the researcher had recommendations for future research.

- 1) This study was limited to a group of 30 grade 5 Chinese students from a rural school in Hubei province China. Consequently, similar studies might be carried out including a larger sample of different grades, namely primary schools, middle schools, high schools, and colleges, or from different regions in China, which would aid in generalization and help validate and reassure the validity of the conclusions found in this study.
- 2) This study was confined to 26 single alphabet sounds. Further studies can contain sounds of both single letters and letter combinations.
- 3) To investigate the impact of phonics instruction on other language skills beyond vocabulary, such as reading comprehension and speaking proficiency. Understanding the broader effects of phonics can provide a more comprehensive view of its benefits in a foreign language learning setting.

Details of this study have been fully presented. Before ending this part, it should be noted that the use of phonics instruction remarkably improved students' efficiency in learning English vocabulary and their satisfaction with learning the language. For English teachers and students in China, the use of phonics instruction can be an alternate and innovative method in English teaching and learning. Phonics instruction may contribute to more effective teaching of English vocabulary and other related areas.

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Certificate of Approval

Huji N0.4 Middle School Administration Department

Subject: Approval of Data Collection for M.Ed. Thesis

Dear Sir/Madam,

I am currently enrolled in the master in Curriculum and Instruction at Rangsit University, Thailand. I am conducting a research on the "The Application of Phonics Instruction to Improve English Vocabulary of Grade 5 Students in Hubei Province". This research requires students' participation. The instruments involved pretest, posttest and student satisfaction questionnaire for obtaining the required data. Therefore, I would like to seek permission from the administration to allow me to collect data at this school where the names and identities of the students will be kept confidential and undisclosed.

Yours Sincerely,

Lu Fan, Student

Thailand

Rangsit University Thailand

Since the study requires data for analysis purposes, Lu Fan would collect data from this school and you are kindly requested to allow her to collect data with the following conditions:

Providing research participants with information to make an informed decision as to whether to take part in research (informed consent).

Follow the the prior mentioned document have been reviewed and approved by the administration of Huji N0.4 Middle School.

Huji N0.4 Middle School Administration





Participant's Legal Guardian Information Sheet

Dear Participant:

You are being invited to take part in a research study. Before you decide, it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully. Talk to others about the study if you wish.

Research School: Huji N0.4 Middle School, Hubei province, China.

Name: Lu Fan

Student ID: 6306063

Studying University: Survadhep Teachers College of Rangsit University, Thailand

Research Title: The Application of Phonics Instruction to improve English

Vocabulary of Grade 5 Students in Hubei Province

1. What is the purpose of the study?

To compare students' English vocabulary of grade 5 in Hubei Province before and after using phonics instruction. To investigate students' satisfaction of grade 5 in Hubei Province toward phonics instruction.

2. Expected results

The application of phonics instruction would help improve English vocabulary of grade 5 students in Hubei Province, China.

Grade 5 Chinese students would have a positive satisfaction with the use of phonics instruction in English vocabulary learning.

3. Outcome

The application of phonics instruction will help enhance the English vocabulary of grade 5 students in Hubei province and students will have a positive satisfaction with the use of phonics instruction in learning English vocabulary.

4. Number of participants in the study: 30 individuals

5. Research procedures

The researchers will collect data in 4 steps. First, the participants will be pretested. Second, the participants will be given English vocabulary lessons using phonics instruction. Third, a post-test will be administered after all the lessons have been given. Fourth, a questionnaire was given to the participants to investigate their satisfaction with learning English vocabulary using phonics instruction.

6. Duration

The research period will be 4 weeks, 8 sessions,

Week: class 1 & 2(to be announced) Week: class 3 & 4(to be announced)

Week:class5&6.(to be announced) Week:class 7&8(to be announced)

There is no possible risk in this research,

The school has asked students who have volunteered to participate to inform their parents and has obtained consent to volunteer for the research, and the data from the study are true and valid. The school also allow 30 students to assist her with her thesis research, either voluntarily or by voluntary experiments, by agreeing to(Lu Fan), who is enrolled at Rangsit University in Thailand to research her thesis.

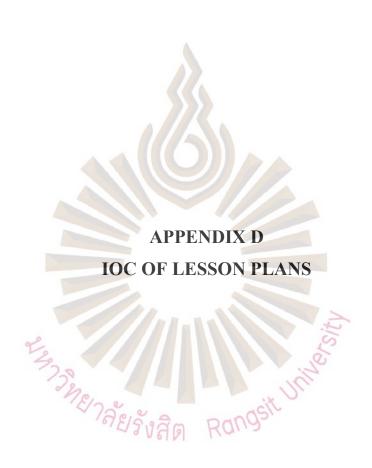
Signature Lu Fan

APPENDIX C EXPERTS WHO VALIDATED RESEARCH INSTRUMENTS



NO.	Name	Position/Title	Institution
1	Chunzhi Dong	Lecturer	Faculty of Foreign
			Language, Jianghan
			University, China.
2	Yanhua Guo	Lecturer	Faculty of Foreign
			Language, Jianghan
		A	University, China.
3	Changqing Liu	Professor	Faculty of Foreign
			Language, Jianghan
		772.	University, China.





Item No	Attributes	Expert 1	Expert 2	Expert 3	Average	Congruence
1	Lesson plan 1	+1	+1	+1	+1	Congruent
2	Lesson plan 2	+1	+1	+0	+0.67	Congruent
3	Lesson plan 3	+1	+1	+0	+0.67	Congruent
4	Lesson plan 4	+1	+1	+1	+1	Congruent
Overall Average			+0	0.83	_	Congruent





Subject: English

Grade: 5

Class Size: 30 students

Time: 90 minutes (45 minutes/ 1 session)

Teaching Contents: The letter sound of letter s, a, t, i, p, n

Lesson Objectives: By the end of the lesson:

1. Students will be able to grasp the letter sound of letter *s*, *a*, *t*, *i*, *p*, *n*.

2. Students can learn to spell and read words made up of the letters s, a, t, i, p, n, like sit, pin, etc..

Lesson Steps	Teacher/Students' Activity(s)	Time
Warming-up	Teacher plays a video of phonics song to lead in the teaching contents of this lesson.	5minuts
Presentation	1. The teacher divides students into 6 groups and presents six pictures, and each group discusses which of these things in the pictures have the sound of letter <i>s</i> , <i>a</i> , <i>t</i> , <i>i</i> , <i>p</i> , <i>n</i> respectively, taking following picture for example, each group answers the question that which of the things in the picture have the sound of letter s, and students learn the meaning of the words with the help of pictures. 2. A. Students are shown the sound of each letter in chant and students	10 minutes

Lesson Steps	Teacher/Students' Activity(s)	Time
	repeat together with clapping:	
	s is for snake, /s/ /s/ snake	
	a is for apple, //æ//æ/ apple	
	t is for tiger, /t/ /t/ tiger	
	i is for igloo, /i/ /i/ igloo	
	p is for pig, /p//p/ pig	
	n is for net, /n/ /n/ net	
	3. Then there comes a group work, 6	10 minutes
	groups are provided with some	
	sentences in chant respectively to	
	practice the letter sound and each	
	student in a group must have to read	
	one sentence.	
	A is for apple.	
	A is for ant.	
	A is for alligator.	
	A is for ax.	
4	A is for ambulance.	
323	4. The teacher writes some known	10 minutes
" ME/20°	Consonant-Vowel-Consonant words	
'नह	(CVC words) made up of those	
	letters on the blackboard and shows	
	how to spell them based on the letter	
	sounds just presented. For example,	
	sit→s-i-t, tip→t-i-p, etc.	
Practice and	Practice activities with sound cards	
Consolidation	Activity 1Spell and Read	
	A.The teacher uses sound cards as	10 minutes
	flashcards and each group races	
	to be the first to pronounce the	
	letter sound.	

Lesson Steps	Teacher/Students' Activity(s)	Time
	B. The teacher makes words with the	10 minutes
	sound cards and students spell and	
	read them.	
	t n ? a p so i	
	Activity 2Listen and Write	10
	A. Each group selects one student to	10 minutes
	stand in front of the class. The	
	teacher reads some words aloud and the student has to make the word	
	quickly with the sounds cards.	
	B. The teacher read out loud some	5 minutes
	words, like s-i-tsit, s-a-tsat, n-i-p-	3 minutes
	-nip, and every student spells them	
	out and write them down.	
Summary	1. The teacher invites some students to	10 minutes
3739	summarize what they have learned in	
" ME/200	this lesson and the teacher makes some	
'नि	additions about the lesson objectives.	
	2. Assign homework.	
	Colour each box below when you	
	can read the word.	
	Read these Colour each bow when	
	these worlds Goloir each box when worlds you can read the world	
	in tap tin nap pin sap it snap sit at pit sat an pip ant sip pant nip pan snip pat	
	nit spin spit	

Subject: English

Grade: 5

Class Size: 30 students

Time: 90 minutes (45 minutes/ 1 session)

Teaching Contents: The letter sound of letter *c*,*k* (*ck*), *e*, *h*, *r*, *m*, *d*

Lesson Objectives: By the end of the lesson:

1. Students will be able to master the sound of letter c,k (ck), e, h, r, m, d

2.Students can learn to spell and read words made up of the letters *s*, *a*, *t*, *i*, *p*, *n*, *c*, *k* (*ck*), *e*, *h*, *r*, *m*, *d*, like hat, set, map etc..

Lesson Steps	Teacher/Students' Activity(s)	Time
Warming-up and Revision	1. Revision activity Match the sounds to the pictures. Revise your Sounds 2. The teacher plays the video of phonics song one more time.	10 minutes
Presentation	1. The teacher divides students	10 minutes
	into 6 groups and presents six pictures, and each group discusses which of these things in the pictures have the sound of letter <i>c,k</i> (<i>ck</i>), <i>e, h, r, m, d</i> respectively, taking the following picture for example, students answer the question that which of the things in the	

Lesson Steps	Teacher/Students' Activity(s)	Time
	1. picture have the sound of	
	letter c, and students learn	
	the meaning of the words	
	with the help of pictures.	
	Which of these though begin with the sound '27 Join them to the letter '2'.	10 minutes
	2. A. Students are shown the	
	sound of each letter in chant	
	and repeat together:	
	c is for cat, /c//c/ cat	
	k is for kitten, /k//k/ kitten	
	e is for egg, /e/ /e/ egg	
	h is for hat, /h/ /h/ hat	10 minutes
	m is for monkey, /m//m/ monkey	10 mmaces
900	d is for dog, /d/ /d/ dog	
320	B.Then there comes a group work,	
The last	6 groups are provided with some	
्री निष्ट	sentences in chant respectively to practice the letter sound and each	
	student in a group must have to read	
	one sentence.	
	C is for cat. C is for can. C is for cup. C is for cake.	5 minutes
	The teacher writes some known	
	words made up of those letters on	
	the blackboard and shows how to	

Lesson Steps	Teacher/Students' Activity(s)	Time
	spell them based on the letter	
	sounds just presented. For example,	
	kid→k-i-d, hat→h-a-t, etc.	
Practice and	Practice Activity 1	
Consolidation	Find a Word	
	Each group has to find and circle	
	the words in the tables like below,	
	and then spells and read the words	
	accurately. The group finishes the	
Langue 19	fastest wins. Figure 1 of 1 o	20 minutes
	quickly with the sounds cards. B.The teacher read out loud some	13 minutes
	words, like s-i-tsit, s-a-tsat, n-i-	
	pnip, and every student spells	
	them out and write them down.	

Lesson Steps	Teacher/Students' Activity(s)	Time
Summary	1. The teacher and students	10 minutes
	summarize what have presented in	
	this lesson and emphasize the	
	lesson objectives.	
	2. Assign homework.	
	Students make their own sound	
	cards to practice the letter sounds	
	learned in class.	



Subject: English

Grade: 5

Class Size: 30 students

Time: 90 minutes (45 minutes/ 1 session)

Teaching Contents: The letter sound of letter *g*, *o*, *u*, *l*, *f*, *b*

Lesson Objectives: By the end of the lesson:

1.Students will be able to master the sound of letter g, o, u, l, f, b

2. Students can learn to spell and read words made up of the letters *s*, *a*, *t*, *i*, *p*, *n*, *c*, *k* (*ck*), *e*, *h*, *r*, *m*, *d*, *g*, *o*, *u*, *l*, *f*, *b* like hum, bad, fur etc..

Lesson Steps	Teacher/Students' Activity(s)	Time
Warming-up and Revision	1. The teacher asks students to match the sounds learned in the two previous lessons to the pictures. 2. The teacher plays the video of phonics song one more time.	10 minutes
Presentation	1. The teacher divides students into 6 groups and presents six pictures, and each group discusses which of these things in the pictures have the sound of letter <i>g</i> , <i>o</i> , <i>u</i> , <i>l</i> , <i>f</i> , <i>b</i> , and students learn the meaning of the words with the help of pictures.	10 minutes

Lesson Steps	Teacher/Students' Activity(s)	Time
	Which of these things have the sound 'u' in chem? Join them to the latter 'u'.	
	2. A. Students are shown the sound	10 minutes
	of each letter in chant and repeat	
	together:	
	g is for goat, /g//g/ goat	
	o is for octopus, /ɔ//ɔ/ octopus	
	u is for up, $/\Lambda//\Lambda/$ up	
	l is for lion, /l//l/ lion	
	f is for fish, /f//f/ fish	
	b is for ball, /b/ /b/ ball	
	B.Then there comes a group work,	10 minutes
	6 groups are provided with some	
	sentences in chant respectively to	
۳.	practice the letter sound and each	
3739	student in a group must have to	
3) MEI JAE	read one sentence. G is for gift. G is for game. G is for girl. G is for golf.	
	The teacher uses the sound cards to	5 minutes
	make words and shows how to	
	spell them based on the letter	
	sounds just presented.	

Lesson Steps	Teacher/Students' Activity(s)	Time
Practice and Consolidation	Practice Activity with Sound Cards	
	t n ck d a p e m s i h r	
	1. A. The teacher uses sound cards as	10 minutes
	flashcards and each group races to be	
	the first to pronounce the letter sound.	
	B.The teacher makes words with the	
	sound cards and students spell and	
	read them.	
	2. A. Each group selects one student	10 minutes
	to stand in front of the class. The	
	teacher reads some words aloud and	
	the student has to make the word	
	quickly with the sounds cards.	
200	B.The teacher read out loud some	15 minutes
323	words, like s-i-tsit, s-a-tsat, n-i-p	
"ME/20"	nip, and every student spells them out	
'नह	and write them down.	
Summary	1. The teacher invites some students	
	to summarize what they have learned	
	in this lesson and the teacher makes	
	some additions.	
	2. Assign homework.	10 minutes
	The teacher provides students with	
	some words made up of letter sounds	
	studied and students have to practice	
	spelling and reading and record them	
	to the teacher.	

Subject: English

Grade: 5

Class Size: 30 students

Time: 90 minutes (45 minutes/ 1 session)

Teaching Contents: The letter sound of letter *j*, *z*, *w*, *v*, *y*, *x*, *qu*

Lesson Objectives: By the end of the lesson:

1.Students will be able to master the sound of letter j, z, w, v, y, x, qu

2. Students can learn to spell and read words made up of the letters j, z, w, v, y, x, qu and previous learned letter sounds, like wet, quilt etc..

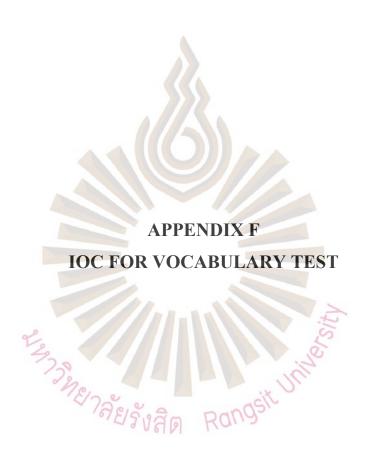
Lesson Steps	Teacher/Students' Activity(s)	Time
Warming-up and Revision	Sound out the letter sounds and	
	words.	
	The teacher first show students a	
	picture with letters learned in the	
	last three lessons and ask some	
	students to sound out the sound of	
	each letter, and then ask some	10 minutes
The state of the s	students to spell and sound out the	10 mmates
7233	words.	
ายาลัย	รังสิด	

Lesson Steps	Teacher/Students' Activity(s)	Time
Presentation	1. The teacher divides students into	10 minutes
	6 groups and presents six pictures,	
	and each group discusses which of	
	these things in the pictures have	
	the sound of letter j , z , w , v , y , x ,	
	qu, and students learn the meaning	
	of the words with the help of	
	pictures.	
	Which of these brings have the anumal of in them? Jose Seen to the or.	
	2. A. Students are shown the sound	10 minutes
	of each letter in chant and repeat	
	together:	
9-0	j is for juice./dʒ//dʒ/ juice	
320	z is for zoo, /z//z/ zoo	
373/18/200	w is for water, /w//w/ water	
र ने ह	y is for yellow, /y//y/ yellow	
	x is for box, $/x//x/$ box	
	qu is for queen, /qw/ /qw/ queen	
	B.Then there comes a group work,	10 minutes
	6 groups are provided with some	
	sentences in chant respectively to	
	practice the letter sound and each	
	student in a group must have to	
	read one sentence.	

Lesson Steps	Teacher/Students' Activity(s)	Time
	W is for web. W is for wag. W is for wolf. W is for wet. W is for watch. The teacher uses the sound cards to make words and shows how to	5 minutes
	spell them based on the letter	
	sounds just presented.	
Practice and	Practice Activity 1	10 minutes
Consolidation	The teacher uses sound cards as	
	flashcards to review all the letter	
	sounds learned and each group	
	races to be the first to pronounce	
	the letter sound.	
	Practice Activity 2	25 minutes
	Race to the pond	
90	Each group roll the die to move	
Ly Jak 18's	along the path and has to sound out	
29812 8	and spell the words loud and	
^२ ७ नि	correctly before they land on the	
	appointed word, if they spell one	
	word wrong, then they must go	
	back three spaces. Every student in	
	each group has to sound out the	
	words. It is not allowed that only	
	one or two students in a group	
	have the chance to read the words.	

Lesson Steps	Teacher/Students' Activity(s)	Time
	Race to the Pond For all acceptance of the Pond For all acce	
Summary	1. The teacher invites some	
	students to summarize what they	
	have learned in these four lessons	
	and the teacher makes some	
	additions.	
	2. Assign homework.	10 minutes
	Students use the sound cards they	
	have made as flashcards to go over	
	the letter sound of 26 letters and to	
	make and blend words practicing	
	spelling and reading words.	

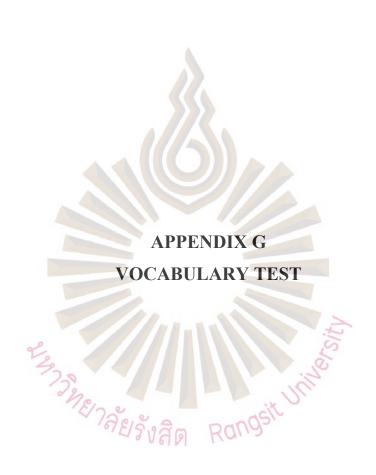
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Item Objective Congruence for Vocabulary Test

Sl No.	Item Test No.	Expert 1	Expert 2	Expert 3	Average	Congruence
1	Read out words	+1	+1	+1	+1	Congruent
2	Listen, Write down the word and the meaning of it	+1	+1	+1	+1	Congruent
O	verall Average		+	⊦ 1		Congruent





Vocabulary Test (Pre-test and Post-test)

I. Read the words out. (1 point for each word, a total of 20 points)

ask	back	get	desk
fun	fast	gift	him
ill	jump	lot	milk
man	quick	rot	sand
top	van	win	swim

II. Listen, write down and give the meaning of the words. (1 point for each word, a total of 20 points)

1	2.	3	4	5
ô	7.	8	9.	10
11	12.	13	14.	15
16	117.	18	19.	20

box	cut	food	cap	jog
pen	fan	sun	mask	sit
ink	ant	quiz	bell	map
jam	kid	jug	egg	hat

APPENDIX H IOC FOR SATISFACTION QUESTIONNAIRE



Item Objective Congruence for Questionnaire Items

item Objective Con	 		Τ		T
Items	Expert	Expert	Expert	Average	Congruence
	1	2	3		
PART A: IN	NTEREST	& MOT	IVATIO	N	
Using phonics instruction to	+1	+1	+1	+1	Congruent
learn English vocabulary is					
interesting.					
I enjoy the teacher's teaching	+1	+0	+1	+0.67	Congruent
style in vocabulary class using					
phonics instruction.	333				
I enjoy the classroom	+1	+1	+1	+1	Congruent
atmosphere when using					
phonics instruction.					
Using phonics instruction	+1	+1	+0	+0.67	Congruent
helps me develop confidence	•				
in learning English vocabulary.					
Using phonics instruction	+1	+1	+1	+1	Congruent
motivates me to learn more					
English vocabulary.	TAIN			12/	
PAR	T B: ENC	GAGEME	NT &		
All activities related to the	+1	+1	141	+1	Congruent
phonics instruction are		200			
interesting.	an \	Raina			
I am more willing to engage in	+1	+1	+1	+1	Congruent
the vocabulary class using					
phonics instruction.					
I am more concentrated in	+1	+1	+1	+1	Congruent
vocabulary class using phonics					
instruction.					
I am willing to apply phonics	+1	+1	+1	+1	Congruent
to remember English words.					
I am willing to learn more	+1	+1	+1	+1	Congruent
knowledge about phonics.					
	Using phonics instruction to learn English vocabulary is interesting. I enjoy the teacher's teaching style in vocabulary class using phonics instruction. I enjoy the classroom atmosphere when using phonics instruction. Using phonics instruction helps me develop confidence in learning English vocabulary. Using phonics instruction motivates me to learn more English vocabulary. PAR All activities related to the phonics instruction are interesting. I am more willing to engage in the vocabulary class using phonics instruction. I am more concentrated in vocabulary class using phonics instruction. I am willing to apply phonics to remember English words. I am willing to learn more	Items PART A: INTEREST Using phonics instruction to learn English vocabulary is interesting. I enjoy the teacher's teaching style in vocabulary class using phonics instruction. I enjoy the classroom atmosphere when using phonics instruction. Using phonics instruction Using phonics instruction helps me develop confidence in learning English vocabulary. Using phonics instruction horivates me to learn more English vocabulary. PART B: ENCE All activities related to the phonics instruction are interesting. I am more willing to engage in the vocabulary class using phonics instruction. I am more concentrated in vocabulary class using phonics instruction. I am willing to apply phonics instruction. I am willing to apply phonics to remember English words. I am willing to learn more +1	Items Expert 2	Titems Expert 2 3	Items Expert Expert 2 3 Average

Sl No.	Items	Expert 1	Expert 2	Expert 3	Average	Congruence
PA	RT C: EFFICACY OF PHON	ICS INST	RUCTIO	ON ON ST	TUDENT I	LEARNING
11	Using phonics instruction will	+1	+1	+1	+1	Congruent
	help improve my English					
	vocabulary.					
12	Using phonics instruction will	+1	+1	+1	+1	Congruent
	greatly reduce my burden of					
	memorizing English words.					
13	Phonics instruction with	+1	+1	+0	+0.67	Congruent
	various activities is more	1178				
	effective.					
14	The teacher's teaching style is	+1	+1	+0	+0.67	Congruent
	effective in phonics class.					
15	Phonics instruction is	+1	+1	+1	+1	Congruent
	beneficial to my future English					
	learning.					
	Overall Average		+().91		Congruent

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Students' Satisfaction Questionnaire

Mark your level of opinion from 1-5 (strongly agree to strongly disagree) against each statement. The description of each scale 1-5 is as shown in the table below.

Scale
Strongly Agree (SA)-5 Agree(A)- 4 Neutral (N)-3 Disagree(D)-2 Strongly Disagree (SD)-1

N.T.	T.	SA	A	N	DA	SD
No.	Items	5	4	3	2	1
	PART A: INTEREST & MOT	IVATI	ON			
1	Using phonics instruction to learn English					
	vocabulary is interesting.					
2	I enjoy the teacher's teaching style in					
	vocabulary class using phonics instruction.					
3	I enjoy the classroom atmosphere when using					
	phonics instruction.					
4	Using phonics instruction helps me develop		12			
	confidence in learning English vocabulary.		1/5/			
5	Using phonics instruction motivates me to learn	i	8			
	more English vocabulary.	1/1/				
	PART B: ENGAGEME	ENT				
6	All activities related to the phonics instruction					
	are interesting.					
7	I am more willing to engage in the vocabulary					
	class using phonics instruction.					
8	I am more concentrated in vocabulary class					
	using phonics instruction.					
9	I am willing to apply phonics to remember					
	English words.					
10	I am willing to learn more knowledge about					
	phonics.					

No.	Itama	SA	A	N	DA	SD
110.	Items	5	4	3	2	1
PAR	T C: EFFICACY OF PHONICS INSTRUCTION	ON ON	STUD	ENT L	EARN	ING
11	Using phonics instruction will help improve my					
	word English vocabulary.					
12	Using phonics instruction will greatly reduce					
	my burden of memorizing English words.					
13	Phonics instruction with various activities is					
	more effective.					
14	The teacher's teaching style is effective in					
	phonics class.					
15	Phonics instruction is beneficial to my future					
	English learning.					



APPENDIX J ACHIEVEMENT TESTS (PRE-TEST AND POST-TEST)



S17

Vocabulary Test



(Pretest)

I. Read the words out. (1 point for each word, a total of 20 points)

ask	back	get	desk
fun	fast	gift	him
ill	jump	lot	milk
man	quick	rot	sand
top	van	win	swim

II. Listen, write down and give the meaning of the words. (1 point for each word, a total of 20 points)



S17

Vocabulary Test



(Posttest)

I. Read the words out. (1 point for each word, a total of 20 points)

ask	back	get	desk
fun	fast	gift	hím
ill	jump	lot	milk
man	quick	rot	sand
top	van	win	swim

II. Listen, write down and give the meaning of the words. (1 point for each word, a total of 20 points)

1. box 27 - 2. cut 3 3. food & 4. cap 187 - 5. 1 19 1 19 1 19 6. per 10. Sit 41.

11. and ink 12. ant 12 ex 13. angus ex 14. bell 65 15. mar map the 16. Hern 2917 kill 112 18. 19. egg. 29. 20. hat 1782.

S10

Vocabulary Test



(Pretest)

I. Read the words out. (1 point for each word, a total of 20 points)

ask	back	get	desk
fun	fast	gift	him
ill	jump	lot	milk
man	quick	rot	sand
top	van	win	swim

II. Listen, write down and give the meaning of the words. (1 point for each word, a total of 20 points)

-4

1. bot 1 2. cut 第 3. food 第 10. cap 4 3 5. jag 版

6. pen铝笔7. fanna88. slun太阳g, mesk星 10. sit 生

12. ant \$\$\$. 8x 14. bell \$\$ 15. map 地图

16. jam果为17. kid 张子18. jug 盛罐子9. egg 考录 20. hat 帽子

Vocabulary Test

(Posttest)



I. Read the words out. (1 point for each word, a total of 20 points)

ask	back	get	desk
fun	fast	gift	him
ill	jump	lot	milk
man	quick	rot	sand
top	van	win	swim

II. Listen, write down and give the meaning of the words. (1 point for each word, a total of 20 points)

1. box 3 2. cut 3 3. food食物4. cap 帽子 5. jog 慢起
6. pen 知是7. fan 凡陶 8. sun 太郎 9. mask 每 10. sit 生
11. ink 量 12. ant \$\$\$\$\$ 9. mask 每 10. sit 生
11. ink 量 12. ant \$\$\$\$\$\$ 9. mask 每 10. sit 生
16. jam 果 表 17. kid 孩子 18. jug 購了 19. egg 对 22. 20. hat 帽子.

BIOGRAPHY

Name Lu Fan

Date of birth September 26, 1998

Place of birth Zhong Xiang, China

Education background Jianghan University, China

Bachelor of Arts, 2020

Rangsit University, Thailand

Master of Education in Curriculum

and Instruction, 2023

Address Zhong Xiang, China

Email Address 2634090572@qq.com

