A COMPARATIVE STUDY OF THE BALANCED LITERACY APPROACH AND THE CODE EMPHASIS APPROACH TO ENHANCE PHONEMIC AWARENESS OF ENGLISH OF FIRST-GRADE STUDENTS

A THESIS

BY

SARUNYA TARAT

Presented in Partial Fulfillment of the Requirements for the

Master of Arts Degree in English

at Srinakharinwirot University

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AN ABSTRACT

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Sarunya Tarat. (2013). *A Comparative Study of the Balanced Literacy Approach and the Code Emphasis Approach to Enhance Phonemic Awareness of English of First-Grade Students*. Master Thesis, M.A. (English). Bangkok: Graduate School, Srinakharinwirot University. Advisor Committee: Dr. Usaporn Sucaromana, Dr. Sirinan Srinaowaratt.

This research aimed to compare the use of the balanced literacy approach and the code emphasis approach in enhancing students' phonemic awareness of English and to investigate student engagement in learning phonemic awareness through the two approaches. All participants were 60 first grade students. They were identified as having different levels of academic performance: low, moderate, and high. Twenty students at each level of phonemic awareness were equally assigned to two groups using purposive sampling. The first group as the experimental group was taught using the balanced literacy approach which focuses on teaching the correspondences between sounds and letters along with the meaning of words. The second group as the control group was taught using the code emphasis approach which only emphasizes teaching the relationship between written and spoken language. Phoneme discrimination tests were used as the research instrument to collect quantitative data. Observation and field notes were the instruments for collecting qualitative data. The quantitative data was derived from the scores obtained from the experimental group and the control group. Mean and standard deviation (SD) were used to describe the level of phonemic awareness of English of the students in both groups. MANOVA was also employed to determine whether there were significant differences in performances on phonemic awareness between the experimental group and the control group. The qualitative data were derived from the analysis of video

recordings and taking notes during classroom teaching which provided information about student engagement in both groups.

The results revealed that the balanced literacy approach and the code emphasis approach could enhance students' phonemic awareness of English. In other words, students of both approaches had better scores on phonemic awareness tests after being taught through the two approaches. However, the students learning under the balanced literacy approach made significantly greater gains in phonemic awareness of English than those under the code emphasis approach. That is, the former approach was more effective in enhancing phonemic awareness than the latter. In addition, the analysis of the qualitative data showed that the students taught using the balanced literacy approach were more engaged in learning phonemic awareness than those taught using the code emphasis approach.

การศึกษาเปรียบเทียบวิธีการสอนแบบสมดุลภาษาและวิธีการสอนแบบย้ำตัวอักษรเพื่อเพิ่มความตระหนักรู้หน่วยเสียงภาษาอังกฤษของนักเรียนชั้นประถมศึกษาปีที่ 1

บทคัดย่อ

ของ

ศรัญญา ทารัตน์

เสนอต่อบัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ เพื่อเป็นส่วนหนึ่งของการศึกษา
ตามหลักสูตรศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษ
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การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อเปรียบเทียบการใช้วิธีการสอนแบบสมดุลภาษาและวิธีการสอนแบบย้ำตัวอักษรเพื่อเพิ่มความตระหนักรู้หน่วยเสียงภาษาอังกฤษของนักเรียนชั้นประถมศึกษาปีที่ 1 และเพื่อพิจารณาการมีส่วนร่วมของนักเรียนในการเรียนความตระหนักรู้หน่วยเสียงภาษาอังกฤษ โดยผ่านวิธีการสอนทั้งสองวิธี กลุ่มตัวอย่างเป็นนักเรียนชั้นประถมศึกษาปีที่ 1 จำนวน 60 คน ที่ระบุตามความสามารถในการเรียนในระดับสูง ระดับกลาง และระดับต่ำ การสุ่มกลุ่มตัวอย่างเข้ากลุ่มทดลอง และกลุ่มควบคุม เป็นการสุ่มแบบเจาะจงโดยเลือกนักเรียนเข้ากลุ่มทดลองจำนวน 30 คน และกลุ่มควบคุมจำนวน 30 คน โดยแต่ละกลุ่มจะมีนักเรียนที่มีความสามารถในการเรียน 3 ระดับ คือ ระดับสูง ระดับกลาง และระดับต่ำ เท่ากันอย่างละ 10 คน สำหรับการพิจารณาการมีส่วนร่วมของนักเรียนในการเรียนความตระหนักรู้หน่วยเสียงภาษาอังกฤษ โดยการเก็บข้อมูลดังกล่าวนั้น ใช้วิธีการสังเกต และการจดบันทึกภาคสนามระหว่างการสอนในห้องเรียนของนักเรียนทั้งสองกลุ่ม การแปลวิเคราะห์ผลจากข้อมูลภาคสนามระหว่างการสอน ใช้วิธีการวิเคราะห์ความแปรปรวนหลายตัวแปร (MANOVA) และการใช้การวิเคราะห์จากวิดิโอ และการจดบันทึกข้อมูลภาคสนามระหว่างจากการสอน

ผลการวิจัยพบว่า วิธีการสอนแบบสมดุลภาษาสามารถเพิ่มความตระหนักรู้หน่วยเสียงภาษาอังกฤษได้สูงกว่าวิธีการสอนแบบย้ำตัวอักษรอย่างมีนัยสำคัญทางสถิติที่ระดับ .001 และการวิเคราะห์ข้อมูลเชิงคุณภาพ ในการพิจารณาการมีส่วนร่วมของนักเรียนในการเรียนความตระหนักรู้หน่วยเสียงภาษาอังกฤษพบว่า นักเรียนที่ได้รับการสอนด้วยวิธีการสอนแบบสมดุลภาษามีส่วนร่วมในชั้นเรียนมากกว่านักเรียนที่ได้รับการสอนแบบย้ำตัวอักษร

The thesis titled

"A Comparative Study of the Balanced Literacy Approach and the Code Emphasis Approach to Enhance Phonemic Awareness of English of First-Grade Students"

by

Sarunya Tarat

has been approved by the Graduate School as partial fulfillment of the requirements for the Master of Arts degree in English of Srinakharinwirot University.

…… Dean of Graduate School

(Associate Professor Dr. Somchai Santiwatanakul)

October……, 2013

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CHAPTER I

INTRODUCTION

Background of the Study

Regarding to language learning, learners must be exposed to four basic components of language: sounds (phonology), word structure (morphology), sentence structure (syntax), and meaning (semantics) (Lavenda & Schultz, 2009). Sound system is one of the first linguistic abilities that learners need to learn before other abilities are acquired (Werker & Yeung, 2009). The phoneme is the basic unit of a language's sound system which learners need to acquire and develop to learn language skills (Bičan, 2005). In order to learn language skills successfully, learners must become aware of phonemes. McCulloch (2000) stated that phonemic awareness is important for the development of language skills that enable learners to think about and know how to manipulate phonemes of words in order to read, spell, or write.

Tankersley (2003) regarded phonemic awareness as an indicator of learners' ability to learn reading. Before learning to read, learners need to learn, recognize, and understand that words consist of individual sounds that are represented by letters or groups of letters (Zeece, 2006). This awareness enables learners to understand the relationship between sounds and letters and to use this relationship to read even if they have never seen those words before (Griffith & Olson, 1992). According to Share's (1995) research, phonemic awareness is essential to learn reading; learners can read both familiar and unfamiliar words fluently because they can understand sound-letter correspondences and identify individual sounds.

Besides reading ability, research has indicated that phonemic awareness also supports learning to spell (Caravolas, Hulme, & Volín 2005; Juel et al., 1986; Griffith, 1991). Tangle and Blachman's study (as cited in Coyne, Santoro, & Simmons, 2006) showed that learners

must possess some degree of phonemic awareness to spell because it helps them to recognize words as being composed of individual sounds. Once phonemic awareness is obtained, they understand how to segment the individual sounds of words in order to spell. Apel, Bahr, Bryant, Kohler, Siliman, and Wilkinson (2007) investigated the spelling ability of primary school students and found that those who had become aware of phonemes performed better at nonword spelling and phonemic awareness tasks than those who had not. According to these findings, students should have phonemic awareness because it supports and guides them to understand the relationship between sounds and letters in order to spell familiar and unfamiliar words (Apel et al., 2007).

Furthermore, phonemic awareness also relates to writing performance because the acquisition of phonemic awareness and alphabetic principles are correlative. In other words, this awareness enables learners to recognize the letters of writing systems and understand how to write words and sentences (Bosman, Graaff, Hasselman, & Verhoeven, 2009). Cooney, Dyer, Harris, Kysar, and Ukrainetz (2003) taught phonemic awareness through text activities with five and six year-old children and found that children can develop phonemic awareness alongside writing ability. As a result, children who possess and develop phonemic awareness can do writing tasks better than those who do not because this awareness supports them to understand sound-letters correspondence and know how to write words correctly.

As stated above, phonemic awareness is important for reading, spelling and writing ability because it enables learners to know the relationship between sounds and letters and use this relationship to read, spell, or write. Thus, learners who become aware of phonemes can acquire and develop these skills. However, if learners do not have adequate phonemic awareness, then their reading, spelling and writing performances will not develop on par to those who do (Harm, Ross, & Ukrainetz, 2009; Lefly & Pennington, 2001). Phonemic awareness inadequacy is an obstacle in learning language abilities. For example, Harm,

Ross, and Ukrainetz (2009) investigated reading abilities of children with low phonemic awareness and found that these children have more difficulty than children who have adequate phonemic awareness because inadequate phonemic awareness decreases the ability to acquire word decoding, resulting in reading difficulties. This shortfall also affects the development of spelling ability. That is, learners with insufficient phonemic awareness have difficulty in spelling or may not spell because they do not understand how letters match to sounds (Griffith & Olson, 1992). In the same way, learners who do not possess phonemic awareness also have difficulty in writing because they do not recognize that words are made up of individual sounds and thus cannot understand how words are created (Dulude, 2012; Carello, Liberman, Lukatela & Shankweiler, 1994).

However, learners who have to learn another language may have more difficulty in perceiving, possessing, and developing phonemic awareness of second language than others. That is, the phonological differences between their mother tongue and second language can be a cause of confusion in acquiring, developing and possessing adequate phonemic awareness of second language because their mother tongue and second language might share phonological similarities. For example, native Japanese speakers have some confusion in perceiving, discriminating and pronouncing English phonemes /ɹ/and /l/ because these sounds share phonological similarities to the Japanese phoneme /ɾ/. That is, when native Japanese speakers pronounce English phonemes /ɹ/ and /l/, they always map English phonemes /ɹ/ and /l/ to the Japanese phoneme /ɾ/ (Hayes-Harb & Masuda, 2008). Thus, L2 learners might have difficulty in perceiving and developing phonemic awareness, and this difficulty influences language skills acquisition thereafter (Hayes-Harb & Masuda, 2008; Justus, Mahurin, & Robinson, 2011).

In Thailand, some Thai people also have difficulty perceiving, distinguishing, and pronouncing English phonemes because of the phonological differences between Thai and

English. Tubtim-ngam (as cited in Potisompapwong, 2002) studied the problems, needs, and techniques for developing the required competencies of English teachers in primary schools in Education Region 5 of Thailand and found that those teachers had difficulty in discriminating English phonemes from Thai phonemes. In other words, they could not examine and discriminate the similarities and differences between the phonemes of the two languages. In addition, over 91 % percent of teachers in Tubtim-ngam's study had difficulty in teaching phonemic awareness of English to their students. Additionally, Sriprasit (as cited in the Ministry of Education [MOE], 2009) pointed out that Thai students also have problems with acquiring and developing phonemic awareness of English, thereby affecting English language skills acquisition.

It is apparent that phonemic awareness is very important for language skills acquisition and development because it enables learners to read, spell, and write familiar and unfamiliar words without memorizing (McCulloch, 2000). However, learners who do not possess adequate awareness cannot develop better language skills than those who do. Specifically, second language learners have to examine the phonological similarities and differences between their mother language and a second language. These differences are causes of confusion affecting the development of the phonemic awareness of second language. Thus, in order to help these learners possess the phonemic awareness of second language, its instruction alongside other language skills is essential.

There are many methods, types of instruction, and activities that teach phonemic awareness to learners and support them in achieving adequate awareness. The balanced literacy approach is a method that teaches sound-letter correspondences as well as text meaning. It combines whole language approach and phonics to teach skills such as word recognition and identification, fluency, vocabulary, and comprehension (Calais, 2008; Cowen, 2003; Dombey, 2002; Donoghue, 2008; Tompkins, 2002). This approach teaches

learners to understand the relationship between letters and sounds along with text meaning and comprehension, thereby developing both phonemic awareness and understanding of word meaning. However, there is the other approach that teaches phonemic awareness and supports learners to understand the relationship between sound and letter. The code emphasis approach is considered a method to teach phonemic awareness because it teaches learners to understand the relationship between sounds and letters (Behan, Dunbar, Dunn, Ferguson, Gray, & Mitchell, 2007; Bosman, Graff, Hasselman, & Verhoeven 2009; Johnston & Watson, 2000; Shapiro & Solity, 2008). However, Grossen (1997) argued that even though the code emphasis approach could enhance performances on phonological and phonemic awareness, it does not produce reliable, replicable achievement on text comprehension, word reading and reading fluency. In other words, the code emphasis approach emphasizes the relationship between letters and sounds rather than text meaning, comprehension, and fluency. As a result, the researcher uses the balanced literacy approach and the code emphasis approach to teach phonemic awareness of English to Thai primary school students and compare the effectiveness of the two methods in doing so.

Statement of the Problem

There have been many studies focusing on phonemic awareness of English as well as many other languages such as Spanish, Turkish, Korean, and Japanese (Atwill, Blanchard, Burstein, & Gorgin, 2007; Cavkaytar et al., 2011; García, Jimerez, O'Shanahan, & Rojas, 2010; Hayes-Harb & Masuda, 2008; Kim, 2008). The majority of those studies have investigated the cross-language transfer of phonemic awareness in learners of English as second language or foreign language (ESL/EFL). Others have proposed and investigated approaches and interventions in enhancing the phonemic awareness of English of ESL and EFL learners (e.g. the balanced literacy approach and code emphasis approach). However,

the researcher was unable to find any studies on the use of the balanced literacy approach to enhance the phonemic awareness of English of Thai learners. Additionally, research studies on the effectiveness of the code emphasis approach to develop phonemic awareness are limited. Therefore, the researcher compares the effectiveness of the two approaches in promoting the students' phonemic awareness. Finally, the researcher also investigates whether student engagement in learning is related to the effectiveness of the two approaches.

Purpose of the Study

This study aims (a) to compare the use of the balanced literacy approach and the code emphasis approach in enhancing students' phonemic awareness of English and (b) to investigate student engagement in learning phonemic awareness through the two approaches.

Research Questions

To study the effectiveness of the balanced literacy approach and the code emphasis approach in accelerating phonemic awareness among Thai primary school students and to investigate student engagement in learning phonemic awareness through the two approaches, the present study addresses three questions.

1. Do the students develop their phonemic awareness of English through the balanced literacy approach and the code emphasis approach?

2. Does teaching the balanced literacy approach in the experimental group result in better phonemic awareness skills than teaching the code emphasis approach in the control group?

3. Does student engagement in learning phonemic awareness differ between the experimental group taught using the balanced literacy approach and the control group taught using the code emphasis approach?

Significance of the Study

The findings obtained from this study clarify whether Thai primary school students possess phonemic awareness of English. Since phonemic awareness is important to language skills acquisition and development and it leads to learning achievement, the use of the balanced literacy approach and code emphasis approach as phonemic awareness interventions in this study can act as guidelines for language teachers to apply them with the same goal among their own students. Additionally, the study provides information about students' feelings and opinions towards the interventions. Such information clarifies whether the interventions are effective in promoting the phonemic awareness of English. Finally, the outcomes of this study will provide educators and teachers with new ideas in teaching English in order to support students in achieving language learning success.

Definition of Terms

Phonemic awareness refers to the ability to perceive and manipulate the individual sounds of words in spoken language.

The balanced literacy approach refers to a teaching approach that combines phonics and whole language approach to teach literacy. Phonics teaches the correspondence between sounds and letters. Meanwhile, whole language approach emphasizes the learning of whole words and phrases by encountering them in meaningful contexts**.**

The code emphasis approach refers to a teaching method that teaches children to understand the relationship between letters and sounds.

Thai primary school students refers to the first-grade students at Anuban Uttaradit School, Uttaradit.

CHAPTER II

LITERATURE REVIEW

This chapter reviews the related literature for the better understanding of the present study. There are five main sections in this chapter. The first concentrates on the definition of phonemic awareness, phonemic awareness levels, and significance of phonemic awareness to language skills. The second emphasizes the phonological differences between the Thai and English languages in terms of consonant phonemes; these differences affect Thai learners in developing their phonemic awareness of English. The third deals with the balanced literacy approach. The fourth focuses on the code emphasis approach. Finally, the last section discusses previous research related to this study.

What is Phonemic Awareness?

Phonemic awareness has been defined in a variety of ways. For example, it has been defined as a skill to detect the individual phonemes of words, identify their characteristics, and manipulate those phonemes (Justus, Mahurin & Robinson, 2011). However, Cunningham (as cited in Griffith & Olson, 1992) argued that phonemic awareness should mean the ability to examine language and then manipulate the component sounds of spoken language. Additionally, Snow et al. (as cited in Yeh, 2003) reported that it is also the ability to recognize that words are made up of individual sounds. In particular, Behan et al. (2007) proposed that it is the ability to manipulate the individual phonemes of a word by breaking the word down to its spelling and blending the phonemes to read. However, many researchers think that phonemic awareness is the understanding that words are made up of a set of individual sounds (Deureen & Reading, 2007; Gillon, 2005; Yopp, 1992). Moreover, it is the understanding that phonemes are the smallest units in the internal structure of spoken

language encoded by the letters in an alphabetic system (Eldredge, 1995). In the same way, it refers to the understanding about the smallest units of sound structure that make up the speech streams (Griffith & Olson, 1992; Multicultural and ESOL Program Services Education, 2007).

Significantly, phonemic awareness is important for acquiring language skills because it supports learners to understand the relationship between letters and sounds and recognize that words are made up of individual sounds. Thus, learners have to possess and develop phonemic awareness in order to acquire language skills successfully. In order to possess phonemic awareness, learners must be exposed to phonemic awareness tasks for further development. These tasks are considered phonemic awareness levels which learners have to acquire and develop to possess and attain adequate phonemic awareness for learning language skills acquisition.

Phonemic Awareness Levels

Phonemic awareness levels have been discussed widely by many researchers and organizations (American Speech-Language-Hearing Association [ASHA], 2012; Chard, Pikulski & Templeton, 2000; Eldredge, 1995; Here's Life Inner City Youth Development [HLIC Youth Development], 2010; Multicultural and ESOL Program Services Education, 2007; National Centre of Literacy and Numeracy for Adults, 2003; National Institutes of Health [NIH], 2006; Shapiro & Solity, 2008; Teach For America [TFA], 2011; Valdes, in press). With regards to those studies, the researcher has simplified and divided phonemic awareness into six levels: (a) phoneme hearing and counting, (b) phoneme identification and grouping, (c) phoneme isolation, (d) phoneme blending, (e) phoneme matching, and (f) phoneme manipulation. The levels cover simple to more complex tasks, in which learners must acquire and develop those tasks in order to possess and attain adequate phonemic awareness.

First, hearing is the first and very important ability in developing phonemic awareness because this ability supports learners in perceiving the individual sounds of words in spoken language (ASHA, 2012). Counting phonemes is also at the first level since it is the ability to find and indicate the number of phonemes in a word (Multicultural and ESOL Program Services Education, 2007). Once hearing ability is developed, the individual knows how to count phonemes and is aware of the number of sounds in a word. Learners between four and five years old can acquire this level and they are proficient in this level by the age of six (Valdes, in press). For example, if learners listen to the word *so* and count the phonemes in this word, they should answer that it consists of two phonemes: /s/ and /o/.

Second, phoneme identification and grouping is the ability to identify the sounds of words and match the sounds to the corresponding phonemes (HLIC Youth Development, 2010). In other words, learners can identify and match the sounds of words that begin or end similarly as the same phoneme (Valdes, in press). For instance, students should be able to identify simple words such as *doll*, *dog*, *and tub* and match the words that begin with the same phoneme, like *doll* and *dog* which begin with /d/ (Eldredge, 1995). Notably, learners can learn and develop this skill when they are six years old or when they are proficient in hearing and counting phonemes (Valdes, in press).

Third, phoneme isolation is the ability to hear, consider the sounds of words, and then break those words up into individual sounds (Chard, Pikulski & Templeton, 2000; Shapiro & Solity, 2008). At this level, learners know how to segment words into individual sounds in order to spell. For example, a teacher asks learners to segment the word *cat* to spell and then they need to separate this word out into three phonemes: /k/ /æ/ /t/ (Eldredge, 1995). Valdes (in press) stated that learners learn to isolate phonemes when they are seven years old.

Fourth, phoneme blending refers to the ability to connect individual phonemes to make a word (NIH, 2006; TFA, 2011). In other words, learners know how to blend sounds

together to form a word. For instance, when a teacher says three phonemes: /m/ /ɑ/ /p/, learners should blend these sounds together and tell their teacher the word *map* (Eldredge, 1995). Significantly, learners at the age of six know how to blend two and three sounds and they are skillful in blending phonemes when they are seven years old.

Fifth, phoneme matching to letters is the ability to apply the relationship between sounds and letters to map those sounds into a letter or a group of letters (National Centre of Literacy and Numeracy for Adults, 2003). In other words, learners know that sounds correspond with letters and then match the sounds to the letters to pronounce the sounds (Valdes, in press). When a teacher points to a letter and asks students to sound out a corresponding sound, students can pronounce the sound that corresponds with the letter. Valdes (in press) reported that learners at the age of seven know how to match phonemes to letters.

Finally, phoneme manipulation is the last level that learners must acquire and develop to have adequate phonemic awareness. Chard, Pikulski, and Templeton (2000) defined this as the ability to understand how to work with words whenever a phoneme is added, omitted, or substituted. For example, a teacher says the word *man* without the phoneme /m/ at the beginning and asks students to make the word *man*, to which the learners should verbally respond with three phonemes /m/ /ɛ/ /n/ (Eldredge, 1995). Valdes (in press) said that manipulating is the most complex and complicated task; therefore, learners must attain the skills required for every previous level. Learners acquire this skill when they have developed phonemic awareness in each level or at the age of eight (Valdes, in press).

To sum up, phonemic awareness involves six levels of simple to complex tasks. Learners must be skillful at every single level in order to possess adequate phonemic awareness. In order to support learners to develop phonemic awareness, every level should be practiced during the early years of schooling because phonemic awareness levels occur at

the age of four and finish by the age of eight. Thus, teaching phonemic awareness between the ages of four to eight can help learners to develop their awareness.

Significance of Phonemic Awareness to Language Skills

Several researchers demonstrated that phonemic awareness relates to reading ability (Carlson et al., 2003; Deureen & Reading, 2007), spelling ability (Caravolas, Hulme, & Volín 2005; Juel et al., 1986; Griffith, 1991), and writing ability (Terell, 1999; Adams as cited in Griffith & Olson, 1992). In other words, phonemic awareness is an indicator of how well beginning readers can learn to read because this awareness supports them to understand the correspondence between sounds and letters, thereby enabling them to utilize this relationship to read words (Adams, 1990; Snow et al., 1998; Fielding-Barnsley, 2010). In addition, many researchers believe that phonemic awareness can build a solid reading ability and suggest that teaching phonemic awareness should be a part of school curriculum in order to help learners to be good readers (Adams, 1990; Colmar & Wilson 2008). Karen (2003) agreed that teaching phonemic awareness should start at an early age of schooling because children who learn phonemic awareness early in their schooling can acquire and develop reading skills faster than those who do not (Fielding-Barnsley, 2010).

Additionally, phonemic awareness is also related to spelling ability. Researchers studied this correlation and found that learners know how to spell if they possess and have adequate phonemic awareness (Caravolas, Hulme, & Volín 2005; Juel et al., 1986; Griffith, 1991). Juel et al. (as cited in Eldredge, 1995) further stated that this awareness helps learners to understand and use the correspondence between sounds and letters to spell. In addition, Lundberg et al. (as cited in Griffith, 1991) investigated the use of phonemic awareness activities to accelerate the phonemic awareness of kindergarten children and found that participants who had learnt through such activities could develop their awareness and achieved better scores than those who did not.

Because written language is code-based, phonemic awareness facilitates learners in cracking the codes in order to write (Terell, 1999). Adams's study (as cited in Griffith & Olson, 1992) showed that when learners possess phonemic awareness, they can understand the relationship between sounds and letters in an alphabetic system and use this interconnection to write words. Thus, learners who posses and develop phonemic awareness adequately can respond more readily in writing ("Phonemic Awareness & Dyslexia", 2012).

Phonological Differences between Thai and English Language

Learners who have to learn two or more languages may have more difficulty in developing phonemic awareness because of the differences between their mother tongue and the second language. Some Thai people have difficulty in developing phonemic awareness, especially English, because there are significant phonological differences between the two languages that lead to confusion (Tubtim-ngam as cited in Potisompapwong, 2002). These include consonant phonemes, vowel phonemes, and suprasegmentals. Thus, these differences affect Thai people in learning and developing English language skills. Many researchers have pointed out that the differences among consonant phonemes between Thai and English affect Thai learners in perceiving and discriminating English consonant phonemes (Brudhiprabha, 1964; Jotikasthira, 1995; Kanokpermpoon, 2007; Sarawit, 1997; Smyth, 2001). Thai and English consonant systems are shown below in Tables 1 and 2.

Table 1

Thai Consonant Sounds

	Bilabial	Labio-dental	Alveolar	Lamio-prepalatal	Palatal	Velar	Glottal
Plosive	p b p^h		t d t^h			k k^h	ʔ
Nasal	m		n			ŋ	
Fricative		f	s				h
Affricate				tɕ $tɕ^h$			
Tap			ɾ				
Lateral			l				
Semivowel	(w)				j	w	

Note. Adapted from "Thai and English Consonantal Sounds: A problem or a Potential for EFL Learning?," by M. Kanokpermpoom, 2007, *ABAC Journal*, 27, p. 58. Copyright 2007 by Assumption University

Table 2

English Consonant Sounds

	Bilabial	Labio-dental	Dental	Alveolar	Post-alveolar	Palatal	Velar	Glottal
Plosive	p b			t d			k g	
Nasal	m			n			ŋ	
Fricative		f v	θ ð	s z	ʃ ʒ			h
Affricate					tʃ dʒ			
Lateral				l				
Approximant	(w)			ɹ		j	w	

Note. Adapted from "Thai and English Consonantal Sounds: A problem or a Potential for EFL Learning?," by M. Kanokpermpoom, 2007, *ABAC Journal*, 27, p. 58. Copyright 2007 by Assumption University.

As can be seen from the two tables, there are only 21 consonant phonemes in the Thai consonant system, while in the English consonant system there are 24 (Kanokpermpoon, 2007). The similarities and differences between English and Thai consonant sounds are discussed as follows.

Plosives

English has six plosive consonant phonemes: /p/, /b/, /t/, /d/, /k/, and /g/. For the sounds /b/ and /d/, Thai learners do not have any difficulty in perceiving and pronouncing these two sounds in the English initial syllable because these sounds also occur in the Thai consonant system. Similarly, the phonemes /p/, /t/, and /k/ are not problematic for Thai learners of English when these phonemes occur as initial consonants (Kanokpermpoon, 2007). However, the phonemes /p/, /t/, and /k/ are problematic for Thai learners when they occur as final consonants in English. In Thai, the three phonemes are pronounced with no audible release: /pˀ/, /tˀ/, and /kˀ/. In English, however, the final sounds /p/, /t/, and /k/ are pronounced in three different ways: aspiration (/p^h/, /t^h/, and /k^h/), non-aspiration (/p/, /t/, and /k/), and no audible release (/pˀ/, /tˀ/, and /kˀ/) (Kanokpermpoon, 2007). When the phonemes /p/, /t/, and /k/ occur as final consonants, Thai speakers usually omit these sounds at the end of a word (Smyth, 2001). For example, /ˈpɜːfekt/ becomes /ˈpɜːfek/. In addition, the English voiced velar plosive /g/ may also prove a problem as regards perceiving and pronouncing this sound correctly since there is no such sound in Thai. It is likely that the sound /g/ in English is replaced with the Thai /k/ (Smyth, 2001). For instance, /geɪm/ is substituted with /keːm/.

Nasals

There are three nasal consonant phonemes /m/, /n/, and /ŋ/ in English and Thai. The phonemes /m/ and /n/ occur initially and finally in a syllable and the phoneme /ŋ/ as a final consonant in English. In Thai, the phonemes /m/, /n/, and /ŋ/ occur as initial and final consonants. Thus, Thai speakers have no difficulty in perceiving and pronouncing the

phonemes /m/, /n/, and /ŋ/ as English consonant phonemes (Ronakiat as cited in Kanokpermpoon, 2007).

Fricatives

These nine fricatives (/f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/, /h/) occur in English consonantal sound system. Kanokpermpoon (2007) indicated that the phonemes /f/, /s /, and /h/ are not difficult for Thais to perceive and pronounce as English initial consonant phonemes as they also exist in the Thai consonant system. However, Thais do have difficulty in pronouncing /f/ and /s / as the final consonants because these phonemes do not occur at a syllable ending in Thai. Although the phonemes /f/ and /s/exist in both Thai and English, the phonemes /f/ and /s/ occur only as initial consonants in the Thai system (Sarawit, 1997; Smyth, 2001). When /f/ and /s/ occur as final consonants in English words, Thai speakers replace /f/ with a voiceless bilabial plosive /p/ and substitute the phoneme /s/ with a voiceless alveolar plosive /t/ (Kanokpermpoon, 2007). For example, /pʌf/ is replaced with /p^{h}ɑ́p/ and /mɪs/ is substituted with /mɪt/.

In addition, other English fricative phonemes (/v/, /θ/, /ð/, /z/, /ʃ/, and /ʒ/) are difficult for Thais to perceive and pronounce both initially and finally in a syllable because of their absence in the Thai consonant system (Kanokpermpoon, 2007; Sarawit, 1997; Smyth, 2001). When Thai speakers pronounce these English fricative phonemes (/v/, /θ/, /ð/, /z/, /ʃ /, and /ʒ/), they always substitute them with Thai fricative phonemes. The phoneme /θ/ does not exist in the Thai consonant system; therefore, the Thai speaker substitutes the phoneme /θ/ with /t/ and /s/ (Brudhiprabha, 1964). For instance, /θɪŋk/ becomes /tɪŋ/ or /sɪŋ/. In addition, Thais are likely to substitute the English fricative phoneme /ð/ with /d/, /t/, /s/

(e.g. /ðen/ replaced with /den/) (Smyth, 2001). Moreover, Thais also replace the phonemes /v/ and /z/ with /w/ and /s/. For example, /væn/ is substituted with /wɛːn/ and /zuː/ is replaced with /suː/ (Kanookpermpoon, 2007). Additionally, Thai people have difficulty in perceiving and pronouncing the phonemes /ʃ/ and /ʒ/ because of the absence of these sounds in the Thai consonant system. Thus, Thai people substitute them with the Thai fricative phonemes /tɕʰ/ and /tɕ/ (Sarawit, 1997). For instance, /ʃuː/ is substituted with /tɕʰuː/ and /ˈʒɒnɹə/ becomes /tɕɔŋɾə̂/ (Kanookpermpoon, 2007).

Affricates

In the English consonant system, there are two affricates, /tʃ/ and /dʒ/, which differ from the two Thai affricates: /tɕ/ and /tɕʰ/. Jotikasthira's study showed (as cited in Kanokpermpoon, 2007) that the English affricates /tʃ/ and /dʒ/ are problematic for native Thai speakers to perceive and pronounce because they do not occur in the Thai consonant system. Thus, the Thai affricate /tɕʰ/ is normally substituted for the English phoneme /tʃ/ since the places of articulation of the two sounds are very close (e.g. /tʃɜːtʃ/ replaced with /tɕʰɤ́ːtˀ/). In addition, Thais have a problem with the English fricative sound /dʒ/, using the Thai affricate /tɕ/to substitute it (Kanokpermpoon, 2007). For example, /ˈdʒɪndʒə/ is replaced with /tɕɪntɕəː/

Laterals

The phoneme /l/ occurs in the system of English and Thai consonants. English and Thai laterals in the initial position are quite similar, so it is not problematic for Thais to perceive and pronounce them. Because the phoneme /l/ does not occur finally in Thai consonant system. When the phoneme /l/ occurs as a final consonant in English, native Thai

speakers usually replace /l/ in the final position with the Thai nasal /n/ or omit it (Jotikasthira, 1995). For example, /bɔːl/ is replaced with /bɒn/ and /kɔːl/ is substituted as in /k^{h}ɔː/.

Approximants

In English, there are three approximants /w/, /j/, and /ɹ/, while there are only two approximants /w/ and /j/ with a tap /ɾ/ in the Thai consonant system. Ronakiat stated (as cited in Kanokpermpoon, 2007) that Thai learners of English do not have difficulty in perceiving and pronouncing /w/ and /j/ due to the similarities of both languages. However, the English sound /ɹ/ seems to be problematic for Thais. The Thai always use /l/ in place of /l/ and /ɾ/ in the Thai syllable, therefore, the phoneme /l/ in Thai is substituted for the /ɹ/ of English (e.g. /ɹiːd/ replaced with /liːt/). In some cases, Thais have also used the Thai tap /ɾ/ instead of using the English /ɹ/ (e.g. /ɹiːd/ replaced with /ɾiːt/) (Smyth, 2001).

To sum up, there are similarities and differences between the Thai and English consonant systems. Most notably, there are many differences between Thai and English fricative consonants. In the Thai consonant system, there are only three fricative consonants, compared to the nine in English. Thus, the native Thai speaker has difficulty in perceiving and pronouncing English fricative sounds (Smyth, 2001).

The Balanced Literacy Approach

The balanced literacy approach is a combination of whole language approach and phonics (Cavkaytar et al., 2011). Whole language approach focuses on teaching the meaning of texts over the relationship between sounds and letters. According to Diegmueller's study (as cited in Frey, Lee, Massengill, Pass, & Tollefson, 2005; Patzelt, 1995), learners should learn language holistically before examining its components. Therefore, whole language approach is the model that teaches graphophonic, syntactic, and semantics clues at the same

time to construct meaning from text (Goodman as cited in Panthong, 1998). Learners are engaged in constructing meaning by analyzing and synthesizing information from literature with the pattern of relationship between sounds and letters (graphophonic), sentence structure (syntactic), and semantics (meaning) (Sumara,1990). Freeman and Freeman (1988) proposed the concepts of whole language content lessons for teachers to apply them to teaching. Six concepts based on whole language approach for class instruction are presented as follows. First, lessons should begin from whole to part, and teachers should provide students with opportunities to read and write whole stories rather than drilling worksheets and exercises which emphasizing specific parts of language. Second, teachers in whole language classes become supporters and facilitators for their students. That is, teachers should help students to build their strengths, background knowledge, and interest in learning. Third, students also need to know purposes of activities, and it must be their purposes in learning, not just the teacher's. Fourth, teachers should give students opportunities to teach and learn from each other in order to promote social interactions. Fifth, teachers should integrate teaching of language skills into a single period and provide students with opportunities to read, write, listen, and speak to each other, and to the teachers, while learning. Finally, lessons should reflect teacher's faith in students, in which teachers should believe in students' abilities in learning language. Moreover, Holdaway (1979) and Taylor (1997) explained the learning process based on whole language approach to teaching that at first teachers should briefly introduce the book to the class. Teachers then ask students to guess what the book is about and what students think will happen in the story. After that, teachers read the book to students and points the texts while reading in order to allow students to follow the story. Teachers may stop reading at selected sentences and asks students to verify their predictions. Additionally, students are encouraged to reread the story along with teachers. Students should also be provided with opportunities to read the book aloud to the class. Finally, writing is

also another part of whole language usage in the classroom. Accordingly, students are also encouraged to write with free writing, free association, letters and words; students write to learn instead of learning to write.

On the other hand, phonics teaches the correspondences between sounds and letters to learners to read, spell, and pronounce words (Levine & Munsch, 2011). This approach tends to draw student's attention to the form of the printed letters and then tell student the corresponding sounds (Hughes, 1972). Similarly, phonics instruction represents the various teaching practices that aim to develop student's ability to sound out a word by matching individual letters, in which a word is spelled with the specific sounds corresponding to letters (Eldredge, 1995). Groff (1989) proposed the concepts of phonics to teach students to develop their language abilities. Those concepts developed by Groff (1989) are as follows. Teachers should arrange the process of learning activities, in which those activities are visible and clear for students to understand what they have to learn. Much-teacher guided practices also support and maintain the skills that students acquire. Furthermore, teachers should make sure that students understand what they are learning before another difficult task is taught. Teachers should provide practice for students to drill sound-letter correspondences until they understand those correspondences. Additionally, phonics should begin with younger students because they are eager to acquire phonics information, and also have the ability to detect and decode written words. Taylor (1997) explained the learning process under phonics and how the phonics class should be. He suggested that students should start with recognizing whole words. After students recognize words, the relationship between sounds and letters is taught to students. Moreover, students should be encouraged to identify new words by picture and meaning clues. Significantly, the relationship between sounds and letters is the most important aspect of phonics, so students are encouraged to practice this relationship until they understand it.

With regards to the principles of those two approaches, several researchers found that there are advantages and disadvantages of whole language approach (Edigar, 1999; Krashen, 2002; Liberman & Liberman, 1991; Pulley, 2010; Purewal, 2008) and phonics in teaching literacy (Betts, 1957; DeBoer & Dallmann, 1960; Krashen, 2002; Liberman & Liberman, 1991). For example, Edigar (1999) and Purewal (2008) stated that whole language approach provides students with opportunities to perceive ideas as whole and to use their prior knowledge in a variety of literature experiences. Whole language approach allows students to improve their reading skills due to teacher reading along with students as the students can look at each word while reading aloud (Krashen, 2002; Liberman & Liberman, 1991; Purewal, 2008). This approach also encourages students to enjoy learning so that they can connect and build new knowledge based on experiences and learning (Edigar, 1999; Pulley, 2010). However, there are disadvantages of whole language approach in teaching literacy. Liberman and Liberman (1991) and Purewal (2008) said that whole language approach focuses on meaning rather than the ability to decode, so students are not taught techniques to identify words even though this skill is needed. Additionally, word recognition techniques are not included in this approach; therefore, learners who do not have the ability to decode will not be able to successfully derive meaning, unless they acquire some level of word recognition (Pulley, 2010). Whole language approach may lead students to be passive in class instruction because students become too dependent upon their teachers; many students fail to learn literacy (Liberman & Liberman, 1991). Similar to whole language approach, phonics also has itself advantages and disadvantages. According to Betts, 1957; DeBoer & Dallmann, 1960; Krashen, 2002; Liberman & Liberman, 1991, the advantages of phonics are as follows: phonics teaches the basic elements of language so that students can learn and use techniques to identify words. Additionally, phonics enables students to read unfamiliar words and to deal with two or more syllables. Students feel more confident when they read

unfamiliar and longer words because students can attack and decode those words. Phonics also helps to improve sound recognition and discrimination. Finally, phonics aids spelling improvement because it helps students to crack the codes in order to spell. Conversely, Smith (1994) claimed that the teaching processes of phonics are complex and have exceptions. It is difficult for teachers to apply phonics to their classes. Meaning and context are not included in teaching process because the emphasis is placed on teaching sound-letter correspondences. Students understand the relationships between sounds and letters rather than whole words and meaning. Finally, phonics ignores student's interests. That is, some phonics material contains too much drill work on syllables and word families.

As stated previously, it is apparent that whole language approach and phonics have different strategies in learning process and also have advantages and disadvantages in teaching literacy. Therefore, whole language approach and phonics are combined to teach skills and meaning to meet the need of individual student and to lead them to learn literacy successfully, in which a combination of whole language approach and phonics is called as the balanced literacy approach (Frey, Lee, Massengill, Pass, & Tollefson, 2005; Zygouris-Coe, 2001). Tompkins (2002) provided seven general characteristics under the balanced literacy approach to teach literacy in classroom. First, literacy involving both reading and writing must be taught to learners at the same period. That is, learners are being read to and reading stories and writing at the same time. Second, literature is at the heart of this approach; therefore, teachers are expected to create a literature-rich environment to reinforce their student's exposure to various books. Third, language arts skills are taught both directly and indirectly. Fourth, reading instruction should involve learning word recognition and identification, vocabulary, and comprehension. Fifth, writing instructions should involve learning to express ideas, using spelling, grammar, and punctuation. Sixth, students utilize

reading and writing as tools for learning in the content areas. Finally, the goal of the balanced literacy approach is to develop learners to be good readers and writers.

According to Ramirez (2005), the balanced literacy approach is a selective approach in teaching literacy because it is a mixture of interactive and interrelated approaches, strategies, and materials that teach students what they need to know. Moreover, a U.S. national survey has revealed that 89% of elementary teachers believe in the method because it combines skills development and literature with language-rich experiences (Dombey, 2002). In addition, this approach also represents phonemic awareness, phonics, and word identification skills that balance the reading and writing of literature and other whole texts (Ramirez, 2005). Similarly, the balanced literacy approach may be a better and more selective approach in teaching literacy to learners as it provides them with opportunities to master the concept of print, learn the alphabetic system, acquire word recognition skills, develop phonemic awareness, involve themselves with reading and writing, and also experience a variety of appropriate materials in meaningful contexts (Zygouris-Coe, 2001). In other words, skills and language components are provided in situations where students can practice them. Notably, the balanced literacy approach also supports student-centered learning and teacher-directed learning, depending on the individual student's needs (Frey, Lee, Massengill, Pass, & Tollefson, 2005).

The Code Emphasis Approach

The code emphasis or code-based or code-oriented approach is a teaching approach that focuses on teaching the structure of written and spoken language (Chall, 1967; National Inquiry into the Teaching of Literacy, 2005). Moreover, Kaatz-Sulgrove, McLaughlin, and Peck (2002) asserted that this approach aims to teach children to know how to map letters into sounds by isolating printed text from its functional use and reducing reading and writing.

In other words, the code emphasis approach views the breaking of the code of the alphabetic system as the important task of early literacy learning including phonemic awareness, the alphabetic principle, decoding and word recognition (Adams & Bruck, 1995; Moats, 1995). The code emphasis approach also focuses on teaching children to convert a text written in a code, or a signal coded into a normal language. Children are initially taught certain sound-letter correspondences (Pinshaw, 2013). However, the code emphasis approach is the most commonly referred to phonics, an approach that aims to teach students to understand the relationship of the spelling patterns of written language to the sound patterns of oral language (Hempenstall, 1997; Pinshaw, 2013).

Many researchers found that the code emphasis approach has the advantages and disadvantages in teaching language skills to students (Sanders & Vadasy, 2008; Allington & Woodside-Jiron, 1997; Cunningham, 1995; Goodman, 1986; Liberman & Liberman, 1991). Sanders and Vadasy (2008) stated that the code emphasis approach teaches phonological awareness with training the relationship between sound and letter and this approach also provides students with opportunities in practicing phonemic decoding skills explicitly. In addition, Liberman and Liberman (1991) said that the code emphasis approach supports students to understand the complex relationship between sounds of speech and phonological structures used in communication; students understand how to acquire, perceive and product speech well. This approach also enhances performances on phonological awareness and nonword pronunciation tasks (Allington & Woodside-Jiron, 1997). Students know how to decode and pronounce nonwords correctly. The disadvantages of the code emphasis approach also are identified. Goodman (1986) claimed that the code emphasis approach reduces reading and writing practice to simplify matching letters to sounds. That is, students may not read and write because their reading and writing skills are not developed.

Accordingly, students may not understand texts and meaning because they do not learn to appreciate literature when they are taught to read (Cunningham, 1995).

In a classroom under the code emphasis approach, children are taught with the focus heavily on letter-sound correspondences and also engaged in activities that help them to practice phonemic awareness skills before learning to speak, read, and write (Fang, 2000). Significantly, there is a high-degree of teacher-centered instruction in presenting learning material, practice, and feedback as they are considered important requirements for the code emphasis learning environment (Munro, 1999). As a result, the code emphasis approach enables children to understand how to manipulate the language as regards phonemic awareness, syllable awareness, and morphology (National Inquiry into the Teaching of Literacy, 2005).

Related Studies

The researcher divides the related research into two parts: studies on the balanced literacy approach and studies on the code emphasis approach.

Studies on the Balanced Literacy Approach

Manset-Williamson and Nelson (2005) compared the use of two supplemental balanced and strategic reading interventions that target the decoding, fluency, and reading comprehension of upper-elementary and middle school students with reading disabilities (RD). The participants were selected and randomly assigned to two treatment conditions: PDF/GR (Phonemic Awareness/Analysis, Decoding, and Fluency Instruction + Guided Reading) and PDF/EC (Phonemic Awareness/Analysis, Decoding, and Fluency + Explicit Comprehension). Both conditions were the same as concerns phonological awareness/analysis, strategies decoding, and reading fluency; only the reading

comprehension strategies were different. In other words, the two treatments varied with the degree of explicitness with which the reading comprehension strategies were taught.

After that, the participants were given a pre-test that tested decoding and decoding-related skills, reading fluency, and reading comprehension before being instructed with the two different methods for five weeks. In the last week, all participants were given a post-test, which was the same as the pre-test. In sum, there were no significant differences in decoding, fluency, and reading comprehension between the two groups in the pre-test. However, both groups showed significant improvements in decoding, fluency, and reading comprehension in the post-test. Notably, the participants in the PDF/EC group obtained higher scores in all measures than the PDF/GR as the former group was exposed to a more explicitly structured instructional format for reading comprehension than the latter.

Additionally, Donat (2006) proposed the Reading Their Way program (RTW), a literacy acquisition program based on the balanced literacy approach. Reading Their Way was comprised of four components: phonemic awareness, phonics, contextual reading, and writing. This longitudinal program began with kindergarten and ended with the third grade students at the Augusta County School in Virginia. In this program, participants were taught phonemic awareness and phonics through songs, poems, stories, and games. The focus of these activities was on the correspondence between letters and sounds. In order to measure literacy development, Donat (2006) employed Phonological Awareness Literacy Screening (PALS) as the test to assess the children's literacy skills. In addition, the Virginia Standards of Learning (SOL) assessment was administered in the third grade to examine the impact of the Reading Their Way program. As a result, the participants in this program had higher scores than those taught using another approach. Moreover, they reflect the continued achievement gains through application of the RTW.

Buckland and Fraser (2008) developed an online module to introduce a balanced literacy approach in teaching phonics and to report on the initial implementation of the approach into primary education degrees at the University of New England. The module, titled Teaching Foundational Literacy, was divided into the four main topics of reading, writing, spelling, and phonics: literacy and spelling, phonemic awareness, towards phonics, and phonics and beyond. All students were required to access it through a restricted URL and were provided an evaluation form for their assessment and to give their comments or opinions about the program. Most of them rated the overall module very high, and commented that the module was very useful and helpful to teachers to understand how to teach literacy to students effectively. Significantly, they also stated that this module provided a contemporary mean whereby students who studied in the teacher education program could acquire the essential knowledge of how language functions at the phoneme level and how this relates to classroom application.

O'Day (2009) examined the effectiveness of a balanced literacy approach to improve the reading achievement of non-English language learner students and English learner students in grades three to five at San Diego. Two classrooms at each level in each level of the nine case study schools were randomly selected. In class, the teachers used specific literacy activities: questions and discussion about the higher-level meaning of text, phonics instruction, and writing. The students interacted with these activities by coaching, modeling, and conversion. The literacy classrooms were observed for 90 minutes each time and three times over the course of the year. As a result, the research found that the balanced literacy approach proved effective in improving reading comprehension for native and non-native English learners. In addition, it appeared that EL students could take advantage from engaging in conversations and discussion in literacy that provided practice for oral language development in the context of meaningful communication.

In another research, Cavkaytar et al. (2011) created the balanced literacy environment and described the impact of various instructional activities based on a balanced literacy approach to develop the literacy of students with hearing loss at Anadolu University in Turkey between 2005 and 2009. All participants are given a pre-test that comprised tasks for describing, direction giving, filling in the cloze test, filling out forms, and summarizing. Then, they were assigned to read various types of reading materials and daily newspapers and write reflection papers as the implementation. After that, the participants are given a post-test which is the same as the pretest. According to the pretest, all participants struggled with and made mistakes in all sub-tests. However, they showed noticeable improvement in the posttest. In other words, they improved their writing and achieved higher scores in every task in the posttest.

Studies on the Code Emphasis Approach

Fang (2000) compared the development of written discourse knowledge among young children in literature emphasis and code emphasis classrooms. The sample group comprised 64 first grade students in a small Midwestern US school district. Thirty-four of them received Literature Emphasis instruction, while another thirty were trained through the instruction based on the code emphasis approach. The literature emphasis classroom was rich in print and print-related activities and children's literature was used for teaching to read and write. In the code emphasis classrooms, the participants were exposed to print-material and decoding activities used to encourage them to develop decoding skills. Following training, all participants were asked to compose a written text based on a story and conversational context that they had learned in the training program. The results revealed the participants of both groups developed their writing ability equally. In other words, the literature emphasis and code emphasis groups did not show any significant differences in their knowledge of written discourse.

Additionally, Kaatz-Sulgrove, McLaughlin, and Peck (2002) compared the efficacy of the code emphasis and meaning emphasis approach to reading instructions. Five students with mental and learning disabilities participated in this study. The Swain Beginning Reading Program was used as the code emphasis intervention that teaches students to learn words in isolation before learning words in context. Meanwhile, the meaning emphasis involved a teacher-made program which employed trade books and presented words in context rather than in isolation. All participants were taught using both instructions during 18 weeks of training. For both the code emphasis and meaning emphasis instructions, three target and six non target words were taught in each week. To determine whether the participants had learned these target and non target words, teacher-made probes were used as measures after each week of implementation. Finally, the results revealed that all participants could read correctly and faster both in isolation and context through the code emphasis approach than the meaning emphasis instruction.

Otaiba (2005) examined the effects of the code emphasis reading tutorial in English for beginning at-risk readers who were English learners (ELs). Eight students judged to be at risk of reading difficulties participated in this study. Moreover, eight undergraduate teachers in special education were requested as tutors to teach the participants twice a week for a total of 15 hours to fulfill required service learning which used a pilot version of the code emphasis tutoring program. Tutors' knowledge of the structure of the English language at the level of word, individual phonemes, and reading were tested before pre-service training. After which, these tutors could improve their knowledge of the English language to teach reading through the reading tutorial. Before receiving the code emphasis tutoring program, participants were given a pre-test which included vocabulary, phonological awareness, and reading. After that, they received 15 hours of tutoring and did a post-test which was the same as the pre-test to complete the program. According to the results of the post-test, participants

significantly improved in every test. In other words, the code emphasis reading program helped the participants to develop their reading skill.

In addition, Mesmer (2005) investigated the effects of the code emphasis approach on first graders' word recognition strategies. All participants were taught using the approach for fourteen days. The results revealed that the participants applied letter/sound knowledge to read; they could read accurately after the training period.

In Thailand, there have been some studies focusing on the use of the code emphasis approach to develop English language skills. Saising (2003) investigated its effectiveness integrated with a general teaching method to promote the English pronunciation and reading comprehension of fourth grade students. The results revealed that the students' ability to pronounce was improved. Also, reading comprehension was better and they felt more confident after learning under this method of instruction. Similarly, Mekwong (2004) studied the effectiveness of using the code emphasis instruction for teaching English pronunciation to Mattayomsuksa 3 students at Romluang School in Chiang Mai. Mekwong found that code emphasis instruction could support students in their understanding of how to pronounce English sounds correctly and that they felt more comfortable when learning English pronunciation class.

In conclusion, there are many benefits of these two approaches in developing phonemic awareness and literacy skills. In Thailand, research studies on the use of the balanced literacy approach to increase phonemic awareness are limited. Moreover, comparative studies between the balanced literacy approach and the code emphasis approach in enhancing phonemic awareness cannot be found. Thus, this study aimed to apply the balanced literacy approach and the code emphasis approach as the interventions to enhance phonemic awareness of English of Thai primary school students.

CHAPTER III

METHODOLOGY

This chapter covers the research method employed in this study. The methodology section comprises six parts: (a) research design, (b) participants, (c) research instruments, (d) research procedure, (e) data collection, and (f) data analysis.

Research Design

The research used mixed methods to collect data. An embedded design was chosen to collect both quantitative and qualitative data with one of the data types playing a supplemental role within the overall design (Creswell, 2009). In this study, the researcher embedded qualitative data within a quantitative methodology; that is, the qualitative data was collected to support the quantitative results by verifying and elaborating on the responses given by participants.

Participants

The participants of this study were the first grade students at Anuban Uttaradit School, Uttaradit. The reason for selecting this particular group at this level was they started learning English at grade one in primary school according to The Basic Education Core Curriculum 2008 of Thailand so the students' proficiency in English was at the beginner level. Therefore, it was very useful to start teaching phonemic awareness of English earlier in order to build a strong literacy foundation on which students can develop their literacy and language arts skills.

Purposive sampling was used to select 60 students out of 400 first grade students of Anuban Uttaradit School to participate in this study. This sample participated in the study for

ten weeks. They were identified as having different levels of academic performance: low, moderate, and high. Twenty students at each level of academic performance were equally assigned to two groups. Therefore, the experimental group consisted of 30 students experiencing the balanced literacy approach, and the control group consisted of 30 students experiencing the code emphasis approach. Of the total participants, 33 were male, and 27 were female. Both groups experienced the same learning situations such as size of classroom, length of study period, and English content. In each period, three to five words were introduced to the participants of both groups.

However, the participants in the experimental group were provided with and experienced materials utilizing the balanced literacy approach. Meanwhile, the control group was exposed to materials and intervention based on the code emphasis approach. Next, the researcher set up classes in Anuban Uttradit School, which was chosen for this study because the vision of the school focuses on the importance of the English language and the school supports all projects related to the improvement of students' English language skills. In accordance with the policy, the materials were supported by the school to facilitate this study.

Research Instruments

Phoneme Discrimination Tests for Thai Students

In order to evaluate students' ability to discriminate English sounds, the researcher applied two phoneme discrimination tests in this study: *Word Sets in Isolation Test* (Harris, 1969) and *Phoneme Discrimination Test* (Heaton, 1988). The tests were used as the pretest, the posttest, and the follow-up test for this study (See Appendix A). The participants heard a word from a CD player twice and then identified and selected one answer choice that corresponded to the word. The pretest was given to evaluate the participants' ability to discriminate English phonemes. The results of the pretest determined the participants'

phonemic awareness of English before the training program. After the training, the participants were given the posttest. Two weeks later after the posttest, the participants were again given the tests as follow-up. The results of the posttest were compared with the pretest to determine whether the interventions could help the participants to discriminate English phonemes and develop their phonemic awareness of English. Additionally, the results gained from the follow-up test identified the participants' ability to retain and recall information about phonemic awareness from their memories.

Lesson Plans

In order to conduct the study, the researcher developed the lesson plans for all the topics as well as the worksheets. The topics covered in the lesson plans included those to be taught to the classes according to their timetables. The teaching process based on the balanced literacy approach and the code emphasis approach focused on teaching the voiceless and voiced labio-dental fricatives (/f/ and /v/) and the voiceless and voiced alveolar fricatives (/s/ and /z/). The reason for choosing these four English fricative sounds was because these fricative sounds are problematic for Thai students to perceive, distinguish, and produce. Thus, if learners cannot perceive these sounds correctly, the process of distinguishing and pronouncing becomes more difficult (Brudhiprabha, 1964; Jotikasthira, 1995; Kanokpermpoon, 2007; Sarawit, 1997; Smyth, 2001). The lesson plans based on the balanced literacy approach could be seen in Appendix B. Meanwhile, the lesson plans under the code emphasis approach were in Appendix C. After teaching each lesson through the balanced literacy approach and the code emphasis approach, the researcher provided practice worksheets (See Appendix D).

The Balanced Literacy Approach

The intervention was divided into two phases: teaching and activities. In the teaching phase, the researcher followed Brady and Cohen's recommendations (2011): (a) reading aloud to children, (b) enhancing exposure of print materials, (c) attention to the alphabetic principle, (d) developing phonemic awareness, (e) developing fluency and accuracy, (f) linking reading to writing and vocabulary development, and (g) using repeated reading. Additionally, the researcher taught the participants to pronounce sounds correctly. In other words, the participants were instructed as to the positioning and manner of articulation to pronounce sounds.

Additionally, the researcher used activities to encourage participants to enjoy the class. Thus, the researcher followed Yopp's recommendations (as cited in Zeece, 2006) to apply activities to teach phonemic awareness. According to Yopp (as cited in Zeece, 2006), phonemic awareness activities should involve: (a) keeping a sense of playfulness and fun, avoiding drill and rote memorization, (b) using group settings that encourage interaction among children, (c) encouraging children's curiosity about language and their experimentation with it, (d) allowing and being prepared for individual differences, and (e) making sure that the activity is not evaluative but rather fun and informal. The six activities administered in enhancing participants' phonemic awareness were as follows.

Sound identification. In this activity, the researcher asked participants to answer questions that aimed to help participants detect sounds. For example, what was the first sound you heard in the word…? Or what was the final sound you heard in the word…? To answer these questions, the participants pronounced the sounds which they heard.

Same or different. This activity supported participants in identifying and grouping phonemes as the same phoneme. The researcher pronounced two or three words and asked the participants to listen to the sounds of the words. After that, the researcher asked the

participants whether those sounds which they heard were the same or different and they subsequently answered.

Fun with sound boxes. This activity was adapted from Elkonin Box, a type of instruction that teaches phonemic awareness by having students listen for individual sounds and marking where they heard them in the boxes. Each box on an Elkonin box card represents one phoneme or sound (Eldredge, 1995). The researcher gave a flash card prepared with a picture at the top of the card to the participants. Below the picture were squares for each phoneme. To practice the target sound, the square box for the target sound was left blank, while the other boxes were already filled in. Therefore, the participants needed to fill in the blank with the letter or letters to make a word.

Finding graphemes. The researcher provided participants with pages from English books, newspapers, and magazines. The researcher pronounced sounds, and then the participants had to find and cut out the letters corresponding to the sounds in the books, newspapers and magazines provided.

Who am I? The participants were provided with two cards. The first card had printed letters at the top of the right-hand corner of the card with a picture of animal, object, or place at the center of the card. The other card without a picture had a printed letter at the top left-hand corner. Then, the participants had to place these cards together to form a word.

Crossword. A crossword is a word puzzle that normally takes the form of a square or a rectangular grid of white and shaded squares. The goal is to fill the white squares with letters, forming words or phrases, by solving clues which lead to the answers. The participants needed to complete a crossword by filling in letters that fitted each clue.

Observation Form

Video recording was used to observe student engagement while being taught phonemic awareness. Observation form (See Appendix E) was used to evaluate student engagement during class instruction, and the following characteristics were used an observation rubric to determine the engagement of students during class instruction: (a) eye contact, (b) behavior, (c) preparation, (d) listening, questioning, and discussing, (e) following directions, and (f) student confidence. Additionally, field notes were created by the researcher to remember and record student behavior in learning phonemic awareness. The data obtained from the video recording and field notes described how the experimental group and the control group were engaged in learning phonemic awareness.

Research Procedure

Duration

The duration of the study spanned from March to May, 2013. The instruction of each group took place twice a week, for 50 minutes per session. The study began with pretesting in the first week. The second week through to the ninth week included teaching phonemic awareness, practice, and activities. Video recording and taking field notes were used to record the engagement of participants during training in phonemic awareness in the second to ninth weeks. At the tenth week, the participants were given the posttest. Two weeks after the posttest, participants were again given the tests to follow their performance on phonemic awareness. Table 3 presents the present research timeline.

Table 3

Duration of the Study

Period	Activities	Assessment types
First week	Pretest	Test
Second to fifth week	Study the phonemes /f/, /v/	Practice and activities
Sixth to ninth week	Study the phonemes /s, /z/	Practice and activities
Tenth week	Posttest	Test
2 weeks after the posttest	Follow-up test	Test

Pilot Study

Before conducting a pilot study, three experts in the field of early childhood education, cognitive linguistics, and psychology were asked to read the content of the tests and lesson plans to evaluate the validity. The feedback from the experts is shown in Appendix F. The pilot study was conducted in February, 2013 to study whether the implementation of the learning program achieved its objectives as planned. It was conducted with a group of ten volunteer first grade students who studied at Anuban Uttaradit School (Branch 2). They were divided into two groups: the experimental group and the control group. The students were asked to take the pretest and the posttest being given at the end of the training. Two weeks after posttesting, they were also given the tests to follow up their performances on phonemic awareness. Phoneme discrimination tests were used in the pretest, posttest, and follow-up test to evaluate students' performance on phonemic awareness. Test-retest reliability was used to measure the reliability of the tests. The reliability of the initial consonant test and the final consonant test stood at .97, and .86, respectively, as shown in Table 4.

Table 4

The Reliability of Phoneme Discrimination Tests

Measure	Reliability
Initial Consonant Test	0.97
Final Consonant Test	0.86

The tests were assessed to be valid and reliable so the researcher then used them to collect the quantitative data to discover and analyze whether there were significant differences in the scores obtained from the students of the balanced literacy approach and the students of the code emphasis approach. Additionally, the researcher observed the student engagement of both groups during the training period via video recording and field notes.

Data Collection

In this study, the researcher applied the two approaches in teaching phonemic awareness to Thai students as the participants of this study: the balanced literacy approach and the code emphasis approach. The participants in the experimental group were taught using the balanced literacy approach. Meanwhile, the control group was taught under the cod emphasis approach.

The Procedure for the Instruction using the Balanced Literacy Approach with the Experimental Group

The steps in the intervention of the balanced literacy approach were as follows:

Pretesting was conducted in the first week before training. The pretest was used as a tool to measure the participants' phonemic awareness of English. At the beginning of the training, the participants in the experimental group were informed of the objectives of this study and the procedure involved in the eight-week training (totaling sixteen periods). At the beginning of each class period, the researcher read entire short stories or sang songs which contained the target sounds and words for the participants.

After that, the researcher read or sang each sentence to the participants and then they were requested to repeat the reading or singing after the researcher. Then, the researcher translated the texts into Thai. The researcher showed flash cards with the letters corresponding to the sounds. Next, the researcher played the CD with the sounds corresponding to the letters on the cards three times.

The participants were given mirrors and asked to pronounce the sounds. The researcher taught the participants how to pronounce the sounds. The words in the short stories or songs contained the target sounds presented on the flash cards with the pictures. On the flash cards, the target sounds were red, bold-faced, and underlined, while the other letters were black. For example, in the word "**f**an", the letter f is the target sound. After showing the cards, the researcher played the CD with the recorded words containing the target sounds three times. The participants followed and repeated the CD three times. The participants were given a worksheet with pictures on the right-hand side and words which were written along dotted lines on the left-hand side. The words on a worksheet were taught in each period. The participants wrote the words by joining the dots to form letters and coloring the pictures. After this writing practice, the participants played phonemic awareness activities. In the last week, the participants were given the posttest. Finally, the participants were given the follow-up test two weeks after the posttest.

The Procedure for Instruction using the Code Emphasis Approach with the Control Group

The steps in the intervention were as follows:

In the first week, the participants in the control group were given the pretest which was the same as the experimental group. At the beginning of class, the participants were informed of the objectives of this study and the procedure involved in the eight-week training (totaling sixteen periods). The researcher introduced new words to the participants. The

researcher showed flash cards with the letters corresponding to the sounds. Then, the researcher played the CD with the sounds corresponding to the letters on the cards three times. Next, the researcher showed flash cards containing new words and played the CD containing the words. On the flash cards, the target sounds were red, bold-faced, and underlined, while the other letters were black. For example, in the word "**f**an", the letter f is the target sound.

After that, the researcher pointed to each letter of the words, and then slowly made each sound (e.g. /fff/, /aaa/, /nnn/). This procedure was repeated three times. The researcher pointed to the target sounds, pronounced the sounds slowly and let the participants pronounce the sounds. (e.g. /f/ is the target sound). The researcher said the words and asked the participants to repeat the words after the researcher three times. The researcher asked the participants to pronounce the target phoneme and read the words three times. After that, the researcher played the CD with the target words three times. This was followed by the participants pronouncing the words three times. The participants completed a worksheet that required them to trace dotted lines and color pictures. The worksheet was the same that the experimental group received. After the training period, participants were given the posttest. The participants were given the follow-up test two weeks after the posttest.

Data Analysis

A quantitative statistical analysis that focused on the development of the phonemic awareness of English was used to analyze the data. The data in this study were analyzed according to the research questions. The scores or data obtained were collected from the pretest and posttest of the experimental and control groups and analyzed by using mean and standard deviation. MANOVA was also used to find out whether there were significant differences between the experimental group and the control group in terms of the scores

gained from the pretest, posttest, and follow-up test. The qualitative data were derived from the analysis of the video recordings and field notes during the classroom teaching. The researcher used an observation rubric to determine the engagement of students during class instruction: (a) eye contact, (b) behavior, (c) preparation, (d) listening, questioning, and discussing, (e) following directions, and (f) student confidence. The qualitative data provided information about student engagement in learning phonemic awareness.

CHAPTER IV

FINDINGS

The purposes of this study were: (a) to compare the use of the balanced literacy approach and the code emphasis approach in enhancing phonemic awareness of English, and (b) to investigate student engagement in learning phonemic awareness through the two approaches. This chapter presents the analysis of the quantitative data collected from the pretest, posttest, and follow-up test of phonemic awareness. Additionally, the qualitative results of the classroom observation were analyzed as regards student engagement in learning phonemic awareness.

Quantitative Results

As previously stated, the phoneme discrimination tests were used as the instrument to collect the quantitative data. The scores from the pretest, the posttest, and the follow-up test of the experimental and the control groups were analyzed using the mean, standard deviation, and Repeated Multivariate Analysis of Variance (MANOVA) are described as follows.

Means and Standard Deviation of the Experimental Group (BLA) and the Control Group (CEA)

Table 5

The Mean and Standard Deviation between the Experimental Group (BLA) and the Control Group (CEA)

Variables	Period of Testing	Group				Total	
		BLA		CEA			
		M	SD	M	SD	M	SD
Initial	Pretest	8.37	1.96	8.27	1.53	8.32	1.74
	Posttest	13.20	1.37	10.20	1.65	11.70	2.13
	Follow-up test	12.93	1.48	10.00	1.62	11.47	2.13
Final	Pretest	7.13	2.21	7.20	1.88	7.17	2.04
	Posttest	12.20	1.58	9.47	1.63	10.83	2.11
	Follow-up test	12.03	1.73	9.60	1.19	10.82	1.92

As presented in Table 5, the average pretest score from the initial consonant test of the experimental group (BLA) and the control group (CEA) was 8.32, with a standard deviation of 1.74. This also showed that the mean posttest score was 11.70, with a standard deviation of 2.13. Additionally, the average follow-up test score of the two groups was 11.47, with a standard deviation of 2.13.

Table 5 also presents the total scores of the final consonant tests gained by the experimental group (BLA) and the control group (CEA). In the pretest, the mean score was 7.17, with the standard deviation at 2.04. It was also found the mean posttest and follow-up test scores were M = 10.83 with SD = 2.11 and M = 10.82 with SD = 1.92, respectively.

Further, it might be inferred that there were differences among the total scores from the initial and the final consonant test obtained from the experimental group (BLA) and the control group (CEA). To determine these differences, the researcher then described the scores gained from each group as follows.

The results in terms of the initial consonant tests from the experimental group (BLA) revealed that the mean score in the posttest was 13.20, with standard deviation of 1.37, and the mean follow-up test score was 12.93, with a standard deviation of 1.48 , whereas the mean pretest score was with M = 8.37 with SD = 1.96.

Students in the experimental group (BLA) had scores in the posttest for the final consonant sounds with M = 12.20 and SD = 1.58 and also had scores in the follow-up test with M = 12.03 and SD = 1.73, compared to the mean pretest score (M = 7.13, SD = 2.21).

For the control group (CEA), when the scores from the initial consonant tests were analyzed, it was found that the mean score in the pretest was 8.27, and standard deviation 1.53. Additionally, the results in Table 6 also present the posttest and follow-up test scores, in which the means and the standard deviations were M = 10.20 with SD = 1.65 and M = 10.00 with SD = 1.62, respectively.

Similarly, the mean score and standard deviation in the pretest of the control group (CEA) for the final consonant tests were 7.20 and 1.83, respectively. Meanwhile, the mean follow-up test score was 9.60, with the standard deviation at1.19 and the mean posttest score was 9.47 with the standard deviation at 1.63.

Table 6 reports the multiple comparison of the scores from the initial consonant tests of the experimental group (BLA).

Table 6

Multiple Comparison of the Initial Consonants of the Experimental Group (BLA) over Time

Time		Pretest	Posttest	Follow-up
	M	8.37	13.20	12.93
Pretest	8.37		4.83**	4.56**
Posttest	13.20			-.27*
Follow-up	12.93			

* p < .05.
** p < .01.

With regard to the scores from the initial consonant tests of the experimental group (BLA), the posttest score was higher than the pretest at the .01 significance level (difference in scores = 4.83, SE = .23, p < .001). Similarly, the follow-up score was also higher than the pretest at the .01 level of significance (difference in scores = 4.56, SE = .25, p < .001). When comparing the posttest and the follow-up test score, it was found that the follow-up test score was lower than the posttest at the .05 significance level (difference in scores = -.27, SE = .09, p = .016).

Table 7 presents the multiple comparison of the scores from the initial consonant tests of the control group (CEA) over time.

Table 7

Multiple Comparison of the Initial Consonants of the Control Group (CEA) over Time

Time		Pretest	Posttest	Follow-up
	M	8.27	10.20	10.00
Pretest	8.27		1.93**	1.73**
Posttest	10.20			-.20
Follow-up	10.00			

* p < .05.
** p < .01.

According to Table 7, the posttest score was higher than the pretest at the .01 significance level (difference in scores = 1.93, SE = .23, $p < .001$). Similar to the posttest, the follow-up test score was also higher than the pretest at the statistically significant level of .01 (difference in scores = 1.73, SE = .25, $p < .001$). When the difference in scores of the posttest and the follow-up test were analyzed, it was revealed that no significant differences existed between the posttest and the follow-up test score (differences in scores = -.20, SE = .09, $p = .100$).

Table 8 presents the simple effect of group on the initial consonants between the experimental group (BLA) and the control group (CEA).

Table 8

Simple Effect of Group on the Initial Consonants between the Experimental Group (BLA) and the Control Group (CEA)

Time	Source of Variance	df	SS	MS	F	p-Value	η^2
Pretest	Group	1	.15	.15	.05	.83	.00
	Error	58	178.83	3.08			
Posttest	Group	1	135.00	135.00	58.61	.00	.50
	Error	58	133.60	2.30			
Follow-up	Group	1	129.07	129.07	53.52	.00	.48
	Error	58	139.87	2.41			

** $p < .01$.

According to Table 8, there were no significant differences in the pretest scores between the experimental group (BLA) and the control group (CEA) ($F = .05$, $p = .83$). That is, the students of both groups achieved pretest scores at the same level. However, significant differences in the posttest scores between the two groups stood at the .05 level of significance ($F = 58.61$, $p < .000$, $\eta^2 = .50$), with the effect size of .50. Additionally, there were significant differences in the follow-up test scores between the experimental group (BLA) and the

control group (CEA) at the .05 significance level (F= 53.52, p < .000, η^2 = .48), with the effect size of .48.

In order to better understand the scores from the initial consonant tests of the BLA and the CEA groups, the following graph is presented.

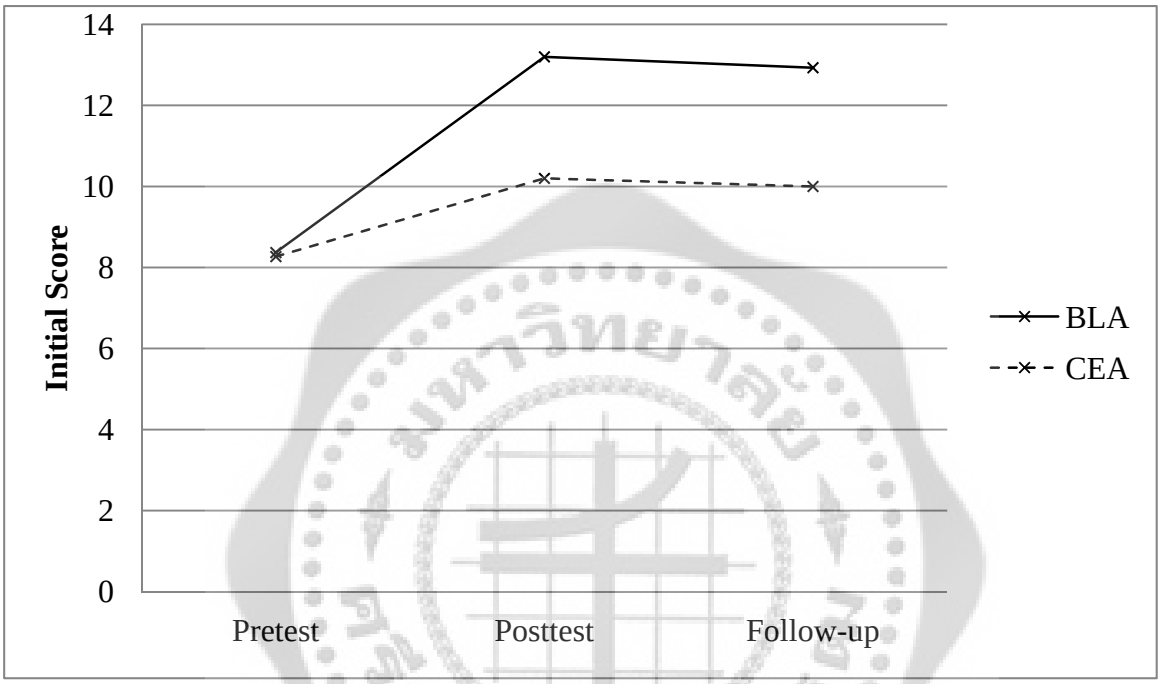

Figure 1. The Pretest, Posttest and Follow-Up Scores for the Initial Consonants between the Experimental Group (BLA) and the Control Group (CEA)

As shown in Figure 1, the pretest score indicated that there were no significant differences between the experimental group (BLA) and the control group (CEA). This reflects the assertion that students in the experimental group (BLA) and the control group (CEA) had a similar knowledge of phonemic awareness. Furthermore, it was found that the students of both groups obtained better scores after the training; particularly, students in the experimental group (BLA) who had higher scores than those in the control group (CEA). However, the scores from the follow-up test had fallen slightly; this meant that both the BLA and CEA students consistently performed well in the follow-up test.

Table 9

Simple Effect of Time on the Final Consonants between the Experimental Group (BLA) and the Control Group (CEA)

Group	Source of Variance	df	SS	MS	F	p-Value	η^2
BLA	Time	2	497.09	248.54	214.48	.00	.79
	Error	116	134.42	1.16			
CEA	Time	2	109.16	54.58	47.10	.00	.45
	Error	116	134.42	1.16			

** $p < .01$.

The findings in Table 9 revealed that the scores from the final consonant tests of the experimental group (BLA) were statistically different each time (the pretest, posttest, and follow-up test) at the .05 significance level ($F = 214.48$, $p = .000$, $\eta^2 = .79$), with the effect size of .79. In other words, significant differences among the scores were found. Therefore, the researcher analyzed the differences in pairs as presented in Table 10.

Table 10

Multiple Comparison of the Final Consonants of the Experimental Group (BLA) over Time

Time		Pretest	Posttest	Follow-up
	M	7.13	12.20	12.03
Pretest	7.13		5.07**	4.90**
Posttest	12.20			-.17
Follow-up	12.03			

** $p < .01$.

According to Table 10, the posttest score was higher than the pretest at the .01 significance level (difference in scores = 5.07, SE = .29, $p < .001$). Additionally, it was found that the follow-up test score was statistically higher than the pretest at the .01

significance level. Analysis of the posttest and the follow-up test scores revealed that there were no significant differences between the posttest and the follow-up test scores (difference in scores = -.17, SE = .20, p = 1.000).

Furthermore, analysis of the scores of the control group (CEA) showed that the scores from the final consonant tests were statistically different at the .05 level of significance 05 (F = 47.10, p = .000, η^2 = .45), in which the effect size was .45. It can thus be inferred that there were significant differences among the scores of the final consonant tests in the control group (CEA). Therefore, the researcher also tested the differences in pairs as shown in Table 11.

Table 11

Multiple Comparison of the Final Consonants of the Control Group (CEA) over Time

Time		Pretest	Posttest	Follow-up
	M	7.20	9.47	9.60
Pretest	7.20		2.27**	2.40**
Posttest	9.47			.13
Follow-up	9.60			

** p < .01.

Table 11 shows that the posttest score was higher than the pretest, with the statistically significant difference at .01 (difference in scores = 2.27, SE = .29, p < .001). Similarly, the follow-up score was also higher than the posttest at the .01 significance level (difference in scores = 2.40, SE = .33, p < .001). Comparison of the posttest and the follow-up test revealed there to be no significant differences between the posttest and the follow-up test scores (difference in scores = -.13, SE = .20, p = 1.000).

Table 12

Simple Effect of Group on the Final Consonants between the Experimental Group (BLA) and the Control Group (CEA)

Time	Source of Variance	df	SS	MS	F	p-Value	η^2
Pretest	Group	1	.07	.07	.02	.90	.00
	Error	58	244.27	4.21			
Posttest	Group	1	112.07	112.07	43.26	.00	.43
	Error	58	150.27	2.59			
Follow	Group	1	88.82	88.82	40.19	.00	.41
	Error	58	128.17	2.21			

The scores from the final consonant tests between the experimental group (BLA) and the control group (CEA) as shown in Table 12 showed no significant differences in the pretest scores between the two groups ($F = .02$, $p = .900$). After the training period, the statistical differences of the posttest score between the experimental group (BLA) and the control group (CEA) were found at the .05 level of significance ($F= 43.26$, $p < .001$, $\eta^2 = .43$), with the effect size of .43. Similarly, the significant differences of the follow-up test scores between the two groups were revealed to be at the .05 significance level ($F= 40.19$, $p < .001.01$, $\eta^2 = .41$), with the effect size of .41.

Therefore, the graph was plotted to present the scores from the final consonant tests of the experimental group (BLA) and the control group (CEA) in order to understand the differences in the scores between the two groups.

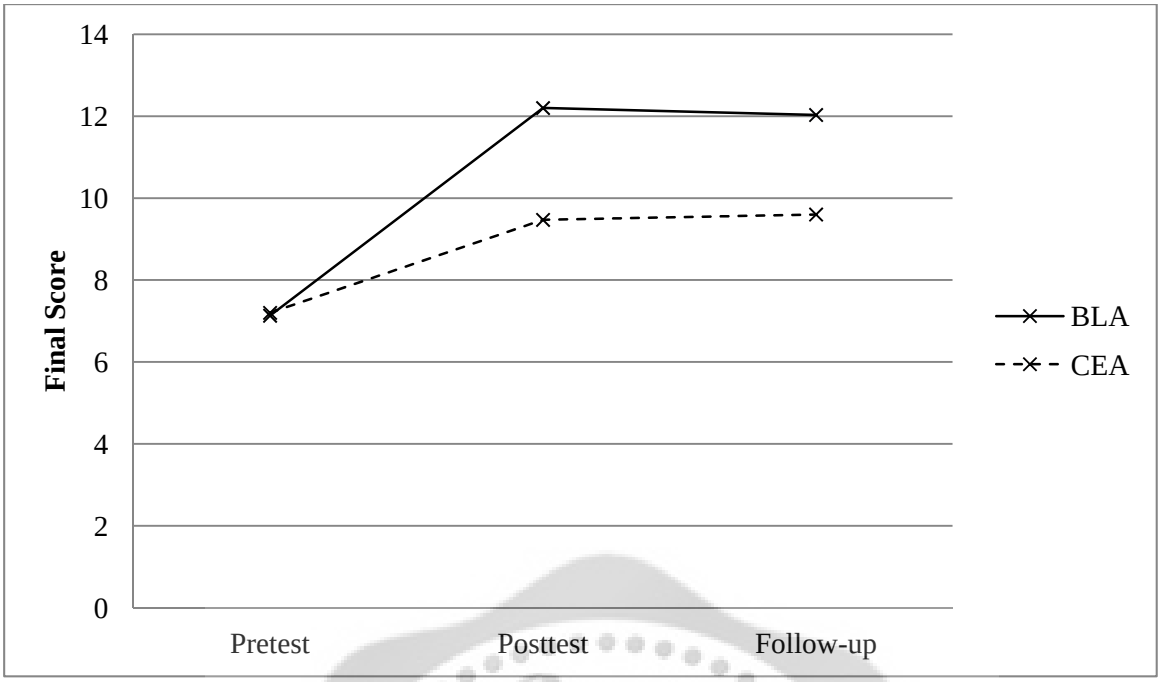

Figure 2. The Pretest, Posttest and Follow-Up Scores for the Final Consonants between the Experimental Group (BLA) and the Control Group (CEA)

As presented in Figure 2, the results from the final consonant test showed that there was no significant difference in the pretest scores between the experimental and the control groups. However, the students of both groups had higher scores after being taught phonemic awareness through the balanced literacy approach and the code emphasis approach. In the follow-up test, the scores of both groups fell slightly compared to the posttest scores.

In summary, the quantitative results obtained from the students under the balanced literacy approach and the students under the code emphasis approach indicate that both teaching methods could help the students in enhancing their phonemic awareness of English. The students in both groups achieved better scores in phonemic awareness in the posttest and follow-up tests compared to the pretest scores. However, the students tutored under the balanced literacy approach made significantly greater gains in phonemic awareness of English both in the initial and final consonant tests than those taught using the code emphasis approach.

In addition, the researcher also collected qualitative data to find out how engaged students of the balanced literacy approach and the code emphasis approach were with learning phonemic awareness in the classroom. Qualitative data were also used to support the effectiveness of the balanced literacy approach and the code emphasis approach in teaching phonemic awareness of English.

Qualitative Results

Video recording and field notes were used to record the participants' engagement and responses while being taught phonemic awareness.

Over the eight weeks of phonemic awareness training, observation data were collected and analyzed to assess the teaching approaches. Students were also observed each time to obtain information about their behavior during training. Video recording and field notes were used to obtain information about students' responses. Students were defined as "engaged" during each teaching period if the researcher judged that they responded appropriately to the researcher's instructions during the entire period. Conversely, students were identified as "not engaged" if they responded inappropriately to the researcher's instructions.

The researcher used the following characteristics to determine the engagement of a student during class instruction: (a) eye contact, (b) behavior, (c) preparation, (d) listening, questioning, and discussing, (e) following directions, and (f) student confidence. Following these criteria, the researcher observed the participants in the experimental group taught using the balanced literacy approach and the participants in the control group taught using the code emphasis approach and found that there were differences in the engagement of students between the experimental group (BLA) and the control group (CEA). To understand how the students of both groups were differently engaged in learning phonemic awareness, more information about the engagement of each group is provided as follows.

For the experimental group, it was found that the students taught using the balanced literacy approach were apparently engaged in learning phonemic awareness. That is, during class the students always paid attention and kept their attention on the researcher with direct eye contact as well as focusing on learning activities. Additionally, the BLA students often demonstrated positive behaviors. In other words, they rarely displayed disruptive behaviors or distracted their peers from the learning process. While the researcher was teaching, the BLA students respectfully listened. Furthermore, they usually expressed their opinions, discussed with their peers to find out the answers, and also helped their peers in solving problems when participating in team-based work.

In addition, they could ask questions which were appropriate and related to the learning contents. The researcher also found that the BLA students could follow classroom procedures; they appropriately followed and responded to the researcher's instructions without hesitation. In addition, the students usually prepared themselves for assignments; they always promptly worked on activities as assigned and requested by the researcher. That is, they exhibited interest and enthusiasm while working on their assignments in order to complete them before the end of class each time. Finally, the BLA students showed that they had confidence to ask questions and complete the assigned tasks; they could generate questions with minimum assistance from the researcher.

In comparison, the students in the control group who learned phonemic awareness through the code emphasis approach had a tendency to be not engaged. The analysis of the video recording revealed that the engagement of the CEA group in learning the phonemic awareness differed from the BLA group. The researcher observed that the CEA students often paid less attention in class and frequently did not focus and hold their attention on the researcher. They also displayed minimum eye contact with the researcher. Additionally, the students occasionally got in trouble for misbehaving in classes and this also interfered with

the learning process. That is, they often talked to their peers and sometimes walked around the classroom. Furthermore, the researcher found that the CEA students had trouble listening to the researcher respectfully. When the discussion began, they also took over discussions without letting others have a turn.

In addition, the researcher also found that the participants in the control group had trouble following classroom procedures. The researcher needed to use non-verbal language to encourage them to follow directions, to get involved with the learning process, and to respond to the researcher's instructions. Moreover, the CEA students barely prepared themselves for assignments; they seemed unhappy and unenthusiastic while working on assignments and they were also indifferent about completion before the end of class each time. Finally, the CEA students lacked confidence to raise questions with limited assistance from the researcher. They showed themselves to be too shy to ask questions and were afraid of initiating questions; therefore, questions were generated from the researcher.

Summary

As previously stated, the purposes of this study were: (a) to compare the use of the balanced literacy approach and the code emphasis approach in enhancing the phonemic awareness of English, and (b) to investigate student engagement in learning phonemic awareness through the two approaches. The quantitative findings showed that both the balanced literacy approach and the code emphasis approach could enhance phonemic awareness of English of the students. Additionally, the two approaches also supported the students in retaining and recalling information about phonemic awareness from their memory. However, it was apparent that the students taught using the balanced literacy approach made greater gains in phonemic awareness than those taught using the code emphasis approach. In addition, the qualitative results from classroom observation revealed

that the students under the balanced literacy approach were consistently more involved in the learning process and more engaged in learning phonemic awareness than those in the latter group.

CHAPTER V

CONCLUSION AND DISCUSSION

In this chapter, the results of this study are discussed in relation to the research questions. Following the discussion, recommendations for further studies, the limitations of the study, and the implications of the study are also presented.

Conclusion

This study was conducted (a) to compare the use of the balanced literacy approach and the code emphasis approach (CEA) in enhancing the phonemic awareness of English, and (b) to investigate student engagement in learning phonemic awareness through the two approaches. The variables investigated through this study were the independent variables, which were the balanced literacy approach (BLA) and the code emphasis approach (CEA). The dependent variables of this study were phonemic awareness and the engagement of students during class instruction. Sixty students participated in this study, aged 6 to 7 years old. Purposive sampling was used to select and assigned them into the experimental group and the control group. Phoneme discrimination tests were used as the instrument to collect the quantitative data. In addition, observation and field notes were also employed to collect the qualitative data.

Mean (M) and standard deviation (SD) were used to describe the scores obtained from the students of the two groups. Additionally, MANOVA was utilized to analyze whether there were significant differences between the experimental group (BLA) and the control group (CEA) in terms of the scores gained from the pretest, posttest, and follow-up test. Classroom observation and field notes were used to examine how students of both groups were engaged in learning phonemic awareness in class.

The analysis of the results indicated that there was statistically significant difference between the experimental group (BLA) and the control group (CEA). That is, the balanced literacy approach and the code emphasis approach were effective in accelerating the phonemic awareness of English of Thai EFL students. However, the students taught using the balanced literacy approach achieved higher scores on phoneme discrimination tests than those under the code emphasis approach.

As concerns the qualitative findings, the students of the experimental and the control groups were observed. In the CEA group, the students occasionally disrupted instructional activities and interfered with the learning process of the rest of the students. In contrast, the students in the BLA group paid more attention to the researcher and the lessons and displayed positive behavior.

Discussion

Research Question 1

Do the students develop their phonemic awareness of English through the balanced literacy approach and the code emphasis approach?

According to the results of this study, the students in the experimental group taught using the balanced literacy approach and the students in the control group taught using the code emphasis approach could both develop their phonemic awareness of English over the training period. Both groups showed improvement in performances on phonemic awareness in the posttest, both for the initial and final consonant sounds. The students in the BLA group and in the CEA group attained higher scores in phonemic awareness in the posttest compared to the pretest. Similarly, they also showed that they understood phonemic awareness and performed better in the follow-up test, both for the initial and final consonants. That is, the students in the BLA group and the students in the CEA group obtained better scores in the

follow-up test. This was because both approaches supported students in practicing phonemic awareness of English so that they could develop it successfully.

The reason that the students under the balanced literacy approach could develop their phonemic awareness was that the method exposed students to the concept of print, the alphabetic system, and word recognition and also developed their phonemic awareness, got them involved with reading and writing, and provided them with experiences for learning in meaningful contexts (Zygouris-Coe, 2001). In the learning process, the researcher exposed the BLA students to letter-sound correspondence embedded in the learning content such as in books, short stories, and songs. This supported the students to understand and practice their phonemic awareness of English in order that they could enhance it. Similarly, the code emphasis approach also enabled the students in this study to improve their phonemic awareness by isolating the printed text from its functional use (Kaatz-Sulgrove, McLaughlin, & Peck, 2002). That is, the students of the code emphasis approach focused greatly on the relationship between letters and sounds until they fully understood that letters corresponded to sounds.

The findings of this research were consistent with studies constructed by researchers in the field of language learning and teaching. For example, Fang (2000) studied the effects of the code emphasis approach versus the literature-based method under the balanced literacy approach on children's literacy development. Her results revealed that sixty-four first grade students participated in her study who were taught using both approaches enhanced their phonemic awareness and then improved their writing skills. In the present study, the students taught under the balanced literacy approach and the code emphasis approach improved their phonemic awareness of English after the training period. This might be due to the fact that both the code emphasis approach and literature-based method under the balanced literacy

approach (BLA) helped students to develop their phonemic awareness in order to learn literacy successfully.

In addition, the results of the present study were also consistent with O'Day (2009), whose study reported on the effectiveness of the balanced literacy approach towards literacy instructional practices for English learners and non-English learners. Her results revealed that the balanced literacy approach was effective in developing the phonemic awareness of both English learners and non-English learners and this approach also supported them in achieving learning literacy. The results revealed that the students instructed under the balanced literacy approach enhanced their phonemic awareness and also tended to advance their literacy skills. After the training period, the teachers informed the researcher that the students could read and write words faster than those who did not participate in the current study. Additionally, the results were also consistent with Mesmer's study (2005). Her results showed that the first grade students improved their phonemic awareness and successfully used letter-sound knowledge to decode texts after learning through the code emphasis approach. The findings of the present study showed that these students developed their phonemic awareness of English; they had better scores on the tests. In addition, they were also able to detect sounds better and faster. When they detected the sounds, they could match them upon hearing to the letters.

Learning phonemic awareness through the balanced literacy approach and the code emphasis approach could help students to improve their phonemic awareness of English. That is, both teaching approaches enabled them to know that words made of letters correspond to sounds. Additionally, the students used this knowledge to identify and distinguish the sounds whenever the researcher requested so. Therefore, when giving the phoneme discrimination tests, they scored higher in the posttest and follow-up test, compared to the pretest scores.

Research Question 2

Will teaching the balanced literacy approach in the experimental group result in better phonemic awareness skills than teaching the code emphasis approach in the control group?

The present study revealed that the BLA and CEA students improved their phonemic awareness of English after the training period; both groups obtained better scores on phonemic awareness tests in the posttest compared to the pretest. However, the BLA students showed significantly better improvement in phonemic awareness than the CEA group. That is, the BLA students achieved higher scores in the posttest both in the initial consonant test and the final consonant test than the CEA students.

The results were consistent with the study of Donat (2006), in which students taught phonemic awareness using the balanced literacy approach (BLA) developed and perform better as regards phonemic awareness than another approach. This might be because the approach is more interactive and reinforces students' exposure to the concept of phonemes embedded in printed materials such as books, short stories, and songs. The students were also drilled and practiced literacy skills. In the current study, the BLA students were taught phonemic awareness through meaningful content. Additionally, the researcher also encouraged them to read and write as much as they could to help students prepare themselves to learn English successfully. Additionally, the results were consistent with Buckland and Fraser's research (2008), in which they developed an online module based on the balanced literacy approach in teaching phonemic awareness to university students. Their results showed that students who learned through this module acquired knowledge of how language functions at the phoneme level. This module provided students with the components of the balanced literacy approach that supported them in practicing phonemic awareness skills. That is, they understood that the phoneme was the smallest unit in the sound system of language and knew that it was also associated with a letter in the alphabetic system.

The results were also consistent with Manet-Williamson and Nelson's study (2005), in which students at risk of reading abilities achieved higher scores in decoding, fluency, and reading comprehension tests after being taught phonemic awareness through the balanced literacy approach. From the results of the present study, it was apparent that students with low scores in the pretest were considered to be at risk of poor reading abilities developed their scores after being trained in phonemic awareness. Additionally, the researcher found that they were not afraid of reading words when the researcher asked them to read aloud. Moreover, the balanced literacy approach was effective in improving the phonemic awareness of students with moderate and high levels of phonemic awareness. In this study, the BLA students with a moderate level of phonemic awareness developed their phonemic awareness skills similar to those with a high level of phonemic awareness. The posttest and follow-up test scores indicated that all students taught under this approach obtained higher scores than the pretest. This implied that no matter how different they were, the balanced literacy approach helped them to understand and accelerate their phonemic awareness successfully. The results were consistent with the research conducted by Cavkaytar et al. (2011), which indicated that activities based on the approach were also effective in increasing phonemic awareness with mixed ability children.

The findings of the present study revealed that the follow-up scores both for the initial consonant test and the final consonant test dropped slightly when compared to the posttest score. Moreover, there were significant differences in the follow-up test scores both for the initial consonant test and the final consonant test between the BLA and the CEA students. Comparison of the posttest scores and the follow-up test scores reveals that the initial consonant test and the final consonant test of the BLA students fell more than those obtained from the CEA students.

However, the CEA students achieved higher scores on the follow-up test in the final consonant test compared to the posttest, while the follow-up test scores for the initial consonant test dropped slightly from the posttest scores. This was consistent with the study of Kaatz-Sulgrove, McLaughlin, and Peck (2002), who compared the effectiveness of the code emphasis approach and meaning-based context under the balanced literacy approach to reading instruction and found that students taught through the code emphasis approach could decode and read words and non-words faster than the other group. In the current study, students taught through the code emphasis approach focused heavily on the relationship between sounds and letters. In addition, the researcher encouraged them to clearly understand this relationship in order to detect sounds successfully before carrying out another activity.

Research Question 3

Does student engagement in learning phonemic awareness differ between the experimental group taught using the balanced literacy approach and the control group taught using the code emphasis approach?

Student engagement means that students are willing to participate in classrooms and to cooperate in doing routine school activities such as attending classes, preparing themselves for required work, and following the learning process and teachers' directions. Students are engaged when they are interested in learning content, persist in overcoming obstacles, and enjoy participating in classroom procedures and activities. According to the results of this study, there were differences in the engagement of students between the experimental group taught using the balanced literacy approach and the control group taught using the code emphasis approach over the 8-week training period. The experimental group (BLA) was more engaged with the learning process and participated more actively in activities than the

control group (CEA). The results were consistent with the research of Cavkaytar et al. (2011), in which various activities based on the balanced literacy approach encouraged students to be involved in class. The researcher observed that the students taught using this method in the current study were always excited to learn when the researcher introduced new stories and games to them. In essence, they were eager to know what the researcher would teach them in each period. In addition, the findings of the present study revealed that the BLA students respectfully listened, discussed, and helped their peers to solve problems when working as a team. This supported them in practicing their communication skills; they were enthusiastic to discuss with their friends in order to answer questions. The results were consistent with the study constructed by O'Day (2009), in which students could take advantage of engaging in conversation and discussion in literacy, which provided practice for oral language development in a meaningful communication context.

In addition, most of the students of the experimental group (BLA) responded to the researcher's instructions without hesitation. This might be due to the fact that the balanced literacy approach also supported student-centered learning and teacher-directed learning, depending on the individual student's needs (Frey, Lee, Massengill, Pass, & Tollefson, 2005). In the current study, the researcher observed that the BLA students were more relaxed when learning phonemic awareness as the researcher did not force them to engage in their activities without their willingness. Moreover, the BLA students also had the opportunity to choose the activities which they liked to learn through and do most. Meanwhile, the students in the control group (CEA) were not engaged in the learning. That is, the researcher often had to encourage the CEA students to pay more attention to the researcher while teaching. They also interrupted the learning process by often talking to their friends and walking around in the classroom. The researcher had to constantly warn them and sometimes punish them through such tasks as cleaning up the classroom, sitting near the researcher, or being silent

until given permission. When working as a team, they had trouble listening with respect and took over discussions without letting their friends have a turn. The researcher observed that they felt unhappy, bored, and uncomfortable whenever they learned the sound-letter relationships intensely.

Recommendations for Further Studies

This study was a first attempt to teach phonemic awareness to young children. The study findings lead to three suggestions.

The first is to conduct research on teaching phonemic awareness through the balanced literacy approach with EFL students over a longer period of time so that students can understand better and practice more phonemic awareness skills.

Second, investigations should explore whether students in other grades taught using the balanced literacy approach can improve their phonemic awareness in the same manner as the first grade students. That is, further studies should investigate the factor of the age of students towards learning phonemic awareness through the balanced literacy approach. Perhaps individual differences in age may affect learning phonemic awareness. The findings indicate that the balanced literacy approach appears to be more effective than the code emphasis approach in enhancing phonemic awareness of English.

Finally, more research should compare the effectiveness of the balanced literacy approach and other approaches in teaching phonemic awareness. It may be that another approach would be more effective.

The Limitations of the Study

This study was limited to the first grade students at a government primary school, which was a very particular group of students. The findings might not be representative of students in other grade levels and might not be representative or generalizable to other groups of students in different contexts. Furthermore, this study intended to compare the effectiveness of the balanced literacy approach and the code emphasis approach in enhancing phonemic awareness of English. The balanced literacy approach and the code emphasis approach were selected because the principle of these two approaches is that phonemic awareness should be initially taught to students before learning other language skills. Therefore, the results in this study might not be generalizable for teaching English regarding other respects.

The Implications of the Study

As previously stated, phonemic awareness is an important factor in the learning of English literacy skills. Therefore, people working on teaching English and learning development, the director of schools, English teachers as well as English language institutes should more concerned about students' skills in phonemic awareness. For example, the directors of different schools should support policies which emphasize phonemic awareness as an essential component of the language for learning English successfully. English language institutes should organize seminars to train English teachers to understand the importance of phonemic awareness and also should provide them with approaches, methods, or instructions used in teaching the subject. In addition, English teachers should apply the balanced literacy approach and the code emphasis approach or another approach effectively in teaching phonemic awareness to their students.

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APPENDICES

APPENDIX A

Phoneme Discrimination Tests

Phoneme Discrimination Test 1 (Initial Consonants) **โรงเรียนอนุบาลอุตรดิตถ์ จังหวัดอุตรดิตถ์**

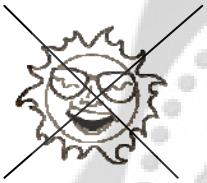
ชื่อ.....นามสกุล.....ชั้น.....เลขที่.....

<u>คำอธิบาย</u> ฟังเสียงจากเทปแล้วกากบาท (x) ทับรูปภาพที่ตรงกับหน่วยเสียงที่ได้ยินในตำแหน่งต้นคำ โดยให้เลือกจากรูปที่ตรงกับหน่วยเสียงดังนี้

แทนหน่วยเสียง /f/ แทนหน่วยเสียง /v/ แทนหน่วยเสียง /s/ แทนหน่วยเสียง /z/




<u>ตัวอย่าง</u> นักเรียนจะได้ยินคำว่า son – son

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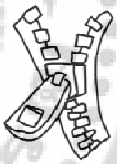
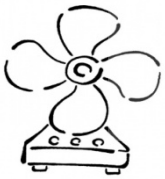
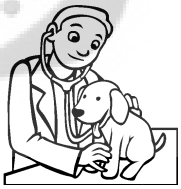


2. 


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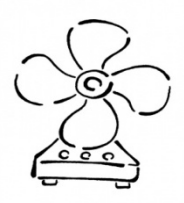
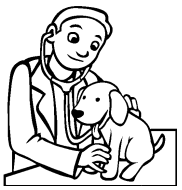
5.  

6.  

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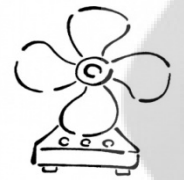
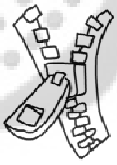
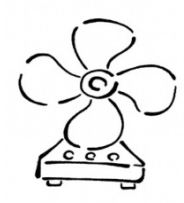
8.  

9.  

10.  

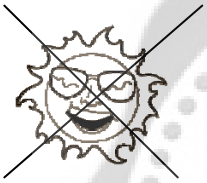
Phoneme Discrimination Test 2 (Final Consonants) **โรงเรียนอนุบาลอุตรดิตถ์ จังหวัดอุตรดิตถ์**

ชื่อ.....นามสกุล.....ชั้น.....เลขที่.....

<u>คำอธิบาย</u> ฟังเสียงจากเทปแล้วกากบาท (x) ทับรูปภาพที่ตรงกับหน่วยเสียงที่ได้ยินในตำแหน่งท้ายคำ โดยให้เลือกจากรูปที่ตรงกับหน่วยเสียงดังนี้

แทนหน่วยเสียง /f/	แทนหน่วยเสียง /v/	แทนหน่วยเสียง /s/	แทนหน่วยเสียง /z/
			

<u>ตัวอย่าง</u> นักเรียนจะได้ยินคำว่า ice – ice

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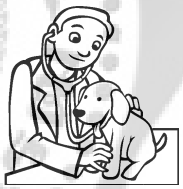
1.  

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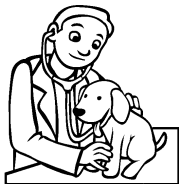
3.  

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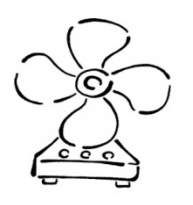
5.  

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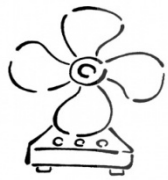
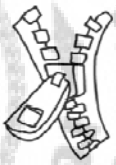
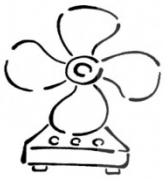
7.  

8.  

9.  

10.  

APPENDIX B

Sample Lesson Plans for the Balanced Literacy Group

Lesson Plan

Content: Phoneme /f/ as the initial consonant sound

Subject: English **Level: Grade 1** **Time: 50 Minutes**

Topic

Understanding the characteristics of sound and the relationship between sound and letter or a group of letters.

Objective

Students can become aware of sound, identify and match the sounds to corresponding letters correctly.

Process of Learning

Warm-up

1. The researcher stands in front of the class to greet the students and briefly informs them about the lesson.

2. The researcher asks the students to sit in a circle in order to fully see their peers and hear the researcher clearly.

3. The researcher informs the students that they will receive scores if they can do the tasks correctly. If they do the tasks incorrectly, the researcher will give them a clue to the task correctly.

Presentation

1. The researcher entirely reads "*Let's Go The Pet Shop*" to the students, a short story made by the researcher.

2. The researcher reads each sentence in the story and asks the students repeat after the researcher. After that, the researcher translates the texts into Thai.

3. The researcher informs the students that the researcher uses five words from the story to teach the relationship between sound and letter and pronunciation to them. *Father*, *four*, *fish*, *fat*, and *phone* are the target words.

4. The researcher shows two flash cards with letter *f* and *ph* which correspond to phoneme /f/.

5. The researcher plays the CD with the sound /f/ corresponding to the letters on the cards three times.

6. The researcher provides mirrors for the students to learn how to pronounce the sound correctly. The researcher asks the students to hear and look at the researcher's mouth while the researcher is pronouncing the sound.

7. The researcher creates the sound /f/ by putting the top teeth on the lower lip and blowing air through the teeth. The researcher asks the students to imitate what the researcher does and use the mirror while pronouncing.

8. The researcher repeats the CD and asks the students pronounce the sounds and use the mirror while pronouncing.

9. The researcher presents flash cards with pictures and words to the students. On the flash cards, the target sounds are red, boldfaced, and underlined. Meanwhile, other letters are black. For example, in the word "**f**ish", the letter f is the target sound

10. The researcher plays the CD with the target words three times. After that, the students pronounce the words three times.

11. The researcher summarizes and informs the students that phoneme /f/ corresponds to the letter f and ph.

Practice

1. The researcher provides worksheets containing the words that the students have learned. The students need to trace the dotted line words and color the pictures.

2. The students play "*Sound Identification*", one of phonemic awareness fun games.

Learning Materials

1. A short story
2. Flash cards
3. CD player
4. Mirrors
5. Worksheets

Evaluation

The researcher observes the students' behaviors and engagement in class.

Record of Learning Management

1. The results of learning

……..

……..

2. Problems/Obstacles

……..

…….

3. Suggestions

…….

……

Lesson Plan

Content: Phoneme /f/ as the final consonant sound

Subject: English **Level: Grade 1** **Time: 50 Minutes**

Topic

Understanding the characteristics of sound and the relationship between sound and letter or a group of letters.

Objective

Students can become aware of sound, identify and match the sounds to corresponding letters correctly.

Process of Learning

Warm-up

1. The researcher stands in front of the class to greet the students and briefly informs them about the lesson.

2. The researcher asks the students to sit in a circle in order to fully see their peers and hear the researcher clearly.

3. The researcher informs the students that they will receive scores if they can do the tasks correctly. If they do the tasks incorrectly, the researcher will give them a clue to the task correctly.

Presentation

1. The researcher entirely reads "*Holiday Trip*" to the students, a short story made by the researcher.

2. The researcher reads each sentence in the story and asks the students repeat after the researcher. After that, the researcher translates the texts into Thai.

3. The researcher informs the students that the researcher uses four words from the story to teach the relationship between sound and letter and pronunciation to them. *Knife*, *giraffe*, *leaf*, and *coffee* are the target words.

4. The researcher shows four flash cards with letters *-f*, *-ff*, and *-fe* which correspond to phoneme /f/.

5. The researcher plays the CD with the sound /f/ corresponding to the letters on the cards three times.

6. The researcher provides mirrors for the students to learn how to pronounce the sound correctly. The researcher asks the students to hear and look at the researcher's mouth while the researcher is pronouncing the sound

7. The researcher creates the sound /f/ by putting the top teeth on the lower lip and blowing air through the teeth. The researcher asks the students to imitate what the researcher does and use the mirror while pronouncing.

8. The researcher repeats the CD and asks the students pronounce the sounds and use the mirror while pronouncing.

9. The researcher presents flash cards with pictures and words to the students. On the flash cards, the target sounds are red, bold, and underlined. Meanwhile, other letters are black. For example, in the word "gira**ff**e", the letter ff is the target sound

10. The researcher plays the CD with the target words three times. After that, the students pronounce the words three times.

11. The researcher summarizes and informs the students that phoneme /f/ corresponds to the letter -f, -ff, and -fe.

Practice

1. The researcher provides worksheets containing the words that the students have learned. The students need to trace the dotted line words and color the pictures.

2. The students play "*Same or Different*", one of phonemic awareness fun games.

Learning Materials

1. A short story
2. Flash cards
3. CD player
4. Mirrors
5. Worksheets

Evaluation

The researcher observes the students' behaviors and engagement in class.

Record of Learning Management

1. The results of learning

……..

……..

2. Problems/Obstacles

……..

…….

3. Suggestions

…….

……..

Lesson Plan

Content: Phoneme /v/ as the initial consonant sound

Subject: English **Level: Grade 1** **Time: 50 Minutes**

Topic

Understanding the characteristics of sound and the relationship between sound and letter.

Objective

Students can become aware of sound, identify and match the sounds to corresponding letters correctly.

Process of Learning

Warm-up

1. The researcher stands in front of the class to greet the students and briefly informs them about the lesson.

2. The researcher asks the students to sit in a circle in order to fully see their peers and hear the researcher clearly.

3. The researcher informs the students that they will receive scores if they can do the tasks correctly. If they do the tasks incorrectly, the researcher will give them a clue to the task correctly.

Presentation

1. The researcher entirely reads "*The Department Store*" to the students, a short story made by the researcher.

2. The researcher reads each sentence in the story and asks the students repeat after the researcher. After that, the researcher translates the texts into Thai.

3. The researcher informs the students that the researcher uses four words from the story to teach the relationship between sound and letter and pronunciation to them. *Violin*, *violet*, *van*, and *vase* are the target words.

4. The researcher shows a flash card with letter *v* which corresponds to phoneme /v/.

5. The researcher plays the CD with the sound /v/ corresponding to the letters on the cards three times.

6. The researcher provides mirrors for the students to learn how to pronounce the sound correctly. The researcher asks the students to hear and look at the researcher's mouth while the researcher is pronouncing the sound

7. The researcher creates the sound /v/ by putting the top teeth on the lower lip and blowing air through the teeth and also making the vibrations. The researcher asks the students to imitate what the researcher does and use the mirror while pronouncing. The students also need to put their hand on their throat to feel the vibrations.

8. The researcher repeats the CD and asks the students pronounce the sounds and use the mirror while pronouncing.

9. The researcher presents flash cards with pictures and words to the students. On the flash cards, the target sounds are red, bold, and underlined. Meanwhile, other letters are black. For example, in the word "**v**an", the letter v is the target sound

10. The researcher plays the CD with the target words three times. After that, the students pronounce the words three times.

11. The researcher summarizes and informs the students that phoneme /v/ corresponds to the letter v.

Practice

1. The researcher provides worksheets containing the words that the students have learned. The students need to trace the dotted line words and color the pictures.

2. The students play "*Fun With Sound Boxes*", one of phonemic awareness fun games.

Learning Materials

1. A short story
2. Flash cards
3. CD player
4. Mirrors
5. Worksheets

Evaluation

The researcher observes the students' behaviors and engagement in class.

Record of Learning Management

1. The results of learning

……..

……..

2. Problems/Obstacles

……..

…….

3. Suggestions

…….

…….

Lesson Plan

Content: Phoneme /v/ as the final consonant sound

Subject: English **Level: Grade 1** **Time: 50 Minutes**

Topic

Understanding the characteristics of sound and the relationship between sound and letter.

Objective

Students can become aware of sound, identify and match the sounds to corresponding letters correctly.

Process of Learning

Warm-up

1. The researcher stands in front of the class to greet the students and briefly informs them about the lesson.

2. The researcher asks the students to sit in a circle in order to fully see their peers and hear the researcher clearly.

3. The researcher informs the students that they will receive scores if they can do the tasks correctly. If they do the tasks incorrectly, the researcher will give them a clue to the task correctly.

Presentation

1. The researcher entirely reads "*Sunday Morning*" to the students, a short story made by the researcher.

2. The researcher reads each sentence in the story and asks the students repeat after the researcher. After that, the researcher translates the texts into Thai.

3. The researcher informs the students that the researcher uses four words from the story to teach the relationship between sound and letter and pronunciation to them. *Drive*, *TV*, *river*, and *twelve* are the target words.

4. The researcher shows two flash cards with letters -*v* and -*ve* which correspond to phoneme /v/.

5. The researcher plays the CD with the sound /v/ corresponding to the letters on the cards three times.

6. The researcher provides mirrors for the students to learn how to pronounce the sound correctly. The researcher asks the students to hear and look at the researcher's mouth while the researcher is pronouncing the sound

7. The researcher creates the sound /v/ by putting the top teeth on the lower lip and blowing air through the teeth and also making the vibrations. The researcher asks the students to imitate what the researcher does and use the mirror while pronouncing. The students also need to put their hand on their throat to feel the vibrations.

8. The researcher repeats the CD and asks the students pronounce the sounds and use the mirror while pronouncing.

9. The researcher presents flash cards with pictures and words to the students. On the flash cards, the target sounds are red, bold, and underlined. Meanwhile, other letters are black. For example, in the word "dri**ve**", the letter v is the target sound

10. The researcher plays the CD with the target words three times. After that, the students pronounce the words three times.

11. The researcher summarizes and informs the students that phoneme /v/ corresponds to the letter -v and -ve.

Practice

1. The researcher provides worksheets containing the words that the students have learned. The students need to trace the dotted line words and color the pictures.

2. The students play "*Finding Graphemes*", one of phonemic awareness fun games.

Learning Materials

1. A short story
2. Flash cards
3. CD player
4. Mirrors
5. Worksheets
6. Scissors
7. Newspapers

Evaluation

The researcher observes the students' behaviors and engagement in class.

Record of Learning Management

1. The results of learning

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2. Problems/Obstacles

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3. Suggestions

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APPENDIX C

Sample Lesson Plans for the Code Emphasis Group

Lesson Plan

Content: Phoneme /f/ as the initial consonant sound

Subject: English **Level: Grade 1** **Time: 50 Minutes**

Topic

Understanding the characteristics of sound and the relationship between sound and letter or a group of letters.

Objective

Students can become aware of sound, identify and match the sounds to corresponding letters correctly.

Process of Learning

Warm-up

1. The researcher stands in front of the class to greet the students and briefly informs them about the lesson.

2. The researcher asks the students to sit in a circle in order to fully see their peers and hear the researcher clearly.

3. The researcher informs the students that they will receive scores if they can do the tasks correctly. If they do the tasks incorrectly, the researcher will give them a clue to the task correctly.

Presentation

1. The researcher introduces five words to the students. *Father*, *four*, *fish*, *fat*, and *phone* are the target words.

2. The researcher shows two flash cards with letter *f* and *ph* which correspond to phoneme /f/.

3. The researcher plays the CD with the sound /f/ corresponding to the letters on the cards three times.

4. The researcher presents flash cards with words to the students. On the flash cards, the target sounds are red, boldfaced, and underlined. Meanwhile, other letters are black. For example, in the word "**f**ish", the letter f is the target sound.

5. The researcher points to each letters in the words and slowly pronounces the sounds three times. For example, the word fish will be pronounced as /fff/ /ɪɪɪ/ /ʃʃʃ/.

6. The researcher point to the target phoneme /f/ and slowly makes the sound and asks the students repeat the phoneme /f/ after the researcher.

7. The researcher says the whole words and asks the students repeat the words after the researcher.

8. The researcher asks the students to pronounce the target phoneme and read the words three times.

9. The researcher plays the CD with the target words three times. After that, the students pronounce the words three times.

10. The researcher summarizes and informs the students that phoneme /f/ corresponds to the letter f and ph.

Practice

1. The researcher provides worksheets containing the words that the students have learned. The students need to trace the dotted line words and color the pictures.

Learning Materials

1. Flash cards
2. CD player
3. Worksheets

Evaluation

The researcher observes the students' behaviors and engagement in class.

Record of Learning Management

1. The results of learning

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2. Problems/Obstacles

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3. Suggestions

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Lesson Plan

Content: Phoneme /f/ as the final consonant sound

Subject: English **Level: Grade 1** **Time: 50 Minutes**

Topic

Understanding the characteristics of sound and the relationship between sound and letter or a group of letters.

Objective

Students can become aware of sound, identify and match the sounds to corresponding letters correctly.

Process of Learning

Warm-up

1. The researcher stands in front of the class to greet the students and briefly informs them about the lesson.

2. The researcher asks the students to sit in a circle in order to fully see their peers and hear the researcher clearly.

3. The researcher informs the students that they will receive scores if they can do the tasks correctly. If they do the tasks incorrectly, the researcher will give them a clue to the task correctly.

Presentation

1. The researcher introduces four words to the students. *Knife, giraffe, leaf,* and *coffee* are the target words.

2. The researcher shows four flash cards with letter *-f*, *-ff*, and *-fe* which correspond to phoneme /f/.

3. The researcher plays the CD with the sound /f/ corresponding to the letters on the cards three times.

4. The researcher presents flash cards with words to the students. On the flash cards, the target sounds are red, boldfaced, and underlined. Meanwhile, other letters are black. For example, in the word "lea**f**", the letter f is the target sound.

5. The researcher points to each letters in the words and slowly pronounces the sounds three times. For example, the word leaf will be pronounced as /lll/ /i:i:i:/ /fff/.

6. The researcher point to the target phoneme /f/ and slowly makes the sound and asks the students repeat the phoneme /f/ after the researcher.

7. The researcher says the whole words and asks the students repeat the words after the researcher.

8. The researcher asks the students to pronounce the target phoneme and read the words three times.

9. The researcher plays the CD with the target words three times. The students are asked to pronounce the words three times.

10. The researcher summarizes and informs the students that phoneme /f/ corresponds to the letter -f, -ff, and -fe .

Practice

1. The researcher provides worksheets containing the words that the students have learned. The students need to trace the dotted line words and color the pictures.

Learning Materials

1. Flash cards
2. CD player
3. Worksheets

Evaluation

The researcher observes the students' behaviors and engagement in class.

Record of Learning Management

1. The results of learning

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2. Problems/Obstacles

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3. Suggestions

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Lesson Plan

Content: Phoneme /v/ as the initial consonant sound

Subject: English **Level: Grade 1** **Time: 50 Minutes**

Topic

Understanding the characteristics of sound and the relationship between sound and letter.

Objective

Students can become aware of sound, identify and match the sounds to corresponding letters correctly.

Process of Learning

Warm-up

1. The researcher stands in front of the class to greet the students and briefly informs them about the lesson.

2. The researcher asks the students to sit in a circle in order to fully see their peers and hear the researcher clearly.

3. The researcher informs the students that they will receive scores if they can do the tasks correctly. If they do the tasks incorrectly, the researcher will give them a clue to the task correctly.

Presentation

1. The researcher introduces four words to the students. *Violin*, *violet*, *van*, and *vase* are the target words.

2. The researcher shows a flash card with letter *v* which corresponds to phoneme /v/.

3. The researcher plays the CD with the sound /v/ corresponding to the letter on the cards three times.

4. The researcher presents flash cards with words to the students. On the flash cards, the target sounds are red, boldfaced, and underlined. Meanwhile, other letters are black. For example, in the word "**v**an", the letter v is the target sound.

5. The researcher points to each letters in the words and slowly pronounces the sounds three times. For example, the word fish will be pronounced as /vvv/ /ææ/ /nnn/.

6. The researcher point to the target phoneme /v/ and slowly makes the sound and asks the students repeat the phoneme /v/ after the researcher.

7. The researcher says the whole words and asks the students repeat the words after the researcher.

8. The researcher asks the students to pronounce the target phoneme and read the words three times.

9. The researcher plays the CD with the target words three times. After that, the students pronounce the words three times.

10. The researcher summarizes and informs the students that phoneme /v/ corresponds to the letter v.

Practice

1. The researcher provides worksheets containing the words that the students have learned. The students need to trace the dotted line words and color the pictures.

Learning Materials

1. Flash cards
2. CD player
3. Worksheets

Evaluation

The researcher observes the students' behaviors and engagement in class.

Record of Learning Management

1. The results of learning

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2. Problems/Obstacles

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3. Suggestions

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Lesson Plan

Content: Phoneme /v/ as the final consonant sound

Subject: English **Level: Grade 1** **Time: 50 Minutes**

Topic

Understanding the characteristics of sound and the relationship between sound and letter.

Objective

Students can become aware of sound, identify and match the sounds to corresponding letters correctly.

Process of Learning

Warm-up

1. The researcher stands in front of the class to greet the students and briefly informs them about the lesson.

2. The researcher asks the students to sit in a circle in order to fully see their peers and hear the researcher clearly.

3. The researcher informs the students that they will receive scores if they can do the tasks correctly. If they do the tasks incorrectly, the researcher will give them a clue to the task correctly.

Presentation

1. The researcher introduces four words to the students. *Drive*, *TV*, *river*, and *twelve* are the target words.

2. The researcher shows two flash cards with letter -*v* and -*ve* which correspond to phoneme /v/.

3. The researcher plays the CD with the sound /v/ corresponding to the letters on the cards three times.

4. The researcher presents flash cards with words to the students. On the flash cards, the target sounds are red, boldfaced, and underlined. Meanwhile, other letters are black. For example, in the word "dri**ve**", the letter v is the target sound.

5. The researcher points to each letters in the words and slowly pronounces the sounds three times. For example, the word drive will be pronounced as /drdrdr/ /ɑɪɑɪɑɪ/ /vvv/.

4. The researcher point to the target phoneme /v/ and slowly makes the sound and asks the students repeat the phoneme /v/ after the researcher.

5. The researcher says the whole words and asks the students repeat the words after the researcher.

6. The researcher asks the students to pronounce the target phoneme and read the words three times.

7. The researcher plays the CD with the target words three times. After that, the students are asked to pronounce the words three times.

8. The researcher summarizes and informs the students that phoneme /v/ corresponds to the letter v and ve.

Practice

1. The researcher provides worksheets containing the words that the students have learned. The students need to trace the dotted line words and color the pictures.

Learning Materials

1. Flash cards
2. CD player
3. Worksheets

Evaluation

The researcher observes the students' behaviors and engagement in class.

Record of Learning Management

1. The results of learning

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2. Problems/Obstacles

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3. Suggestions

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APPENDIX D

Worksheets

Worksheet

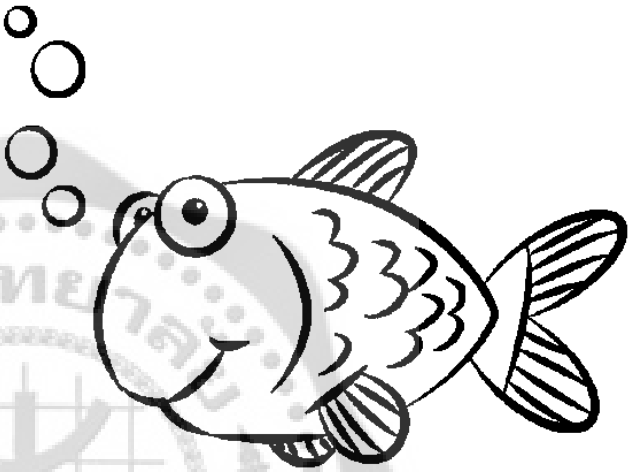
ชื่อ.....นามสกุล.....ชั้น.....เลขที่.....

จงลากเส้นตามรอยประและระบายสีรูปภาพให้สวยงาม

fish

fish

fish



father

father

father

four

four

four

fat

fat

fat

phone

phone

phone

Worksheet

ชื่อ.....นามสกุล.....ชั้น.....เลขที่.....

จงลากเส้นตามรอยประและระบายสีรูปภาพให้สวยงาม

knife

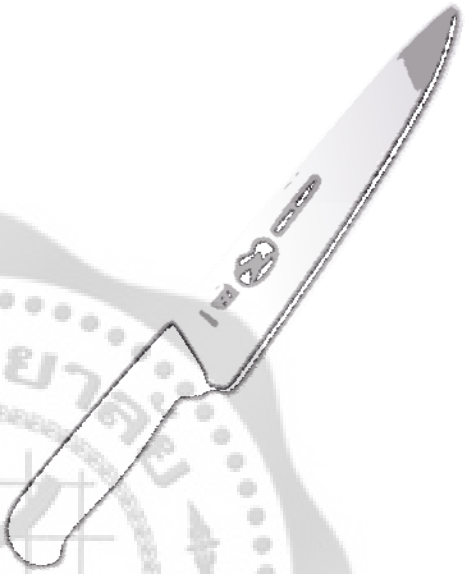
knife

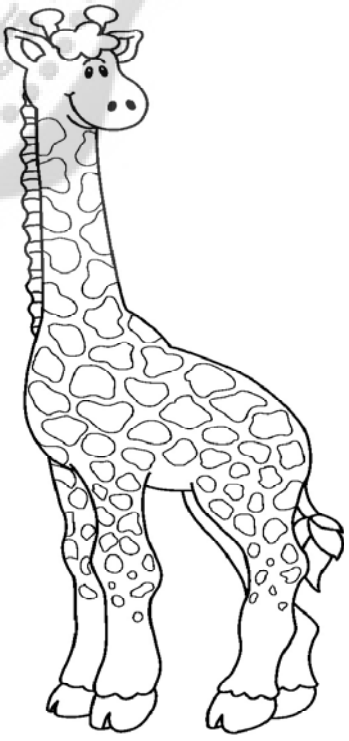
knife

giraffe

giraffe

giraffe





leaf

leaf

leaf

coffee

coffee

coffee

Worksheet

ชื่อ.....นามสกุล.....ชั้น.....เลขที่.....

จงลากเส้นตามรอยประและระบายสีรูปภาพให้สวยงาม

violin

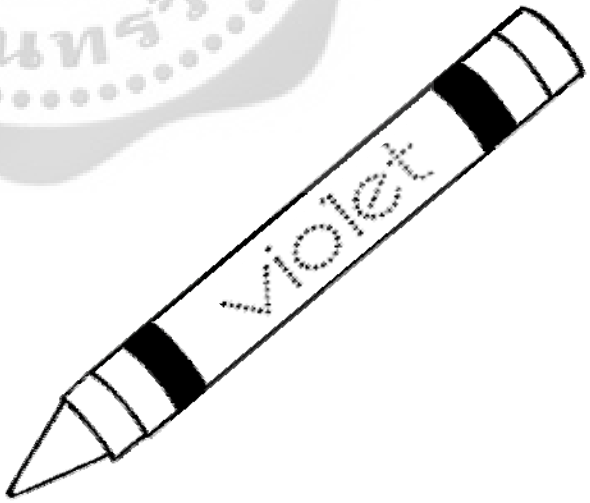
violin

violin

violet

violet

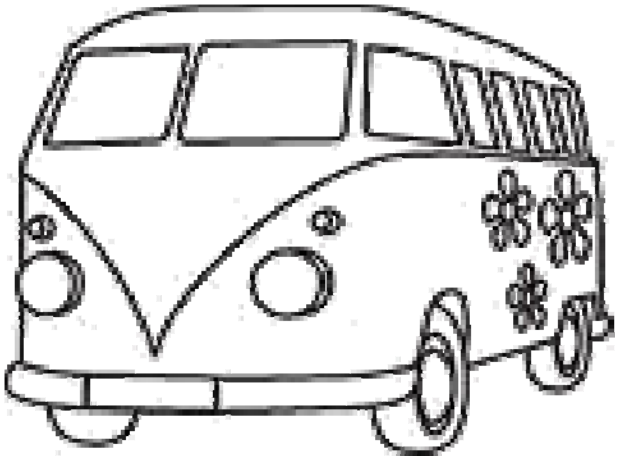
violet



van

van

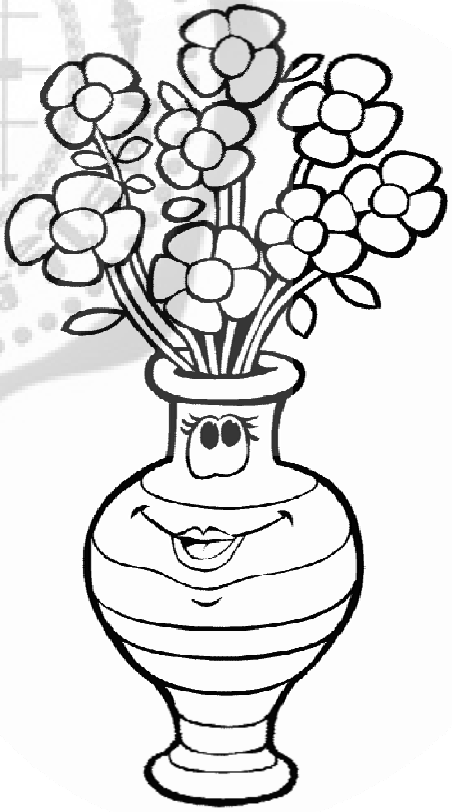
van



vase

vase

vase



video

video

video

Worksheet

ชื่อ.....นามสกุล.....ชั้น.....เลขที่.....

จงลากเส้นตามรอยประและระบายสีรูปภาพให้สวยงาม

drive

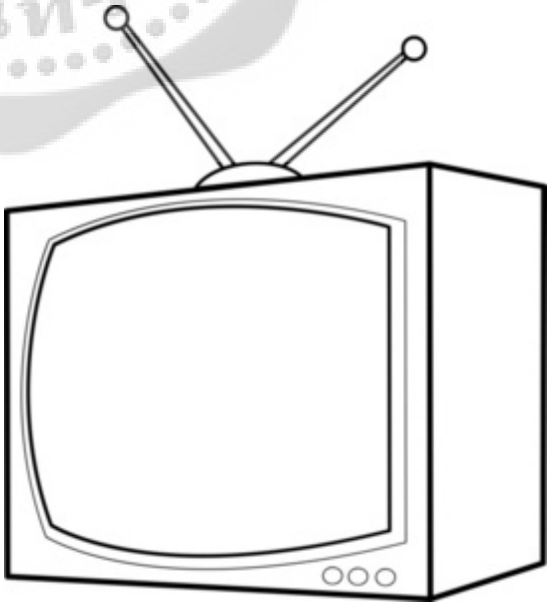
drive

drive

TV

TV

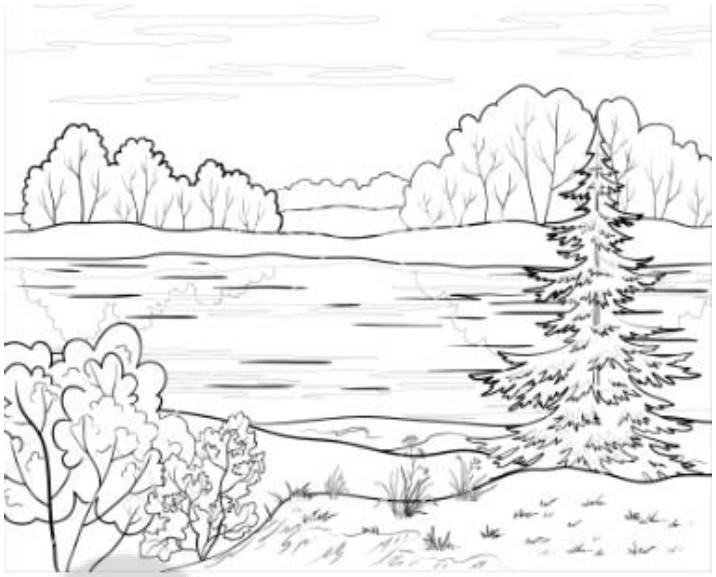
TV



river

river

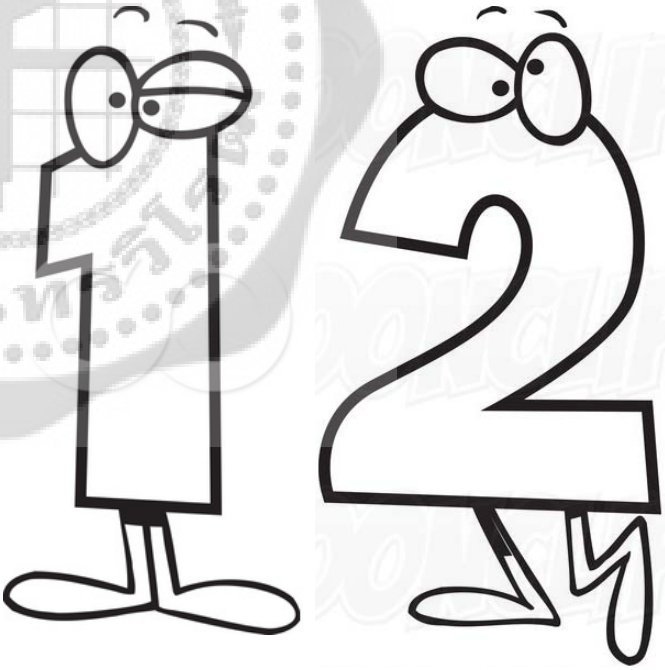
river



twelve

twelve

twelve



APPENDIX E

Student Engagement Rubric

Student Engagement Rubric

	Criteria				Points
	4	3	2	1	
Eye Contact	Students hold attention to the researcher with the use of direct eye contact.	Students consistently use direct eye contact with the researcher.	Students display minimal eye contact with the researcher.	No eye contact is made with the researcher.	
Behavior	Students never display disruptive behavior during the learning activity.	Students rarely display disruptive behavior during the learning activity.	Students occasionally display disruptive behavior during the learning activity.	Students always display disruptive behavior during the learning activity.	
Preparation	Students are promptly prepared with assignments and required class materials.	Students are usually prepared with assignments and required class materials.	Students are rarely prepared with assignments and required class materials.	Students are almost never prepared with assignments and required class materials.	
Listening, Questioning and Discussing	Students respectfully listen, discuss, and ask questions and help their peer in solving problems.	Students occasionally listen, discuss and ask questions.	Students have trouble listening with respect, and take over discussions without letting their peers have a turn	Students do not listen, argue with their peers and do not consider other ideas.	
Following Directions	Students respond to the researcher's instruction without hesitation all time.	Students respond to the researcher's instruction without hesitation most of time.	Students respond to the researcher's instruction after non verbal cues are used.	Students rarely respond to the researcher's instruction.	
Student Confidence	Students properly generate questions and/or problems around a topic.	Students generate questions and/or problems.	Students require prompts to generate questions and/or problems.	Questions or problems are the researcher generated.	

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APPENDIX F

Index of Item Objective Congruence (IOC)

The Results of the Index of Item Objective Congruence

of the Balanced Literacy Approach

Balanced Literacy Approach	Expert			Mean	Result
	1	2	3		
The learning aims are articulate.	1	1	1	1.00	Pass
The lesson outcomes are clear, appropriately written and linked to the students/unit plan outcome.	1	1	1	1.00	Pass
The key elements of the topic/ concept/ process being taught have been outlined.	0	1	1	0.67	Pass
Teaching process is clear at the beginning, middle and end.	1	1	1	1.00	Pass
Contents are relevant to the lesson and appropriate for year level.	1	1	1	1.00	Pass
The strategy is appropriate and corresponds to the students' ability.	1	1	1	1.00	Pass
The strategy in the lesson plans monitors the progress of students during the lessons.	1	1	1	1.00	Pass
The strategy takes the students diversity into account (e.g., ways of offering extra support, extension activities) .	1	1	1	1.00	Pass
Material/resources selected are relevant to the lesson and appropriate for year level.	1	1	1	1.00	Pass
The assessment strategy determines if the students achieves the intended outcome.	1	1	1	1.00	Pass

The Results of the Index of Item Objective Congruence

of the Code Emphasis Approach

Code Emphasis Approach	Expert			Mean	Result
	1	2	3		
The learning aims are articulate.	1	1	1	1.00	Pass
The lesson outcomes are clear, appropriately written and linked to the students/unit plan outcome.	0	1	1	0.67	Pass
The key elements of the topic/ concept/ process being taught have been outlined.	1	1	1	1.00	Pass
Teaching process is clear at the beginning, middle and end.	1	1	1	1.00	Pass
Contents are relevant to the lesson and appropriate for year level.	1	1	1	1.00	Pass
The strategy is appropriate and corresponds to the students' ability	1	1	1	1.00	Pass
The strategy in the lesson plans monitors the progress of students during the lessons.	1	1	1	1.00	Pass
The strategy takes the students diversity into account (e.g., ways of offering extra support, extension activities) .	1	1	1	1.00	Pass
Material/resources selected are relevant to the lesson and appropriate for year level.	1	1	1	1.00	Pass
The assessment strategy determines if the students achieves the intended outcome.	1	1	1	1.00	Pass

The Results of the Index of Item Objective Congruence

of the Phoneme Discrimination Tests

TEST ITEM	Expert			Mean	Result
	1	2	3		
TEST1.1	1	1	1	1.00	Pass
TEST1.2	1	1	1	1.00	Pass
TEST1.3	1	1	1	1.00	Pass
TEST1.4	1	1	1	1.00	Pass
TEST1.5	1	1	1	1.00	Pass
TEST1.6	1	1	1	1.00	Pass
TEST1.7	1	1	1	1.00	Pass
TEST1.8	1	1	1	1.00	Pass
TEST1.9	1	1	1	1.00	Pass
TEST1.10	1	1	1	1.00	Pass
TEST2.1	1	1	1	1.00	Pass
TEST2.2	1	1	0	0.67	Pass
TEST2.3	1	1	1	1.00	Pass
TEST2.4	1	1	1	1.00	Pass
TEST2.5	1	1	1	1.00	Pass
TEST2.6	1	1	1	1.00	Pass
TEST2.7	1	1	1	1.00	Pass
TEST2.8	1	1	1	1.00	Pass
TEST2.9	1	1	1	1.00	Pass
TEST2.10	1	1	1	1.00	Pass

VITAE

VITAE

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