

# Effects of Phonics Teaching Method to Enhance Reading Ability Skills of Grade 3 Students from Choomchonwatratbamrung School Under Samutprakan Primary Education Service Area Office 1

<sup>1</sup>Itthikrit Kitiphakphirom, <sup>2</sup>Chuenarom Chantimachaiamorn,  
and <sup>3</sup>Weerapong Paengkamhag

<sup>1</sup>Master of Education (Teaching English), Faculty of Education, Mahachulalongkomrajavidyalaya University

<sup>2-3</sup> Faculty of Education, Mahachulalongkomrajavidyalaya University, Thailand

<sup>1-3</sup>Email: weerapong.pae@mcu.ac.th

**Received:** December 28, 2024 **Revised:** December 29, 2024 **Accepted:** December 30, 2024

## Abstract

The aims of this research were 1) To create phonics teaching by using for Grade 3 Students from Choomchonwatratbamrung School under Samutprakan Primary Education Service Area Office 1, 2) To validate the efficacy of Phonics Teaching Method for Grade 3 Students from Choomchonwatratbamrung School under Samutprakan Primary Education Service Area Office 1, 3) To compare reading ability skills of grade 3 students from Choomchonwatratbamrung school under Samutprakan primary education service area office 1 before and after using phonics teaching by using English Language teaching (ELT) media innovation. The participants of the research are 30 students from grade 3rd students at Choomchonwatratbamrung school under Samutprakan primary education service area office.

The results of this research were found that

1) Illustrates that of the study of the needs and the problems of phonics teaching by using English Language Teaching (ELT) media innovation for grade 3 students from Choomchonwatratbamrung School under Samutprakan Primary Education Service Area Office 1, it was found that the overall average was 4.42.

2) The score of testing pre-test and post-test in the use experiment of the model of phonic teaching towards reading skills in the English class of grade three students at Choomchonwatratbamrung school. It was found that students had test scores before using the model of phonic teaching towards reading skills in the English class of grade three students at Choomchonwatratbamrung school lower than after using the model of phonic teaching towards reading skills in the English class of grade three students at Choomchonwatratbamrung school.

3) The comparison between the students' pre-test and post-test in the use of the model of phonic teaching towards reading skills in the English class of grade three students at Choomchonwatratbamrung school. Indicates that comparison between the students' pre-test and post-test in the use of the model of phonic teaching towards reading skills in the English class of grade three students at Choomchonwatratbamrung school. ( $\bar{x}$  = 17.55, S.D. = 1.10) are higher than the pre-test of the score pre-test of the model of phonic teaching towards reading skills in the English class of grade three students at Choomchonwatratbamrung school. ( $\bar{x}$  = 9.50, S.D. = 1.19) as statistically significant at 0.5.

**Keyword:** Phonics Teaching Method; Enhance Reading Ability Skills; Choomchonwatratbamrung School

## Introduction

In today's global world, the importance of English cannot be denied and ignored since English is the greatest common language spoken universally. To learn English requires constant practice and patience. The kind of feeling that succeeds among students is that it is not possible to achieve fluency or mastery over the English language. This kind of tendency prevents students from learning English. Most of the student study English from the examination point of view, so they are not able to produce even a single sentence without the grammatical error. Furthermore, sufficient practice is not given to students to learn a language. Knowledge of English is necessary if one wants to come up in life. It is the major window of the modern world. This is all the more trues where the advanced countries have opened their doors for recruiting technically qualified persons. Only those who have a command over the English language are given a job (Rajathurai Nishanthi, 2018: 871-874)

Reading is one of the important language skills that people use for acquiring knowledge or information from a variety of sources such as textbooks, newspapers, online database, and so on and it also gives us an opportunity to learn new words and phrases to increase vocabulary size considerably. Being able to read other languages is advantageous to academic and professional achievement in a global context. As everyone knows, people can now find out all kinds of information on the internet. As the language of several websites is generally written in English, the need for reading competence is necessary. The more people read, the better their reading skills improve. This will enable good readers to understand texts quickly and easily because of their background knowledge and reading performance.

In 1996 English was made a compulsory subject for all the primary students to provide them with an opportunity to continue studying without interruption. This reflected the general trend in Asian for English Language schooling beginning at younger ages (Baker, W., 2008: 131-146). In recent times there has been increasing emphasis in teaching English

in schools to address the needs of international communication and to replace a purely academic approach. The 1999 Education Act and the subsequent National Education Curriculum implemented in 2002 placed English at the forefront of national intellectual development together with IT skills (Wongsothorn, A., Hiranburana, K., & Chinnawongs, S, 2002: 107-116). According to the information provided, the English curriculum is based on four strands; communication, culture, connection, and community (the 4 Cs).

The need of studying English language began increasing as the global economy gradually grew; as a result, English is as an international language plays an important role. The number of public and private educational organizations have expanded to support their English knowledge and skills. Several schools and institutes have offered children English classes at an early age to help young children progress faster in learning to read and understand the language. However, reading difficulties can be seen among every group of second language learners, particularly preschoolers and kindergarteners. As a result, many schools have encountered the magnitude of this situation.

Hall (2024) pointed out the characteristics of reading problems that children struggled with rhyming or recognizing words that begin and end with the same sounds. Some might pronounce words or sounds incorrectly because of articulation problems which can cause misunderstanding of what is said and what is meant. Some are late to talk as they are compared with other children having the same age. Moreover, they might be likely to have trouble reading when studying in a higher level because they have inadequate prior knowledge and skill in relevant domains, especially general verbal abilities, the ability to distinguish the sounds of language as distinct from its meaning, familiarity with the basic purposes and reading methods, and letter knowledge (Snow, C. E., 1998: 52).

At the beginning of learning to read, children will pronounce the words very slowly and probably have difficulties making connections between letters and sounds that can cause trouble with their reading. For example, they are unable to pronounce the words correctly and remember them as well. When they are not able to read those unknown words, they prefer guessing them because they cannot figure out the sounds and combine them to make words. According to Wei (2005) grade 3 students from primary schools in Thailand can read some English words better than nonwords because they had time to practice reading those English words from their curriculum but they have never seen and practiced pronouncing nonwords. This can be explained that they have read nonwords from their experiences or guessing, since they automatically transferred these rules without the appreciation of alphabetic knowledge.

Furthermore, the B.E. 2551 Basic Core Education Curriculum (A.D.2008) requires Grade 1-3 students to reach the standards of learning English, which incorporate the knowledge of letters and sounds, pronouncing and spelling words and reading simple

sentences accurately. It should be noted that students have learned English language as a compulsory subject in schools. However, their performance is developed lower than the required standards. The learning outcomes are found that they are not able to apply their English skills to study the new knowledge and are not confident to use English as well. This can have an impact on their reading abilities.

There are many research studies that revealed the instructional approaches to prevent reading difficulties in young children and to support them acquiring adequate reading skills. National Reading Panel (2000) reported that learning the alphabetic system is an important part of the process for beginning readers. It is concerned with the letter-sounds associations and the patterns of spelling and the application of this knowledge to their reading. In addition, Lloyd (1992) confirmed that when children learn the sounds of the letters through phonics instruction, they are able to decode words independently. The benefits of this instruction can help them understand the alphabetic principle which are used for reading and writing. There are several studies in Thailand.

(Thaen-nga & Leenam, 2016; Ngamkiatkhajorn & Kanoksilapatham, 2018) and other countries (Gray et al., 2007; Noltemeyer, Joseph & Kunesh, 2013) found that phonics instruction can increase children's reading abilities. This consequence indicated the advantages of teaching reading using a phonics instruction in young children.

According to Shanahan (2005), this approach helps beginning readers learn faster than the students who study with other approaches. Gray et al. (2007) suggested that young children are taught using phonics approach have a positive impact on their reading performance. The researcher believes that this method can develop students' alphabetic knowledge, word recognition, word segmentation and reading performance. Consequently, it is very useful to investigate the effect of phonics instruction on reading ability among young Thai learners including challenges that may affect their reading process.

From the studies concerning the reading problems provided above, it can be seen that children need to know the alphabetic principle in order to overcome their reading difficulties. Many research studies reported that English phonological awareness and phonics instruction have a close connection with reading ability among children from different background. Both of them are related to letter-sound correspondences. Therefore, the present study designs a reading program using phonics instruction to improve young learners' reading ability.

## Research Questions

- 1) What is the impact of the phonics teaching method on the enhanced reading abilities of Grade 3 students at Choomchonwatratbamrung School?

- 2) What is the effectiveness of phonics teaching methods in enhancing reading abilities?
- 3) What distinguishes students' participation before and after the teacher teaches phonics?

### **Research Objectives**

- 1) To study the needs and the problems of phonics teaching by using English Language teaching (ELT) media innovation for grade 3 students from Choomchonwatratbamrung School under Samutprakan Primary Education Service Area Office 1.
- 2) To develop the model of phonics teaching method for grade 3 students from Choomchonwatratbamrung School under Samutprakan Primary Education Service Area Office 1.
- 3) To study reading ability skills of grade 3 students from Choomchonwatratbamrung school under Samutprakan Primary Education Service Area Office 1 before and after using phonics teaching by using English Language teaching (ELT) media innovation.

### **Methodology**

The research is studied about effects of phonics teaching method to enhance reading ability skills of grade 3 students from Choomchonwatratbamrung school under Samutprakan primary education service area office 1. The researcher has created reading exercise for English class in grade 3 students and use it to compare student's reading skill before and after employing the reading exercise in English class of grade 3 students from Choomchonwatratbamrung school under Samutprakan primary education service area office 1. This research has used the Research and Development (R&D) including one group pre-test and post-test design. The research design is shown in the following details:

The research design is divided as follows:

Step 1: Research (R1) study general information (Analysis: A).

Step 2: Development (D1) develop the effects of phonics teaching method to enhance reading ability skills (Design and Development: R&D).

Step 3: Research (R2) experiment the effects of phonics teaching method to enhance reading ability skills (Implementation: I).

Step 4: Development (D2) evaluate effects of phonics teaching method to enhance reading ability skills (Evaluate A).

## Research Results

1) Illustrates that of the study of the needs and the problems of phonics teaching by using English Language Teaching (ELT) media innovation for grade 3 students from Choomchonwatratbamrung School under Samutprakan Primary Education Service Area Office 1, it was found that the overall average was 4.42.

2) The score of testing pre-test and post-test in the use experiment of the model of phonic teaching towards reading skills in the English class of grade three students at Choomchonwatratbamrung school. It was found that students had test scores before using the model of phonic teaching towards reading skills in the English class of grade three students at Choomchonwatratbamrung school lower than after using the model of phonic teaching towards reading skills in the English class of grade three students at Choomchonwatratbamrung school.

3) The comparison between the students' pre-test and post-test in the use of the model of phonic teaching towards reading skills in the English class of grade three students at Choomchonwatratbamrung school. Indicates that comparison between the students' pre-test and post-test in the use of the model of phonic teaching towards reading skills in the English class of grade three students at Choomchonwatratbamrung school. ( $\bar{x}$  = 17.55, S.D. = 1.10) are higher than the pre-test of the score pre-test of the model of phonic teaching towards reading skills in the English class of grade three students at Choomchonwatratbamrung school. ( $\bar{x}$  = 9.50, S.D. = 1.19) as statistically significant at 0.5.

## Discussion

Study the needs and the problems of phonics teaching by using English Language Teaching (ELT) media innovation for grade 3 students from Choomchonwatratbamrung School under Samutprakan Primary Education Service Area Office 1. To develop the model of phonics teaching method for grade 3 students from Choomchonwatratbamrung School under Samutprakan Primary Education Service Area Office 1., Illustrates that of the study of the needs and the problems of phonics teaching by using English Language Teaching (ELT) media innovation for grade 3 students from Choomchonwatratbamrung School under Samutprakan Primary Education Service Area Office 1, it was found that the overall average was 4.42, which was at a satisfied level. If it was separated individually as an aspect, it was found that the item with the highest average was item no. 20. I am currently more assured of my reading abilities. ( $\bar{x}$  = 4.87, S.D. = 0.34), and the second item was no. 4. The activities reinforced what was taught in the lessons. ( $\bar{x}$  = 4.80, S.D. = 0.48), and the third item was no. 1. The phonics reading materials were captivating and enjoyable ( $\bar{x}$  = 4.73, S.D. = 0.44), and the lowest level was no. 6. The instructor consistently provided explicit instructions throughout the courses.

( $\bar{x}$  = 4.07, S.D. = 0.77), respectively. In conclusion, the study of the needs and problems of phonics teaching by using English Language Teaching (ELT) media innovation for grade 3 students from Choomchonwatratbamrung School under Samutprakan Primary Education Service Area Office 1 was at satisfied level. Consistent with the study of **Richavee Chatviriyawong (2012)** studied Development of Reading Instructional Model through Task Based Approach Integrating with Collaborative Strategic Reading (CSR) and SCAMPER Techniques to Enhance Creative Thinking of Vocational Diploma Students. The research results were as follows: 1. The Reading Instructional Model through Task Based Approach Integrating with Collaborative Strategic Reading (CSR) and SCAMPER Techniques to Enhance Creative Thinking of Vocational Diploma Students consisted of 4 components; principles, objectives, teaching and learning procedures, and evaluation and was named the “CRTE Model”. The Model composed of four steps: “Conceptualizing” (C), “Reacting” (R), “Thinking Creatively” (T), and “Evaluating” (E), 2. The students’ usage of multiple reading comprehension strategies after the implementation of the Reading Instructional Model in overall was at the highest level, and 3. The Reading Instructional Model was verified by the experts at the highest level of congruence to the theories’ rationality and the probability. Consistent with the study of **Phra Vanhxay Onechoumsitthi (2016)** investigated English reading skills of grade 6 students of Wat Sitaram School in Pomprap Sattruphai district, Bangkok. The results of this study were found that the level of ability in reading of the students before using the reading materials designed was at 2.30 % the level of ability in reading of the students after using the reading materials was at 3.50 % The results of this study were found that the level and development of English reading skills of the Students textbook and the Buddha story book were deferent, that was the reading skills of the Buddha story book of the Students were better than the reading skills of Student’s textbook. Consistent with the study of **Nongnat Chawwang (2008)**, the researcher examines an investigation of English reading problems of Thai 12th-grade students in Nakhonratchasima educational regions 1, 2, 3, and 7. In testing the differences in English reading problems among the science students and the arts students concerning sentence structure, vocabulary, and reading comprehension, it was found that 30% of the science and arts students gave the correct answers. That is, most of them (over 70% of both science and arts students) had problems in all three areas. The reading ability of the science students and of the arts students was at a low level. It can be concluded that there were no differences in reading ability between students in the science and the arts groups.

**Develop the model of phonics teaching method for grade 3 students from Choomchonwatratbamrung School under Samutprakan Primary Education Service Area Office 1.** The score of testing pre-test and post-test in the use experiment of the model of phonic teaching towards reading skills in the English class of grade three students

at Choomchonwatratbamrung school. The students' pre-test and post-test in the use of the model of phonic teaching towards reading skills in the English class of grade three students at Choomchonwatratbamrung school. It was found that students had test scores before using the model of phonic teaching towards reading skills in the English class of grade three students at Choomchonwatratbamrung school lower than after using the model of phonic teaching towards reading skills in the English class of grade three students at Choomchonwatratbamrung school. Consistent with the study of **Hamdi & Chonlada (2011)** examined the effect of intensive phonics instruction on reading and spelling attainment of Thai grade 5 learners with reading difficulties to investigate the development of word reading, word recognition and word spelling abilities including problems that they have faced during this study. There were 41 students (21 boys and 20 girls) from the school under Yala Educational Service Office 2 in Southern part of Thailand. They were instructed in phonics instruction over 8 weeks. This experiment was integrated with phonics teaching and the Basic Education Core Curriculum B.E.2551 (A.D.2008). Posttest and retention test with teacher's observation were employed to collect data. The results showed that this instruction helped the students develop their reading ability. Furthermore, they expressed interest in classroom activities used in the study which were useful for their learning. Consistent with the study of **Wichuda Aiyarakarnjanaku (2018)** studied effects of phonics instruction on reading ability of young Thai learners. The study aimed to investigate effects of phonics instruction on reading ability of young Thai learners and identify the challenges that they encounter during their reading process. Six participants in this study were selected with convenience sampling technique. They took a pretest to measure their phoneme identification and phoneme segmentation, prior to a 9-hour intervention through phonics instruction. They did a posttest on both measures immediately after the intervention. In addition, they were observed by the researcher to document their development and performance during reading instruction and classroom practice to discover challenges in their reading process. Results showed that phonics instruction positively affects young learners' reading ability. The findings also revealed challenges that emerged as part of the study influenced the process of reading such as alphabetic knowledge, motivation and strategies including the students' behaviors. Consistent with the study of **Thipamas Chumworathayee (2007)** studied a case study to evaluate young learners taught reading and spelling through word recognition and phonics. This case study investigates the effectiveness of teaching young EFL learners how to read and spell through two approaches, which are, the phonics approach and the word recognition approach. According to this research, there was a presumption that the phonics approach was the only effective approach towards teaching young learners to spell correctly. In the process of data collection, the subjects consisted of 20 EFL Kindergarten 3 students who were divided into

two groups. According to the research instrument, both the groups had the opportunity to learn the set words through both phonics and word recognition approaches in order to find out and test their spelling abilities. Later, a post-test was conducted to see the long-term effects of both the approaches. The research findings obtained from the study concluded that on average the students taught through the phonics approach achieved a higher score than the students taught through the word recognition approach. However, for some particular words in the themes taught, the word recognition approach was much easier for students to understand and the score was higher than the other approach. It can be concluded that a mixture of different approaches should be used in teaching young children how to spell.

**Study reading ability skills of grade 3 students from Choomchonwatratbamrung school under Samutprakan Primary Education Service Area Office 1 before and after using phonics teaching by using English Language Teaching (ELT) media innovation.** The comparison between the students' pre-test and post-test in the use of the model of phonic teaching towards reading skills in the English class of grade three students at Choomchonwatratbamrung school. Indicates that comparison between the students' pre-test and post-test in the use of the model of phonic teaching towards reading skills in the English class of grade three students at Choomchonwatratbamrung school. It is found that the pupils who have the score post-test use the model of phonic teaching towards reading skills in the English class of grade three students at Choomchonwatratbamrung school. ( $\bar{x} = 17.55$ , S.D. = 1.10) are higher than the pre-test of the score pre-test of the model of phonic teaching towards reading skills in the English class of grade three students at Choomchonwatratbamrung school. ( $\bar{x} = 9.50$ , S.D. = 1.19) as statistically significant at 0.5. Consistent with the study of **Ngamkiatkhajorn & Kanoksilapatham (2018)** investigated the effects of the phonics units on early English literacy of Grade 1. The participants were 26 Grade 1 students (aged between 6-7 years old) studying at a government school in Samut Sakhon Province. They were taught with English phonics units for 30 hours within 10 weeks. The students learned the relationship of letters and sounds then combined those sounds together to construct words in each unit. Pretest and posttest were adopted to compare the test scores before and after the treatment. The results showed that children's early English literacy skills had been significantly developed. Consistent with the study of **Jikamas Sukkasame (2016)** studied development of English reading skill by using problem-based learning for the first-year students, faculty of engineering and industrial technology, Silpakorn university. The findings were as follows: 1) The students' English reading skill after studying problem-based learning was significantly higher than before at the .05 level. 2) The students' opinions toward problem-based learning were at a good level. consistent with according to the study of **Sasithida Saraiwang**

(2020) studied the development of an English reading instructional model through problem-based learning integrated with collaborative strategic reading to enhance reading comprehension ability and reading strategy use for undergraduates. The results were as follows: The scores of students' reading comprehension ability after using PADPE Model were significantly higher than before using the model at the .05 level. 3) Reading strategy use of the students after using PADPE Model was higher than before using the model at a statistically significant level at .05.

## Suggestions

### Suggestion for teaching and learning

1) Improve the font size, formatting, and overall design of the ELT media innovations. These improvements could improve readability and user-friendliness, as well as ensure better alignment with established instructional design principles, thereby optimizing the learning experience and outcomes.

2) Collaborate with educational stakeholders, such as curriculum developers, policymakers, and relevant government agencies, to explore the possibility of incorporating the research findings and developed materials into existing or future English language curricula. This could help improve reading instruction and the overall quality of primary education in the region by promoting evidence-based practices and ensuring alignment with national and international standards.

3) Conduct further research to investigate the impact of the phonics teaching method and ELT media innovations on students' motivation, attitudes, and self-efficacy towards learning English. Understanding the affective domain could provide valuable insights for enhancing the overall learning experience, fostering positive attitudes towards language learning, and promoting sustained engagement and effort among students.

### Suggestion for the further study

1) Conduct longitudinal studies to investigate the long-term impact of the phonics teaching method and ELT media innovations on students' reading comprehension skills, overall language proficiency, and academic performance. Such studies could provide valuable insights into the sustained effects of the intervention and inform potential modifications or extensions to address any identified limitations or areas for improvement.

2) Develop additional ELT media innovations or supplementary materials that reinforce and extend the phonics teaching method, catering to diverse learning styles and providing opportunities for continuous practice and mastery of reading skills. A multi-modal approach that incorporates various learning modalities (e.g., visual, auditory, and kinesthetic) could further enhance the effectiveness of the intervention and ensure inclusive learning experiences for students with different learning preferences.

3) Implement comprehensive professional development programs and training opportunities for teachers to effectively implement the phonics teaching method and integrate ELT media innovations into their classroom practices. Ensuring consistent and high-quality instruction across different educational settings is crucial for achieving optimal and replicable results. These training programs should cover not only the theoretical foundations of the approach but also practical strategies for effective implementation, classroom management techniques, and the use of technology-enhanced learning tools.

## References

- Baker, W. (2008). A critical examination of ELT in Thailand: The role of cultural awareness. *RELC journal*, 39(1), 131-146.
- Gray, C., Ferguson, J., Behan, S., Dunbar, C., Dunn, J., & Mitchell, D. (2007). Developing young readers through the linguistic phonics approach. *International Journal of Early Year Education*, 15(1), 15-33.
- Hall, S. (2024). Early signs of a reading difficulty. Source: <http://www.readingrockets.org/article/early-signs-reading-difficulty>
- Jikamas Sukkasame. (2016). *Development of English reading skill by using problem-based learning for the first-year students, faculty of engineering and industrial technology, Silpakorn university*(Master of Education, Teaching English as a Foreign Language). Graduate School: Silpakorn University.
- Hamdi, K., & Chonlada, L. (2011). Effects of intensive phonics instruction on reading and spelling attainment of Thai grade 5 learners with reading difficulties. In *The 3rd International Conference on Humanities and Social Sciences, Prince of Songkla University Proceedings-Teaching Techniques*. Prince of Songkla University.
- Lloyd, S. (1992). *The phonics handbooks (3rd ed.)*. United Kingdom: Jolly Learning Ltd.
- National Reading Panel. (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the Subgroups (00-4754)*. Washington, DC: National Institute of Child Health and Human Development, National Institutes of Health.
- Ngamkiatkhajorn, K., & Kanoksilapatham, B. (2018). Implementing phonics in elementary education: An effective way to gain early English literacy. *International Journal of Learning and Teaching*, 4(4), 345-349.
- Nongnat Chawwang. (2008). *An investigation of English reading problems of Thai 12th-grade students in Nakhonratchasima educational regions 1, 2, 3, and 7*(Master of Arts Degree in English). Srinakharinwirot University.

- Phra Vanhxay Onechoumsitthi. (2016). *A Study of English Reading Skills of Grade 6 Students of Wat Sitaram School in Pomprap Strupai District Bangkok*(Master's Thesis). Graduate School: Mahachulalongkornrajavidyalaya University.
- Rajathurai Nishanthi. (2018). The Important of learning English in today world. *International Journal of Trend in Scientific Research and Development (IJTSRD)*, 3(1), 871-874.
- Richavee Chatviriyawong. (2012). *Development of Reading Instructional Model through Task Based Approach Integrating with Collaborative Strategic Reading (CSR) and SCAMPER Techniques to Enhance Creative Thinking of Vocational Diploma Students*(Thesis of Doctor of Philosophy, Curriculum and Instruction). Graduate School: Srinakharinwirot University.
- Sasithida Saraiwang. (2020). *The development of an English reading instructional model through problem-based learning integrated with collaborative strategic reading to enhance reading comprehension ability and reading strategy use for undergraduates*(Thesis of Doctor of Philosophy, Curriculum and Instruction). Graduate School: Silpakorn University.
- Thaen-nga, J., & Leenam, W. (2016). The use of phonics instruction to enhance students' reading ability: A case study of Grade 3 students at Nam Yuen school, Nam Yuen District, Ubon Ratchathani province. *International Journal of Research – Granthaalayah*, 4(10), 65-71.
- Thipamas Chumworathayee. (2007). *A case study to evaluate young learners taught reading and spelling through word recognition and phonics*(Master of Arts in teaching English as a foreign language). Language Institute: Thammasat University.
- Wichuda Aiyarakarnjanaku. (2018). *Studied effects of phonics instruction on reading ability of young Thai learners*(Master of Arts in English language teaching). Language Institute: Thammasat University.
- Wongsothorn, A., Hiranburana, K., & Chinnawongs, S. (2002). English language teaching in Thailand today. *Asia-Pacific Journal of Education*, 22(2), 107-116.