

บทความวิจัย (Research Article)

การใช้กลวิธีโฟนิคส์เพื่อส่งเสริมการออกเสียงภาษาอังกฤษและทัศนคติที่มีต่อการเรียนภาษาอังกฤษของตำรวจ จังหวัดพะเยาเพื่อเตรียมความพร้อมสู่ประชาคมอาเซียน

Applying Synthetic Phonics Approach to Enhancement of English Pronunciation and Learning Attitude of Policemen in Phayao; Preparedness for ASEAN Community

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บทคัดย่อ

จุดประสงค์ของงานวิจัยครั้งนี้คือ เพื่อศึกษาประสิทธิภาพของการใช้กลวิธีการสอนแบบโฟนิคส์เพื่อส่งเสริมการอ่านออกเสียงภาษาอังกฤษของเจ้าหน้าที่ตำรวจ และเพื่อศึกษาทัศนคติของเจ้าหน้าที่ตำรวจที่มีต่อกลวิธีการสอนแบบโฟนิคส์ เครื่องมือที่ใช้คือ แผนการสอน แบบทดสอบก่อนเรียนและหลังเรียน และแบบสอบถามทัศนคติทั้งคำถามปลายเปิดและปลายปิด สถิติที่ใช้คือค่าเฉลี่ยและค่าเบี่ยงเบนมาตรฐาน ผลการทดลองพบว่า

ในส่วนของการความสามารถด้านการอ่านออกเสียงคำศัพท์ภาษาอังกฤษนั้น พบว่าหลังจากการใช้กลวิธีการสอนแบบโฟนิคส์นั้น กลุ่มตัวอย่างสามารถทำคะแนนสอบหลังเรียน ได้ดีกว่าก่อนเรียน ซึ่งหมายความว่าความสามารถทางการอ่านออกเสียงของเจ้าหน้าที่ตำรวจได้รับการพัฒนาที่ดีขึ้น ซึ่งแตกต่างอย่างมีนัยสำคัญที่ 0.05 หลังจากที่ได้รับ การสอนกลวิธีแบบโฟนิคส์ กลุ่มตัวอย่างมีทัศนคติที่ดีต่อการเรียนการสอนซึ่งอยู่ระดับมาก ในด้านการตอบแบบสอบถามปลายเปิดที่เกี่ยวข้องกับสิ่งที่ชอบ และไม่ชอบของการสอนกลวิธีแบบโฟนิคส์นั้น กลุ่มตัวอย่างชอบขั้นตอนของการเรียนรู้การอ่านออกเสียงที่ช่วยให้ตระหนักในเรื่องของเสียงที่ถูกต้องและโดยเฉพาะอย่างยิ่งชอบกิจกรรมการเรียนรู้ที่มีสื่อหลากหลาย ในส่วนของปัญหาและข้อเสนอแนะสำหรับการเรียนการสอนที่ใช้กลวิธีการสอนแบบโฟนิคส์นั้น กลุ่มตัวอย่างกล่าวว่าปัญหาที่สำคัญคือ มีเวลาในการฝึกออกเสียงของแต่ละเสียงน้อย ซึ่งบางเสียงต้องใช้เวลาฝึกบ่อยๆ เช่น เสียง TH และในส่วนของข้อเสนอแนะนั้น คือ ควรมีเวลาในการฝึกมากกว่านี้โดยเฉพาะเสียงที่ออกเสียงยาก ควรมีคำศัพท์ที่ใช้ในบริบทของตำรวจมาสอนออกเสียงมากกว่านี้ ควรมีรูปแบบบทสนทนาที่สามารถใช้ในชีวิตประจำวันที่เกี่ยวข้องกับตำรวจมาฝึกออกเสียงบ้าง และ ควรมีกิจกรรมที่เน้นความหมายของคำศัพท์มากกว่านี้

คำสำคัญ: กลวิธีโฟนิคส์, การอ่านออกเสียง, ทัศนคติการเรียนรู้

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Abstract

The objective of this study was twofold, the first one was to investigate the effect of implementing the synthetic phonic on police officers' English pronunciation and the second one was to study the attitudes of the police officers towards the synthetic phonics instruction. The instruments included lesson plans, pre and post tests, and close and open ended questionnaires. The gained data were statistically analyzed using mean and standard derivation (SD) and that on attitudes stemmed from the open ended questionnaires were descriptively summarized.

The research findings revealed as follows;

With regard to the capability of English word pronunciation, it was found that after the synthetic phonics instruction was employed, the participants gained more mean scores of posttest than that of pretest and the significant difference was at 0.05. In term of attitudes towards instruction, the participants possessed the positive attitudes to the synthetic phonics which was at the high level. In relation to favors and disfavours to the instruction, all of the participants favored the steps of pronouncing sounds, blending words, and varied teaching materials. Contrarily, a few participants relayed they disavored words with more than one syllable since it was hard to pronounce. And apropos of problems and solutions for the instruction, the main problem was they required much time to practice pronouncing, especially sounds of [th]. There were four main suggestions; there should be much time to practice words with many sounds. Secondly, there should be more words on police officers' fields. Thirdly, there should be more dialogues relating to policemen' fields to practice. And the last one was there should be more activities emphasizing meanings of words.

Keywords: Synthetic phonics approach, English pronunciation, Learning attitudes

Introduction

Under the context of Asian Economic Community (AEC), it is undeniable that English language is considerably indispensable for member countries, especially Thailand as a Regional Operating Headquarter (ROH) apropos of a means of communication with others, commerce, education, arts and cultures, politics and in particular tourism. The upcoming AEC in 2015, there will be a myriad of tourists and visitors fluxing in Thailand for diverse specific purposes. The police department is established with the aim of protecting safety, providing emergent aids, and services for tourists. The policemen are persons welcoming tourists. Namely, they get exposed to and of course use English language to communicate in real situations. Richards [22]

points out, "English is needed for people who work and will work in the future in tourism, business, and the civil services." If tourist police can use English fluently, they will be able to communicate and investigate crime endangering foreign tourists effectively.

Nevertheless, the research findings of Meemak [16] showed that the problems of English for tourist police are listening as the most serious problem and the speaking, respectively. The common problems found during on duty include conversations on the phones, giving directions, making complaints and so on. It is inferred these problems are related to the skill of speaking which is a main component of communication. With this, English pronunciation is regarded crucial for speaking and listening. Yet, it is found that a

number of Thai learners have difficulty in pronouncing words, especially adult learners who work as policemen. The researchers have been teaching the course of English for Specific Purpose for policemen in the University of Phayao. What the lecturers found are that they are incapable of reading words correctly even easy ones. They don't know how to pronounce English sounds represented by each letter and process of blending sounds. Suchada [19] pointed that the causes of mispronunciation ranging from conveying meanings to confusing communication. Thai learners often use sounds that are similar to those in their mother tongue, for example, pronouncing the sound of [L] in Thai language instead of the sound of [R] in English such as rain, rice, and right. They read lain, lice, and light respectively. With this, intended meanings are changed.

The causes and factors contributing to English pronunciation problems are lack of confidence, inspiration, especially incorrect teaching of word reading. Namely, Thai beginning learners are often taught how to pronounce words by memorizing the whole word or so called "whole language". As adult learners, they are afraid of making mistakes. They feel uncomfortable in their first attempt at speech in English and they are afraid of failure, laughter and ridicule". In addition, some policemen like the subject of this study haven't achieved the bachelor's degree and they haven't learned English for more than years. Consequently, they, police officers, have a difficulty in pronouncing English words correctly and fluently.

With regard to the problems mentioned above, this study, consequently, is driven by the curiosity of the researcher to select the effective method for reading teaching. One of the teaching

strategies that can be implemented in English instruction to develop the ability of pronouncing words correctly and clearly and also helps learners gain meanings of words is the synthetic phonics approach - teaches the relationships between the letters of the written language (graphemes) and the individual sounds (phonemes) and how these relationships are used to read and write words. Even if there is a devoid of studies supporting the effectiveness of phonics approach on reading or pronunciation of adult learners. It is believed that the synthetic phonics approach could enable the policemen, adult learners, to be able to read words, increase the vocabulary knowledge, and boost positive attitude toward English language learning. Khajhonboon [11] said that the Phonics approach is very essential for English instruction because it is closely related to all skills. Asserted by LDA of Minnesota [14], it said that Phonics instruction is a method of teaching reading putting emphasis on letter-sound correspondences. During phonics instruction, learners are taught letter-sound correspondences and how to use them to spell and read words. When learners have a good command of decoding skills, they read more fluently and comprehend more of what they read. Phonics instruction works because it teaches readers the predictable patterns of sounds and symbols produced in the English language.

With this study, the instruction emphasizes the contents based on the approach of synthetic Phonics with 3 steps of teaching procedures (PPPs); presentation, practice, and production. The contents were separated into 2 phases; the first one was that students are taught to link some English sounds to English letters, vowels, and diphthongs and the second one was that students were taught to blend sounds

together to make short words with focus on meanings of words.

Materials and Methods

Objectives of the research

1. To investigate the effectiveness of the synthetic phonics approach on policemen' English word pronunciation after the experiment.

2. To examine policemen' attitudes towards the instruction based upon the synthetic phonics approach.

Hypothesis of the research

1. Policemen's English word pronunciation will be improved after being taught through the synthetic phonics approach.

2. Policemen's attitudes towards the instruction based upon the synthetic phonics approach will be positive.

Scope of the research

1. Target group

The target group was 10 male traffic police officers, aged from 35 – 45 years, on duty at the police station, Muang district, Phayao. They were selected by using the purposive sampling. All of the 10 participants did not graduate the Bachelor's degree.

2. Variables

Independent variable: The Synthetic Phonics Approach

Dependent variable: English pronunciation and learning attitudes

3. Contents of the study

The teaching content of the study consisted of 2 main parts; the first one was that students were taught to link some English sounds to English letters (A-Z), vowels (A, E, I, O, U), and diphthongs (EI, AI, AU, etc), taking 10 hours and the second one was that students were taught to blend sounds together to make short words,

taking 14 hours. According to the needs survey, it showed that the participants wished to learn how to pronounce words that could be used in daily life situations. Consequently, some words that were given to learner to blend were short ones comprising one or two letters and some that were relevant to the police field such as gun, fine, rule, fee, bus, route, catch, and so on.

Research instruments

1. Lesson plans

In the initial process, the researchers studied and gathered the related theories on synthetic phonics approach and then created the lesson plans, totally 24 hours. After the researchers constructed all of the lesson plans, they were submitted to the experts who are English lecturers teaching at the School of Liberal Arts, University of Phayao so as to check the correctness, the properness of the topics, activities, and teaching procedures. After that, the lesson plans were rewritten and adapted. With this, the lesson plans focused upon how to correctly pronounce sounds representing letters, words related to police affairs through the Phonic approach. The contents of the lesson plans were grouped into 2 phases; the first one begins with the instruction of the letters (graphemes) with their associated sounds (phonemes). Besides, some vowels and diphthongs were also presented taking 10 hours. And the second one is that students were taught to blend sounds into syllables and then into words, taking 14 hours. The contents of both phases were taught using the teaching procedures that are presentation, practice, and production.

2. Attitude questionnaire

The relevant theories were studied and the researchers constructed the attitude questionnaire and submitted to the experts to check and evaluate the content validity. After that, the researchers revised it again and then gave it to the sample group in order that they could express their views after the experimental teaching. The Index of Item Objective Congruence was used and the score was from 0.61 to 1. The questionnaire employed in this research consisted of 2 parts; the first one is 10 close ended questions with 5 rating scales asking about effectiveness of the synthetic phonics on English pronunciation, spelling, its learning materials, and blending words. The subject was expected to indicate how much they agreed with each item on a rating scale from 1 to 5 which are (5) very high, (4) high, (3) medium, (2) low, and (1) very low. A mean score taken from the students' attitudes was interpreted by the following range: 1.00-1.49 = very low, 1.50-2.49 = low, 2.50-3.49 = moderate, 3.50-4.49 = high, 4.50-5.00 = very high. And the second one is open ended questions with 2 items asking about what the participants favored or disfavored as well as relevant problems and suggestions.

3. Pre and post tests

The pre and posttests consisted of 30 multiple choice questions in the form of choosing the correct reading of the given words from the tape, covering all of words that are useful for the police men in real situations. Evidence on validity of the test was reached by submitting it to the 3 lecturers teaching in the University of Phayao who specialized in teaching, assessment and evaluation. They were asked to give comment on correctness or appropriateness of the multiple choices, clarity of the choices. All amendments from the experts were simplifying the stems of the questions, and relatedness of choices. This

procedure was considered sufficient evidence on the test validity.

Data collection

1. Process of gathering data

1.1 Gathering all data was conducted at the School of Liberal Arts, University of Phayao. Prior to the instruction based on the synthetic Phonics approach, there was an orientation day for the sample group for the sake that they would have better understanding of activities and methods of the instruction using the Phonics approach.

1.2. Then the pretest of English pronunciation was administered to the participants which lasted an hour.

1.3. The instruction based on the Phonics approach was performed by the researchers that implemented the lesson plans with 2 phases. The instruction occurred at the University of Phayao, from June to October, 2014.

1.4. After the instruction, the post test was given to the participants again to compare difference between scores of pretest which lasted an hour.

1.5. Upon the end of the teaching, the questionnaire on learning attitudes was provided to the participants so that they could express their attitudes towards the instruction based on the Phonics approach which lasted an hour.

2. Process of data analysis

The gained data derived from the pre-test were statistically analyzed using Mean and Standard Deviation (S.D) to compare the improvement before and after the instruction. Besides, the data from the attitude questionnaire were statistically analyzed using Mean, and Standard Deviation (S.D) to find out the

effectiveness synthetic phonics approach. Also, attitudes on favors, disavors, problems, and suggestions for synthetic phonics approach were descriptively summarized.

Literature Review

Synthetic phonics approach

The term “synthetic” refers to the process of synthesising, or blending individual sounds together. In synthetic phonics programs, children practise blending as soon as they know letter-sounds that blend together to make a word. [12] The phonics approach teaches children to decode words by sounds, rather than recognizing whole words. The emphasis in early years teaching is on synthetic phonics, in which words are broken up into the smallest units of sound (phonemes). In conclusion, the synthetics phonics approach is defined as the strategy for reading in which helps learners to decode phonemes and link letters and sounds together to blend words.

Teaching Procedures of Phonics

National Institute for Literacy in USA suggests phonics-teaching method, which is “The Research Building Block on How to Teach Children to Read”. There are 4 steps of Bottom-up as follows [11]

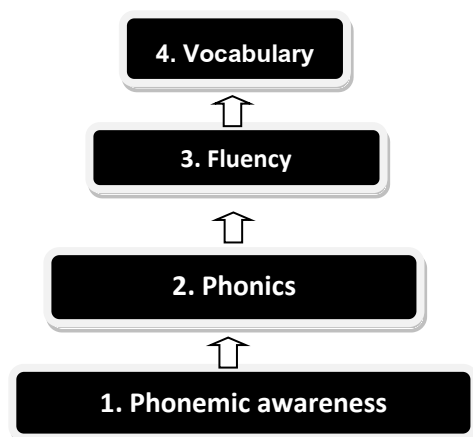


Figure 1: The Research Building Block on How to Teach Children to Read

1. The first step involves with phonemic awareness which means the ability of hearing, perception, distinction of English phonemes which are components of words and syllables.

2. The second step is associated with phonics which refers to the ability of linking letters and sounds (letter-sound correspondence) which helps learners to decode the graphemes.

3. The third step pertains to fluency instruction which means the ability of reading fluently and accurately.

4. The fourth step is called vocabulary which means the ability of gaining meanings of new words after reading.

Synthetic phonics instruction

In terms of adult, it has long been an assumption in adult education in general and adult ESL education in particular that learners learn better when the material they study is relevant to their real-life needs and goals [2]. Jones [9], Koda [10], and Strucker [21] maintain that teaching adult ESL literacy students the letter-sound correspondences in the English writing system through phonics instruction should improve their reading. Holt [6] stated the techniques which were listed by some researchers and him. These techniques involve beginning level learners as active participants in selecting topics, language, and materials and can be used for working with adult who is low-level adult ESL learner. One of these techniques said that teacher should combine life-skill reading competencies with phonics, word recognition, word order, spacing words in a sentence, reading words in context, and reading comprehension.

English speech sounds

Speech sounds are classified as consonants and vowels. Consonants are sounds that are produced as a result of the modification of the outgoing air stream by the organs of articulations, with or without vocal cord vibration. On the contrary, vowels are produced without interruption and without any restriction of friction in the air stream.

Learning attitude

In educational field, we always study about learning attitude or student's attitude, which is an integral part of learning. There are definitions of attitudes, for example, Hergenhahan [5] defined attitude that inclination stemmed from learning in response to objects or situations in either positive or negative. In line with the definition by Lefton [13], it is defined as patterns of feelings, believes, and inclination of behaviors to objects, ideas, or persons. There are three types of components contributing to attitudes [23] which are cognitive components; pertains to knowledge or comprehension of persons towards stimuli, affective components; relates to persons' feelings or emotions that have relationship with stimulants which are caused from persons' evaluation in ways of satisfaction, dissatisfaction, favors, disfavours, and positive or negative ways, and behavioral components; the inclination of persons to act, behave, or response to stimulants in a positive or negative way. Nevertheless, it is resulted from knowledge, comprehension, and feeling.

Results

The effect of Synthetic Phonics approach on English pronunciation

Table 1 Illustration on overall mean scores of pretest and posttest

	N.	Mean	SD.	Sig.
Pretest	10	12.8000	3.01109	0.05
Posttest	10	16.8000	1.31656	

According to the aforementioned above, it illustrated the significant difference was at the 0.05 level. By the end of implementation of the synthetic phonics approach, students' posttest score mean ($M = 16.80$, $SD = 1.31$) on English pronunciation skill was higher than that of the pretest ($M = 12.80$, $SD = 3.011$).

Students' satisfaction towards the synthetic phonics approach from close ended questionnaire

It was found that students' opinions towards the instruction based on synthetic phonics approach were at the high level ($M = 3.87$, $S.D = 0.582$). With regard to each item, the most highest mean score with which students strongly agreed was the item 4 ($M = 4.2$, $S.D = .63246$), stating that *"Phonics activities help me blend sounds into words and read correctly"*, which was at the high level. Contrarily, the items 6, stating that *"Phonics instruction helps me read more quickly"* ($M = 3.6$, $S.D = .51640$) was the lowest mean score which was at the high level.

Students' opinions toward the synthetic phonics approach from open-ended questionnaire.

According to the open-ended questionnaire (item 1), it indicated that students favored to learn ways to pronounce words through the Phonics approach. The first reason was that

approximately 100% of respondents (10 persons) liked the Phonics instruction since it helped them to correctly pronounce syllables or sounds that they have never learned before. They also liked activities with pictures and animated materials enabling them to practice uttering correct sounds and blend sounds into words and they responded they liked a class with small number of learners, since there were more opportunity to ask what they did not understand and could practice pronouncing with teacher one by one. On the other hand, 50% of them (5 persons) disfavored blending of words with more than one syllable such as *traffic*, *complain*, and *forget*.

With regard to the item 2, all of respondents relayed that their main problems of pronunciation was they haven't learned for more than 10 years, so it took much time to practice and answered that sounds they didn't like was [th], because they always forgot to place the tip of your tongue between the top and bottom teeth when reading the whole word. In addition, one respondent replied that he couldn't separate difference of sounds between R and L.

For any suggestions, there were 4 suggestions, firstly, most of respondents recommended that there should be much time to practice, especially words with many sounds, and vowels. Secondly, there should be more words in terms of police officers' fields. Thirdly, there should be more conversational situations between the police and people used in real life to practice speaking. And the last one was that there should be more activities and exercise emphasizing meanings of words.

Discussion and conclusion

Discussion of the research findings on the effectiveness of the synthetic phonics approach on pronunciation

The following discussion was based on the findings of this study. According to the finding, it was found that the students' English pronunciation skill was better and ameliorated after being taught through the synthetic phonics approach. As we can see, the Phonics technique has greatly positive effects on reading ability, namely, it could help learners, especially adults whose English background knowledge in term of reading or pronunciation is somewhat low read words correctly according to the phonetics rules and decode words. That is because the learners learnt the process of synthetic phonics approach which involves with a method of teaching reading which first teaches the letter sounds and then builds up to blending these sounds together to accomplish full pronunciation of whole words. That is, they learnt how to utter correct sounds of each letter and tried to know each vowel as well as some diphthongs and eventually learned how to blend sounds into words. Conclusively, adult learners learned the correct process of synthetic phonics approach step by step which could make them understand sound-letter correspondences and enable them to become more phonemically aware of sounds. The study carried out by de Graaff et al [12] disclosed that initial practice of a small set of words with a few letters makes it easier for beginning readers to understand the alphabetic principle, rather than exposure to a large number of words. In addition, Ocana [17] supported that by using a systematic approach to decode words, students could be phonemically aware of sounds in lieu de just learning the alphabet. Learning the sounds of words, they are

able to blend sounds together to accurately pronounce a word. Consistent with Ehri's [4] statement that systematic phonics teaching aids students in reading words accurately by attending to the letters and the sounds that each of the phonemes represent. In addition, recently, the US National Reading Panel (NRP) concluded that phonic teaching strategy was proved more effective than whole word approaches [8] which is in accordance with the suggestion of Rose Report that early reading instruction should include synthetic phonics (cited from Wyse & Styles, 2007, p 36) Additionally, the study conducted by Connelly et al. [3] revealed that the reading comprehension of beginning readers was better than children who did not receive phonics. And the phonics group was superior to the non-phonics group in both non word reading and phonemic awareness, and in reading words with regular letter-sound correspondences.

Besides, their capability of reading words is better which might be due to a provision of diverse learning materials such as auditory and visual activities; pictures, sound clips, videos, flash cards, and demonstrations. These interesting activities are regarded important tools to help learners have a better understanding of decoding words according to the phonetics rules. Especially, charts of speech organs really helped learners to pronounce sounds correctly. Certainly, they also could practice what have been taught with these varies materials which could draw their intentions and increase attention while learning. Foorman et al. [17] suggested that some synthetic phonics programs use a variety of activities consisting of auditory, visual, and kinesthetic modalities, as well as decoding rules to help students convert letters into sounds. The findings of the Mathew & Alidmat [15] revealed that the

eclectic approach by integrating audio-visual resources with the prescribed course content yield a positive effect on the teaching-learning process in EFL classroom. The respondents relayed that these resources are useful to understand difficult concepts given in the course books and they felt that use of these aids can increase retention. Besides, Siripan [19] contended that the instruction using the phonics approach with multisensory approach is the activity making learners fun, draw their more attention to pronunciation.

Discussion on the attitudes toward Phonics instruction from the close – ended questions.

After the instruction based upon the Phonics approach was implemented, it shed the light that students' opinions towards the instruction based on Phonics approach were at the high level ($M = 3.87$, $S.D = 0.582$). With regard to each item, the most highest mean score with which students strongly agreed was the item 4 ($M = 4.2$, $S.D = .63246$), stating that “ *Phonics activities help me blend sounds into words and read correctly*”, which was at the high level. This finding could be inferred that the activities of synthetic phonics such as learning how to utter sounds of letters, vowels, and diphthongs and learning how to blend sounds into words through visual – audio aids could help them pronounce correctly according to the phonetics rules; for instance, they were given to watch the video clips showing the speech organs, learners tried to repeat sounds. That might be due to the fact that these activities or teaching steps of Phonics approach enabled them to have phonemic awareness which is the basis of pronunciation. And these eclectic materials like visual channels could increase their interests and intention contributing to retention. That is

supported by the research finding of Sucharda [19] that after the instruction through the phonic poster material, the ability of reading vocabulary of grade 3 students was improved more than before being given the instruction. That means that visual material like poster could enable learners to decode, separate sounds and blend words. Besides, each activity had ample time for them to practice, that is, the first phase of Phonics instruction took 10 hours for practicing each sound accurately. Thanks to much time, each participant was trained how to pronounce one by one.

Contrarily, the item with which participants disagreed was *"Phonics instruction helps me read more quickly"* ($M = 3.6$, $S.D = .51640$) That means the participants are not able to read words quickly and fluently. That is due to the fact that learners could not blend sounds into syllables and sounds quickly because there are some sounds that are not appeared in Thai language such as *"th, v, and r"* And these sounds must take much time to master, so when they read words with these phonemes, they always produced speeches slowly.

Discussion of the attitudes toward synthetic phonics instruction from the open – ended questions.

According to the open- ended questionnaire (item 1), it showed that students favored to learn ways to pronounce words through the Phonics approach. That may be because they learned how to pronounce sounds through appealing teaching aids taken from different sources such as visual aids, audio materials, even technology mode. These could make them enjoy learning. Also, much time was given to each phase to practice and to give them chances to ask in a friendly way. Importantly, the teacher

understood learners' problems and could demonstrate pronunciation to every learner individually in the light of small class. With these varied teaching materials, it could lead to the learning environment that is relaxing and non-threatening and have an incremental influence on learners' attitudes. Supported by the study of Hussain [7], it revealed that significant positive correlation was found between classroom learning environment and attitude towards the learning of English. That means the learning environment that is relaxing or friendly could help learners have positive attitudes toward leaning English.

On the other hand, in terms of participants' problems on learning through the synthetic phonics are that there was a trouble pronouncing [th] sound when reading the whole word and sentences. That is because this sound is not appeared in Thai language and it is hard to place the top of the tongue between the upper and lower teeth. A few respondents relayed that they always forgot to place the tip of your tongue between the top and bottom teeth when reading the whole word or sentences. Another factor is that some learners are shy to make this sound as a result of replacing the tip of tongue between the upper teeth and lower teeth. Therefore, when they pronounce words with these troublesome sounds, they feel afraid of making mistakes. That is consistent with the research findings of Samran [18] that the English sounds that Thai learners have the most trouble producing was fricatives such as /θ/ /ð/ accounting for 100%, lateral such as [l] accounting for 93.33%, Tap or Flap such as [r] accounting for 86.67, respectively and she contended that the English sounds Thai learners have trouble pronouncing voiced velar fricatives as a result of these sounds do not appear in Thai language.

Conclusion

This study investigated the effectiveness of synthetic phonics approach on English pronunciation and learning attitudes of adult learners like police officers in Phayao. This study has shown that the synthesis phonics approach has a great impact on participants' pronunciation of words, learning attitudes, and learning atmosphere.

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