

Enhancing the English vocabulary skill of kindergarten learners using phonics instruction with learning through play

Supalai Ardnongla¹ Ong-Art Namwong² Roderick Julian ROBILLOS³

Received
23/08/2022

Reviewed
19/05/2023

Revised
26/05/2023

Accepted
30/05/2023

Abstract

The aims of this study were 1) to develop English vocabulary skill of the kindergarten level three learners through phonics instruction with learning through play, and 2) to study learners' attitudes towards the phonics instruction with learning through play. The present study utilized 14 kindergarten learners of Ban Srisuk School, the primary educational service area office Khon Kaen 5, Khon Kaen province, Thailand, and was selected through random-purposive sampling. Furthermore, this study employed a pre-experimental, quantitative type of research involving a one-group of pre- and post-test design. The following research instruments used to collect data were pre- and post-English vocabulary tests and the questionnaire on learners' attitudes towards learning English using phonics instruction with learning through play. The descriptive data analysis used were percentage, means, and standard deviation, which were used to compare English vocabulary pre-test and post-test after two weeks using t-test, whilst the inferential analysis used was the paired t-test to determine whether there is a significance difference between the learners' pre- and post-test results in English vocabulary skill after using the intervention.

Results from the study revealed that there was a significance difference between the pre-test ($x=10.86$ and $S.D.=2.70$) and post-test ($x=15.57$ and $S.D.=3.77$) at .01 level of significance after the instruction of phonics with learning through play was provided on them. In addition, the percentage of the kindergarten learners' attitudes towards learning English using phonics instruction with learning through play was 93.7%. These results

¹ Khon Kaen University, E-mail: sa_supalai@kkumail.com

² Khon Kaen University, E-mail: ongartna@kku.ac.th

³ Khon Kaen University, E-mail: rodero@kku.ac.th

confirm that using phonics instruction with learning through play enhanced young learners' English vocabulary skill.

In conclusion, the studied findings have provided significance supported for the intervention and used of those approach. To be included these as a useful pedagogical approach, not only to enhance the young learners' vocabulary skill, but also to promoted positive attitudes towards leaning English.

Keywords: English vocabulary skill, phonics instruction, learning through play

การเพิ่มพูนทักษะด้านคำศัพท์ภาษาอังกฤษของนักเรียนอนุบาล โดยใช้วิธีสอนแบบ โฟนิกส์ร่วมกับการเรียนรู้ผ่านการเล่น

ศุภาลัย อาจนนลา⁴ งามวงศ์⁵ & Roderick Julian ROBILLOS⁶

บทคัดย่อ

การวิจัยในครั้งนี้มีวัตถุประสงค์ 1) เพื่อพัฒนาทักษะด้านคำศัพท์ภาษาอังกฤษของนักเรียนชั้นอนุบาลปีที่ 3 โดยใช้วิธีสอนแบบโฟนิกส์ร่วมกับการเรียนรู้ผ่านการเล่น และ 2) เพื่อศึกษาทัศนคติของนักเรียนต่อวิธีสอนแบบโฟนิกส์ร่วมกับการเรียนรู้ผ่านการเล่น โดยมีกลุ่มตัวอย่างคือ นักเรียนชั้นอนุบาลปีที่ 3 โรงเรียนบ้านศรีสุข สำนักงานเขตพื้นที่การศึกษาประถมศึกษาขอนแก่น เขต 5 จังหวัดขอนแก่น ประเทศไทย จำนวน 14 คน ซึ่งได้มาโดยวิธีการสุ่มอย่างง่าย (Random-purposive sampling) รูปแบบการวิจัยเป็นการวิจัยแบบก่อนการทดลอง ประเภทการวิจัยเชิงปริมาณ แบบศึกษากลุ่มเดียววัดสองครั้ง เครื่องมือวิจัยที่ใช้ในการเก็บรวบรวมข้อมูลเชิงปริมาณ ได้แก่ แบบทดสอบก่อนเรียนและหลังเรียน คือ การทดสอบทักษะด้านคำศัพท์ภาษาอังกฤษ และแบบสอบถามทัศนคติของนักเรียนที่มีต่อการจัดการเรียนรู้ภาษาอังกฤษโดยใช้วิธีสอนแบบโฟนิกส์ร่วมกับการเรียนรู้ผ่านการเล่น

สถิติที่ใช้ในการเก็บรวบรวมข้อมูลเพื่อนำมาวิเคราะห์ข้อมูลคือ สถิติพรรณนาและสถิติอ้างอิง สถิติพรรณนาใช้เพื่อทดสอบความแตกต่างค่าเฉลี่ยของกลุ่มตัวอย่าง 2 กลุ่มไม่อิสระ โดยการหาค่าร้อยละ ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน ซึ่งใช้เปรียบเทียบ ผลคะแนนก่อนเรียนและหลังเรียน ในขณะที่วิเคราะห์ข้อมูลเชิงอนุมานด้วยการทดสอบที เพื่อหาความแตกต่างที่มีนัยสำคัญทางสถิติ

ผลวิจัยพบว่า 1) ค่าคะแนนเฉลี่ยจากแบบทดสอบทักษะด้านคำศัพท์ภาษาอังกฤษหลังการทดลองของนักเรียนอนุบาลสูงกว่าค่าคะแนนเฉลี่ยก่อนทดลองอย่างมีนัยสำคัญทางสถิติที่ระดับ .01 2) ผลของทัศนคติของนักเรียนที่มีต่อการจัดการเรียนรู้ภาษาอังกฤษโดยใช้วิธีสอนแบบโฟนิกส์ร่วมกับการเรียนรู้ผ่านการเล่น คิดเป็นค่าเฉลี่ยอยู่ที่ร้อยละ 93.7% ซึ่งแสดงให้เห็นว่าการสอนแบบโฟนิกส์ร่วมกับการเรียนรู้ผ่านการเล่นต่อทักษะด้านคำศัพท์ภาษาอังกฤษมีผลต่อนักเรียนอนุบาล

โดยสรุป จากผลการศึกษาพบว่าการใช้วิธีสอนแบบโฟนิกส์ร่วมกับการเรียนรู้ผ่านการเล่นเป็นวิธีการสอนที่มีประโยชน์ ไม่เพียงแต่เพิ่มพูนทักษะด้านคำศัพท์ภาษาอังกฤษของเด็กเท่านั้น แต่ยังส่งเสริมทัศนคติเชิงบวกต่อการเรียนภาษาอังกฤษอีกด้วย

⁴ มหาวิทยาลัยขอนแก่น, E-mail : sa_supalai@kkumail.com

⁵ มหาวิทยาลัยขอนแก่น, E-mail : ongartna@kku.ac.th

⁶ มหาวิทยาลัยขอนแก่น, E-mail : rodero@kku.ac.th

คำสำคัญ : ทักษะด้านคำศัพท์ภาษาอังกฤษ, วิธีสอนแบบโฟนิกส์, การเรียนรู้ผ่านการเล่น

Introduction

The English language plays an essential role as a global language that connects people and builds mutual understanding with each other or is used for communication among people who do not share a first language (Wichayut, 2019). The foundation of the Association of Southeast Asian Nations (ASEAN), as per ASEAN Charter structure article 34, expressed that the functional language of ASEAN should be English (Deerajviset, 2014). As part of the ASEAN, Thailand needs to respond to this significant reform by developing its learners' s English language proficiency, where English is the common language of communication (Deerajviset, 2014). As a result, schools, companies, educational institutes, and organizations have encouraged their learners or workforce to learn English (Paisart, 2017). However, English is not properly seriously taught to Thai learners, and the instruction tends to be teacher-centred (Cheep-Aranai & Chukaeo, 2018). Then, from kindergarten through grade three, words in their reading skills have not been fully developed (Pang et al., 2003). This limitation of learning the English language has impact on learners' vocabulary skill.

Vocabulary is the central area for language skills include listening, speaking, reading, and writing (Richards & Schmidt, 2002). Accordingly, English vocabulary must be focused on as it benefits a child's development as a fundamental resource for reading, speaking, and writing skill development in higher education levels (Toonsiri & Adipattaranan, 2020). It is evident that English vocabulary skill is one of the most important steps leading to a good command of English (Richards & Schmidt, 2002).

The Basic Core Curriculum in Thai for foreign language especially English (A.D. 2008) identifies that the learners aged between six to eight years old achieve the standards of learning English, combining the knowledge of letters and sounds, pronouncing, reading simple words, and identifying the meaning correctly (Aiyarakarnjanakul, 2018).

According to the current responsibility as an English teacher of learners age between five and six years old, the learners have a problem pronouncing words even in alphabet letters, which results in a lack of ability to recognize the alphabetic knowledge or tell the meaning of words they encounter during reading. As the beginning of one's

language study or schooling was a critical period for the entire English word proficiency, it was sensible to put effort into teaching and learning essential English words. At this early stage, young learners should be taught to pronounce and give the meaning of words correctly. In other words, to become a good reader, learners should be mastery in vocabulary skill. Phonics instruction is a teaching method widely used among English teachers to teach English pronunciation and reading skills (Anantao, 2018). It is also mainly used for teaching sounds-spelling systems and focusing on vocabulary for young learners (Blevins, 2006). The systematic phonics method is not only one method of teaching reading. The teacher should integrate phonics method with other principles to create perfect reading (National Reading panel of America, 2000). Learning through play is a concept that was improved based on several principles whose emphasis is placed on capitalizing on the real-world experiences of young language learners (Cheep-Aranai & Wasanasomsithi, 2016). Smith and Pellegrini (2008) claimed that play is fun, relaxing, and entertaining. Learners developed their languages, such as enjoyed producing their oral language along with play activities, a better understanding of the vocabulary and their interest materials and developed reading skills from practising various activities. Not only enhanced pronunciation and vocabulary skills, but students' motivation increased when they worked individually or with peers for their own learning and understanding through play activities (Griva, Semoglou, & Geladari, 2010). Further studies should be integrated play activities into the language classroom and also be carried out to investigate the impacts of learning on the language development of young learners, such as the retention of the vocabulary learned during play (Cheep-Aranai & Wasanasomsithi, 2016).

A number of studies have demonstrated the effectiveness of phonics instruction to improve learners' vocabulary skill. For example: learning pronunciation and words in English by young learners (Karimkhanlooei & Seifiniya, 2015; Aiyarakarnjanakul, 2018; Thongprom, 2018 Wichayut, 2019); better identification of letter sounds and increased vocabulary knowledge (Suriyamonthon, 2017; Noltemeyer, Joseph & Kunes, 2019; Toonsiri & Adipattaranan, 2020); establishing learners' positive attitude towards learning vocabularies (Smith and Pellegrini, 2008; Cheep-Aranai & Wasanasomsithi, 2016; Cheep-Aranai & Chukaeo, 2018; Akbar, Fatima & Aslam, 2020). Albeit these previous studies

reported promising results with regard to using phonics instruction, no prior studies have been reported to apply phonics instruction with learning through play in enhancing young learners' vocabulary skills in the Thai educational context. Thus, the current study was set out to improve the learners' English vocabulary skill in the kindergarten level three using phonics instruction with learning through play as well as to study their attitudes towards English. Specifically, the following research questions were sought to be addressed:

1. To what extent does phonics instruction with learning through play help the learners learn vocabulary effectively?
2. What are the learners' attitudes towards the phonics instruction with learning through play?

2. Research design and population

2.1 Population

The population of the present study consisted of 45 learners who were studying at Ban Srisuk School in Srisuk sub-district in Khon Kaen province. The technique of sampling used was random-purposive sampling where one section was selected through the lottery method and purposively taught using the intervention. They were divided into groups of K.3/1, K3/2, K3/3. The sample of this study was a class of K.3/1 with ten girls and four boys who were registered in the school for the academic year 2021. The learners were expected to use language for communication meaningfully within appropriate age standards by the end of the school year as the early childhood curriculum, A.D. 2017, mandates that kindergarten level three learners are expected to be able to read and write pictures symbols (Ministry of Education, 2017).

2.2 Data collection

2.2.1 Pre-test on English vocabulary

The researcher created English vocabulary pre-test based on the lesson plans and adapted from The Primary National Strategy (2007). The pre-test has two parts which are phoneme identification and vocabulary recognition, and can be described below:

The researcher read the instruction and explained the information on how to conduct the tests to each learner to complete the test individually. The test was conducted in the morning before the class started and after lunchtime. As each target learner took the test, other learners waited in the classroom. This test was carried out one week before using the treatment. The pre-test was administered on a one-on-one basis, and it took approximately 30 minutes which the sample had one break in between for five minutes each as the sample are young learners.

In the phoneme identification test, the sample received a sheet displaying eight letters, and the researcher also displayed each letter with a flashcard. The sample needed to decode the letter sounds within 10 minutes. For the vocabulary recognition test, which contains six-teen words and eight pictures. The researcher pronounced the words of each item which was provided with pictures about three times, and then the sample needed to circle and draw the pictures of the vocabulary from the sounds heard within 20 minutes.

2.2.2 Post-test on English vocabulary

The researcher created English vocabulary post-test based on the lesson plans and adapted from The Primary National Strategy (2007). The pre-test has two parts which are phoneme identification and vocabulary recognition. The sample took a post-test that was the same as the pre-test. When taking the post-test, the sample followed the same procedure as the pre-test.

2.2.3 Learners' attitudes towards learning English Questionnaire

The researcher created the questionnaire from the various principles about learners' attitudes and suggestions for gathering satisfaction (Phillips, 1993; Moon, 2000). The question to study the learners' attitudes towards learning English using phonics instruction with learning through play was "Do you like English?". As the sample were very young, the researcher viewed that they could not read the instructions and questions. Thus, the researcher applied the poster to collect the data and let them use the emoticon stickers to assess their attitudes towards learning English. The researcher also used the symbols of feelings as a scale, with column 1 indicating like, and column 2 indicating dislike. The researcher operates the learners' attitudes immediately after the sample completed each lesson plan.

2.3 Procedures

The process of the present study was divided into three periods as the pre-treatment, treatment, and post-treatment.

In the pre-treatment phase, before conducting the study, the researcher analyzed the contexts of the learners, the teacher, the school and studied the early childhood curriculum, A.D. 2017 to decide of the topic of the study. Then, treatment, the researcher collected data by using the pre-test of English vocabulary to check the sample' prior knowledge of the particular topic and asked the sample to assess their attitudes towards learning English through the treatment. After learning process consisted of seven lesson plans, the researcher used the post-test of the English vocabulary to examine the sample' the English vocabulary skill. Post-treatment, the researcher analyzed the learners' pre-test and post-test scores by using Test Analysis Program: TAP application and also analyzed the data from the questionnaire with Microsoft excel.

3. Results and discussion

3.1 The overall result of English vocabulary skill

To answer the first research question “To what extent does phonics instruction with learning through play help the learners learn vocabulary effectively?”, The results confirm that using phonics instruction with learning through play enhanced young learners’ English vocabulary skill as shown in Table 1.

Table 1 The results of the data analysis of pre-test and post-test English vocabulary

Test	N Total score		Mean S.D.	
Pre-test	14	24	10.86	2.70
Post-test	14	24	15.57	3.77

According to the data shown in Table 1, the mean score of the pre-test was 10.86, while the mean score of the post-test was 15.57. It showed that the mean score of the post-test was higher than that of the pre-test. Moreover, the standard deviation (S.D.) of pre-test and post-test were analyzed at 2.70 and 3.77, respectively. In detail, the lowest pre-

test score was 7, while the highest pre-test score was 17. For the post-test scores, the lowest post-test score was ten, and the highest post-test score was 22. The data in Table 1 also revealed that learners increased their post-test as compared to the pre-test scores of the test after the intervention was implemented on them.

Figure 1 Learners' pre-test and post-test results

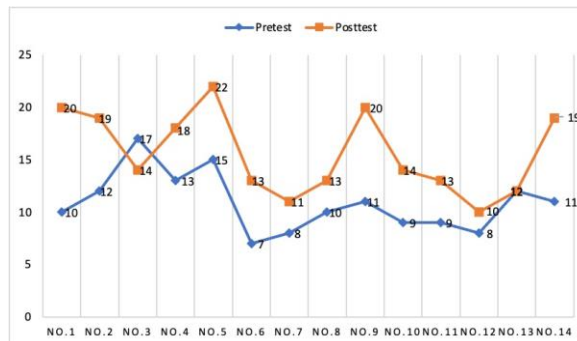


Figure 1 presents the learners' pre-test, and post-test scores on English vocabulary before and after the phonics instruction with learning through play was implemented on them. At the Figure 1 the blue line presented learners' pre-test results, and the orange one indicated post-test results. As observed from the figure, one learner had received a pre-test score higher than the post-test scores, which was a learner no.3, while the other 13 learners received 7 - 15 points in the pre-test. Concerning the post-test scores, there were 12 learners who had received post-test scores higher than the pre-test. In the post-test, three learners achieved a high score on the post-test: a learner no. 14, who got 19 points; a learner no. 9, who got 20 points; and a learner no.5, who got 22 points. Precisely, one learner got a 12 score in the pre-test and post-test.

Table 2 Overall test of difference between pre-test and post-test scores of learners' English vocabulary skill using phonics instruction with learning through play

Test	M	SD	t-value	Sig.
Pre-test	10.86	2.70	4.95**	.000
Post-test	15.57	3.77		

****p < .01**

Table 2 illustrates the overall test of the difference between pre-test and post-test scores of learners' English vocabulary skill after the implementation of phonics instruction with learning through play was applied on them. As observed from the table, the t-values of 4.95 was statistically higher than the p-value of .000 at a significant level of 0.01. This indicates that there was a significant difference on the English vocabulary test as indicated in their pre-test ($\bar{x} = 10.86$) and post-test ($\bar{x} = 15.57$) scores. This declares learners' improvement on English vocabulary skill in pronouncing the letter sounds, identifying the vocabulary they heard, and writing pictures symbols from the given vocabulary.

3.2 The overall result of the learners' attitudes

To answer the second research question “What are the learners' attitudes towards the phonics instruction with learning through play?”, the results indicate that the learners had a positive attitude towards leaning English using phonics instruction with learning through play as presented in Table 3

Table 3 The data analysis of learners' attitudes towards learning English using phonics instruction with learning through play

Lesson plans	Like		Dislike		Results	
	n	%	n	%	n	%
1	14	100	0	0	14	100
2	12	92.3	1	7.3	13	100
3	11	84.6	2	15.4	13	100
4	14	100	0	0	14	100
5	12	85.7	2	14.3	14	100
6	13	92.8	1	7.2	14	100
7	13	100	0	0	13	100
Overall	89	93.7	6	6.3	95	100

According to Table 3, the statistical analysis results showed that the learners gave strong agreement with “Like”. This strong of agreement indicates that they have positive attitudes toward their learning of the English vocabulary skill using phonics instruction with learning through play, yielding the overall results of 93.7%. This means that the learners were fun to learn vocabulary because they were enjoyable to learn more about vocabulary by participating in play activities to learn new knowledge when learning English vocabulary using phonics instruction with learning through play. With respect to Table 3, there were few learners gave agreement with “Dislike” to some lesson plans. Based from researcher’s observation, the learners found it boring. The learners also were sleepy in the afternoon class, that was why they did not follow the lesson.

Discussion

According to the pre-test and post-test data analysis, the t-value of 4.95 was statistically higher than the p-value of 0.00 at a significant level of 0.01. It highlights the fact that the post-test's average mean score is higher than the pre-test's average mean score. From this point, it can be said that phonics instruction can improve the learners' English vocabulary skill. This result is in agreement with the study carried out by Suriyamonthon (2017), who presented phonics instruction in the study of using phonics instruction to promote English pronunciation and vocabulary knowledge; phonics teaching is most helpful for students to develop their vocabulary knowledge. Teaching according to both the names and sounds of the letter; the phonics method is a powerful way of teaching pronunciation and vocabulary. For pronunciation, the results are congruent to the results discovered by Toonsiri and Adipattaranan (2020) phonics method is the systematic teaching of how to pronounce the sounds of spoken English with letters; consonant and vowel sounds and how to blend the sounds of letters together to produce approximate pronunciations of unknown words. Moreover, it can be seen that in teaching vocabulary, the phonics method played an essential role in presenting the learners with the letters and sounds; while studying vocabulary, the student tried to link the words with letters provided in the teaching material. They could remember the words because they could remember the initial letters of those words.

.....

This is in agreement with Lewis and Ellis (2006) who presented phonics instruction, which includes six main steps as warm up, revision, a new sound, word making, letter formation, and consolidation; it was found that using this instruction could help students to sound out unfamiliar words and they tended to remember the words easier. From this view, it can be said that phonics instruction can enhance the learners in English vocabulary learning. This idea is linked to Blevins (2006) who argues that by paying close attention to the letter-by-letter sequence of the unfamiliar word that they see across in their reading, phonics instruction could help them to sound out words better and also facilitates its storage and linked to their meanings and pronunciation. Additionally, Karimkhanlooee and Seifiniya (2015) supported the idea that phonics method, it is crucial that in this method, explicit links were formed between reading and writing skills and children's alphabet knowledge. Aiyarakarnjanakul (2018) added that the phonics instruction showed better progress in reading development of the students with initially low scores of letter-sound relationship knowledge.

Based on the results from the questionnaires, the kindergarten learners "positive participation using phonics instruction with learning through play was 93.7% at the high level. This was because, based on Sethi (2013) that the age of the kindergarten learners (five to six years old) was appropriate and suitable to acquire phonics knowledge, they engaged in more activities and participated in the designed activities. Based on the data analysis from questionnaires of lesson plans 1,4 and 7. All of the learners were happy to learn. They could recognize words associated with the meaning by matching the words to the correct pictures and also willing to do the worksheet given by the researcher. According to Vygotsky's (1978) scaffolding theory in terms of language development, the teachers performed with young learners to structure their knowledge and experience to stimulate them to attend the task towards the new thing, and as the young learners since more enjoyable, the teacher slowly reduces the number of scaffolding supports. This aligns with the study of Akbar, Fatima and Aslam (2020) which was conducted to gain an understanding of the phonics awareness through activity-based learning of the pre-primary stage for children between three to six years old at a low-paid private school located in a slum suburban area school for 20 sessions. The results of the study pointed out that during learning through activity-based learning, the students were more fun and

active than learning through traditional teaching methods. In addition, the learners revealed that their feelings about being a part of learning were increased. According to Cheep-Aranai and Chukaeo (2018) who examined the effects of play-based language learning on the English language skills of young learners. The results from the play activities on children's learning pointed out that the children tended to be voluntarily and relaxed and involved in learning activities more than before. When they encounter difficulties with the content, activities assist them in discovering the sound.

However, there are possible explanations as to why some learners did not like. From the results, some of play activities reduced the learners' satisfaction in learning language were non-challenging activities and activities that they already done. For example, making word with magnet boards. For the first time, the learners trended to array the word with magnetic board actively. As observed from the table 3, 100% of learners liked the lesson plans 1. Apart from lesson plan 3 and 5, the researcher brought the magnetic board in making the words again. The results of the learners' attitudes were decrease. As seen from the table 3, 15.4 and 14.3% of learners disliked the lessons. Some example comments were as; "It was easy. I've played it before." This was because, based on Cheep-Aranai and Wasanasomsithi (2016) presented that effective development may be hindered when unfavorable conditions are present, then may discourage them from playing and learning. As presented by Lynch, M. (2015) provided that teachers facilitating a PBL environment need to be reflective practitioners who adjust their practice to meet the needs of their learners.

In addition to the phonics instruction with learning through play steps, which significantly impact the learners' English vocabulary skill improvement, phonics instruction shows more growth in all areas of vocabulary learning, including pronunciation, vocabulary knowledge, alphabetic knowledge, reading, and writing. Therefore, it is also evidence that teaching according to the sounds of letters and words, the phonics instruction with learning through play steps, does translate directly into successful improvements in the English vocabulary skill.

Conclusion

The results indicate a positive influence of the use of phonics instruction with learning through play in the young learners' English vocabulary skill. The positive influence of lessons in learning can be explained by the concept of language acquisition of young learners (Moon, 2000) where the role of teacher and learners, together with approach, is to provide the supportive environments for constructive learning. The present study is evident that the use of phonics instruction with learning through play enhanced young learners' English vocabulary skill. The effectiveness of these approach has been directly supported. In addition, all these benefits can lead the learners to have an agreement of positive attitudes toward learning of the English vocabulary skill using phonics instruction with learning through play.

Recommendations

Based from the results of the study, the following are hereby recommended: **1.**

Suggestion to use the results of this research

1) The teachers must review the sound of letters that the learners have learned in every lesson plan and make sure that all learners in the classroom could remember the sound. If there is no review about the sounds, some learners may not be able to pronounce them.

2) The teachers should consider factors that are involved in studying, such as sound, vocabulary, imagination, and background knowledge to produce the most appropriate play activity.

3) The teachers may add songs and rhymes when introducing letters sound to make the lesson more fun and engagement.

4) The teachers should leave the materials, such as letter cards and picture cards, in the classroom so the learners can practice by themselves or with peers.

2. Suggestions for the future researchers

1) The activities should be done in outdoor areas by making use of the facilities provided at the play area so that the learners actually feel they are playing not learning.

2) This study focused on only the pronunciation of the initial letter sounds and words. The further studied should be conducted teaching spelling many syllables with higher grade students.

3) This research could be more deeply if an unstructured interview is supplemented in further research.

References

- Aiyarakarnjanakul, W. (2018). *Effects of phonics instruction on reading ability of young Thai learners*. Thammasat University.
- Akbar, H., Fatima, H., & Aslam, N. (2020). Developing phonics through activity based learning at early years. *Journal of Early Childhood Care and Education*, 23-35.
- Anantao, A. (2018). *The development of English pronunciation skill of grade 5 students using brain-based learning with phonics method*. Khon Kaen University.
- Blevins, W. (2006). *Phonics from A to Z: A Practical Guide, Grades K-3*. Scholastic Professional Books.
- Cheep-Aranai, R. (2016). *The development of play-based language learning activities to enhance oral language skills of young EFL learners*. Chulalongkorn University.
- Cheep-Aranai, R., & Chukaeo, O. (2018). Young learners' attitudes towards classroom materials design in play-based language learning course. *International Journal of Learning and Teaching*, 195-202.
- Cheep-Aranai, R., & Wasanasomsithi, P. (2016). Learners's voices and positive affective outcomes regarding play-based language learning. *Journal of Language Teaching and Learning in Thailand*, 133-167.
- Cutter-Mackenzie, A., & Edwards, S. (2013). Toward a model for early childhood environmental education: Foregrounding, developing, and connecting knowledge through play-based learning. *The Journal of Environmental Education*, 195-213.
- Deerajviset, P. (2014). The ASEAN Community 2015 and English language teaching in Thailand. *Journal of Humanities and Social Sciences*, 39-75.

- Karimkhanlooei, G., & Seifiniya, H. (2015). Teaching alphabet, reading and writing for kids between 3-6 years old as a second language. *Social and Behavioral Sciences*, 769-777.
- Lewis, M., & Ellis, S. (2006). *Phonics: Practice, research and policy*. Sage.
- Ministry of Education. (2008). *The Basic Education Core Curriculum B.E. 2551*. Kurusapa Ladprao Publishing.
- Noltemeyer, A. L., Joseph, L. M., & Kunesh, C. E. (2019). Effects of supplemental small group phonics instruction on kindergartners' word recognition performance. *Reading Improvement*, 149-160.
- Paisart, W. (2017). *A case study of learning vocabulary through pictures*. Thammasat University.
- Phanich, W. (2012). *The method of leaning construction for learners in 21st century*. Tathata Publication.
- Sethi, D. (2013). *Effects of synthetic phonics instruction using play based language learning on English word recognition ability of kindergarten learners in bilingual school*. Chulalongkorn University.
- Sitthitikul, P. (2014). Theoretical review of phonics instruction for struggling/beginning readers of english. *Journal of language Teaching and Learning in Thailand*, 113-126.
- Smith, P. K., & Pellegrini, A. (2008). Learning through. *Encyclopedia on early childhood development*, 61.
- Suriyamonthon, N. (2018). Using phonics method to promote English pronunciation and vocabulary knowledge among grade 1 students. *Nakhon Phanom University Journal*, 117-124.
- Thoma, J. (2021). A model of professional development on phonics instruction: a case study of one midwestern district. *Journal of Education*, 3-9.
- Thongprom, S. (2018). *Effects of phonics video-based lessons on Pratomsuksa three students' spelling ability at Banphukaolad School*. Khon Kaen University.
- Toonsiri, R. (2020). Using phonics method to promote English pronunciation ability and vocabulary knowledge among mathayom suksa 1 students. *Journal of Education Naresuan University*, 185-198.

Wichayut, J. (2019). *The effects of phonics instruction: letters and sounds on decoding and blending skills of Thai grade 3 students*. Thammasat University.

วารสารสถาบันวิจัยและพัฒนา มหาวิทยาลัยราชภัฏมหาสารคาม

วารสารสถาบันวิจัยและพัฒนา มหาวิทยาลัยราชภัฏมหาสารคาม, 10 (2) : พฤษภาคม-สิงหาคม 2566

Journal of Research and Development Institute, Rajabhat Maha Sarakham University, 10 (2) : May-August 2023
