Title Development of a Phonics Teaching Model to Develope English

Reading Ability for Mattayomsuksa 1 Students with English

Reading Disabilities

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Abstract

The objectives of this research were: 1) To develop and determine the efficiency of a phonics teaching model for Mattayomsuksa 1 students with English reading disabilities to meet the 85/85 efficiency criterion; 2) To evaluate the effectiveness of the phonics teaching model in developing English reading ability of Mattayomsuksa 1 students with English reading disabilities by (1) comparing their English reading ability before and after learning with the phonics teaching model, (2) comparing their English reading ability after learning with the 75% criterion of the total score, (3) studying the satisfaction of Mattayomsuksa 1 students with English reading disabilities towards learning with the phonics teaching model, and (4) studying the satisfaction of English teachers towards the phonics teaching model for Mattayomsuksa 1 students with English reading disabilities. The sample group consisted of 30 Mattayomsuksa 1 students with English reading disabilities from Satunwittaya School in the first and second semesters of the 2022 academic year, selected by purposive sampling. The research design employed was The One Group Pretest-Posttest Design, using the research and development methodology. The research instruments included experimental tools, namely 7 lesson plans, and data collection tools, including 1) an English reading ability test for Mattayomsuksa 1 students with English reading disabilities, and 2) a satisfaction assessment form for Mattayomsuksa 1 students with English reading disabilities and English teachers towards learning with the developed teaching model. Data analysis employed percentage, mean, standard deviation, dependent t-test and one sample t-test.

Research findings

- 1. The developed teaching model comprised 6 components: 1) Importance and background, 2) Principles, 3) Objectives, 4) Content, 5) Learning activities consisting of 7 teaching stages: Stage 1 Recognizing Phonemes, Stage 2 Understanding Graphemes and Phonemes Relationships, Stage 3 Blending Phonemes, Stage 4 Understanding Meaning of Word, Stage 5 Segmenting Phonemes in Word, Stage 6 Read and Spell Tricky Words and Sight Words, Stage 7 Read Sentences, and 6) Measurement and evaluation. The developed phonics teaching model achieved an efficiency of 90.37/91.80, which was higher than the set 85/85 criterion.
- 2. The results of implementing the phonics teaching model to develope English reading ability of Mattayomsuksa 1 students with English reading disabilities were as follows:
- 2.1 Students' English reading achievement after learning with the developed phonics teaching model was significantly higher than before learning at the .05 level.
- 2.2 Students' English reading achievement after learning with the developed phonics teaching model was higher than the 75% criterion.
- 2.3 Students' satisfaction towards learning with the developed phonics teaching model was at the highest level (X = 4.54, S.D. = 0.62).
- 3. English teachers' satisfaction towards the developed phonics teaching model was at the highest level (X = 4.66, S.D. = 0.37).