

การพัฒนาการออกเสียงภาษาอังกฤษของนักเรียนชั้นประถมศึกษา
ที่เรียนวิชาภาษาอังกฤษในฐานะภาษาต่างประเทศ โดยใช้สื่อออนไลน์และ
วิธีการสอนแบบโฟนิกส์

ENHANCING ENGLISH PRONUNCIATION OF EFL PRIMARY STUDENTS
THROUGH ONLINE SOCIAL MEDIA AND PHONICS INSTRUCTION



นัทนันท์ ทะไกรราช
NATTHANAN THAGRAIRAJ

วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต
สาขาวิชาภาษาศาสตร์ประยุกต์ – ภาษาอังกฤษเพื่อวัตถุประสงค์ทางวิชาชีพ
คณะศิลปศาสตร์

สถาบันเทคโนโลยีพระจอมเกล้าเจ้าคุณทหารลาดกระบัง

พ.ศ. 2565

KMITL-2022-LA-M-127-001

This material is reserved for educational use only, not allowed for commercial use.

Forbidden to modify the content, and cite the document when use.

ENHANCING ENGLISH PRONUNCIATION OF EFL PRIMARY STUDENTS
THROUGH ONLINE SOCIAL MEDIA AND PHONICS INSTRUCTION

NATTHANAN THAGRIRAJ



A THESIS SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS IN APPLIED LINGUISTICS
(ENGLISH FOR PROFESSIONAL PURPOSES)
FACULTY OF LIBERAL ARTS
KING MONGKUT'S INSTITUTE OF TECHNOLOGY LADKRABANG
2022
KMITL-2022-LA-M-127-001

This material is reserved for educational use only, not allowed for commercial use.

Forbidden to modify the content, and cite the document when use.



COPYRIGHT 2022

FACULTY OF LIBERAL ARTS

KING MONGKUT'S INSTITUTE OF TECHNOLOGY LADKRABANG

This material is reserved for educational use only, not allowed for commercial use.

Forbidden to modify the content, and cite the document when use.

หัวข้อวิทยานิพนธ์	การพัฒนาการออกเสียงภาษาอังกฤษของนักเรียนชั้น ประถมศึกษา ที่เรียนวิชาภาษาอังกฤษในฐานะภาษาต่างประเทศ โดยใช้สื่อออนไลน์และวิธีการสอนแบบโฟนิกส์
นักศึกษา	นางสาวนัทธนันท์ ทะไกรราช
รหัสประจำตัว	61616002
ปริญญา	ศิลปศาสตรมหาบัณฑิต
สาขาวิชา	ภาษาศาสตร์ประยุกต์ – ภาษาอังกฤษเพื่อวัตถุประสงค์ทางวิชาชีพ
พ.ศ.	2565
อาจารย์ที่ปรึกษาวิทยานิพนธ์	รศ.ดร.ภัทรพร ธรรมประดิษฐ์

บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์ 1) เพื่อสร้างและหาคุณภาพของสื่อออนไลน์ว่ามีความเหมาะสม
ต่อนักเรียนชั้นประถมศึกษา ที่เรียนวิชาภาษาอังกฤษในฐานะภาษาต่างประเทศ 2) เพื่อเปรียบเทียบ
ความสามารถในการออกเสียงภาษาอังกฤษของนักเรียนชั้นประถมศึกษา ที่เรียนวิชาภาษาอังกฤษใน
ฐานะภาษาต่างประเทศทั้งก่อนเรียนและหลังเรียน และ 3) เพื่อศึกษาระดับความพึงพอใจของ
นักเรียนในการใช้สื่อออนไลน์และวิธีการสอนแบบโฟนิกส์ กลุ่มตัวอย่างที่ใช้ในการวิจัยคือ นักเรียนชั้น
ประถมศึกษาปีที่ 1 ที่กำลังศึกษาอยู่โรงเรียนวัดมงคลโคธาวาส อ.บางบ่อ จ.สมุทรปราการ จำนวน 30
คน ซึ่งใช้การสุ่มแบบเจาะจง (Cluster Random Sampling) เครื่องมือที่ใช้ในการวิจัยคือ 1) สื่อ
ออนไลน์ 2) แผนการสอน 3) แบบทดสอบประเมินผล และ 4) แบบสอบถาม สถิติที่ใช้ในการวิเคราะห์
ข้อมูลของแบบทดสอบการออกเสียงก่อนเรียนหลังเรียน คือ ประมวลผลด้วยโปรแกรมสถิติสำเร็จรูป
(SPSS) และสถิติที่ใช้ในการวิเคราะห์ข้อมูลของแบบสอบถามคือ ค่าเฉลี่ย (X) และส่วนเบี่ยงเบน
มาตรฐาน (S.D.) และ การทดสอบความแตกต่างระหว่างค่าเฉลี่ยที่กลุ่มตัวอย่างสัมพันธ์กัน (t-test
dependent samples)

ผลการวิจัยพบว่า การใช้สื่อออนไลน์มีความเหมาะสมต่อนักเรียนชั้นประถมศึกษา ที่เรียนวิชา
ภาษาอังกฤษในฐานะภาษาต่างประเทศ อีกทั้งนักเรียนชั้นประถมศึกษา ที่เรียนวิชาภาษาอังกฤษใน
ฐานะภาษาต่างประเทศ มีพัฒนาการด้านการออกเสียงที่ดีขึ้นหลังเรียนอย่างมีนัยสำคัญทางสถิติที่
0.05 และมีความพึงพอใจต่อการใช้สื่อออนไลน์และวิธีการสอนแบบโฟนิกส์อยู่ในระดับสูง

Thesis Title	Enhancing English Pronunciation of EFL Primary Students through Online Social Media and Phonics Instruction
Student	Miss Natthanan Thagrairaj
Student ID.	61616002
Degree	Master of Arts
Program	Applied Linguistics (English for Professional Purposes)
Year	2022
Thesis Advisor	Associate Professor Pattaraporn Thammapradit, Ph.D.

ABSTRACT

The objectives of the study were 1) to create and find the quality of online social media that is suitable for EFL primary students, 2) to compare the English pronunciation ability of EFL primary students before and after using online social media and phonics instruction, and 3) to explore students' satisfaction level toward using online social media and phonics instruction. The sample included thirty EFL primary students studying in Primary 1 at Watmongkolkotawas School, Samutprakan province, selected by the cluster random sampling method. The research instruments were online social media, lesson plans, tests that focused on initial sounds of /l/, /r/, /s/, /z/, /f/, /v/, /k/, /g/, /t/ and /d/, and questionnaire. The pretest and posttest data were statistically analyzed by means, standard deviations, and t-test dependent. The data from the questionnaire were collected and analyzed by means and standard deviations. The results showed that 1) the quality of online social media is suitable for EFL primary students in enhancing English pronunciation, 2) the analysis of the pretest and posttest scores revealed that English pronunciation ability was significantly enhanced at the level of 0.05, after using online social media and phonics instructions, and 3) the students' satisfaction level toward using online social media and phonics instruction was at a high level.

ACKNOWLEDGEMENTS

This research would not have been completed without the support and encouragement of many people.

I would like to express my sincere gratitude to my thesis advisor, Associate Professor Dr. Pattaraporn Thampradit, who provided me with invaluable advice. She is always patient with me and willing to spend her time reading and editing my thesis drafts.

I would like to extend my sincere thankfulness to all of the experts – Miss Parawee Kluensanun, Miss Pichanee Pakavirojkul, and Miss Thippawan Sripunya for their suggestions on the research instrument.

Furthermore, I am very thankful to the suggestions of my thesis committee members – Dr. Phadungchai Pupat, Dr. Pramarn Subphadoongchone, and Assistant Professor Dr. Sirirat Petsangsri, – who gave useful comments on my thesis.

My special thanks go to all of my friends in Applied Linguistics (English for Professional Purposes) program at King Mongkut's Institute of Technology Ladkrabang.

Furthermore, I would like to express my deepest appreciation to my beloved family and my friends. There are no words to express my appreciation for their kind support. Without their love and support, I would not have completed the Master's degree.

Natthanan Thagrairaj

TABLE OF CONTENTS

	Page
THAI ABSTRACT	I
ENGLISH ABSTRACT	II
ACKNOWLEDGEMENTS	III
TABLE OF CONTENTS	IV
LIST OF TABLES	VII
CHAPTER 1 INTRODUCTION	1
1.1 Background of the Study	1
1.2 Research Objectives	4
1.3 Research Questions	4
1.4 Conceptual Framework	4
1.5 Scope of the Study	5
1.6 Hypothesis	5
1.7 Significant of the Study	5
1.8 Definition of Terms	6
CHAPTER 2 LITERATURE REVIEW	8
2.1 English Education in Thailand	8
2.2 Phonics Instructions	9
2.3 Online Social Media for English Pronunciation	14
2.4 Digital Literacy	19
2.5 English Pronunciation's Ability	22
2.6 Satisfaction	27
2.7 Related Studies	28
CHAPTER 3 RESEARCH METHODOLOGY	32
3.1 Research Design	32

TABLE OF CONTENTS (CONTINUED)

	Page
3.2 Population and Sample	33
3.3 Research Instruments	34
3.4 Data Collection	51
3.5 Data Analysis	52
3.6 Ethical consideration	53
3.7 Summary	54
CHAPTER 4 RESULTS	55
4.1 Result of Research Question 1	55
4.2 Result of Research Question 2	59
4.3 Result of Research Question 3	60
CHAPTER 5 CONCLUSION AND DISCUSSION	64
5.1 Summary of the Findings	64
5.2 Discussion	67
5.3 Limitation of the Study	69
5.4 Pedagogical Implications	69
5.5 Recommendations for Future Research	70
5.6 Conclusion	70
BIBLIOGRAPHY	71
APPENDICES	78
Appendix A Research Instrument Evaluations (for expert)	79
Appendix B The Students' Satisfaction Level Toward Using Online Social Media and Phonics Instruction Questionnaire	88
Appendix C Lesson Plans	92

TABLE OF CONTENTS (CONTINUED)

	Page
Appendix D Parents' Informed Consent Form	151
Appendix E List of Experts Validating Instrument	153
Appendix F Letter of Acceptance and Certificate for ICAA 2021.....	158
 AUTHOR'S BIOGRAPHY	 161



LIST OF TABLES

Table	Page
1.1 Conceptual Framework	4
2.1 Word Families – Rhyme (Wylie and Durell, 1970)	9
3.1 Design of the study	33
3.2 Scope of 5 lesson plans.....	36
3.3 The quality of lesson plan evaluated by three experts.....	39
3.4 50 sound words with formative assessment	41
3.5 Sound words with pretest and posttest.....	43
3.6 The experts’ validation of 20 words pretest and posttest.....	44
3.7 Three-Point Likert Scale	46
3.8 The experts’ validation of the questionnaires	47
4.1 The quality of the online social media evaluated by three experts	56
4.2 Mean scores of formative assessment five units by using online social media and phonics instructions.....	59
4.3 A comparison of pretest and posttest	59
4.4 Students’ satisfaction toward using online social media and phonics Instruction	61

CHAPTER 1

INTRODUCTION

The first chapter represents the introduction of the current study focusing on the background of the study followed by research objectives, research questions, the scope of the study, the significance of the study, and the definition of the terms.

1.1 Background of the Study

Thailand 4.0 is a new Thai government's perspective to develop an economic model (Jones & Pimdee, 2016). It is a major challenge for Thai people to make the environment and social balance. Moreover, the policy has helped develop Thai people's critical thinking skills and created innovative value for productions and services (Puncreobutr, 2017).

Education is one of the most critical issues to be developed in the Thailand 4.0 policy. The 4.0 era is similar to the digital era; education will be incorporated the communities and the students to learn and solve community problems by using digital technology to learn in their classroom to get worldwide knowledge rather than books (Buasuwan, 2017).

Undeniably, the English language influences second or foreign language countries around the world. Also, the Thai government sets the English language as a foreign language and takes it to be part of a foreign language department.

The Ministry of Education (2008) stated that the section of the Basic Education Core Curriculum (B.E.) English language since 2008 has been focusing on four major strands which are (1) Language for Communication, (2) Language and Culture, (3) Language and Relationship with other Learning Areas, and (4) Language and Relationship with Community and the World. Besides, primary schools in Thailand provided an English learning foundation to enhance student's English proficiency and good attitudes towards learning English (Nomnian & Arphattananon, 2018). Also, pronunciation is a useful skill in learning

the oral skills for the students in a second language and a foreign language (Macdonald, 2002).

This research was done with the interest of enhancing the English pronunciation of EFL primary students through online social media and phonics instruction. Since the researchers have observed that many pronunciation problems occurred with primary students at Watmongkolkotawas school in Samutprakan province, Thailand, as follows:

Firstly, primary students, especially grade one students, cannot pronounce English words correctly. Several factors, such as the time provided, are not enough for them to improve and enhance their pronunciation. Since the time spent in class is just an hour a day, the teacher needed to focus on textbook content.

Secondly, the researcher found that the students do not have many opportunities to learn through authentic media instead of their books to gain more knowledge. Moreover, the book titled *English Smile 1* does not have activities for the students to practice pronouncing English words sufficiently. The content of the textbooks is too broad and covers several English skills, making the teachers unable to teach English pronunciation effectively.

Thirdly, several primary school teachers are not major in English in teaching. Moreover, they are not well trained in teaching pronunciation. However, pronunciation is essential to help the students feel confident and comfortable when they speak in public. In addition, it makes the conversation clear when they communicate with foreigners or people who use English as a foreign language. Therefore, they are not good at teaching pronunciation correctly. Inadequate training and skills lead to a lack of confidence to teach methodically.

Ministry of Education's policy has a plan for Thai students since primary students study English to communicate effectively. Therefore, the students are emphasized to learn all four skills: listening, writing, reading, and speaking. Moreover, the lesson in class will be integrated with technology and interactive multimedia to be relevant to the standard language competency of CEFR (The Common European Framework of Reference for Languages) (Education First, 2019).

Nowadays, social media provides more opportunities for language learners with meaningful and authentic language used in the classroom (Richards, 2015). Bunus (2010) stated that Facebook and YouTube have steadily been used in teaching and learning in the EFL classroom. Since social media tools help the teacher encourage and motivate students in their class to engage in the lesson effectively, social media has played an essential part in fostering language learning.

Scovel (2000) revealed that there has been a widespread perception regarding ESL or EFL younger learners who can gain higher the learning process than adults. Phonics instruction has been the primary method in L1 countries such as Britain, North America, Canada, Australia, and New Zealand. The teachers also use Phonics instructions to teach the students how to learn pronunciation (Yu, 2011). The use of phonics instruction supports how to teach students to pronounce. Therefore, it is an important instruction of successful pronunciation ability.

Since pronunciation is recently focused on the aim of achievement for a foreign language communication to pronounce similar to native speakers, it has become a more practical purpose for EFL students (Derwing & Munro, 2005; Levis, 2005; Setter & Jenkins, 2005). The target sounds of pronunciation teaching are /ʌ/, /r/, /s/, /z/, /f/, /v/, /k/, /g/, /t/ and /d/. According to Perez (2018), children by the ages of 5 to 6-year-old should be improved the pronunciation of the sounds /ʌ/ and /r/. Moreover, Pimwan (2012) revealed that even though there are some sounds in English occurring in Thai sounds, the position of the sounds when pronouncing the words were different, making most of the Thai students mispronounce the consonant sounds as /s/, /z/, /t/, /k/, /g/ etc. Therefore, those sounds are suitable for grade one students to learn how to pronounce the sounds productively.

In conclusion, the researcher has realized that English pronunciation problems should be enhanced in class, and there are currently no media to improve English pronunciation in school. The researcher thus aimed to improve English pronunciation by using online social media and phonics instruction for EFL primary students.

1.2 Research Objectives

The study was conducted to achieve the objectives as follows:

1. To create and find the quality of online social media that is suitable for EFL primary students.
2. To compare the English pronunciation ability of EFL primary students before and after using online social media and phonics instruction; and
3. To explore students' satisfaction level toward using online social media and phonics instruction.

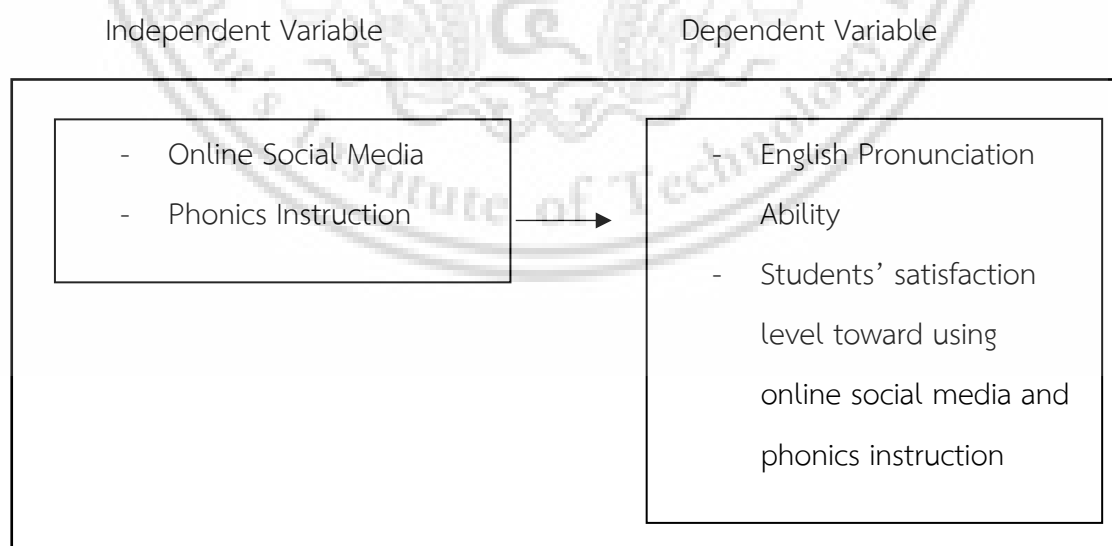
1.3 Research Questions

The current study attempts to answer three questions as follows:

1. Is the quality of online social media suitable for EFL primary students?
2. Does the students' English pronunciation ability enhance after using online social media and phonics instruction?
3. What is the students' satisfaction level toward using online social media and phonics instruction?

1.4 Conceptual Framework

Table 1.1 Conceptual Framework



1.5 Scope of the Study

1.5.1 Variables

1. Independent Variables are online social media and phonics instruction
2. Dependent Variables are English pronunciation ability and students' satisfaction level toward using online social media and phonics instruction

1.5.2 Population and sample

The population was 120 students studying in primary one at Watmongkolkotawas school, Samutprakan Province.

The sample of this study was 30 grade one EFL students who studied English in the first semester for four hours a week in a primary school at Watmongkolkothawas School, Samutprakan Province. The selection of participants was selected by the researcher in cluster random sampling technique. They had mixed abilities of low, medium, and high levels.

1.6 Hypothesis

1. Students' English pronunciation ability via online social media and phonics instruction after the posttest is higher than that of the pre-test.

1.7 Significant of the Study

1. The study should enhance English pronunciation for the grade one students by using phonics instruction in the lesson.
2. The study should be beneficial for both English teachers interested in integrating phonics instruction in their classroom and the EFL students who are learning English pronunciation in general.
3. The study should be helpful for policymakers, educators, and ministers to apply in the learning of Thai education.

1.8 Definition of the Terms

1. *Online Social Media*

Online Social Media refers to methods used for collaborative learning, interactivity with peers, online knowledge sharing behavior and students' engagement. Teacher provides a platform where students can interact, communicate, and share emotional intelligence and looking for people with other attitudes.

2. *Phonics Instruction*

Phonics instruction is a way to help EFL primary students understand how letters are linked to sounds. In addition, it is an approach to help EFL Primary Students effectively improve their English pronunciation abilities.

3. *Lesson Plans*

Lesson plans refer to five lesson plans used in the study. Five topics of teaching in this study are (1) Animals, (2) Things and Numbers, (3) My Room, (4) My House and, (5) Restaurant and Food. The study's topics are conformed to the Thai basic education core curriculum B.E. 2551 in the language for communication standard of strand 1.

4. *English pronunciation ability*

English pronunciation ability refers to the ability of students be able to enhance the pronunciation of the sounds of minimal pairs; /l/, /r/, /s/, /z/, /f/, /v/, /k/, /g/, /t/ and /d/ to pronounce effectively. Those improved sounds will be analyzed by interviewing and doing questionnaires from three English teachers in the school.

5. *Satisfaction*

Satisfaction refers to the students' aspects after learning online social media. This includes feelings of fun, enjoyment, and understanding of online social media, or good feelings of pride and happiness.

6. *English as a Foreign Language (EFL)*

English as a Foreign Language refers to the teaching of English to people whose first language is not English. They are learning and using English as an additional language in a non-English speaking country.

7. *EFL primary students*

EFL primary students are 30 students who learn English as a Foreign Language during the first semester and study English for five hours a week at Watmongkolkothawas School, Samutprakan province.



CHAPTER 2

LITERATURE REVIEW

In this part of the study, the researcher explored the theoretical frameworks on enhancing English pronunciation by using online social media and phonics instruction for EFL primary students. To provide the background for this study, the following concepts were addressed:

- 2.1 English Education in Thailand
- 2.2 Phonics Instructions
- 2.3 Online Social Media for English Pronunciation
- 2.4 Digital Literacy
- 2.5 English Pronunciation's Ability
- 2.6 Satisfaction
- 2.7 Related Studies

2.1 English education in Thailand

The Ministry of Education (2008) has set the Basic Education Core Curriculum of 2008 (B.E. 2551) to develop the skills for Thai students, which are (1) communication capability; (2) thinking capability; (3) problem-solving capability; (4) capability in applying life skills; and (5) capability in the applications of technology. Also, Cooke (2018) stated that Thai students should have developed these skills since they are at young age or in early school grades to perform the competency effectively due to the growth of technologies. According to Khamkhien (2006), since Thai students study English as a Foreign language, there has been a gap between private schools and government schools in Thailand concerning the curriculum provided in learning English subjects in the class in the different grades. Thus, the Thai government has attempted to put every government school to start studying English subject in grade one. The purposes are to give the

opportunity for the students to begin studying English education early, and to support the policy of life-long learning.

2.2 Phonics instructions

2.2.1 Traditional Phonics Approaches

In 1970, Oxford English Dictionary acclaimed that phonics has been applied as a synonym for phonetics which is used as the term of the teaching method. Phonics instructions play an important role because it helps the students understand the relationships between a letter of written language and the sounds of spoken language. Therefore, the students can read and write the words accurately.

Adams (1996) claimed that reinforcing the students to learn how to pronounce the words through activities such as poems, songs, and rhymes is beneficial. The students can blend the sounds and divide words into individual sounds, which can promote effective reading skills because the students can add, delete, and deal with the phonemes into new words without understanding the meanings. Thus, teaching familiar rhymes making the students identify unknown words. According to Cunningham and Allington (1999), familiar teaching rhymes help students learn words quickly and automatically. Moreover, Wylie and Durrell (1970) also reviewed that using rhymes to pronounce the words is important for the students. Thus, he has created 37 rhymes that can be used to make over 500 words. Table 2.1 showed the word families – rhyme of Wylie and Durrell.

Table 2.1 Word Families – Rhyme (Wylie and Durrell, 1970)

Word Families – Rhyme (Wylie and Durrell, 1970)					
-ack	-ail	-ain	-ake	-ale	-ame
-an	-ank	-ap	-ash	-at	-ate
-aw	-ay	-eat	-ell	-est	-ice
-ick	-ide	-ight	-ock	-oke	-op
-ore	-or	-uck	-ug	-ump	-unk

According to Lloyd (1998) researched the Jolly Phonics when he was a teacher in Woods Loke Primary School in England, identifying with five main elements for teaching:

1) Learning the letter sound, there are 42 main sounds of English. Each sound is taught by songs. When the songs are used in class, making the students enjoy the class. Moreover, short vowels should be taught before long vowels. Also, single phoneme-grapheme correspondence should be taught before complex combinations (Adams, 2001).

2) Learning letter formation, the students can identify the letters given correctly as well as they can write and hold the pencil potentially.

3) Blending, the students are being taught how to blend each letter, including blending the sounds, e.g., when the students hear the teacher says ‘r-a-t, they can pronounce the word ‘rat’.

4) Identifying sounds in words, start with a word with three letters in the word, then the teacher has the students identify by pronouncing the words correctly.

5) Tricky Words, tricky words are the kind of words that cannot be enabled by blending. Johnston, & Watson (2003) stated that the Jolly Phonics approach was able to assist most of the students to blend the letter sound, including pronouncing the words effectively, even they have not learned those words.

2.2.2 Contemporary Phonics approaches

In terms of examining a word or words, a lesson usually starts with the words to make most of the students confused. For example, when the students spell ‘lam’ for ‘ram’, the words probably have similar sounds. Therefore, the instruction of word study should begin with /l/ and /r/ sound patterns. Moreover, the students just learn in small changes when making words to manipulate the letter sounds. For example, the words change one letter or move the letter then become completely new words (Cunningham, 2008).

Another approach to enhance reading and pronouncing skills that are taught steadily through social interaction and group problem solving” (Stahl et al., 2006). It is called phonemic awareness tasks that are conducted widely in the lesson. The approach

helps the EFL students practice segmenting, blending, and categorizing phonemes with their peers.

Moreover, analogy-based approaches for phonics instruction, students will use the pronunciation of sound pattern of one word, such as the /pan/, as a basis for carrying out the spelling of sound for new words, such as /van/, /fan/, /ran/, /can/ or /man/ (Goswami and Mead, 1992). Also, Cunningham (2008) stated that when the students get unfamiliar words, they have the cognitive word stores to fast search the similar words from the same letters in the same places. Furthermore, they can use those patterns for possible pronunciation. Thus, it reveals that these approaches are useful for the students to facilitate for decoding unfamiliar words.

Another contemporary phonics approach is the embedded phonics approach. “Phonics instruction occurs in the context of authentic reading and writing experiences” (Stahl et al., 2006). The students will be taught the letter-sound relationships, including context clues, with reading a connected text.

Chris Drew, Ph.D. (2020), explained how EFL students should be able to learn code and decode the written words, including spoken sounds or phonemes and the letter combinations to represent sounds called graphemes.

1. Synthetic Phonics

Synthetic Phonics focuses on how to blend phonemes and build new words. This approach is a phonics’ structured method. It is supported by research as an effective method. There are several countries in Europe that use a synthetic phonics approach for the students to learn very early on blending the letter sounds and decoding unfamiliar words” (Johnston, 2011, p2). Moreover, Hiskes (1998) stated that synthetic phonics is an approach that the teacher can use to teach in the lesson in a few months and use for those students who do not have reading and pronunciation skills.

Synthetic Phonics is taught in which the students learn 44 phonemes, then the teacher creates the structure in the lesson to have the students practice blending to build new words. For example, the EFL students have already known single phonemes (a,

b, c, etc.) and some two-letter phonemes (-at, -an, -am), so they blend the phonemes to form the words together like bat, fat, man, pan, jam, ram. The advantage of using synthetic phonics is that it helps the students manipulate language when they see unknown words. Therefore, the students should be able to know the process of blending phonemes for creating the words productively.

2. Analytic phonics

Analytic phonics begins to learn with familiar words. The teacher has the students make the phonemes by decoded and broken down the words. Machin, McNally, and Viaregno (2018) stated that “analytic phonics does not involve learning the sounds of letters in isolation. Instead, children are taught to recognize the beginning and ending sounds of words, without breaking these down into the smallest constituent sounds” (Machin, McNally & Viaregno, 2018, p. 221).

Teacher teaches analytic phonics and sounds in contexts provided by setting familiar words like cat, hat, fat, mat. Then, the students should be able to tell the phoneme /at/ within the words. Therefore, they can discover patterns in a written language which helps them decode new words and become more effective readers.

3. Analogy Phonics

Analogy Phonics is the branch of analytic phonic that begins with the words and breaks them down into phonemes. However, it focuses on groups of similar words or word families to build each student’s reading vocabulary. The lesson starts with the familiar and helps the students build the words to reach unfamiliar words by using repetition and clustering of words. Hence, the students should be able to learn patterns in language.

In the classroom, analogy phonics is taught by the teacher setting a one-word family like: ‘red at’. Two words make the sound of ‘at’. Then the teacher and the students talk about the word /cat/ and what it means. After that, the teacher extends the words out to learn the other ‘at’ words such as bat, hat, fat, mat, rat. The method helps the

students build new vocabulary that is not familiar and practice pronouncing the new words effectively.

4. Embedded Phonics

Embedded Phonics starts teaching phonics in authentic contexts involving teaching phonemes and graphemes. The lesson starts with the teacher providing tasks by setting the words and having the students learn about the words. Then, they decode the words while reading or pronouncing the actual book.

While the students are reading actual books, they come across a problematic word then the teacher takes a chance to teach them about the phoneme or grapheme which is concerned. This method is suitable for the students to practice reading and pronouncing several times. Nonetheless, it is a valuable method for teachers to use when working one-on-one with a student.

2.2.3 Goals of phonics instructions

According to Armbruster, Lehr, and Osborn (2001), phonics instructions have several purposes. Generally, for native speakers, it is provided for the reading beginners to pronounce the speech sounds with printed letters. Teaching phonics to non-native speakers is different from native speakers because they have learned writing and speaking simultaneously, making teaching phonics instruction not more effective than native speakers. When students learn phonics, they are allowed to learn skills that will help them decode words in their reading and words they may encounter in their environment. Ehri, et al. (2001) supported that systematic phonics instruction is more effective than any other reading strategy that was part of the research. One of the biggest benefits of phonics is that it gives the students the tools they need to decode words they come across in their reading. According to Chi Ma (2017), those scholarly researchers confirmed that using phonics instruction in class helps the students accurately and effectively pronounce the words through phonics practices. Since the students learn how to pronounce unfamiliar printed words, they can understand those words literally. Moreover, the students pronounce the words, including the sounds of letters.

Previous research supported enhancing English pronunciation. It was found that using phonics instructions, including online social media are effective and beneficial techniques for EFL primary students to enhance English pronunciation. To enhance English pronunciation effectively, the researcher would take synthetic phonics as a major of enhancing English pronunciation as well as use the technique of Jolly Phonics Lloyd (1998) for teaching. Since these techniques are suitable for EFL primary students, they should be able to be enhanced English pronunciation productively.

2.3 Online Social Media for English Pronunciation

2.3.1 The nature of media

Media is one of the technologies used in the learning process from a deliverer to a receiver (Sadiman, 1986). Moreover, it can be defined that it can motivate thoughts, feelings, and students' interests. Horby (2000) made the explanation that media is the major message for people to gain information and entertainment.

According to Suwarno (2006) stated that media can be separated into three kinds: graphical media, audio-media, and projective media.

1. Graphical Media

Graphical media can be involved verbal messages of communication. There are included picture photography, diagram, poster, or map are examples of graphic media.

2. Audio-Media

Audio media is used as both verbal and non-verbal messages such as radio and tape recorder.

3. Projective Media

It helps to present visual stimulation that is similar to graphic media. Thus, media is a message for the teachers to enhance the pronunciation learning process by inserting sounds, texts, pictures, animations, and graphics as a way of teaching. Suwarno (2006) highlighted significance in the learning process of using media.

1. When the teachers transfer teaching material into the class, the students will focus on the media.

2. Using media should be able to make the learning process more attractive for the students. So, the teacher should provide interesting tools of media to make the students pay more attention in class. Moreover, the learning process should enhance the students' perspective.

2.3.2 The nature of digital media

Several ways of using digital audio can be conducted in the learning process, including lecture recordings, music, slides, animations, and training (listening and recording). There are several kinds of digital media such as audio, video, and images embedded in a local device such as DVD and CD as well as website. Recently, mobile devices can be allowed audio and video to download and experience. Many people can use them anytime and anywhere. It also has increased around digital media. At the same time, audios and videos are tools to use in education. The capabilities of digital media reduce the high costs of computers, higher bandwidth, and easier-to-use technology. Moreover, digital media has steadily increased the use of education. Also, Suwarno (2006) states the quote from Thomas Edison concerning a reminder that we need to look beyond the situation and carefully assess the tool's value that people consider applying in teaching and learning.

These are the new technology that has been shown as the subset of digital media:

1. **Animations** for simulating the students such as flash content and animation programs, e.g., Powtoon, Whiteboard Animation, and Animaker Class.
2. **Videos** such as instructional videos and lectures, e.g., YouTube and Loom Program
3. **Visual** audio is an electronic media possessing both a sound and a visual component, e.g., slide-tape presentations, films, television programs, corporate conferencing, and live theater productions.
4. **Presentation**, e.g., PowerPoint and Canva

Digital media is a tool of technology for creating visual multimedia. It helps to plan and arrange an outline, slides, and handouts for the students in class. Hence, it can be shown that digital media is useful in the language classroom.

2.3.3 Online social media

The purpose of using media in the learning process is to make it effective and productive. Yudhi (2013) stated that there are two types of audio-visual media. The first type, equipped with sound and image functions in a single unit, is called pure audio-visual media, such as movies, television, and video. The second kind consists of slides, opaque, OHP, and other visual equipment such as recording tapes. Furthermore, many advantages are to use online social media in the classroom and to reinforce skills in English. For example, Facebook or any social media programs allow the students to share new ideas outside the classroom, then they gather to exchange their experiences about the assignments. (Keeffe and Pearson, 2011). Also, Dornyei and Murphey (2003, p. 77) claimed that the teacher should encourage the classroom to be creative and flexible, making most students feel relaxed to learn new things. Moreover, rearranging the desks in the classroom promotes the students' potential for good teams and improves interaction and communication between the students and the teacher.

According to Statista (2018) revealed that approximately 2 billion people have been using social media in their daily routine with the steady increase of the usage, including with the development of easy for accessible, affordable, and portable digital information and communication technology which is supported by Wright (1976). He revealed that media and visual presentation are benefits for EFL students. Moreover, Hemei (1997) claimed that interesting, challenging, and stimulating media and visual presentations motivate most students to watch them productively because the media and visual presentations illustrate to the students how people behave in different cultures of communicative situations.

Another important factor is that it is enjoyable, which helps to promote comprehension. Also, using audio-visuals can enhance English pronunciation ability and make the students feel enjoy when they are learning. The students not only hear the

sound but also see some interesting sights simultaneously. Hidayat (2018) claimed that using media in teaching and learning language positively affects teaching-learning itself. Also, Kontribusi (2019) stated that media has become a helpful tool for students to deliver pieces of knowledge into the classroom. In addition, audio-visuals can improve students' pronunciation. A study conducted by Lestari (2017) resulted from her research that the videos on YouTube can be used as a medium of learning English.

So far, the scholars conducted the research related to pronunciation from year to year increasingly continues to experience renewal to improve teaching performance. Therefore, it can be assumed that some studies were conducted related to improving students' pronunciation skills. However, the learning media are still conventional with a more up to date through the use of audio-visual media and YouTube videos considered successful in improving students' English pronunciation skills (Lestari, 2017).

2.3.4 YouTube

When deciding on the source of visual media to use in the classroom, educators must consider several factors such as cost, appropriateness of the content, and relevance to the learners. YouTube is a free and convenient channel to access any material sources, including ordinary people taking documentaries, music, music videos, or vlog of themselves. They are produced for the entertainment and advertisement industries. Many people can view the full-length episodes of TV series and full versions of movies and short clips. The videos can be found by using a topic search, making them excellent resources for teachers who want to focus on specific vocabulary or language structures as well as songs in the foreign language classroom.

2.3.5 PowToon

In Thailand, as a developing country, the English language is taught and used as a foreign language. Anyhow, most of the students do not have any motivation to learn English. Since most teachers use traditional methods in the learning process, making the teachers the center of the class. Thus, the students have been taught as passive learning, which is shown by Pinter (2006), resulted in the inappropriate pedagogical needs for young students. Hence, methods, techniques, songs, and visual media are conducted in teaching

for the students in the classroom. According to Lin (2009), the use of multimedia such as animation, video, and audio keeps most of the students receiving authentic tasks where the environment of learning is simultaneously involved in listening, speaking, watching, participating, and paying attention. Besides, animations take five senses of the young students. Animations thus attract the students' attention for a long period.

The animation program which is concerned in the study is PowToon. The animation is the program conducted in a web-based animation software that helps the teachers create visual presentations productively. The process is to help manage objects created, images and videos inserted, music provided, and voice-user created. The advantages of this program are to help the teachers provide the teaching-learning process for the students and to make more engage enjoyable for students. For the researcher's class of 7-year-old of EFL students studying English in primary school as the EFL students, the researcher should create attractive animation for each lesson which consists of videos, songs, and images in PowToon. Also, the teaching-learning process should have vocabulary learning in each lesson. Moreover, each lesson should enhance English pronunciation ability through phonics exercises with PowToon.

2.3.6 Loom Program

Loom is convenient for teachers and instructors because the application helps the newest users use their computers with front cameras productively in a short period. With Loom, the users can capture screen, record voice and face, and rapidly share the videos in a short time, which is more convenient than using email. Moreover, the users can choose capture mode and record with (1) Screen + Cam, to show what is on your screen with the face to make it personal, (2) Cam Only, to record just the face, or (3) Screen Only, to record your screen and audio-only.

After creating a presentation, the program is very easy to share the link of a news article or YouTube video. The users can paste the link anywhere. Moreover, everyone can click the link to watch it, and they can also view the videos without using Loom account. Thus, Loom benefits the teachers to share the link with the students or let them watch

the videos in class. Therefore, it helps the students get more participate in class and concentrate on the lesson.

2.3.7 Motivation

Teaching primary students concerning English pronunciation is not easy. Therefore, the teachers should manage a good environment to inspire the students' motivation and attractive learning achievement. Using online social media is one of the active learning activities for the teacher to teach the students directly in the class to engage the learning progress in small or large activities provided around the English skills.

According to Armstrong (2012), the teacher needs to be a facilitator to provide a deep understanding of what the students need to learn by supporting the students with the activities of scaffolding, visual aids, games in online social media materials as well as giving them feedback using assessment for learning to motivate the students to monitor their learning excitingly. Techniques are essential tools that bring to be good at English pronunciation. Yangklang (2006) claimed that several techniques and authentic materials for teaching enhance students' English pronunciation, such as televisions, exercises, drills, and multimedia.

Cook (2001) mentioned that using phonetics transcription, imitation, discrimination of sounds, and communication help to enhance pronunciation learning productively. Besides, teaching sound contrasts is also a good technique. Individual sounds, minimal pair drills, making EFL students gain the goals of comprehensibility of pronunciation (Harmer, 2006). Besides, Thornbury (2008) demonstrated that cards of rhyme-words, storytelling, and resolving students' mistakes help to improve the students' oral presentation exercises.

2.4 Digital Literacy

2.4.1 The meaning of digital literacy

Literacy or traditional literacy is the ability to read and write. It helps teaching in language and cultures. Traditional literacy concentrates on how students develop text-based literacy, such as speaking, writing, speaking, and listening. Nowadays, students need

more than the written word to succeed in elementary school, high school, and higher education. Techataweewan and Prasertsin (2018) stated that the 21st century has become the digital economy and society. It is an extension of the development of the industrial society, which expanded throughout the 20th century. Internet and digital technology provide the infrastructure of business processes and the primary communication channel in people's daily lives. Digital literacy expands the scope of traditional literacy by encompassing e-learning skills that incorporate audio and video to strengthen students' thinking and learning. When combining traditional and digital literacies, the students can learn how to read and write as well as expand their communication, language, and media skills. The International Society for Technology in Education (2007) defined the digital literacy standard and indicators as creativity and innovation, communication and collaboration, research and information fluency, critical thinking, problem solving and decision making, digital citizenship, and technology operations and concepts. Since advanced technology has encouraged people to communicate, interact, and work. Technology also has been the way for the students to learn. Digital literacy is known as virtual learning and e-learning. The potential of digital literacy is to improve lifelong learning. It involves learning through several technology platforms, such as computers, the internet, remote, smartphone, or a combination of all three. Moreover, it helps students develop technological skills, learn authorship rules like copyright and plagiarism, understand how to access online information, and learn social responsibility while interacting on social networks.

2.4.2 The factors of digital literacy in EFL classroom.

Digital literacy is one component of being a digital citizen - a person responsible for utilizing technology to interact with the world around them. Technology has been steadily raised in the usage of smartphones and handheld devices, including internet capabilities. The educators foster digital literacy skills in the classroom. (Hilton & Canciello, 2013). Our environment is surrounded by digital technology because digital content resources are more easily accessed than traditional, paper-based resources for learning. Most companies and organizations also use technology such as computers, laptops, and smartphones to replace employees doing physical routine and cognitive tasks.

Furthermore, Computers, laptops, and smartphones also help employees who perform non-routine problem-solving tasks as well as apply ICT in the workplace for communication, information sharing, and simulation of business processes. There are three factors to promote digital literacy. Firstly, digital literacy enhances the skills such as creative, collaborative, and analysis skills. Secondly, digital literacy allows most students to access to the engine sites easily and conveniently, as long as they have access to the Internet. Thirdly, digital literacy prepares the students to become productive members of society (Hilton & Canciello, 2013; Lee, 2014). Besides, digital literacy is one goal of national technology curricula. (Vanderlinde, 2011). Hence, digital technology allows people to interact and communicate with family and friends on a regular basis.

2.4.3 The importance of digital literacy in EFL classroom.

Literacy skills have always been important and positively affected students' essential skills for achievement in learning. Students who do not have strong digital literacy may get poor academic achievement and may not get many work opportunities. Many more challenges that universities face today are to embed digital literacy in the education system. The students will become workers who acquire not only knowledge but also skills in technology to perform their work productively. Students learn technology just like they do with the spoken language, by task-based learning. Digital literacy gets more opportunities and the technologies to support students in the human project of shaping, creating, authoring, and developing themselves as the formers of their own culture. (Poore, 2011). Digital Literacy is one of the skills needed for EFL learning classes for communication, employment, and collaboration. (Lee, 2014). Teaching digital literacy in primary and secondary schools is all about understanding that today's students need different types of skills and technological knowledge in order to think critically, evaluate their work and engage with a global community. According to Dudeney and Hockly (2016), students can acquire digital literacy as part of language learning through activities and assignments that combine technology. However, the teachers can only ensure that students are effectively involved with digital literacy skills, given that students themselves are digitally literate. However, Martin (2005) claimed that digital literacy is the ability, attitude, and awareness of an individual utilizing digital devices to identify, access, manage,

integrate, evaluate, analyze, and process information obtained from the digital tools. It helps you build new knowledge, create media expressions, and communicate with others appropriately. Since the students grow and engage the world through images, diagrams, audio, and video media, their reading and writing skills are advanced. They also develop dynamic creativity that helps them think, communicate, design, and engage in the world around them.

2.5 English pronunciation's ability

2.5.1 Importance of pronunciation's ability

Pronunciation is a fundamental key for the students to enhance oral skills in both second language and foreign language. Moreover, pronunciation is a trendy technique for teachers to use in class and non-native countries. (Huang et al., 2017). Elliot (1995) is concerned that pronunciation ability is one of the essential components for each student's speech. However, it seldom appears in teaching for EFL student classrooms because teaching pronunciation effectively is not easy for all teachers who do not know the characteristics of the students. Hence, teaching pronunciation is a challenge for the teacher to learn how to teach the pronunciation for increasing the accuracy of the students' pronunciation. Since pronunciation is the skill that is fundamental of oral communication for EFL students, it is very important in spoken language (Julia, 2002). Pronunciation is the way to produce sounds and make meanings when speaking. It concerns consonants and vowels which depend on a person's segments, such as stress, rhythm, and intonation.

2.5.2 Aspects of pronunciation

According to Pennington and Richards (1986), segmental, voice-setting, and prosodic are three features of pronunciation qualities. Those qualities can assist the students on how to learn the different English sounds that are produced.

1. Segmental Features

Segmental features are the sound that is minimal units in phonetics terms. The students should be able to learn the fundamental level of pronunciation, which are

called phonemes. So, they should interpret the phonics' forms of phonemes as well as phonemic differences.

2. Voice-setting Features

Voice-setting features are the features of articulatory concerning speech's stretch. It possibly pursues the speakers of some positions of habitual in the part of articulation in connected speech.

3. Prosodic Features

Prosodic features are relevant to the levels of stress and pitch within the speech's syllable, words, phrases, and longer stretches.

2.5.3 Factors that affect pronunciation learning

Pronunciation is important for communication; the wrong pronunciation would make the errors of words' meaning. However, most of the students have difficulties learning pronunciation because they feel bored and lazy to learn it. Moreover, they are afraid of making a mistake when they pronounce the words as well as they have been taught passive in the classroom, making the students' achievement in learning English being low.

According to Kurniati, 2016, many factors affect the students' learning English pronunciation ability. Moreover, Kenworthy (2002) revealed the effects of learning English pronunciation ability as follow:

1. The student's mother tongue is the native language that plays an important factor in pronunciation ability.
2. The students' age is the important factor to whom the students started to learn a second language or a foreign language as a child; most of them can pronounce like native speakers.
3. Some students have the phonetic ability, which is better for learning a second language or foreign language than others. The skills are the terms of aptitude coding phonetics ability distinguishing the different sounds.

4. The students' attitude and identity are the senses of identity and feelings that they are willing to learn and practice accurate pronunciation by their acquisition learning. Besides, the students have the motivation to practice harder to have better pronunciation ability than others.

The communication in a non-native country, like Thailand, pronunciation errors have occurred due to the sounds that exist in the native language. Macháčkova (2012) revealed an example situation that influenced Thai teaching and learning the English pronunciation ability as the sounds of the Thai language do not occur in English pronunciation. When Thai students pronounce the word and employ the sounds in Thai, those sounds do not exist in English. Thus, Thai students cannot differentiate the sounds between Thai and English languages. For example, the word volume is usually pronounced as /vɒljʊm/. At the same time, Thai students usually pronounce as /vɒlʊm / instead.

The mistakes of pronouncing sounds are the main problem in enhancing English pronunciation. Several studies find effective methods to teach and learn pronunciation in the English classroom because it develops instruction for many L2 learners (Thomson & Derwing, 2015). Effectively enhancing English pronunciation makes the students more confident to interact with people and does not lead to misunderstanding when communicating with foreigners or L2 people. Furthermore, Yates and Zielinski (2009) suggested that students should focus on learning all the features of pronunciation. Also, the teachers are responsible for assisting them in decreasing misunderstanding and miscommunication.

For those problems such as these, descriptions of the sound and mouth position would help students gain their awareness of the sound differences.

Voicing

Voiced sounds make the throat vibration. For example, /z/ is a voiced sound, and /s/ is a voiceless sound. Although both sounds are in the same position in the mouth, they are pronounced in different sounds. The teacher may help the students to

practice by letting them touch their throats and pronounce both voiced and voiceless sounds. Then, they would feel the differences in the sounds.

Aspiration

Aspiration considers a puff of air when a sound is produced. The problem is that most of the students may get confused when they hear the aspiration. The sounds of /p/, /t/, and /k/ are some kinds of the aspirated sounds. To show aspiration sounds, the teacher can practice by letting the students hold up a piece of tissue paper away from their mouths. Then, push it with a puff of air while pronouncing a word containing the target sound.

Mouth Position

Drawing basic structure of tongue and lip positions will allow all students to clearly see the positions of the mouth while the teacher demonstrates the model of the sounds.

Specific Sounds

Minimal pairs, or words such as [can] and [fan]] that differ in the first consonant, are benefits for the students to distinguish the different sounds. They are also used to distinguish the voiced sounds such as [drill] and [grill].

Minimal pair

To enhance English pronunciation's ability, using minimal pair drills play an important role for the L2 students to pronounce two contrasting sounds of words correctly (Chen, Gao, Liang, Yuan, and Liu, 2019). Minimal pair is a pair of a word that differs in a single phoneme and shows that two sounds contrast in a language (McGilvray 2005). When the teacher thinks about pronunciation teaching, minimal pairs play a vital role in the term of teaching and learning. For instance, the words "cat" [cat] and "cap" [cap] are formed as a minimal English pair. The two words are the identical terms of the first consonant and the vowel. However, the words differ only in the last consonant—[t] and [p]—Besides, the difference changes the meaning ("cat" and "cap"). Hence, the native speakers

consider that “cat” and “cap” are two different words and two different meanings that reveal phonemic contrasts in the final position.

According to Mahmood, et al (2015), the effectiveness of minimal pairs in teaching phonemic transcription, the researcher wanted to know the effectiveness of minimal pairs in developing students’ recognition of English phonemes. The result of this research revealed that the experimental group has performed better than the control group due to the treatment, which means that minimal pairs are effective in developing the students’ recognition of English phonemes. Also, Putra, Rochsantiningsih, and Elyono (2018) supported that minimal pair exercise benefits the students to focus on different sound positions. Therefore, teaching minimal pair drills is a technique that helps the students improve their pronunciation ability because some phonemes in English sounds are very different from Thai sounds. Hence, it is challenging to hear and pronounce productively.

2.5.4 Goals of English pronunciation

There is a mistake that they sometimes miscommunicate when they communicate with others. Because of poor pronunciation, the mistake leads to poor communication skills. As a result, language habits become an obstacle for students to learn new languages. The issues are underpinned contrastive analysis to compare two languages, Thai and English, to identify the similarity and difference that leads to interference (Rizky, 2018). Plailek (2016) revealed that most Thai primary students can not pronounce English words correctly. The letter sounds which are such the problems of pronunciation in English and Thai are fricative [f, v, z, θ, ð, ʃ, ʒ], stopped [b, d, g], affricate [dʒ, tʃ] and lateral [l] (Krongkaew, 2005).

According to Stevens (2000), pronunciation research pays attention in a quantitative examination for enhancing students’ proficiency in different learning environments. Since learning language is considered as an acquisition of linguistic behaviors and habits, some believe that the native language or mother tongue has influenced the target language because it interferes with the pronunciation (Slabakova, 2016). Moreover, second language acquisition has been observed in the communication between the different language speakers. Teaching and learning in a different language are complex tasks that require

skills acquisition because the students must learn something new that is more diverse and interesting than acknowledging or learning vocabulary, grammar, and structure.

The most challenging skill for EFL students to learn the English language is pronunciation. Many scholars have researched the pronunciation ability that has received many concerns; it is the medium tool for interpreting any language. In addition, many researchers have indicated that pronouncing correctly is the key factor in identifying yourself intelligibly to others. Hence, learning correct pronunciation is very useful for EFL students.

Cavus (2016) supported that the goal of EFL students to learn English pronunciation is to understand the conversation and communicate with others effectively. Besides, teaching pronunciation develops English to be easy for interpreting and understanding what people talk and results in communicative competence. It helps EFL students feel more comfortable pronouncing English. Moreover, as the non-native speakers, good pronunciation ability develops their positive self-awareness in terms of oral communication (Butler-Pascoe and Wiburg, 2003).

2.6 Satisfaction

Student satisfaction is an indicator of whether students are satisfied with their learning experience. (Li et al., 2016). Students are satisfied when they believed a teaching activity to satisfy their self-expectations. This sense can be occurred continuously and recurrently in the learning process (Elliott, 2003). They are unsatisfied when they believe that a teaching activity did not satisfy their self-expectations. According to the social cognitive theory of Bandura (1982), an individual's self-efficacy and self-confidence originated from his or her ability to demonstrate a particular ability or behavior, observation of others' behavior, verbal feedback and awareness of emotions; such self-confidence helps someone to repeat the respective behavior.

Satisfaction can be defined in terms of love, attraction, and liking of certain things. Satisfaction with online social media is different because it has both positive and negative aspects. This includes feelings of fun, enjoyment, and understanding of online social

media, or good feelings of pride and happiness when people ‘like’ or ‘share’ their handiwork such as photographs, video clips, and their stories (Phantevee, 1999). They could also make contact about their work on online social media such as holding meetings, giving orders, and sending reports. In addition, they could find new friends, knowledge, and social circles by using online social media. These are important factors impacting satisfaction in online social media usage behavior.

Thus, it could be concluded that attitude and satisfaction in online social media usage behavior are factors that motivate people to use online social media. This is because using online social media has both positive and negative aspects. Therefore, the use of online social media has to take into consideration attitude and satisfaction for effective use of media (Chaikhunpol, 2017).

2.7 Related studies

There are many research studies related to online social media and phonics instruction in enhancing English pronunciation of EFL primary students. However, for grade one students who have inadequate skills of basic English pronunciation, they still need online social media and phonics instruction to integrate with other skills to pronounce the words correctly and effectively; some studies integrated with other skills.

Sookmag (2012) investigated the effects of a reading program using phonological awareness-raising and phonics instruction to enhance English reading accuracy and fluency. Twenty grade seven students studying at a public school of Bangkok Metropolitan Administration, Thailand, were chosen by achieved scores below 70% on graded word lists at pre-primer. Informal Reading Inventory tests (IRI test), and learning logs were used in the study, including qualitative and quantitative statistics. The study's findings revealed that the posttest of the IRI test was significantly higher than the pretest at the .05 level of significance. Moreover, the reading program took a positive opinion for the students towards phonological awareness-raising and phonics instruction that brought benefits for enhancing their reading ability.

Pudpetchkao et. al. (2018) investigated Primary III students' competency in reading aloud before and after using phonics for developing computer-assisted language learning (CALL). The participants consisted of 26 grade three students in the second semester of the academic year 2016 at Watsawangmanus School. CALL on phonics was used as an evaluation form in English reading aloud. Means, standard deviation, and t-test for dependent were used in the study. The result showed that students' competency in reading aloud after using the phonics instruction and the CALL enhance word pronunciation effectively facilitated the students and teachers in class.

Nensiri and Sukavatee (2018) investigated the study of developing E-materials for teaching synthetic phonics to elementary students. She explored the effectiveness of the values of electronic materials for teaching phonics and investigated students' opinions toward E-materials for teaching phonics. Thirty students who studied in grade six at Marie Vitthaya School, Nakhonratchasima province, Thailand, were selected as the participants. The instruments were developed website, the semi-structured interview, and the 80/80 standards for the effectiveness of value. ASSURE was conducted as an instructional material design model for enhancing and producing effective teaching and learning. There were six stages of using ASSURE which were (1) analyzing learners, (2) stating standards and objectives, (3) selecting strategies, technology, media and, material, (4) utilizing technology, media, and material, (5) requiring learner participation, and (6) evaluating and revising. The results of the study were shown that the developed website consisted of the sounds of /s/, /a/, /t/, /p/, /i/, /n/, /m/, /d/, /g/, /o/, /c/, /k/, /ck/, /e/, /u/, /r/, /h/, /b/, /f/, /ff/, /l/, /ll/, and /ss/ following ASSURE model were effective of value. Moreover, the students' positive perspective towards the material revealed that the developed website improved their reading aloud.

Syafitri et. al. (2018) conducted an application of Powtoon as a digital medium: enhancing students' pronunciation in speaking, applied classroom action research that consisted of two cycles with three meetings in every cycle. Quantitative and qualitative data were used as collected data, including tests, observation, questionnaires, interviews, and diaries. The result shown that Powtoon, a digital medium, could improve the students' pronunciation in speaking class and make a positive perspective in the students'

learning motivation. Hence, using Powtoon for the students' pronunciation in speaking was successfully viewed from teaching and learning dimensions. Moreover, the motivation, attention, and interest of the students were improved. Powtoon was, thus, recommended for the teachers for teaching oral skills, especially teaching pronunciation and improving students' motivation in the speaking class.

Alwehaibi (2015) examined the impact of using YouTube in EFL classrooms on enhancing EFL students' content learning. This course was one of five courses taught in the program "Elementary School Teacher of English". The purpose of the study aimed at developing certain observation skills for effective teaching by YouTube. There were forty-five students in the control group and fifty-one in the experimental group. T-test for independent samples was used to compare the mean scores of students in the two groups on the pre-posttest using the computer program. Short videos of approximately 10-15 minutes on the topic were selected from YouTube. As a result, the use of YouTube technology made positive gains for the experimental group students' outcomes due to the integration of video technology in instruction.

Ch et. al. (2016) compared the study between the learning style of the user and non-user students of social media at the elementary school level. The purposes of the study were to know the learning style of students using social media, to know the learning style of students who do not use social media, to compare the learning styles of users and non-users of social media, and to give recommendations in the light of this study. The sample group consisted of 200 students of which 100 users and others were non-users of social media in the government elementary schools of Lahore city. An independent sample t-test, Mean and standard deviation were also calculated. After the analysis data, the study had resulted in no significant difference between the groups. However, the results also showed that social media users had slightly better attention to their studies.

Datko (2014) investigated EFL pronunciation training supported by online media sources. The study conducted a collection of net-based media sources which was suitable for correct English pronunciation. In addition, interview instrumentation was conducted in semi-interview by twelve secondary school EFL teachers selected randomly. The purpose

of those in-depth interviews was to investigate their practices in English language pronunciation training and recommendations about media sources suitable for the practices. The evaluation results showed that internet-based media sources such as animations, videos, auditory materials, netlists of tongue twisters, etc., were suitable for drilling and ear training. Therefore, the results could be valuable for instructing English or EFL teacher trainees.

In summary, online social media and phonics instruction seem to play an important role in enhancing the English pronunciation of EFL primary students. Phonics instructions help the students pronounce the words correctly and effectively. Thus, it is useful in pronunciation and also acknowledges tons of English vocabulary. The researcher has used phonics instructions to enhance English pronunciation ability and use the technique of Jolly Phonics Lloyd (1998) for teaching with online social media.



CHAPTER 3

RESEARCH METHODOLOGY

This study aimed to enhance English pronunciation ability by using online social media and phonics instructions for EFL primary students studying in primary one at Watmongkolkotawas school, Samutprakan Province. The following research methodologies were addressed:

- 3.1 Research Design
- 3.2 Population and Sample
- 3.3 Research Instruments
- 3.4 Data Collection
- 3.5 Data Analysis
- 3.6 Ethical consideration
- 3.7 Summary

3.1 Research Design

One group pretest-posttest design was used in the study. The experimental design was $O_1 \times O_2$

O_1 = Pretest on English pronunciation

X = Experimental treatment using online social

O_2 = Posttest on English pronunciation

Table 3.1 showed the design of this study clearly.

Table 3.1 Design of the study

O₁	X	O₂
Pretest	Treatment	Posttest
English pronunciation ability	English pronunciation ability using online social media and phonics instructions	English pronunciation ability
		Satisfaction

3.2 Population and Sample

3.2.1 Background of population

The population was 120 students who studied in primary one at Watmongkolkotawas school, Samutprakan Province. All of the participants were Thai native students who used the Thai language as their mother tongue to communicate on their daily basis. Thai teachers taught the participants in English class as a mandatory subject. Therefore, the students had already been taught the basics of all of A-Z's phonics sounds.

3.2.2 Sample

The sample of this study was 30 grade one EFL students who studied English in class of 2020 at a public primary school at Watmongkolkothawas School, Samutprakan Province. The participants were selected by cluster random sampling method. They had mixed abilities, ranging from low, medium, and high levels in every class—those selected in the average of Adequate grade in a classroom of the first semester. According to Etikan and Bala (2017), random cluster sampling is one of the advantages of techniques that is

economical in reducing cost by concentrating on the selected samples. However, it gives less precision than simple random sampling.

The school is the one in the public school under Samutprakan Educational Service Office 2 with approximately 800 students. The researcher selected the school because the researcher has been teaching there. There are four classes of grade one students at the school. They study English as a Foreign Language and study English for four hours a week. A class of 30 students was selected to be the participants in this study. All students participating in the experiment have previous experience of learning fundamental phonics.

The researcher provided the letters authorized on behalf of the school director to ask for those thirty parents' permission to participate in this study.

3.3 Research Instruments

The following instruments were used in this study.

3.3.1 Online social media

1) The researcher created and found songs, pictures, activities and assignments that were suitable for ten target sounds /l/, /r/, /s/, /z/, /d/, /t/, /k/, /g/, /f/, and /v/. The outcomes were identified in the National Curriculum B.E. 2008.

2) The researcher created online media as the teaching materials. There were Loom Program and PowToon Video Program for teaching English pronunciation.

- (1) Animals, using Loom Program
- (2) Things and Numbers, using PowToon
- (3) My Room, using Loom Program
- (4) My House, using Loom Program and,
- (5) Restaurant and Food, using PowToon.

To ensure the quality of online social media related to English pronunciation teaching, all media were checked by three experts; two English teachers and a phonological expert.

3.3.2 Lesson plans

3.3.2.1 Scopes of five lesson plans

1) The researcher studied the core curriculum focusing on grade one to conceptualize the content. The outcomes were identified in the National Curriculum B.E. 2008.

2) The researcher selected songs, pictures, activities and assignments that were suitable for ten target sounds /ʌ/, /r/, /s/, /z/, /d/, /t/, /k/, /g/, /f/, and /v/.

3) The researcher created online media as the teaching materials. There were Loom Program and PowToon Video Program for teaching English pronunciation.

To ensure the quality of teaching materials related to English pronunciation teaching, all media were checked by three experts; two English teachers and a phonological expert.

4) The researcher wrote the lesson plans based on teaching English pronunciation by using online social media and phonics instructions. Five lesson plans were used in the study. Each lesson was used in four classes (one class per one hour) for teaching. Five topics of teaching in this study were (1) Animals, (2) Things and Numbers, (3) My Room, (4) My House and, (5) Restaurant and Food. The study's topics were conformed to the Thai basic education core curriculum B.E. 2551 in the language for communication standard of strand 1. The words in each topic were selected to enhance English pronunciation which were related to the pronunciation sounds provided; /ʌ/, /r/, /s/, /z/, /f/, /v/, /k/, /g/, /t/ and, /d/. The following scope of each lesson was used in the study. Table 3.5 showed the scope of the five lesson plans. In each lesson was contained content, target sounds, and words.

Table 3.2 Scope of 5 lesson plans

Lesson Plans	Content	Target Sounds	Words
1	Animals	Initial sounds /l/, and /r/	lion, lama, lizard, lynx, lava gull, rooster, rat, raccoon, rabbit, and rhino
2	Things and Numbers	Initial sounds /s/, and /z/	six, seven, sun, sand, sock, zip, zero, zoom, zig-zig, and zoo
3	My Room	Initial sounds /d/, and /t/	tablet, teacher, table, toy, telephone, door, desk, drum, dice, and doll
4	My House	Initial sounds /k/, and /g/	key, kettle, kite, kitchen, kit, garage, glass, garden, glove, and guitar
5	Restaurant and Food	Initial sounds /f/ and /v/	Fan, food, fruit, fork, fish, vat, vase, vegetable, vine, and vanilla

After designed the scope of five lessons, the researcher created lesson plans to enhance English pronunciation ability, which were applied the procedure of the lesson in

the *stages of pronunciation*. Thus, each lesson consists of three stages: pre-pronunciation, while- pronunciation, and post- pronunciation (Burns and Joyce, 1997).

1. Pre – pronunciation

1.1 Pre-speaking was warm-up activities which began before the students actually pronounced. The researcher had students experienced the sounds, observations, and interactions inside and outside the classroom impacted what they spoke or pronounced the words.

1.2 The researcher had students do activities such as listening to music and enjoying action rhymes and songs. Rhymes, songs, stories, and games helped students to support and involve thoughts and reflections as well as provide opportunities for them to plan and organize pronouncing.

1.3 The students generated and explored ideas for pronouncing topics through a variety of pre-speaking activities such as watching videos on YouTube and playing games about the target sounds.

2. While– pronunciation

2.1 The researcher had students pronounce the target sounds from watching online social media provided. This stage engaged the students in interactions with peers.

2.2 The researcher had students do activities using online social media, including audio and video tools, to practice pronouncing the words. The students who had been provided with supportive, collaborative environments and opportunities to prepare for their informal and formal speaking experiences were more likely to have the confidence to go public with their ideas and information.

2.3 In this stage, the researcher had the students do activities such as making conversation, doing roleplay, and playing games to express personal feelings, ideas, or viewpoints.

3. Post – pronunciation

In this stage, it was important to have the students reflect upon their performance after practicing the sounds. In their reflection, the researcher helped the students set personal goals for enhancing English pronunciation ability. Thus, the role of the teacher was to:

3.1 The researcher gave the students the opportunities to gather questions and interprets.

3.2 The researcher built on what the students already know, as new knowledge was achieved by reconstructing and reshaping prior understanding.

3.3 The researcher developed the students to ensure what the students have learned by providing formative assessment. There were consisting of 10-word lists in each lesson.

3.4 The researcher encouraged peer assessment that focuses on strengths and areas for improvement.

3.5 The researcher and the students practiced pronouncing by using checklists and had the students do assignments provided in each lesson.

5. The researcher asked three experts; two English teachers and a phonological expert to check whether the questions were related to the students' studying to assure the reliability of the lesson plans.

6. The researcher applied the revised lesson plans in the classroom.

The validation of the lesson plan was shown in table 3.3.

Table 3.3 The quality of lesson plan evaluated by three experts

Item	Lesson Plan 1	Lesson Plan 2	Lesson Plan 3	Lesson Plan 4	Lesson Plan 5
1. Lesson layout and design					
-The layout and design of the lesson is appropriate and clear.	1	1	0.67	1	0.67
-The layout and design of the lesson is organized effectively.	0.67	1	1	1	0.67
2. Objectives					
-The objectives are clear.	0.67	1	1	0.67	1
-The objectives are relevant to the content of the lesson.	0.67	1	0.67	0.67	0.67
3. Instruction					
-The teaching steps engage enhancing English pronunciation of EFL primary students.	1	1	1	1	1
-The instructions are clear and explicit.	0.67	1	0.67	1	1
-The time given for each teaching step is appropriate.	1	0.67	0.67	1	1

Table 3.3 The quality of lesson plan evaluated by three experts (continued)

Item	Lesson Plan 1	Lesson Plan 2	Lesson Plan 3	Lesson Plan 4	Lesson Plan 5
4. Activities					
-The activities are practical.	1	1	1	1	1
-The presentation activities are student appropriate-playful, engaging and interactive.	0.67	1	0.67	1	0.67
-The activities contain sufficient amount tasks that promote enhancing English pronunciation of EFL primary students.	1	1	1	1	1
5. Materials and worksheets					
-The materials and worksheets are appropriate for the students.	1	0.67	1	1	0.67
-The materials and worksheets are linked with the topics.	1	1	1	1	1
Grand Mean Score	0.86	0.7	0.86	0.94	0.86

Note: Lesson Plan 1 = Animals, Lesson Plan 2 = Things and Numbers, Lesson Plan 3 = My Classroom, Lesson Plan 4 = My House and Lesson Plan 5 = Restaurant and Food

According to the Table 3.3, the Grand Mean Score were 0.86, 0.7, 0.86, 0.94, and 0.86, which indicated that the overall lesson plan was acceptable. However, the three experts also provided some additional comments for revising the lesson plans.

Expert A suggested that the teacher should provide more time to let the students practice pronouncing and doing assignments.

Expert B suggested that teaching in each lesson plan should be the same step because it could help the students understand how to learn and practice the sounds effectively. Moreover, the teacher should consider about the time to use in each step as well.

Expert C suggested that some activities should have been given more time.

3.3.2.2 Formative Assessment

To measure what the students have learned in each lesson. The lessons were five units and each unit was taught in four hours. The students were taught in the lessons of (1) Animals, (2) Things and Numbers, (3) My Room, (4) My House and, (5) Restaurant and Food. Table 3.4 showed 50 sound words used in formative assessment.

Table 3.4 50 sound words with formative assessment

/l/	Lion	Lama	Lizard	Lynx	Lava gull
/r/	Rooster	Rat	Raccoon	Rabbit	Rhino
/s/	Six	Seven	Sun	Sand	Sock
/z/	Zip	Zero	Zoom	Zig-zig	Zoo
/f/	Fan	Food	Fruit	Fork	Fish
/v/	Vat	Vase	Vegetable	Vine	Vanilla
/k/	Key	Kettle	Kite	Kitchen	Kit
/g/	Garage	Glass	Garden	Glove	Guitar
/t/	Tablet	Teacher	Table	Toy	Telephone
/d/	Door	Desk	Drum	Dice	Doll

Pronunciation tests were divided into five sections;

Section (1) is on the topic of Animals. It contains ten words list to test the sounds of /l/ and /r/.

Section (2) is on the topic of Things and Numbers. It contains ten words list to test the sounds of /s/ and /z/.

Section (3) is on the topic of My Room. It contains ten words list to test the sounds of /d/ and /t/.

Section (4) is on the topic of My House. It contains ten words list to test the sounds of /k/ and /g/.

Section (5) is on the topic of Restaurant and Food. It contains ten words list to test the sounds of /f/ and /v/.

The pronunciation test was an assessment during the teaching and learning. The researcher let the students do the test after they finished learning in each unit. In each test, the students had been tested 10 words. In this study, the researcher scored one point for the correct speech sound and zero point for the incorrect sound and not produced sound. To come up with the final scores, the English teacher was a judge. The scores of the judgment of both the researcher and English teacher had been compared. The students who got 60 percent scores passed the test.

3.3.3 Tests

To use online social media and phonics instructions to enhance English pronunciation, integrating genetic phonics and five stages based on Lloyd, which is the process of understanding the sounds in the English language that consisted of learning the letter sounds, learning letter formation, blending, identifying the sounds in words and tricky words. The sound words that the students were tested in the pretest and posttest consisted of 20 sound words. There are 10 initial sounds teaching and testing in the instructions which are /l/, /r/, /s/, /z/, /f/, /v/, /k/, /g/, /t/ and /d/. The words used in this part were compiled from two main sources, namely, English Smile 1 and Samutprakan

Primary Educational Service Office 2's vocabulary book. Table 3.5 showed twenty sound words used in the pretest and posttest.

Table 3.5 Sound words with pretest and posttest

/l/	Lion	Lama
/r/	Rabbit	Rat
/s/	Six	Seven
/z/	Zoo	Zero
/f/	Fan	Food
/v/	Vat	Vase
/k/	Key	Kite
/g/	Garden	Guitar
/t/	Toy	Table
/d/	Door	Desk

The tests were pretest and posttest to compare the students' performances before and after the experiment. The test had 20 sound words. If the students get a 60 percent score, they pass the test. In addition, the total sound words of the test were verified by three experts in English language instruction; two English teachers and a phonological expert verified the content validity of the pronunciation test. The pretest and posttest were audio-recorded for accurate grading. Table 3.6 showed the experts' validation of 20 words pretest and posttest.

Table 3.6 The experts' validation of 20 words pretest and posttest

Item	Expert	Expert	Expert	IOC
	A	B	C	
Lion	1	1	1	1
Lama	1	1	1	1
Rabbit	1	1	1	1
Rat	1	1	1	1
Six	1	1	1	1
Seven	1	1	1	1
Zoo	1	1	1	1
Zero	1	1	1	1
Fish	1	1	1	1
Food	1	1	1	1
Vat	1	1	1	1
Vase	1	1	1	1
Key	1	1	1	1
Kite	1	1	1	1
Garden	1	1	1	1
Guitar	1	1	1	1

Table 3.6 The experts' validation of 20 words pretest and posttest (continued)

Item	Expert	Expert	Expert	IOC
	A	B	C	
Toy	1	1	1	1
Table	1	1	1	1
Door	1	1	1	1
Desk	1	1	1	1

In Table 3.6, the experts' validation of the 20-word pretest in enhancing English pronunciation for EFL primary students indicated that the overall score was 1.00. Therefore, it was implied that 20 words of pretest and posttest were acceptable. However, there were additional comments given by the three experts as follows:

Expert A suggested that the given words were appropriate with the students' level. Moreover, the teacher chose the words that the students were familiar with. However, it would be better for the students if the teacher provided additional minimal pairs such as light-right or two-do.

Expert B claimed that all items of 20 words were good for the students and relevant to the lesson of learning.

Expert C claimed that the range of vocabulary was suitable for a group of target learners. Moreover, the selected words were living things that the students can relate to easily.

3.3.4 Questionnaire

The questionnaire was aimed to explore students' satisfaction level toward using online social media and phonics instruction. The questionnaire was divided into two parts.

The first part drew the profile of the participants in terms of gender and age. The second part allowed the participants to rate their satisfaction using online social media and phonics instruction since they were in the first grade.

The researcher read the questions and let the participants choose the answer. The choices of the answers were used Three-Point Likert Scales face including happy, neutral, and sad to allow the participants to choose the emoticon in each question for the answer. Happy means the students are satisfied. Neutral means the students are indifferent, and sad means the students are dissatisfied.

The researcher selected faces because the participants were the grade one students. Thus, it was easy for them to understand the meanings of images as emotions better than texts. Moreover, it was supported by Paunonen, Jacsonm, and Keinomen (1990) stated images provided more suitable for creative test takers and reduced misunderstanding of the text items. The result of analyzed was to be verbal description in table 3.7.

Table 3.7 Three-Point Likert Scale

Likert Scale	Interval	Verbal Description
1	1.00-1.66	Low
2	1.67-2.63	Moderate
3	2.64-3.00	High

The questionnaire was translated into the Thai language to ensure students' clear understanding. Three experts evaluated the content validity of the questionnaire; two English teachers and a phonological expert. The experts' validation of the questionnaires was shown in table 3.8.

Table 3.8 The experts' validation of the questionnaires

Item	Expert	Expert	Expert	IOC
	A	B	C	
Classroom Environment				
1. นักเรียนมีส่วนร่วมในการทำกิจกรรม Students participate activities effectively.	1	1	1	1
2. นักเรียนเรียนรู้ในสภาพแวดล้อมที่ชั้นเรียน ส่งเสริมให้นักเรียนเกิดการเรียนรู้ Students are happy and fun during learning in classroom.	1	1	1	1
Activities				
3. นักเรียนได้เรียนการออกเสียงจากเพลง ส่งเสริมให้นักเรียนออกเสียงได้ดีขึ้น Students pronounce the target sounds better after learning pronunciation from music.	0	1	1	0.67
4. นักเรียนได้เรียนการออกเสียงจากวิดีโอใน YouTube ส่งเสริมให้นักเรียนออกเสียงได้ดีขึ้น Students pronounce the target sounds better after learning pronunciation from YouTube.	0	1	1	0.67
5. นักเรียนได้เรียนการออกเสียงจากวิดีโอใน Loom Program ส่งเสริมให้นักเรียนออกเสียงได้ดีขึ้น Students pronounce the target sounds better after learning pronunciation from Loom Program.	1	1	1	1

Table 3.8 The experts' validation of the questionnaires (continued)

Item	Expert	Expert	Expert	IOC
	A	B	C	
6. นักเรียนได้เรียนการออกเสียงจากวิดีโอใน PowToon ส่งเสริมให้นักเรียนออกเสียงได้ดีขึ้น Students pronounce the target sounds better after learning pronunciation from PowToon.	0	1	1	0.67
7. นักเรียนได้ทำแบบฝึกหัดการออกเสียงจากใบงานส่งเสริมให้นักเรียนออกเสียงได้ดีขึ้น Students pronounce the target sounds better after learning pronunciation after doing assignments.	0	1	1	0.67
Online Social Media				
8. นักเรียนพึงพอใจกับการเรียนการออกเสียงโดยใช้เพลง Students are satisfied with learning pronunciation from music.	1	1	1	1
9. นักเรียนพึงพอใจกับการเรียนการออกเสียงโดย YouTube Students are satisfied with learning pronunciation from YouTube.	1	1	1	1
10. นักเรียนพึงพอใจกับการเรียนการออกเสียงโดย Loom Program Students are satisfied with learning pronunciation from Loom Program.	1	1	1	1

Table 3.8 The experts' validation of the questionnaires (continued)

Item	Expert	Expert	Expert	IOC
	A	B	C	
11. นักเรียนพึงพอใจกับการเรียนการออกเสียง โดย PowToon Students are satisfied with learning pronunciation from PowToon.	1	1	1	1
12. นักเรียนอยากเรียนเนื้อหาอื่นๆโดยใช้สื่อ ออนไลน์ Students require further activities using Online Social Media.	1	1	1	1
13. นักเรียนชอบสื่อการเรียนที่มีภาพประกอบมี สีสันสวยงาม Students appreciate lively and beautiful media.	1	1	1	1
Sounds				
14. นักเรียนเรียนรู้การออกเสียง /l/ ได้ดียิ่งขึ้น Students pronounce the /l/ sound better.	1	1	1	1
15. นักเรียนเรียนรู้การออกเสียง /r/ ได้ดียิ่งขึ้น Students pronounce the /r/ sound better.	1	1	1	1
16. นักเรียนเรียนรู้การออกเสียง /s/ ได้ดียิ่งขึ้น Students pronounce the /s/ sound better.	1	1	1	1

Table 3.8 The experts' validation of the questionnaires (continued)

Item	Expert	Expert	Expert	IOC
	A	B	C	
17. นักเรียนเรียนรู้การออกเสียง /z/ ได้ดียิ่งขึ้น Students pronounce the /z/ sound better.	1	1	1	1
18. นักเรียนเรียนรู้การออกเสียง /k/ ได้ดียิ่งขึ้น Students pronounce the /f/ sound better.	1	1	1	1
19. นักเรียนเรียนรู้การออกเสียง /g/ ได้ดียิ่งขึ้น Students pronounce the /v/ sound better.	1	1	1	1
20. นักเรียนเรียนรู้การออกเสียง /d/ ได้ดียิ่งขึ้น Students pronounce the /k/ sound better.	1	1	1	1
21. นักเรียนเรียนรู้การออกเสียง /t/ ได้ดียิ่งขึ้น Students pronounce the /g/ sound better.	1	1	1	1
22. นักเรียนเรียนรู้การออกเสียง /f/ ได้ดียิ่งขึ้น Students pronounce the /d/ sound better.	1	1	1	1
23. นักเรียนเรียนรู้การออกเสียง /v/ ได้ดียิ่งขึ้น Students pronounce the /t/ sound better.	1	1	1	1

In table 3.8, the results from the questionnaire toward using online social media and phonics instruction in enhancing English pronunciation of EFL primary students indicated that the overall score of all items was 0.94. It was implied that the questionnaire was acceptable. However, there were additional comments given by the experts as follows:

Expert A suggested that the questions were suitable and easy for students to understand and clear for doing the questionnaire. As a result, the researchers adjusted the questions in order to help them easily identify.

Expert B recommend the questions should be started with “นักเรียน” in order to emphasize that the study was encouraged student-centered. Furthermore, Expert B noted that questions should be focused on positive questions. It should be adjusted to reduce a bit vague for the students.

Expert C suggested that the words used were unclear. The researcher should recheck the words to make the students understand easily. Therefore, the researcher adjusted the language used.

3.4 Data Collection

3.4.1 Quantitative data collection

Quantitative data collection was used with the purpose to analyze the impact of phonics instruction in the pronunciation of /l/, /r/, /s/, /z/, /f/, /v/, /k/, /g/, /t/ and /d/. It was in progress through pretest and posttest and audio-recording, which helped the researcher observe, analyze and identify the difficulties at the moment of pronouncing the sound words.

This study was one group pretest-posttest design. The participants were taught words listed of pronunciation by using online social media and phonics instruction. The pretest and posttest were used to compare the students' ability to pronounce aloud. The class was held four hours per week. Pretest, posttest, formative assessment, and students' perspective were conducted as the method.

The researcher's designed instrument to collect the data for this research is as follows:

1. The tests were used as a pretest by the students pronouncing aloud. It consisted of 20 items to measure the students' performances before the experiment.
2. There were five lesson plans. Each plan took four hours for the experiment. Thus, the whole experimental study lasted for five weeks, and each lesson lasted for four hours.
3. After teaching each unit, the researcher asked the students to do a formative assessment by pronouncing for 10-word lists as the sound words provided.
4. The students pronounced aloud posttest, using the same test as the pretest.
5. The pretest and posttest were both audio-recorded for accurate grading.
6. The evaluation of each test was calculated and measured to identify the ability of pronunciation.

3.4.2 Qualitative data collection

In order to gain students' satisfaction toward using online social media and phonics instruction in enhancing English pronunciation ability, a two-part questionnaire was administered at the end of the course to obtain students' perspective on combining online social media and phonics teaching to improve English pronunciation skills.

3.5 Data analysis

- To assure the reliability of the listed words, all of the words were checked the correctness by three experts; two English teachers and a phonological expert.
- The Index of Item-Objective Congruence (IOC) was used to ensure content validity. In this process, all the tests and the questionnaire were checked by three experts, including two English teachers and a phonological expert.

The IOC points in calculations are provided into three scales of rating for consistency and congruencies of the items. All experts chose only one answer as the given mark from these three alternatives of choices:

+1 = Congruent with clear understanding,

0 = Uncertain or not sure whether item related to the study,

-1 = Not Understand or not congruent or related to this study.

Total points for each item must have a consistency value equal to or above 0.50 (Department of Academics Documents, 2003; Pinyopanuwat, 2014). IOC marks calculated by below equation:

$$IOC = \frac{\sum R}{N}$$

IOC = Item-Objective Congruence Index

R = Point given by specialists

$\sum R$ = Total points of each specialist

N = Numbers of specialists

- The quantitative data collected was analyzed dominantly using percentage, means, standard deviation, and t-test for the dependent.

- The mean score of the students on the posttest of enhancing English pronunciation by using online social media and phonics instructions was higher than the mean score on the pretest.

3.6 Ethical consideration

According to the participants of 30 EFL students, the ethical issue was considered as human rights. The researcher provided the letters authorized on behalf of the school director to ask for those 30 parents' permission to participate in this study. Before

distributing the questionnaires, the researcher explained a brief and simple explanation about the study's objectives. The individual information was kept confidential without disclosing the respondents' identities. Moreover, all data getting from the respondents had been kept in a secure place.

3.7 Summary

This study aimed to create and find the quality of online social media that is suitable for EFL primary students, to compare the English pronunciation ability of EFL primary students before and after using online social media and phonics instruction, and to explore students' satisfaction level toward using online social media and phonics instruction.

The main experimental study was conducted with the 30 EFL primary students from a school at Watmongkolkotawas school, Samutprakan Province. The study was held six weeks. The study compared the test using means, standard deviation, and t-test for dependent before and after receiving online social media and phonics instruction. Furthermore, the study explored the students' satisfaction toward using online social media and phonics instruction, and the data collected were analyzed by the content analysis.

CHAPTER 4

RESULTS

This chapter reported results based on three research objectives. The first objective was to create and find the quality of online social media that is suitable for EFL primary students. The second objective was to compare the English pronunciation ability of EFL primary students before and after using online social media and phonics instruction. And the third objective was and to explore students' satisfaction level toward using online social media and phonics instruction. The following research results were addressed:

4.1 Result of Research Question 1

4.2 Result of Research Question 2

4.3 Result of Research Question 3

4.1 Result of Research Question 1

Result of Research Question 1: Is the quality of online social media suitable for EFL primary students?

In order to answer this research question, the results obtained from the results of the online social media's quality were evaluated by three experts before doing the experiment and the formative assessment from each lesson was created after the students had taught learned. Table 4.1 showed the results of the quality of the online social media evaluated by three instrumental experts.

Table 4.1 The quality of the online social media evaluated by three experts

Item	Expert A	Expert B	Expert C	IOC
1. Loom Program in the topic of Animals (l and r sounds)				
-The layout and design of the program is appropriate and clear.	1	1	1	1
-The program is useful and supportive the study.	1	0	1	0.67
-The program is relevant to the topic and objectives.	1	0	1	0.67
-The content of the program engages enhancing English pronunciation of EFL primary students.	1	1	1	1
2. PowToon Program in the topic of Things and Numbers (s and z sounds)				
-The layout and design of the program is appropriate and clear.	1	0	1	0.67
-The program is useful and supportive the study.	1	1	1	1
-The program is relevant to the topic and objectives.	0	1	1	0.67
-The content of the program engages enhancing English pronunciation of EFL primary students.	1	1	1	1

Table 4.1 The quality of the online social media evaluated by three expert
(continued)

Item	Expert A	Expert B	Expert C	IOC
3. Loom Program in the topic of My Classroom (t and d sounds)				
-The layout and design of the program is appropriate and clear.	1	0	1	0.67
-The program is useful and supportive the study.	1	0	1	0.67
-The program is relevant to the topic and objectives.	1	0	1	0.67
-The content of the program engages enhancing English pronunciation of EFL primary students.	1	1	1	1
4. Loom Program in the topic of My House (k and g sounds)				
-The layout and design of the program is appropriate and clear.	1	0	1	0.67
-The program is useful and supportive the study.	1	1	1	1
-The program is relevant to the topic and objectives.	1	0	1	0.67
-The content of the program engages enhancing English pronunciation of EFL primary students.	1	1	1	1

Table 4.1 The quality of the online social media evaluated by three expert (continued)

Item	Expert A	Expert B	Expert C	IOC
5. PowToon Program in the topic of Restaurant and Food (f and v sounds)				
-The layout and design of the program is appropriate and clear.	1	0	1	0.67
-The program is useful and supportive the study.	1	0	1	0.67
-The program is relevant to the topic and objectives.	1	1	0	0.67
-The content of the program engages enhancing English pronunciation of EFL primary students.	1	1	1	1

It can be showed from table 4.1 that the results from the quality of the online social media evaluated by three experts was acceptable. Moreover, the result had been shown that online social media was qualified and suitable for EFL primary students.

To measure what the students had learned in each lesson. The lessons were five units, and each unit was taught in four hours. The students were taught in the lessons of (1) Animals, (2) Things and Numbers, (3) My Room, (4) My House and, (5) Restaurant and Food. Table 4.2 showed the result of the individual scores of formative assessment five units by using online social media and phonics instructions.

Table 4.2 Mean scores of formative assessment five units by using online social media and phonics instructions

<i>N</i>	<i>M</i>	<i>SD</i>
30	71.17	13.24

In a formative assessment, the students got 60 percentage scores meant that they passed the test. After receiving online social media and phonics instructions, the students got overall scores of 71.16. It resulted that the students passed the test. Moreover, it showed that online social media is qualified and suitable for EFL primary students.

4.2 Result of Research Question 2

Result of Research Question 2: Does the students' English pronunciation ability enhance after using online social media and phonics instruction?

Enhancing English pronunciation ability by using online social media and phonics instructions was used with 30 EFL primary students at Watmongkolkotawas School. The pretest and the posttest were administered before and after the instruction.

According to research question 2, the mean score of the students on the posttest should be higher than the mean score on the pretest. Therefore, the pretest and the posttest mean scores were compared using the t-test dependent on determining whether there was a significant difference before and after instruction. Table 4.3 showed the descriptive statistics of the pretest and posttest scores. The results revealed that there was a significant difference between the mean score of pretest and posttest.

Table 4.3 A comparison of pretest and posttest

	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>
Pretest	30	9.27	2.03	9.72*	29
Posttest	30	14.23	2.65		

*Significant at .05 level ($p < .05$)

As showed in Table 4.3, the posttest mean score of the students was significantly different from their pretest mean score at a level of 0.05. In this study, the level indicating a significant difference in result was set at 0.05. Thus, the level of 0.05 points to a significant difference between performance before and after the pronunciation enhancement. Therefore, the result strongly supported that the students' English pronunciation ability was higher after using online social media and phonics instruction. Since, the online social media was interesting. It can make the interaction for the students in class.

4.3 Result of Research Question 3

Result of Research Question 3: What is the students' satisfaction level toward using online social media and phonics instruction?

The questionnaires were given to the students after using online social media and phonics instructions to obtain their satisfaction. The students rated from 3 for satisfied, 2 for indifferent, and 1 for dissatisfied. The response of the questionnaire rated by the students was analyzed by using mean and standard deviation (SD.). According to the Three-Point Likert Scale analysis, the interval of 1.00-1.66 meant low, 1.67-2.33 meant moderate, and 2.34-3.00 meant high. Table 4.5 contained descriptive information about the students' satisfaction toward using online social media and phonics instruction.

Table 4.4 Students' satisfaction toward using online social media and phonics instruction

Item No.	Questionnaire	<i>M</i>	<i>SD</i>	<i>Meaning</i>
1	Students participate activities effectively.	2.87	0.35	High
2	Students are happy and fun during learning in classroom	2.83	0.38	High
3	Students pronounce the target sounds better after learning pronunciation from music.	2.71	0.51	High
4	Students pronounce the target sounds better after learning pronunciation from YouTube.	2.71	0.48	High
5	Students pronounce the target sounds better after learning pronunciation from Loom Program.	2.53	0.57	Moderate
6	Students pronounce the target sounds better after learning pronunciation from PowToon.	2.53	0.57	Moderate
7	Students pronounce the target sounds better after learning pronunciation after doing assignments.	2.73	0.45	High
8	Students are satisfied with learning pronunciation from music.	2.73	0.47	High
9	Students are satisfied with learning pronunciation from YouTube.	2.73	0.45	High
10	Students are satisfied with learning pronunciation from Loom Program.	2.67	0.45	High
11	Students are satisfied with learning pronunciation from PowToon.	2.67	0.57	High
12	Students require further activities using Online Social Media.	2.87	0.35	High
13	Students appreciate lively and beautiful media.	2.80	0.48	High

Table 4.4 Students' satisfaction toward using online social media and phonics instruction (continued)

Item No.	Questionnaire	<i>M</i>	<i>SD</i>	<i>Meaning</i>
14	Students pronounce the /l/ sound better.	2.65	0.62	High
15	Students pronounce the /r/ sound better.	2.10	0.66	Moderate
16	Students pronounce the /s/ sound better.	2.70	0.54	High
17	Students pronounce the /z/ sound better.	2.30	0.81	Moderate
18	Students pronounce the /f/ sound better.	2.67	0.67	High
19	Students pronounce the /v/ sound better.	1.90	0.61	Moderate
20	Students pronounce the /k/ sound better.	2.73	0.56	High
21	Students pronounce the /g/ sound better.	2.73	0.77	High
22	Students pronounce the /d/ sound better.	2.80	0.57	High
23	Students pronounce the /t/ sound better.	2.67	0.63	High
	Total Mean	2.64	0.54	High

Regarding the questionnaire results to determine students' satisfaction level based on the Three-Point Likert Scale, most students were satisfied with the learning; the total mean was 2.64 (n=30) with the high level. The students rated "students participate activities effectively" and "students require further activities using Online Social Media" at the highest level with a mean of 2.87. Moreover, the students rated "students are happy and fun during learning in the classroom" and "students appreciate lively and beautiful media" at high levels of 2.83 and 2.80, respectively. On the other hand, they rated "Students pronounce the /v/ sound better" at the lowest level with a mean of 1.90 with the moderate level.

Summary

The results supported the research objectives that the online social media was qualified and suitable for EFL primary students. The students' English pronunciation ability was enhanced after using online social media and phonics instruction in terms of the higher mean score of the posttest compared to the pretest at a significant level of 0.05. Also, the students were satisfied with the experiment.

The results of the lesson plan provided in class were suitable and acceptable for the students. Since, there were the steps of the lesson plan; pre-pronunciation, while-pronunciation, and post-pronunciation, it was clear and easy for understanding, making most of the students satisfied with the steps of teaching.

The results of the tests revealed that the mean score from the pretest was 9.27 while the posttest was 14.23 ($t=9.72$). It was found that there was a significant difference between the mean score of the pretest and the posttest.

The questionnaire results in each aspect showed that most of the students were satisfied with enhancing their English pronunciation ability by using online social media and phonics instructions with the high level. It was thus beneficial for the students to help them a lot in enhancing their English pronunciation. They said that they wanted to learn further lessons by using online social media. Moreover, they also said phonics instructions helped them pronounce the sounds better and enhance their English pronunciation ability.

CHAPTER 5

CONCLUSION AND DISCUSSION

In this chapter, the findings of this study were discussed in accordance with the research objectives and research questions. Following summary of the findings, discussion, limitation of the study, pedagogical implications, recommendations for future research, and conclusion were presented. The following research conclusion and discussion were addressed:

5.1 Summary of the Findings

5.2 Discussion

5.3 Limitation of the Study

5.4 Pedagogical Implications

5.4 Recommendations for Future Research

5.5 Conclusion

5.1 Summary of the Findings

5.1.1 Significance of the study

The objectives of the study were to create and find the quality of online social media that is suitable for EFL primary students, to compare the English pronunciation ability of EFL primary students before and after using online social media and phonics instruction, and to explore students' satisfaction level toward using online social media and phonics instruction. Data from this study were obtained through online social media, lesson plan, test, and students' satisfaction questionnaire answered by the students. The data were analyzed according to research objectives and research questions. The results obtained from this study enhanced students' English pronunciation ability, represented by the quality of online social media, a significant increase in mean scores on the posttest and questionnaire answers. The study results were beneficial for both English teachers

who were interested in integrating phonics instruction in their classroom and the EFL students who learned English pronunciation in general.

5.1.2 Population and sample group

The population of this study was 120 students, and the sample group was 30 students who studied in grade one at Watmongkolkotawas school, Samutprakan Province. All of the students were Thai native students who used the Thai language as their mother tongue to communicate on a daily basis. Thai teachers taught the students in English class as a mandatory subject. The students were taught the basics of all of the A-Z phonics sounds. Most of them had problems with pronouncing the sounds of /l/, /r/, /s/, /z/, /f/, /v/, /k/, /g/, /t/ and /d/.

5.1.3 Research methodology

The research was experimental research by using a group pretest and posttest design. The pretest was administered to the students at the beginning of the learning. After the pretest, the students attended the English pronunciation by using online social media and phonics instructions training. The duration of the teaching was six weeks. The posttest was administered to see the enhancing of students' English pronunciation ability after using online social media and phonics instructions. In addition, questionnaires were given to students at the end of the experiment to obtain their satisfaction on the experiment.

5.1.4 Research instruments

Research instruments used in this study were pronunciation pretest and posttest, formative assessment, lesson plan, and questionnaire.

5.1.5 Data collection and analysis

The students' mean scores from the pretest and posttest were collected to be statistically compared by using a t-test dependent sample in the computer program for statistical analysis to measure the enhancing of English pronunciation ability. In addition, the rating results from the questionnaire were collected and analyzed using mean and standard deviation (SD.) to measure the students' satisfaction toward using online social media and phonics instruction.

5.1.6 Summary of the main results

1) Online Social Media

The evaluation of online social media quality revealed that online social media is quality and suitable for EFL primary students. The results from the quality of the online social media evaluated by three experts. The result was implied that the quality of the online social media was acceptable and suitable for EFL primary students.

2) Lesson Plans

Five lesson plans were used in the study. Each lesson was used in four classes for teaching. Five topics of teaching in this study were (1) Animals, (2) Things and Numbers, (3) My Room, (4) My House and, (5) Restaurant and Food. The study's topics were conformed to the Thai basic education core curriculum B.E. 2551 in the language for communication standard of strand 1. The words in each topic were selected to enhance English pronunciation which were related to the pronunciation sounds provided; /l/, /r/, /s/, /z/, /f/, /v/, /k/, /g/, /t/ and, /d/.

According to the researcher asked three instrumental experts evaluated the validity of lesson plan. It was indicated that the overall lesson plan was acceptable. However, the three experts also provided some additional comments for revising the lesson plans. The researcher had improved each lesson plan and took them in class.

3) Tests

Both pretest and posttest were the same test. The analysis of the pretest and posttest scores revealed that students' English pronunciation ability was significantly enhanced at the .05 level ($m=14.23$) after using online social media and phonics instructions. Hence, the result strongly supported that the students' English pronunciation ability was enhanced after using online social media and phonics instruction.

4) Students' Satisfaction Questionnaire

After the students have learned, the researcher had the students do the questionnaire. The results revealed that the students' satisfaction level toward using online social media and phonics instruction were at a high level ($m=2.64$). The students

rated “students participate activities effectively” and “students require further activities using Online Social Media” at the highest level with a mean of 2.87. Besides, the students rated “students are happy and fun during learning in the classroom” and “students appreciate lively and beautiful media” at high levels of 2.83 and 2.80, respectively.

However, the students rated “Students pronounce the /v/ sound better” at the lowest level with a mean of 1.90.

In addition, the students said that they wanted to learn further lessons by using online social media. Moreover, they also said phonics instructions helped them pronounce the sounds better and improve their English pronunciation ability.

5.2 Discussion

1) Online Social Media

In pronunciation learning, the result was in accordance with the study of Chi Ma (2017) that used phonics instruction in class to help the students accurately and effectively pronounced the words through phonics practices. Since the students learned how to pronounce unfamiliar printed words, they could understand those words literally. In addition, using synthetic phonics as a major of enhancing English pronunciation as well as using the technique of Jolly Phonics Lloyd (1998) for teaching were suitable techniques for EFL primary students to enhance their English pronunciation ability.

The study supported enhancing English pronunciation ability when using phonics instructions, including online social media. The results showed that they were effective and beneficial techniques for EFL primary students to improve their English pronunciation ability. The result was in accordance with the study of Hidayat (2018); using media in teaching language learning had a positive effect on teaching and learning. It was similar to the result of the study of Kontribusia (2019), who stated that media became a helpful tool for the students in delivering pieces of knowledge in the classroom.

2) Lesson Plans

The results of the lesson plan provided in class were suitable and acceptable for the students. Since, there were the steps of the lesson plan; pre-pronunciation, while-

pronunciation, and post-pronunciation, it was clear and easy for understanding, making most of the students satisfied with the steps of teaching. Therefore, three stages of pronunciation of Burns and Joyce (1997) were acceptable for this research study.

3) Tests

Based on the results from this study, the mean score of the pretest was 9.27, while the posttest was 14.23 ($t=9.72$). The results from the pretest showed that 10 sounds of pronunciation teaching; /ʌ/, /r/, /s/, /z/, /f/, /v/, /k/, /g/, /t/ and /d/ were the strongest pronunciation problems for EFL primary students. The result was in accordance with the study of Perez (2018). The students by the ages of 5 to 6 years old should be improved the pronunciation of the sounds /ʌ/ and /r/. Furthermore, Pimwan (2012) found that even though there were some sounds in English occurring in Thai sounds, the position of the sounds when pronouncing the words were different, making most of the Thai students mispronounced the consonant sounds as /s/, /z/, /t/, /k/, /g/.

From the learning, they learned how to enhance English pronunciation ability from their weakness in the pretest. They tried to pronounce the target sounds a lot from the online social media provided. Moreover, they checked the correctness of their assignment in each unit. From the formative assessment, they tried to improve the sounds that they were still not doing well. When doing activities to practice the sounds, the students were active in practicing the sounds better than in the previous lesson and tried to check the correctness with each other in every activity provided. Furthermore, they developed their pronunciation by monitoring themselves and modifying their pronunciation to get the posttest result better than the pretest.

4) Students' Satisfaction Questionnaire

The questionnaire result in each aspect showed that most of the students were satisfied with enhancing their English pronunciation ability by using online social media and phonics instructions at the high level. It was beneficial for those English teachers who were teaching English pronunciation and EFL primary students studying English in general. The activities, assignments, and games were helpful and useful in enhancing their English pronunciation ability. From the questionnaire, the students rated “students participate

activities effectively” and “students require further activities using Online Social Media” at the highest level with a mean of 2.87. Thus, the results supported that using online social media gave positive way in the students’ learning. However, the lowest ranking of the students’ satisfaction was “Students pronounce the /v/ sound better”. The result revealed that most of the students could not pronounce the /v/ sound effectively. Since the places of articulation in English sounds and Thai sounds were different, the students were also unfamiliar with the /v/ sound, which led to incorrect pronunciation.

5.3 Limitations of the study

Limitations of the study described as follow:

1. The duration of the training was a short period. Some students might need more time to practice and get familiar with the sounds. Therefore, the duration of learning might have influenced the posttest scores.
2. In fact, there are several different problematic sounds occurred in English sounds and Thai sounds. However, this study was only focused on 10 sounds of pronunciation teaching; /ʌ/, /r/, /s/, /z/, /f/, /v/, /k/, /g/, /t/ and /d/.

5.4 Pedagogical implications

Pedagogical implications are as follows:

1. For language instructors, this study can be applied for pedagogical implications. To date, online instruction plays an important role in language learning. Therefore, the application of online resources is useful for language learners.
2. The duration of learning English pronunciation should be well-planned to give more time to practice the sounds better and monitor the students’ pronunciation ability in weakness, then modify to be correct. In addition, online social media and phonics instructions can be used in the online classroom in order to improve students’ skills.

5.5 Recommendations for future research

Recommendations for further research are as follows:

1. This study was conducted with 30 EFL primary students in grade one at Watmongkolkotawas School. Further studies should be conducted with different levels of students: private schools or other public schools to have more reliability.
2. The duration of learning English pronunciation should be well-planned to give more time to practice the sounds better and monitor the students' pronunciation ability in weakness, then modify to be correct.
3. Researchers should study other problematic sounds to enhance the English pronunciation of different sounds.

5.6 Conclusion

This study enhances English pronunciation for grade one students at Watmongkolkotawas School, Samutprakan Province, with phonics instruction in the lesson. Thus, it is beneficial for both English teachers interested in integrating phonics instruction in their classroom and the EFL students learning English pronunciation in general. Also, it is helpful for policymakers, educators, and ministers to apply in the learning of Thai education.

BIBLIOGRAPHY

- Adams, M. J. (2001). *Alphabetic anxiety and explicit systematic phonics instruction: a cognitive science perspective*. New York, NY: The Guilford Press.
- Aiyarakarnjanakul, W., & Sitthikul, P. (2019). Effects of Phonics Instruction on Reading Ability of Young Thai Learners, *Proceeding of the 8th Litu International Graduate Conference on 2019*. (pp.590-605). Bangkok, Thailand: Thammasat University.
- Alwehaibi, H. O. (2015). The Impact of Using YouTube In EFL Classroom On Enhancing EFL Students' Content Learning. *Journal of College Teaching & Learning (TLC)*, 12(2), 121-126. Doi.org/10.19030/tlc.v12i2.9182
- Andersen, N. (2002). *New Media and New Media Literacy: The Horizon Has Become the Landscape*. New Media Are Here: report produced by Cable in the Classroom, pp. 30–35
- Armbruster, B. B., Lehr, F., Osborn, J. (2001). *Put reading first: The research building blocks for teaching children to read*. Jessup, MD: National Institute for Literacy.
- Armstrong, J.S (2012). Natural Learning in Higher Education. *Encyclopedia of the Sciences of Learning*. Heidelberg: Springer.
- A.S. Hornby. (2000). *Oxford Advanced Learners of Current English*. New York, NY: Oxford University Press.
- Bandura, A. (1982). *Bandura Self-efficacy mechanism in human agency* *Am. Psychol*, 37(2), pp. 122-147
- Buasuan, P. (2018), "Rethinking Thai higher education for Thailand 4.0", *Asian Education and Development Studies*, Vol. 7 No. 2, pp. 157-173.
<https://doi.org/10.1108/AEDS-07-2017-0072>
- Burns, A. and Joyce, H. (1997) *Focus on Speaking*. Sydney: National Centre for English Language Teaching and Research.
- Campbell, D. T. (1955). The informant in quantitative research. *American Journal of Sociology*, 60, 339–342. Doi.org/10.1086/221565

BIBLIOGRAPHY (CONTINUED)

- Cavus, N. (2016). *Development of an intellegent mobile application for teaching English pronunciation*. Retrieved from:
<https://reader.elsevier.com/reader/sd/pii/S1877050916325935?token=7A100538428469D10943B89E7A548F4B20A686BBE3D5F340D7E48E36664F48FD9DFBB34AE44404FFCFB8BDB03E4F87D0/>
- Ch., A.Q., Hussain, T., Mahmood, Z.K., & Rasool, M. (2016). *A Comparative Study between the Learning Style of User and Non User Students of Social Media at Elementary School Level*. Retrieve from: <https://eric.ed.gov/?id=EJ1210301>
- Chaikhunpol, N. (2017). The Communication Interaction of Thai When Using Social Networking Media. *Payap University Journal*, 27(2), 55-65.
- Chen, L. (2015). *The Effect of Phonics Training on the Word Reading and Spelling Ability of Non-English Major Students in the Vocational College*. Retrieve from: <http://www.dpi-proceedings.com/index.php/dtssehs/article/view/27389/26799/>
- Chinnawong, S., Hiranburana, K., & Wongsothorn, A. (2003). *English language teaching in East Asia today: Changing policies and practices* (pp. 441–453). Singapore: Eastern University Press.
- Collier, V. (2003). *The effect of age on acquisition of a second language for school*. Retrieved from <http://www.ncela.gwu.edu/pubs/directions/04.htm/>
- Cook, V. (2001). *Second Language Learning and Language Teaching: 3rd edition*. London, UK: Arnold.
- Cooke, P. (2018, May 18). *Is the Thai workforce ready for Thailand 4.0?*. Retrieve from: <https://www.bangkokpost.com/business/news/1467662/is-the-thai-workforce-ready-for-thailand-4-0/>
- Cunningham, P.M., Allington, R.L. (1999). *Classrooms that work: They can all read and write*. New York, NY: Longman.
- Cunnningham, P. M. (2008). *Phonics They Use: Words for Reading and Writing*. New York, NY: Longman.
- Dando, P. (2016). *Traditional Literacy and Critical Thinking*. Retrieve from: <https://eric.ed.gov/?id=EJ1099534>

This material is reserved for educational use only, not allowed for commercial use.

Forbidden to modify the content, and cite the document when use.

BIBLIOGRAPHY (CONTINUED)

- Datko, Juraj. (2014). *EFL Pronunciation Training Supported by Online Media Sources*. Retrieved from:
https://www.researchgate.net/profile/Juraj_Datko/publication/272485969_EFL_Pronunciation_Training_Supported_by_Online_Media_Sources/links/54e5c37c0cf2cd2e028b2ff8/EFL-Pronunciation-Training-Supported-by-Online-Media-Sources.pdf
- Dee Fardanesh, L.H. (2010). *A Classification of Constructivist Instructional Design Models Based on Learning and Teaching Approaches*. Retrieved from:
<http://www.ed.utah.edu/users/robert.zheng/6750reading/fardanesh.pdf>
- Derwing, T. M., & Munro, M. J. (2005). Second Language Accent and Pronunciation Teaching: A Research-Based Approach. *TESOL Quarterly*, 39(3), 379-397. doi.org/10.2307/3588486
- Derwing, T. M., & Munro, M. J. (2015). *Pronunciation Fundamentals: Evidence-Based Perspectives for L2 Teaching and Research* (Language Learning & Language Teaching Vol.42). Retrieved from <https://academic.oup.com/applij/article-abstract/38/3/430/2671012/>
- Derwing, T. M., & Thomson, R. I. (2015). The Effectiveness of L2 Pronunciation Instruction: A Narrative Review. *Applied Linguistics*, 36(3), 326–344. doi.org/10.1093/applin/amu076
- Dornyei, Z., & Murphey, T. (2003). *Group dynamics in the language classroom*. New York, NY: Cambridge University Press.
- Elliott, K.M. (2003). *Elliott Key determinants of student satisfaction J. Coll. Stud. Retent.*, 4(3), pp. 271-279
- Etikan, I. & Bala, K. (2017). Sampling and sampling methods. *Biom Biostat Int J*, 5(6), 215-217. Doi.org/10.15406/bbij.2017.05.00149
- Hilton, J. T., & Canciello, J. (2013). Tablet English: Student perceptions of an iPad-based digital literacy curriculum. *International Journal of Digital Literacy and Digital Competence*, 4(4), 1– 14.s

This material is reserved for educational use only, not allowed for commercial use.

Forbidden to modify the content, and cite the document when use.

BIBLIOGRAPHY (CONTINUED)

- Johnston, R.S., & Watson, J.E. (2003). *Accelerating Reading and Spelling with Synthetic Phonics: A Five Year Follow Up*. Retrieve from:
https://dera.ioe.ac.uk/4938/1/nls_phonics0303rjohnston.pdf/
- Khamkhien, A. (2006). *Thai and Vietnamese university students' language learning strategies*. M.A. thesis, Chulalongkorn University.
- Lee, Y. (2004). Phonemic awareness of Korean primary school students. *Foreign language education*, 11(3), 103-131.
- Lestari, R. (2017). *The use of media YouTube as English instructional media*. Paper presented at The Progressive & Fun Education Seminar, University of Muhammadiyah, Jakarta, Indonesia.
- Lloyd, S. (1998). *The Phonics Handbook (3rd ed.)*. Essex United Kingdom: Jolly Learning. Retrieved from:
<http://jolly2.s3.amazonaws.com/Resources/Steps%20for%20teaching%20Reading%20&%20Writing%20with%20Jolly%20Phonics.pdf/>
- Mahmood, A. (2015). *Effectiveness of Minimal Pairs in Teaching Phoneme Transcription*. Retrieve from: <https://core.ac.uk/download/pdf/234746553.pdf/>
- Martin, A. (2005). DigEuLit – a European Framework for Digital Literacy: a Progress Report. *Journal of ELiteracy*.
- Murphy, J. M. (1997). Phonology courses offered by MATESOL programs in the U.S. *TESOL Quarterly*, 31(4), 741-764. doi.org/10.2307/3587758
- Nensiri, W and Sukavatee, P. (2018). *Developing E-Materials for Teaching Synthetic Phonics to Elementary Students*. Retrieve from:
<https://so04.tcithaijo.org/index.php/jse/article/view/142803>
- Nomnian, S., & Arphattananon, T. (2018). A qualitative study on factors influencing achievement of English language teaching and learning in Thai government secondary schools. *Asian EFL Journal*, 20(2), 207-233.
- O'Keeffe, G. S., & Clarke-Pearson, K. (2011). The Impact of Social Media on Children, Adolescents, and Families. *PEDIATRICS*, 127(4), 800–804. doi:10.1542/peds.2011-0054

This material is reserved for educational use only, not allowed for commercial use.

Forbidden to modify the content, and cite the document when use.

BIBLIOGRAPHY (CONTINUED)

- Phantevee, V. (1999). *People's Satisfaction toward the Service of the Ministry of Interior's Agencies in Muang District, Mae Hong Son Province*. Master's Thesis, Chiang Mai University.
- Paunonen, S. V., Jackson, D. N., & Keinonen, M. (1990). The structured nonverbal assessment of personality. *Journal of Personality*, 58, 481–502.
- Pennington, M. C., & Richards, J. C. (1986). Pronunciation revisited. *TESOL Quarterly*, 20(2), 32-49. Doi.org/10.2307/3586541
- Pimwan, K. (2012). *The effect of teaching pronunciation through songs of Pratomsuksa 4 students at Watratchaphatigaram School*. Retrieved from http://thesis.swu.ac.th/swuthesis/Tea_Eng_For_Lan%28M.A.%29/Kanlayanee_P.pdf/
- Poore, M. (2011). Digital Literacy: Human Flourishing and Collective Intelligence in a Knowledge Society. *Australian Journal of Language and Literacy*, 19(2), 20-26.
- Prather, E. M., Hedrick, D. L., & Kern, C. A. (1975). Articulation development in children aged two to four years. *Journal of Speech & Hearing Disorders*, 40(2), 179–191. <https://doi.org/10.1044/jshd.4002.179>
- Pudpetchkao, N. (2018). *Effects of Using Phonics Instruction and Computer Assisted Language Learning to Enhance Word Pronunciation of Primary III Students*. Retrieved from: <http://journalgrad.ssru.ac.th/index.php/8thconference/article/view/1233/1125/>
- Puncreobutr, V. (2017). The policy drive of Thailand 4.0. *St. Theresa Journal of Humanities and Social Sciences*, 3(1), 91-102.
- Putra. T.K , Rochsantiningsih. D.D, and Elyono. D (2018). *Improving Students' Pronunciation Ability in Fricative Sounds Through Minimal Pair Drill*. Retrieved from: <https://jurnal.uns.ac.id/englishedu/article/view/35829>
- Richards, J. C.& Schmidt, R. (2002). *Dictionary of language teaching and applied linguistics*. London, UK: Longman.

BIBLIOGRAPHY (CONTINUED)

- Richards, J. C. (2015). The Changing Face of Language Learning: *Learning Beyond the Classroom*. *RELC Journal*, 46(1), 5–22.
<https://doi.org/10.1177/0033688214561621>
- Rizky, Iqbal (2018) *A phonetic contrastive analysis of English and Thai in consonant sound*. Retrieved from: <http://digilib.uinsgd.ac.id/id/eprint/18382/>
- Scovel, T. (2000). *Critical Perspectives on the Official English Movement*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Senel, M. (2006). Suggestions for beautifying the pronunciation of EFL learners in Turkey. *Journal of Language and Linguistic Studies*, 2(1), 111-125.
- Slabakova, R. (2016). *Second Language Acquisition*. Oxford: Oxford University Press. 512 p. ISBN: 9780199687268
- Stahl, S. (2001). *Teaching phonics and phonological awareness: Handbook of early literacy research*. New York, NY: Guilford Press.
- Stahl, S. A., Duffy-Hester, A. M., & Stahl, K. A. (2006). *Everything you wanted to Know about phonics (but were afraid to ask)*. New York, NY: Guilford Publications.
- Statista (2018). *Number of social media users worldwide from 2010 to 2021*. Retrieve from: <http://www.statista.com/statistics/278414/number-of-worldwide-social-network-users/>
- Stevens, J. J. (2000). *The acquisition of L2 Spanish pronunciation in a study abroad context* (Unpublished doctoral dissertation, University of Southern California). Retrieved from ProQuest Dissertations and Theses. (UMI No. 3018129)
- Techataweewan, W., & Prasertsin, U. (2018). Development of Digital Literacy Indicators For Thai Undergraduate Students Using Mixed Method Research. *Kasetsart Journal of Social Sciences*, 39(2), 215-221.
doi.org/10.1016/j.kjss.2017.07.001.

BIBLIOGRAPHY (CONTINUED)

- Thaen-ng, 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 Granthaalayah*, 4(10), 65-71.
- The Basic Education Core Curriculum B.E. 2551 (A.D. 2008). (n.d.). Retrieved from: <http://act.ac.th/document/1741.pdf/>
- The International Society for Technology in Education. (2007). ISTE standards for students. Retrieved from <https://www.iste.org/standards/standards/for-students>.
- Vanderlinde, R. (2011). *School-based ICT policy planning in a context of curriculum reform (Unpublished doctoral dissertation)*. Universiteit Gent, East Flanders, Belgium.
- Wang, M., Park, Y., & Lee, K. (2006). Korean-English biliteracy acquisition: Cross-language phonological and orthographic transfer. *Journal of Educational Psychology*, 98(1), 148- 158. doi: 10.1037/0022-0663.98.1.148
- Yates, L., & Zielinski, B. (2009). *Teaching Pronunciation to Adults*. (AMEP Research Centre, Department of Immigration and Citizenship, Macquarie University, Sydney, Australia). Retrieve from: <https://researchers.mq.edu.au/en/publications/give-it-a-go-teaching-pronunciation-to-adults/>
- Yu, N.f. (2011). *The Learning Materials Design for Teaching EFL Students with Mental Retardation or Reading Disability to Spell: Analogy Phonics v.s. Analytic Phonics*. Retrieved June 12, 2021 from <https://www.learntechlib.org/primary/p/36475/>.
- Zuber, P. & Lynch, R. (2017). A Comparative Study of Student Academic Achievement and Satisfaction in Grade 4 Science under Traditional Instruction and Cooperative Learning Instruction Methods at Sarasas Witaed Bangbon School, Thailand. *Human Sciences*, 9(1), 48-61.



This material is reserved for educational use only, not allowed for commercial use.

Forbidden to modify the content, and cite the document when use.



This material is reserved for educational use only, not allowed for commercial use.

Forbidden to modify the content, and cite the document when use.

Research Instrument Evaluation (For Experts)

Instructions

1. This evaluation form aims to check the quality of the online social media.
2. The expert evaluates the Item Objective Congruence (IOC) by using the following ratings.

Please put a tick (✓) in the rating box (-1,0,1) the score to which the items appropriate according to your opinion. Please specify comments for each item.

-1 = Disagree or not appropriate 0 = Not sure 1 = Agree or appropriate

Item	+1	0	-1
1. Loom Program in the topic of Animals (l and r sounds)			
-The layout and design of the program is appropriate and clear.			
-The program is useful and supportive the study.			
-The program is relevant to the topic and objectives.			
-The content of the program engages enhancing English pronunciation of EFL primary students.			
Comments:			
2. PowToon Program in the topic of Things and Numbers (s and z sounds)			
-The layout and design of the program is appropriate and clear.			
-The program is useful and supportive the study.			
-The program is relevant to the topic and objectives.			
-The content of the program engages enhancing English pronunciation of EFL primary students.			
Comments:			

3. Loom Program in the topic of My Classroom (t and d sounds)			
-The layout and design of the program is appropriate and clear.			
-The program is useful and supportive the study.			
-The program is relevant to the topic and objectives.			
-The content of the program engages enhancing English pronunciation of EFL primary students.			
Comments:			
4. Loom Program in the topic of My House (k and g sounds)			
-The layout and design of the program is appropriate and clear.			
-The program is useful and supportive the study.			
-The program is relevant to the topic and objectives.			
-The content of the program engages enhancing English pronunciation of EFL primary students.			
Comments:			
5. PowToon Program in the topic of Restaurant and Food (f and v sounds)			
-The layout and design of the program is appropriate and clear.			
-The program is useful and supportive the study.			
-The program is relevant to the topic and objectives.			
-The content of the program engages enhancing English pronunciation of EFL primary students.			
Comments:			

_____ (Signature)

_____ (Position)

Research Instrument Evaluation (For Experts)

Instructions

1. This evaluation form aims to check the content validity of the lesson plan.
2. The expert evaluates the Item Objective Congruence (IOC) by using the following ratings.

Please put a tick (✓) in the rating box (-1,0,1) the score to which the items appropriate according to your opinion. Please specify comments for each item.

-1 = Disagree or not appropriate 0 = Not sure 1 = Agree or appropriate

Assessment Issues	+1	0	-1
1. Lesson layout and design			
-The layout and design of the lesson is appropriate and clear.			
-The layout and design of the lesson is organized effectively.			
Comments:			
2. Objectives			
-The objectives are clear.			
-The objectives are relevant to the content of the lesson.			
Comments:			
3. Instruction			
-The teaching steps engage enhancing English pronunciation of EFL primary students.			
-The instructions are clear and explicit.			
-The time given for each teaching step is appropriate.			
Comments:			

Assessment Issues	+1	0	-1
4. Activities			
-The activities are practical.			
-The presentation activities are student appropriate-playful, engaging and interactive.			
-The activities contain sufficient amount tasks that promote enhancing English pronunciation of EFL primary students.			
Comments:			
5. Materials and worksheets			
-The materials and worksheets are appropriate for the students.			
-The materials and worksheets are linked with the topics.			
Comments:			

_____ (Signature)

_____ (Position)

Research Instrument Evaluation (For Experts)

Instructions

1. This evaluation form aims to check the content validity of 20 words Pre-test and Posttest.
2. The expert evaluates the Item Objective Congruence (IOC) by using the following ratings.

Please put a tick (✓) in the rating box (-1,0,1) the score to which the items appropriate according to your opinion. Please specify comments for each item.

-1 = Disagree or not appropriate 0 = Not sure 1 = Agree or appropriate

Item	+1	0	-1
Lion			
Lama			
Rabbit			
Rat			
Six			
Seven			
Zoo			
Zero			
Fan			
Food			
Vat			
Vase			
Key			
Kite			
Garden			
Guitar			
Toy			
Table			
Door			
Desk			

Other comments and suggestions:

.....
.....
.....

_____ (Signature)

_____ (Position)



Research Instrument Evaluation (For Experts)

Instructions

3. This evaluation form aims to check the content validity of the questionnaire.
4. The expert evaluates the Item Objective Congruence (IOC) by using the following ratings.

Please put a tick (✓) in the rating box (-1,0,1) the score to which the items appropriate according to your opinion. Please specify comments for each item.

-1 = Disagree or not appropriate 0 = Not sure 1 = Agree or appropriate

Item	IOC Scores			Comments
	+1	0	-1	
Classroom Environment				
1. นักเรียนมีส่วนร่วมในการทำกิจกรรม				
2. นักเรียนเรียนรู้ในชั้นเรียนอย่างมีความสุข สนุกสนาน				
Activities				
3. นักเรียนออกเสียงได้ดีขึ้นหลังจากได้เรียน การออกเสียงจากเพลง				
4. นักเรียนออกเสียงได้ดีขึ้นหลังจากได้เรียน การออกเสียงจากวิดีโอใน YouTube				
5. นักเรียนออกเสียงได้ดีขึ้นหลังจากได้เรียน การออกเสียงจากวิดีโอใน Loom Program				
6. นักเรียนออกเสียงได้ดีขึ้นหลังจากได้เรียน การออกเสียงจากวิดีโอใน PowToon				
7. นักเรียนออกเสียงได้ดีขึ้นหลังจากได้ทำ แบบฝึกหัดการออกเสียงจากใบงาน				

Online Social Media				
8. นักเรียนพึงพอใจกับการเรียนการออกเสียง โดยการใช้เพลง				
9. นักเรียนพึงพอใจกับการเรียนการออกเสียง โดย YouTube				
10. นักเรียนพึงพอใจกับการเรียนการออกเสียง โดย Loom Program				
11. นักเรียนพึงพอใจกับการเรียนการออกเสียง โดย PowToon				
12. นักเรียนอยากเรียนเนื้อหาอื่นๆโดยใช้สื่อ ออนไลน์				
13. นักเรียนชอบสื่อการเรียนที่มีภาพประกอบ และมีสีสันสวยงาม				
Sounds				
14. นักเรียนออกเสียง /l/ ได้ดียิ่งขึ้น				
15. นักเรียนออกเสียง /r/ ได้ดียิ่งขึ้น				
16. นักเรียนออกเสียง /s/ ได้ดียิ่งขึ้น				
17. นักเรียนออกเสียง /z/ ได้ดียิ่งขึ้น				
18. นักเรียนออกเสียง /k/ ได้ดียิ่งขึ้น				
19. นักเรียนออกเสียง /g/ ได้ดียิ่งขึ้น				
20. นักเรียนออกเสียง /d/ ได้ดียิ่งขึ้น				
21. นักเรียนออกเสียง /t/ ได้ดียิ่งขึ้น				
22. นักเรียนออกเสียง /f/ ได้ดียิ่งขึ้น				
23. นักเรียนออกเสียง /v/ ได้ดียิ่งขึ้น				

Other comments and suggestions:

.....

_____ (Signature)

_____ (Position)

This material is reserved for educational use only, not allowed for commercial use.

Forbidden to modify the content, and cite the document when use.



APPENDIX B

The Students' Satisfaction Level Toward Using Online Social Media and
Phonics Instruction Questionnaire

แบบสอบถามความพึงพอใจ

นักเรียน

การพัฒนาการออกเสียงภาษาอังกฤษของนักเรียนชั้นประถมศึกษา ที่เรียนวิชาภาษาอังกฤษ
ในฐานะวิชาภาษาต่างประเทศ โดยใช้สื่อออนไลน์และวิธีการสอบแบบโฟนิกส์

ตอนที่ 1 ข้อมูลทั่วไปของผู้ตอบ

1. เพศ



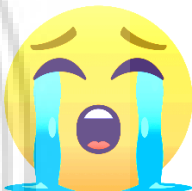
ชาย

หญิง

2. อายุ.....ปี

ตอนที่ 2 ความพึงพอใจต่อการพัฒนาการออกเสียงภาษาอังกฤษ โดยใช้สื่อออนไลน์และวิธีการสอบแบบโฟนิกส์

คำชี้แจง กรุณาทำเครื่องหมายกากบาทคำตอบลงในช่องว่างที่ตรงกับความรู้สึก

ลำดับที่	ข้อความ	เครื่องหมายพึงพอใจ	เครื่องหมายเฉยๆ	เครื่องหมายไม่พึงพอใจ
				
บรรยากาศในชั้นเรียน Classroom Environment				
1.	นักเรียนมีส่วนร่วมในการทำกิจกรรม			
2.	นักเรียนเรียนรู้ในชั้นเรียนอย่างมีความสุข สนุกสนาน			
กิจกรรม Activities				
3.	นักเรียนออกเสียงได้ดีขึ้นหลังจากได้เรียนการออกเสียงจากเพลง			
4.	นักเรียนออกเสียงได้ดีขึ้นหลังจากได้เรียนการออกเสียงจากวิดีโอใน YouTube			
5.	นักเรียนออกเสียงได้ดีขึ้นหลังจากได้เรียนการออก			

	เสียงจากวิดีโอใน Loom Program			
6.	นักเรียนออกเสียงได้ดีขึ้น หลังจากได้เรียนการออกเสียงจากวิดีโอใน PowToon			
7.	นักเรียนออกเสียงได้ดีขึ้น หลังจากได้ทำแบบฝึกหัดการออกเสียงจากใบงาน			
การใช้สื่อออนไลน์ Online Social Media				
8.	นักเรียนพึงพอใจกับการเรียนการออกเสียงโดยการใช้เพลง			
9.	นักเรียนพึงพอใจกับการเรียนการออกเสียงโดย YouTube			
10.	นักเรียนพึงพอใจกับการเรียนการออกเสียงโดย Loom Program			
11.	นักเรียนพึงพอใจกับการเรียนการออกเสียงโดย PowToon			
12.	นักเรียนอยากเรียนเนื้อหาอื่นๆโดยใช้สื่อออนไลน์			
13.	นักเรียนชอบสื่อการเรียนที่มีภาพประกอบและมีสีสันสวยงาม			
ความยากง่ายในการออกเสียง Sounds				
14.	นักเรียนออกเสียง /V/ ได้ดียิ่งขึ้น			

15.	นักเรียนออกเสียง /r/ ได้ดี ยิ่งขึ้น			
16.	นักเรียนออกเสียง /s/ ได้ดี ยิ่งขึ้น			
17.	นักเรียนออกเสียง /z/ ได้ดี ยิ่งขึ้น			
18.	นักเรียนออกเสียง /f/ ได้ดี ยิ่งขึ้น			
19.	นักเรียนออกเสียง /v/ ได้ดี ยิ่งขึ้น			
20.	นักเรียนออกเสียง /k/ ได้ดี ยิ่งขึ้น			
21.	นักเรียนออกเสียง /g/ ได้ดี ยิ่งขึ้น			
22.	นักเรียนออกเสียง /d/ ได้ดี ยิ่งขึ้น			
23.	นักเรียนออกเสียง /t/ ได้ดี ยิ่งขึ้น			



This material is reserved for educational use only, not allowed for commercial use.

Forbidden to modify the content, and cite the document when use.

Lesson Plan /l/ and /r/ sounds

Title: Animals

Time: 4 hours

Level: Grade 1

Instructor: Miss Natthanan Thagrairaj

Lesson Instruction:

This lesson provides practice pronouncing the sounds of /l/ and /r/ in the content of animals

Terminal objectives:

Students will be able to pronounce the sounds of /l/ and /r/ accurately and effectively.

Enabling objectives:

1. Students will be able to sort pictures based on their initial sounds.
2. Students will be able to match the words or letters with correct pictures or sounds.
3. Students will be able to pronounce and know how to produce the sounds of /l/ and /r/ accurately.
4. Students will be able to write and pronounce the words when the teacher dictates the sounds of the letter.

Background knowledge:

1. Alphabets of /l/ and /r/

Material and equipment:

1. Clip VDOs of animals and /l/ and /r/ sounds
 adopted from: <https://youtu.be/gUSJeivdEH8>
<https://youtu.be/qEXMoeYe47c>
https://youtu.be/_Wp0vZnR_FM
2. Songs of The muffin man adopted from: <https://youtu.be/6clSBUfloOA>
3. Songs of The Farmer in The Dell adopted from: <https://youtu.be/VR6hP91YHHs>

This material is reserved for educational use only, not allowed for commercial use.

Forbidden to modify the content, and cite the document when use.

4. Two pictures of [l]'s place of articulation
5. Two pictures of [r]'s place of articulation
6. Loom Video Program in the topic of “Animals”
7. Worksheets

Evaluation:

1. Teacher observes during the lesson and ongoing assessment to determine whether the student is able to sort pictures based on their initial sounds and match the words or letters with correct pictures or sounds.
2. Teacher observes during pronouncing the words when the teacher dictates the sounds of the letter.
3. Formative assessment after the students have learnt the lesson. The students will be given score one point for the correct speech sound and zero point for the incorrect sound and not produced sound. If the students have got higher scores than before the experiment means that they have passed the test.


1. Pre-pronouncing (Warm-up/Review)

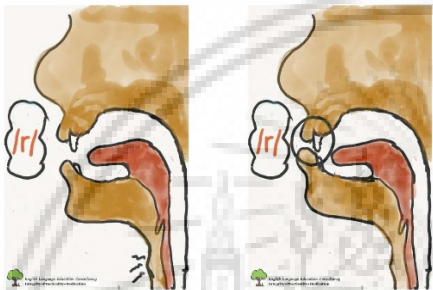

Teacher	Students
1. Begin the lesson with Alphabets A-Z on the projector in order to emphasize the sounds and the students pronounce the letter sounds into phonics sounds.	1. Pronounce the letter sounds together.
2. Has the students learn animal vocabulary then practice pronouncing by emphasizing initial sounds of the words.	2. Watch the video carefully and practice pronouncing initial sounds of the words.

<p><i>T: I would like you to watch the video twice and watch carefully. What kinds of animals in the video?</i></p>	
<p>3. Has the students look at the pictures of animals which are initial sounds of /l/ and /r/ then let them pronounce the words.</p> <p><i>T: Now, I would like you to look at the pictures of animals. Please repeat after me.</i></p>	<p>3. Look at the pictures on the projector and repeat the words the teacher said.</p>

2. While – pronouncing


Teacher	Students
<p>1. Present the sound of /l/ and the students watch the video on YouTube.</p> <p><i>T: Listen and watch the video carefully and practice pronouncing the sound.</i></p>	<p>1. Listen and watch the video of /l/ sound.</p>
<p>2. Explain the students about the letter sound of [l] in place of articulation.</p> <div data-bbox="354 1402 813 1717"> </div> <p><i>T: Everybody says /l/.</i></p>	<p>2. Look at the pictures of [l]'s place of articulation and practice pronouncing the sound with friends.</p>

<p><i>T: Now, I would like you to practice pronouncing the sound with your friends.</i></p>	
<p>3. Present the song of /l/ sound (The Farmer in the Dell) on YouTube twice and let them practice singing.</p> 	<p>3. Listen to the song and sing.</p>
<p>4. Present the pictures of animals which are initial sounds of /l/ on Loom Program. Then the students try pronouncing the sound.</p> <ul style="list-style-type: none"> - lion - lama - lizard - lynx - lava gull 	<p>4. Look at the pictures and listen carefully. Then try pronouncing the /l/sound.</p>
<p>5. Show the pictures of the animals on projector and let the students distinguish names of animal with /l/ beginning sound.</p> <p><i>T: There are many kinds of animal. Can you tell me which animals are initial sound of /l/?</i></p>	<p>5. Look at the pictures on the projector and tell the teacher the answers.</p>

<p>6. Present the sound of /r/ and has the students watch the video on YouTube.</p> <p><i>T: Listen and watch the video carefully and practice pronouncing the sound.</i></p>	<p>6. Listen and watch the video the sound of /r/.</p>
<p>7. Explain the students about the letter sound of [r] in place of articulation.</p>  <p><i>T: Everybody says /r/.</i></p> <p><i>T: Now, I would like you to practice pronouncing the sound with your friends.</i></p>	<p>7. Look at the pictures of [r]'s place of articulation and practice pronouncing the sound with friends.</p>
<p>8. Present the song of /r/ sound (The Muffin Man) on YouTube twice and let them practice singing.</p> 	<p>8. Listen to the song and sing.</p>
<p>9. Present the pictures of animals which are initial sounds of /r/ on Loom Program.</p>	<p>9. Look at the pictures and listen carefully. Then, try pronouncing the /r/sound.</p>

<p>Then, the students try pronouncing the sound.</p> <ul style="list-style-type: none"> - rooster - rat - raccoon - rabbit - rhino 	
<p>10. Show the pictures of the animals on projector and the students tell which pictures are initial sound of /r/.</p> <p><i>T: There are many kinds of animal. Can you tell me which animals have the /r/ sound at the beginning?</i></p>	<p>10. Look at the pictures on the projector and tell the teacher the answers.</p>
<p>11. Provide 7 minimal pairs of /l/ and /r/ words and let them practice pronouncing.</p> <p><i>T: These are the 14 words of /l/ and /r/ sounds. Please repeat after me and try to practice correctly.</i></p> <ul style="list-style-type: none"> lime rhyme land ran lip rip light right low row lace race lock rock 	<p>11. Practice pronouncing 7 minimal pairs of /l/ and /r/ words.</p>

3. Post – pronouncing

Teacher	Students
<p>1. Divide the students into 5 groups to play game. Each group will be shown the pictures of animals on the projector. Each group must point to the pictures of animals which are initial sounds of /l/ and /r/. The group with higher scores will be the winner.</p>	<p>1. Group divided and play game.</p>
<p>2. Provide the assignment worksheets.</p> <p><i>T: Practice writing the letters /l/ and /r/ then listen to what I say then fill the letter /l/ or /r/ in the beginning of the words.</i></p> <div data-bbox="370 1066 805 1627" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Consonants: L and R</p> <p>Practice writing the letters:</p> <p>l l l l l l l l l l r r r r r r r r r r</p> <p>Write 'l' or 'r' in the blanks under the pictures.</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  1) ion </div> <div style="text-align: center;">  ocket </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;">  2) abbit </div> <div style="text-align: center;">  izard </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;">  3) ing </div> <div style="text-align: center;">  eaf </div> </div> <p style="font-size: small; text-align: center;">www.begglesworlds.com/initial_sounds.htm</p> </div> <p><i>T: Listen to me and check if each sound is pronounced as /l/ sound or not?</i></p>	<p>2. Do the assignment worksheets.</p>



Phonics Worksheet - Letter L

Name _____

Trace it!

Draw a line from the circle to the images that begin with the letter L.

Cut and paste the pictures in the correct boxes.

Does it begin with the letter L?

Yes

No

Two large empty boxes for pasting pictures, one under 'Yes' and one under 'No'.



Match the Letters
Color the lowercase letter that matches the uppercase letter on the left.

Copyright © 2020 DaycareWorksheets.com All Rights Reserved

T: Listen to me and check if each sound is pronounced as /r/ sound or not?



Phonics Worksheet - Letter R

Name _____

Trace it!

Draw a line from the circle to the images that begin with the letter R.

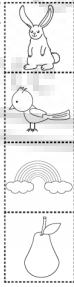
Cut and paste the pictures in the correct boxes.

Does it begin with the letter R?

Yes

No

Two large empty boxes for pasting pictures, one under 'Yes' and one under 'No'.



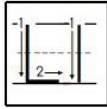
Match the Letters
Color the lowercase letter that matches the uppercase letter on the left.

Copyright © 2020 DaycareWorksheets.com All Rights Reserved

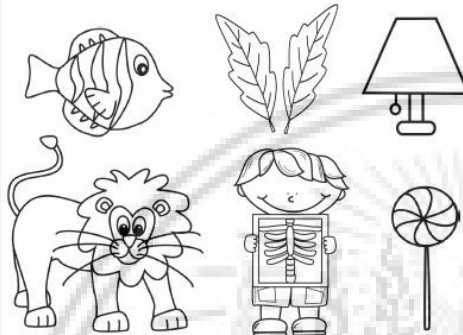
T: Listen to me and color the pictures that begin with the /r/ sound.

Name _____

Beginning Sound



Color the pictures that begin with the l sound.

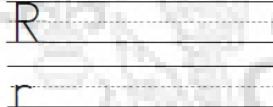
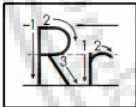


Copyright © Free4classrooms.com

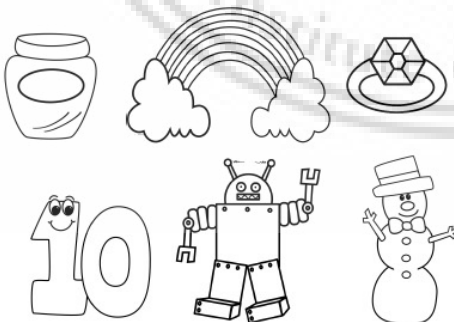
T: Listen to me and color the pictures that begin with the /r/ sound.

Name _____

Beginning Sound

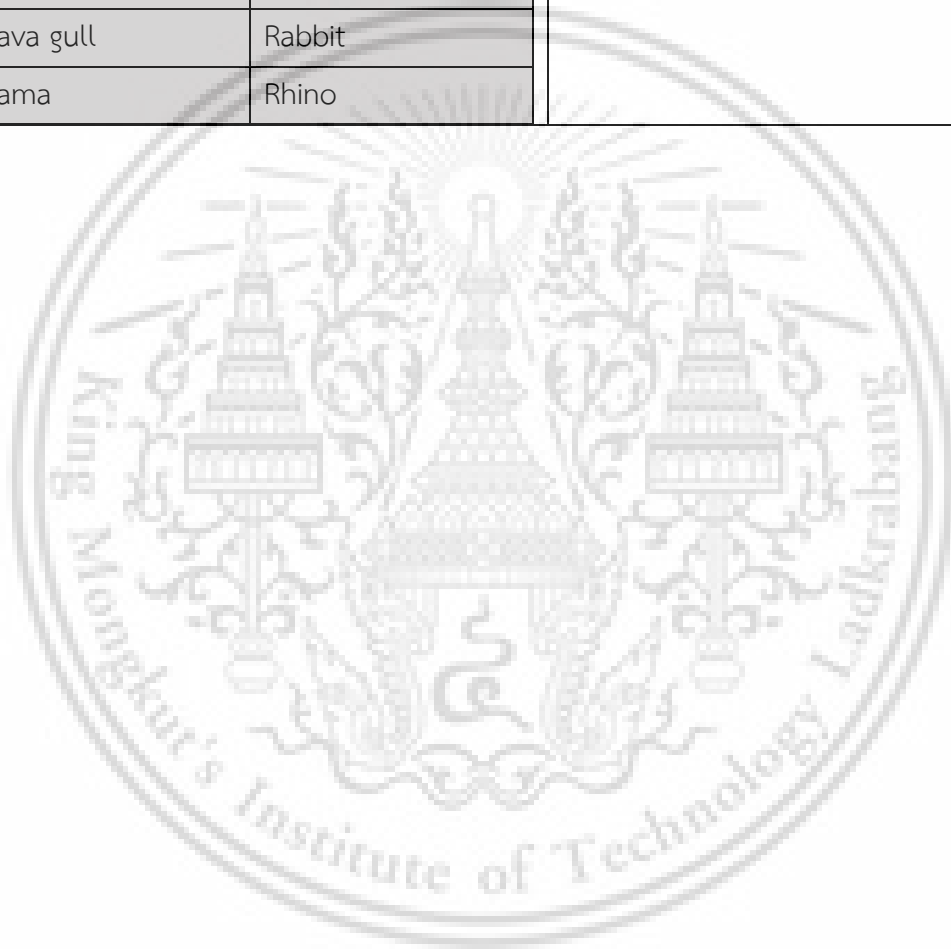


Color the pictures that begin with the r sound.



Copyright © Free4classrooms.com

3. Formative assessment. Provide 10 words of /l/ and /r/ sounds and each student pronounces the words.		3. Pronounce the words provided correctly.
Lion	Rooster	
Lizard	Rat	
Lynx	Raccoon	
Lava gull	Rabbit	
Lama	Rhino	



Lesson Plan /s/ and /z/ sounds

Title: Things and Numbers

Time: 4 hours

Level: Grade 1

Instructor: Miss Natthanan Thagrairaj

Lesson Instruction:

This lesson provides pronunciation practice of /s/ and /z/ sounds in the content of Things and Numbers

Terminal objectives:

Students will be able to pronounce the sounds of /s/ and /z/ accurately and effectively.

Enabling objectives:

1. Students will be able to sort pictures based on their initial sounds.
2. Students will be able to match the words or letters with correct pictures or sounds.
3. Students will be able to pronounce and know how to produce the sounds of /s/ and /z/ accurately.
4. Students will be able to write and pronounce the words when the teacher dictates the sounds of the letter.

Background knowledge:

1. Alphabets of /s/ and /z/

Material and equipment:

1. Clip VDOs of Numbers and /s/ and /z/ sounds

adopted from: <https://www.youtube.com/watch?v=TuNNLhwVcYM>

<https://www.youtube.com/watch?v=r4DQrmht3FM>

<https://www.youtube.com/watch?v=EjT5SA9WrY4>

https://www.youtube.com/watch?v=zzY_1t5MY7A

This material is reserved for educational use only, not allowed for commercial use.

Forbidden to modify the content, and cite the document when use.

2. Phonics S song adopted from: <https://www.youtube.com/watch?v=1orYZAoGgoQ>

3. Phonics Z song adopted from: <https://www.youtube.com/watch?v=wLu-bccANRg>

4. Phonics Story S sound adopted from:

<https://www.youtube.com/watch?v=BUrw3SaM6UU>

5. Phonics Story Z sound adopted from:

<https://www.youtube.com/watch?v=rPqhxhd0iJI>

6. Pictures of numbers 0-10

7. PowToon Video Program in the topic of Things

8. Worksheets

Evaluation:

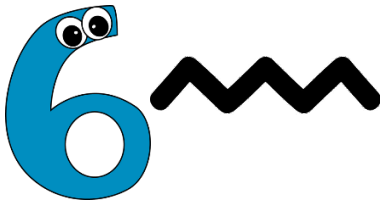
1. Teacher observes during the lesson and ongoing assessment to determine whether the student is able to sort pictures based on their initial sounds and match the words or letters with correct pictures or sounds.

2. Teacher observes during pronouncing the words when the teacher dictates the sounds of the letter.

3. Formative assessment after the students have learnt the lesson. The score one point for the correct speech sound and zero point for the incorrect sound and not produced sound. If the students have got higher scores than before the experiment means that they have passed the test.

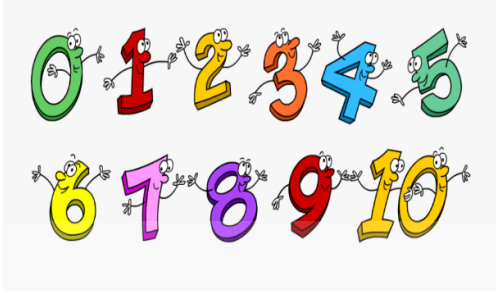


1. Pre-pronouncing (Warm-up/Review)


Teacher	Students
<p>1.Begin the lesson by showing the pictures of number six and zig-zag with the words.</p> <p><i>T: Do these two words begin with the same initial sound?</i></p>	<p>1. Pronounce the word [six] and [zig-zag] and answer the question.</p>


	
<p>2. Have the students play game by finding the letters /s/ and /z/ on the presented YouTube video.</p> <p><i>T: Before we start the letter, try to find the letters /s/ and /z/. You have to watch the video carefully.</i></p>	<p>2. Watch the video on YouTube to play game.</p>
<p>3. Have the students look at the pictures of things which initial sounds of /s/ and /z/ then let them pronounce the words.</p> <p><i>T: Now, I would like you to look at the pictures of the things. Please repeat after me.</i></p>	<p>3. Look at the pictures on the projector and repeat the words the teacher said.</p>

2. While – pronouncing



Teacher	Students
<p>1. Present the picture of the numbers 0-10 on the projector and the students say together.</p> <p><i>T: I would like you to look at the picture then say the numbers together.</i></p>	<p>1. Say the numbers of 0-10 together.</p>

	
<p>2.Explain the students about the sounds they have pronounced incorrectly and turn on the video on YouTube.</p> <p><i>T: There are some kind of sounds you have pronounced wrong. Let's watch the video and try to pronounce the words correctly.</i></p> 	<p>2. Watch the video and try to pronounce the words carefully.</p>
<p>3.Present the song of numbers</p> <p><i>T: Now, let's sing a song of 'Numbers' together. Don't forget to pronounce the words correctly.</i></p> 	<p>3. Listen to the song and sing along.</p>

<p>4. Present the pictures of numbers and the students look up the numbers which initial sound of /s/.</p> <p><i>T: Please tell me which numbers has the /s/ initial sound?</i></p>	<p>4. Look up the numbers which initial sound of /s/ and answer the question.</p>
<p>5. Show the words of numbers six and seven then the students try to pronounce the words correctly.</p> <p><i>T: Number six and number seven are pronounced as /s/ sound in initial sound. Now, let's practice how to pronounce these words together.</i></p>	<p>5. Practice how to pronounce the words together.</p>
<p>6. Present the song of /s/ sound.</p> <p><i>T: I would like you to listen to the song then practice to pronounce the words together.</i></p> 	<p>6. Listen and practice how to pronounce the words together.</p>
<p>7. Present PowToon Video Program to show the topic of <i>Things</i>.</p>	<p>7. Watch the video and answer the question.</p>

<p><i>T: Now, please watch the video and answer the question “Which things you see in the video?”</i></p>	
<p>8. Ask the volunteers to be in front of class and let them stress the /z/ initial sound.</p> <p><i>T: Pronounce the words of /z/ sound correctly.</i></p>	<p>8. The volunteers pronounce the words of /z/ sound correctly.</p>
<p>9. Present the video of “Z song”, then the students practice how to pronounce the sound correctly.</p> <p><i>T: Listen to the sound carefully and practice pronouncing the sound correctly.</i></p> 	<p>9. Listen to the sound carefully and practice pronouncing the sound correctly.</p>
<p>10. Present PowToon Video Program again and the students pronounce the sounds of /s/ and /z/.</p> <p><i>T: Watch the video then try to pronounce the words correctly.</i></p>	<p>10. Watch the video then listen and practice pronouncing the words correctly.</p>

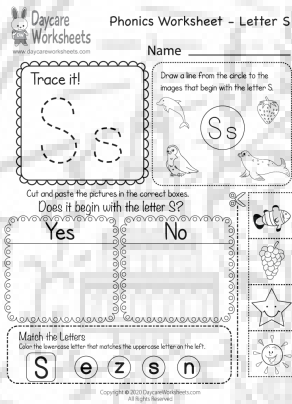
3. Post – pronouncing

Teacher	Students										
<p>1. Divide the students into 4 groups. Present the stories of S and Z sound on YouTube videos. Ask the students to listen carefully and ask the volunteers from each group to pronounce the words as they have listened correctly. The group with the most correct pronunciation words will be the winner.</p> <p style="text-align: center;">S sound Story</p>  <table border="1" data-bbox="407 1150 764 1436"> <thead> <tr> <th colspan="2">S words</th> </tr> </thead> <tbody> <tr> <td>Seal</td> <td>Seat</td> </tr> <tr> <td>Swim</td> <td>Sea</td> </tr> <tr> <td>Sand</td> <td>Six</td> </tr> <tr> <td>Sing</td> <td>Say goodbye</td> </tr> </tbody> </table> <p style="text-align: center;">Z sound Story</p> 	S words		Seal	Seat	Swim	Sea	Sand	Six	Sing	Say goodbye	<p>1. Group divided and play a game.</p>
S words											
Seal	Seat										
Swim	Sea										
Sand	Six										
Sing	Say goodbye										

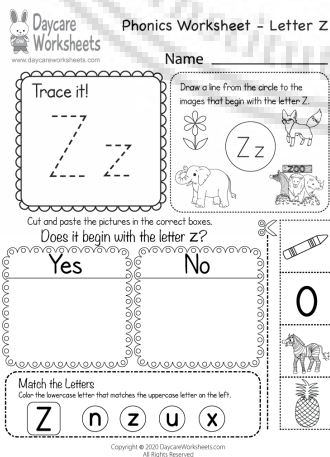
Z words	
Zena	Zebra
Zookeeper	Zone
Zoo	Zero
Zip	Zigzag

2. Provide the assignment worksheets.

T: Listen to me and check if the answer that each sound is pronounced as /s/ sound or not?



T: Listen to me and check if the answer that each sound is pronounced as /z/ sound or not?

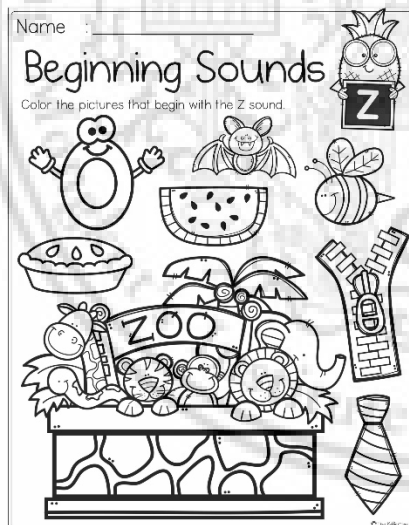


2. Do the assignment worksheets.

T: Listen to me and color all the pictures that begin with /s/ sound.



T: Listen to me and color all the pictures that begin with /z/ sound.



3. Formative assessment. Provide 10 words of /s/ and /z/ sounds and each student pronounces the words.

3. Pronounce the words provided correctly.

Six	Zero	
Seven	Zip	
Sun	Zoom	
Sand	Zig-zag	
Sock	Zoo	



This material is reserved for educational use only, not allowed for commercial use.

Forbidden to modify the content, and cite the document when use.

Lesson Plan /d/ and /t/ sounds

Title: My classroom

Time: 4 hours

Level: Grade 1

Instructor: Miss Natthanan Thagrairaj

Lesson Instruction:

This lesson provides pronunciation practice of /d/ and /t/ sounds in the content of My classroom.

Terminal objectives:

Students will be able to pronounce the sounds of /d/ and /t/ accurately and effectively.

Enabling objectives:

1. Students will be able to match the words or letters with correct pictures or sounds.
2. Students will be able to pronounce the words when the teacher dictates the sounds of the letter.
3. Students will be able to pronounce and know how to produce the sounds of /d/ and /t/ accurately.

Background knowledge:

1. Alphabets of /d/ and /t/

Material and equipment:

1. Clip VDOs of My Classroom and /d/ and /t/ sounds

adopted from: <https://www.youtube.com/watch?v=nb8DqaQmNWg>

2. Phonics d song adopted from: https://www.youtube.com/watch?v=_s-1sxzjPX8

3. Phonics t song adopted from:

<https://www.youtube.com/watch?v=t6Pn2zVz3eo>

This material is reserved for educational use only, not allowed for commercial use.

Forbidden to modify the content, and cite the document when use.

4. Phonics Story d sound adopted from:

<https://www.youtube.com/watch?v=gv2On6AjPFA>

5. Phonics Story t sound adopted from:

<https://www.youtube.com/watch?v=ipLJbSr6rC4>

6. Pictures of classrooms

7. Loom video program

8. Worksheets

Evaluation:


1. Teacher observes during the lesson and ongoing assessment to match the words or letters with correct pictures or sounds.

2. Teacher observes during pronouncing the words when the teacher dictates the sounds of the letter.

3. Formative assessment after the students have learnt the lesson. The score one point for the correct speech sound and zero point for the incorrect sound not produced sound. If the students have got higher scores than before the experiment means that they have passed the test.

1. Pre-pronouncing (Warm-up/Review)

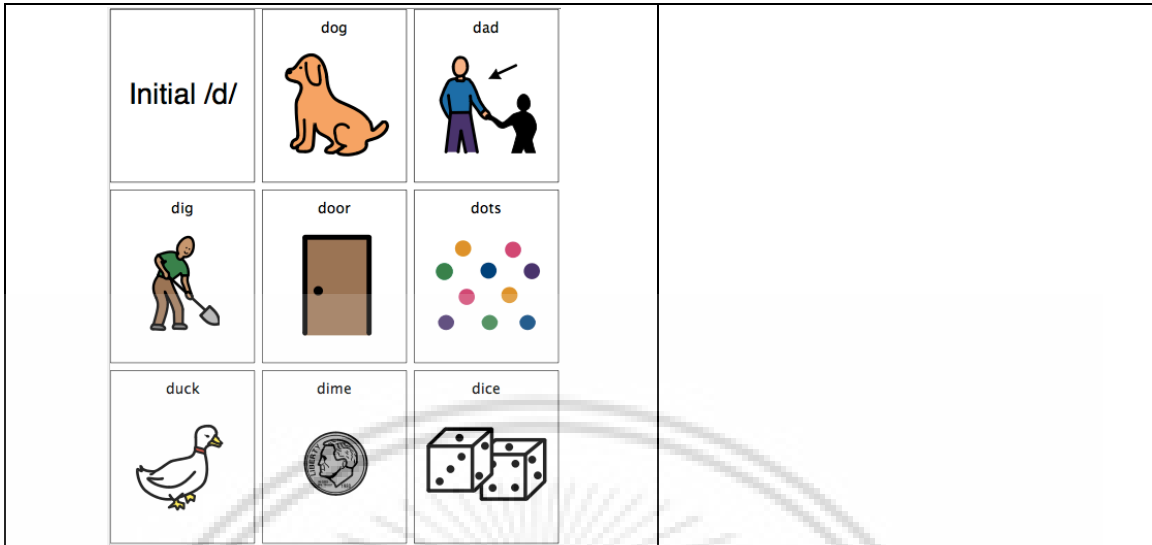
Teacher	Students
1.Begin the lesson by showing the picture of classroom and let the students guess. <i>T: Do you know what is the room?</i>	1. Notice and answer the question.

	
<p>2. Provide 3 minutes for the students to identify some outstanding items from the classroom picture.</p> <p><i>T: Can you notice anything in this classroom?</i></p>	<p>2. Notice and answer the question.</p>
<p>3. Introduce the lesson by showing the picture of /d/ and /t/ sounds then let them practice pronouncing in phonics.</p> <p><i>T: Now, practice pronouncing /d/ and /t/ sounds in phonics like this /d/ /d/ /d/ /t/ /t/ /t/</i></p>	<p>3. Practice pronouncing /d/ and /t/ sounds in phonics.</p>
<p>4. Present the words which are initial sounds /d/ and /t/ from the previous 'Classroom' picture then let them practice pronouncing.</p> <p>- Doll - Table - Drum - Ten</p>	<p>4. Practice pronouncing the words.</p>

2. While – pronouncing

Teacher	Students					
<p>1.Present Loom Video Program and the students learn “My Classroom” lesson, then let them practice pronouncing.</p> <p><i>T: Now, we are going to learn “My Classroom” lesson. Repeat after me.</i></p>	<p>1. Learn and repeat what the teacher said.</p>					
<p>2.Show the table of words that they have learned and practice pronouncing in phonics and words.</p> <p><i>T: Look at the words and practice pronouncing. For example:</i></p> <p><i>/d/ /d/ [desk]</i></p> <p><i>/d/ /d/ [door]</i></p> <table border="1" data-bbox="472 1152 755 1482"> <tbody> <tr> <td>door</td> </tr> <tr> <td>desk</td> </tr> <tr> <td>drum</td> </tr> <tr> <td>dice</td> </tr> <tr> <td>doll</td> </tr> </tbody> </table>	door	desk	drum	dice	doll	<p>2. Pronounce the words carefully.</p>
door						
desk						
drum						
dice						
doll						
<p>3.Present the video how to pronounce /d/ sound accurately.</p> <p><i>T: Now, watch the video. Don't forget to pronounce the words correctly.</i></p>	<p>3. Watch the video and practice to pronounce /d/ sound.</p>					

	
<p>4. Turn on Jolly phonics /d/ sound and let them sing twice.</p> <p><i>T: Now, let's sing a song together. Don't forget to pronounce the words correctly.</i></p> 	<p>4. Sing the Jolly phonics /d/ sound.</p>
<p>5. Present the picture of /d/ and the students pronounce correctly.</p> <p><i>T: Look at the picture, these words are pronounced as /d/ sound in initial sound. Now, let's practice how to pronounce these words together.</i></p>	<p>5. Pronounce the words together.</p>







6. Present the picture in the classroom and let the students find which things that initial /d/ sound.

T: Look at the picture and find which things that initial /d/ sound?



6. Find the things in classroom which initial /d/ sound.

door
desk
drum
dice
doll

	
<p>7. Present the video of how to pronounce /t/ sound.</p> <p><i>T: Now, watch the video. Don't forget to pronounce the words correctly.</i></p> 	<p>7. Watch the video and pronounce.</p>
<p>8. Turn on Jolly phonics /t/ sound and let them sing twice.</p> <p><i>T: Now, let's sing a song together. Don't forget to pronounce the words correctly.</i></p>  <p>t (Tune: <i>The Muffin Man</i>, Track 3)</p> <p>When I watch the tennis game, /t/-/t/-/t/, /t/-/t/-/t/... ...when I watch the tennis game, my head goes back and forth.</p>  <p>Action: Turn your head from side to side, as if you are watching tennis, and say t t t t.</p>	<p>8. Sing Jolly phonics /t/ song.</p>

9. Present the classroom pictures and let the students find which things that initial /t/ sound.

T: Look at the pictures and find which things that are initial /t/ sound?



9. Find which things in the pictures that initial /t/ sound.


tablet
teacher
table
toy
telephone

10. Present Loom Video Program again and the students pronounce the sounds of /d/ and /t/ by themselves.

T: Watch the video then try to pronounce the words correctly.

10. Watch the video then listen and practice pronouncing the words correctly.

3. Post – pronouncing

Teacher	Students										
<p>1. Divide the students into 4 groups. Present the stories of D and T sound on YouTube videos. Ask the students to listen carefully and ask the volunteers from each group to pronounce the words as they have listened correctly. The group with the most correct pronunciation words will be the winner.</p> <p style="text-align: center;">D sound Story</p>  <table border="1" data-bbox="402 1285 760 1570"> <thead> <tr> <th colspan="2">D words</th> </tr> </thead> <tbody> <tr> <td>Dog</td> <td>Dad</td> </tr> <tr> <td>Dance</td> <td>Deeply</td> </tr> <tr> <td>Duck</td> <td>Deer</td> </tr> <tr> <td>Dive</td> <td>Door</td> </tr> </tbody> </table> <p style="text-align: center;">T sound Story</p>	D words		Dog	Dad	Dance	Deeply	Duck	Deer	Dive	Door	<p>1. Group divided and play game.</p>
D words											
Dog	Dad										
Dance	Deeply										
Duck	Deer										
Dive	Door										



T words	
Two	Terry
Tiger	T-shirt
Tiny	Table
Tommy	Teapot

2. Provide the assignment worksheets.

T: Listen to me and check if the answer that each sound is pronounced /d/ sound or not?

2. Do the assignment worksheets.

Daycare Worksheets
www.daycareworksheets.com

Phonics Worksheet - Letter D

Name _____

Trace it!

Draw a line from the circle to the images that begin with the letter D.

Cut and paste the pictures in the correct boxes.

Does it begin with the letter D?

Yes No

Match the Letters

Color the lowercase letter that matches the uppercase letter on the left.

D b p d r

Copyright © 2020 DaycareWorksheets.com
All Rights Reserved

T: Listen to me and check if the answer that each sound is pronounced /t/ sound or not?

Daycare Worksheets
www.daycareworksheets.com

Phonics Worksheet - Letter T

Name _____

Trace it!

Draw a line from the circle to the images that begin with the letter T.

Cut and paste the pictures in the correct boxes.

Does it begin with the letter T?

Yes	No

Match the Letters

Color the lowercase letter that matches the uppercase letter on the left.

Copyright © 2020 Daycareworksheets.com. All Rights Reserved.

T: Listen to me and practice writing the letters.

Consonants: D and T

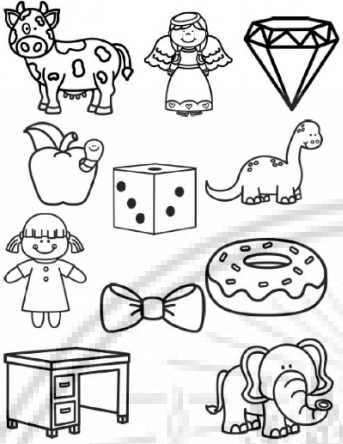

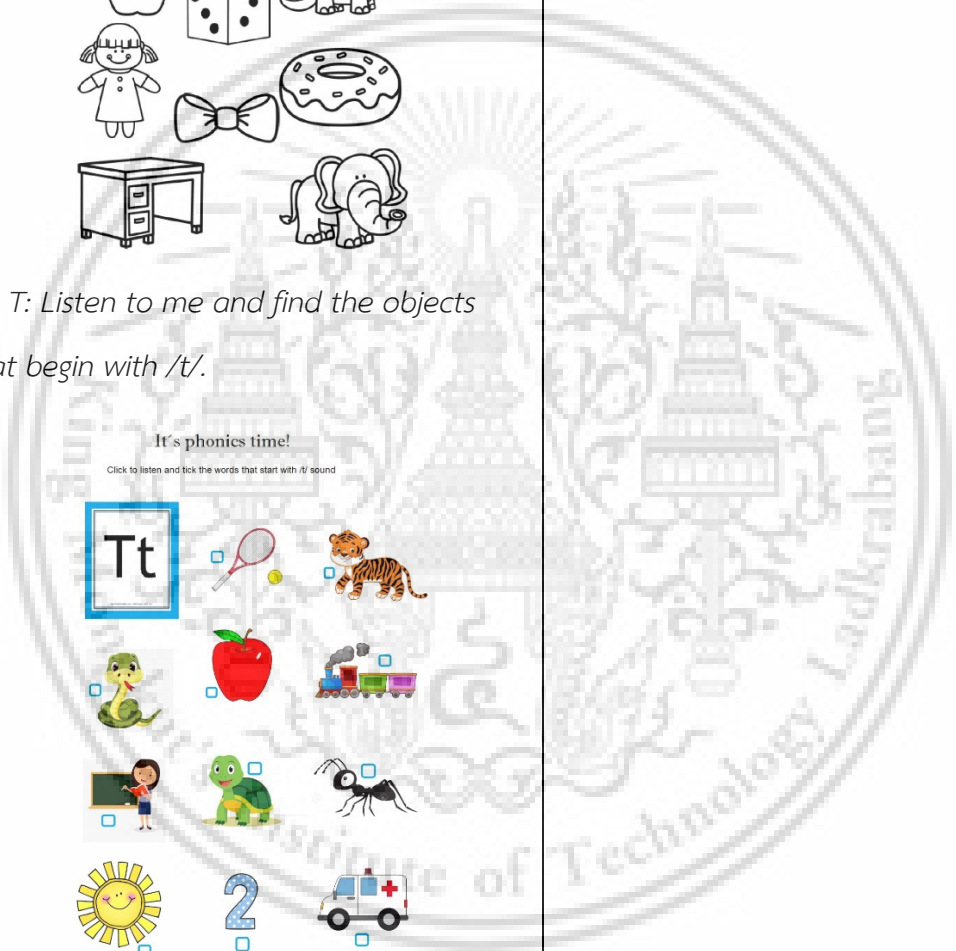
Practice writing the letters

d _____ t _____

Write 'd' or 't' in the blanks under the pictures.

 1) _____ iger	 _____ onuts
 2) _____ oll	 _____ eapot
 3) _____ ank	 _____ inosaur

www.doggy.com/letter.com/initial_sounds.htm

<p><i>T: Listen to me and find the objects that begin with /d/, then color the picture.</i></p> <p>Can you find the objects beginning with 'd' sound? Tick the box</p>  <p><i>T: Listen to me and find the objects that begin with /t/.</i></p> <p>It's phonics time! Click to listen and tick the words that start with /t/ sound</p> 	
<p>3. Formative assessment. Provide 10 words of /d/ and /t/ sounds and has each student pronounce the words.</p>	<p>3. Pronounce the words provided correctly.</p>

door	tablet	
desk	teacher	
drum	table	
dice	toy	
doll	telephone	



This material is reserved for educational use only, not allowed for commercial use.

Forbidden to modify the content, and cite the document when use.

Lesson Plan /k/ and /g/ sounds

Title: My house

Time: 4 hours

Level: Grade 1

Instructor: Miss Natthanan Thagrairaj

Lesson Instruction:

This lesson provides pronunciation practice of /k/ and /g/ sounds in the content of My house

Terminal objectives:

Students will be able to pronounce the sounds of /k/ and /g/ accurately and effectively.

Enabling objectives:

1. Students will be able to sort pictures based on their initial sounds.
2. Students will be able to match the words or letters with correct pictures or sounds.
3. Students will be able to pronounce and know how to produce the sounds of /k/ and /g/ accurately.
4. Students will be able to write and pronounce the words when the teacher dictates the sounds of the letter.

Background knowledge:

1. Alphabets of /k/ and /g/

Material and equipment:

1. Clip VDOs of My House and /k/ and /g/ sounds

adopted from: <https://www.youtube.com/watch?v=O07X1XLK4tM&t=93s>

<https://www.youtube.com/watch?v=R9intHqlzhc>

https://youtu.be/_Wp0vZnR_FM

2. Songs of /k/ sound adopted from:

<https://www.youtube.com/watch?v=OGVbUgqp7LQ>

<https://www.youtube.com/watch?v=e7r7XFdSQZY>

3. Songs of /g/ sound adopted from:

<https://www.youtube.com/watch?v=0KXtliQ7gk>

<https://www.youtube.com/watch?v=wil16fMP1Q>

4. Games k and g sounds adopted from:

<https://www.youtube.com/watch?v=PZn0w3yKV6k>

<https://www.youtube.com/watch?v=ZKWOHPfJv3g>

5. A picture of [k and g]'s place of articulation

6. Loom Video Program in the topic of "My House"

7. Worksheets


Evaluation:

1. Teacher observes during the lesson and ongoing assessment to determine whether the student is able to sort pictures based on their initial sounds and match the words or letters with correct pictures or sounds.

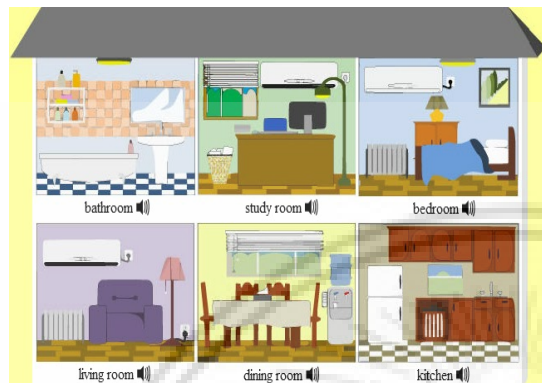
2. Teacher observes during pronouncing the words when the teacher dictates the sounds of the letter.

3. Formative assessment after the students have learnt the lesson. The score one point for the correct speech sound and zero point for the incorrect sound and not produced sound. If the students have got higher scores than before the experiment means that they have passed the test.

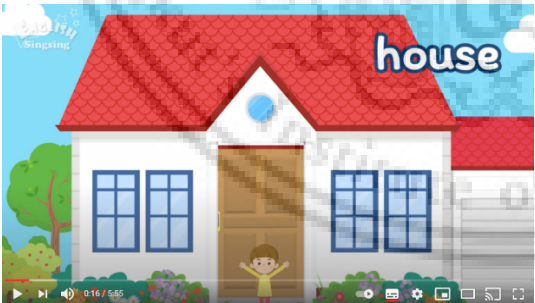
1. Pre-pronouncing (Warm-up/Review)

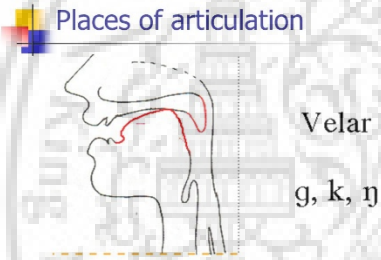

Teacher	Students
<p>1.Begin the lesson with present video “My House” on YouTube and let the students watch the video.</p> <p><i>T: Today we are going to learn about “My House”. First of all, I would like you to watch the video and notice which rooms that you can see in the house?</i></p> 	<p>1. Watch the video and name the rooms that the students can see from the picture.</p>
<p>2.Replay the video and the students notice the items that they can see in the house.</p> <p><i>T: Now, I would like you to watch the video again then notice the stuff in the house.</i></p>	<p>2. Watch the video again and answer the question the items that the students can see in the house.</p>
<p>3.Show the picture on the projector and the students tell the stuff which might be found in the rooms.</p>	<p>3. Look at the pictures on the projector and tell the stuff vocabulary.</p>

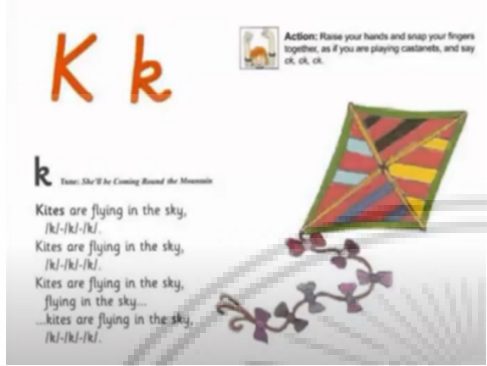

T: Look at the picture, there are many rooms in the house. Can you tell me the stuff that might be in the rooms?





2. While – pronouncing

Teacher	Students
<p>1. Present “My house” vocabulary on YouTube twice and practice pronouncing.</p> <p><i>T: Listen and watch the video carefully and practice pronouncing the sound.</i></p> 	<p>1. Listen and watch the video then practice pronouncing the words.</p>
<p>2. Show the sample words [garden] and [carpet] and the students notice the sounds which are the same or different sounds in initial sound.</p>	<p>2. Try to pronounce those words and identify that they the same or different sounds.</p>


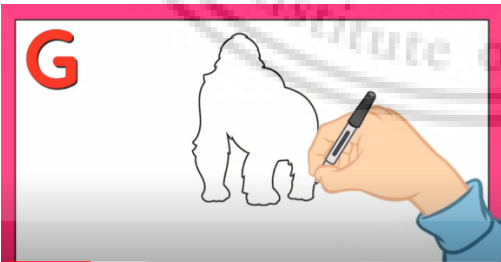
<p><i>T: Can you tell me that the words [garden] and [carpet] are the same or different sounds in initial sound?</i></p>	
<p>3. Show the picture of [k and g]'s place of articulation and the students practice pronouncing the sounds of /k/ and /g/ in phonics.</p> <p><i>T: /k/ and /g/ sounds can be produced by raising the back of the tongue to the velum (soft palate)</i></p> <p>Places of articulation</p> 	<p>3. Practice pronouncing the sounds of /k/ and /g/ in phonics and practice producing the sounds in the correct place of articulation.</p>
<p>4. Present the video of k sound and the students practice pronouncing.</p> <p><i>T: Now, let's watch the video and practice pronouncing k sound then learn and pronounce the words from the video.</i></p> 	<p>4. Watch the video of k sound and practice pronouncing.</p>

<p>5. Present the k jolly phonics song and the students sing along.</p> <p><i>T: Let's sing a song together.</i></p> 	<p>5. Sing k jolly phonics song and pronounce the sound accurately.</p>
<p>6. Present the video of /g/ sound and the students practice pronouncing.</p> <p><i>T: Now, let's watch the video and practice pronouncing g sound then learn and pronounce the words in the video.</i></p> 	<p>6. Watch the video of g sound and practice pronouncing.</p>
<p>7. Present the /g/ jolly phonics song and the students sing.</p> <p><i>T: Let's sing a song together.</i></p>	<p>7. Sing g jolly phonics song and pronounce the sound accurately.</p>

<p>g (Tune: Jimmy Crack Corn Track 13)</p> <p>The water gurgles down the drain. The water gurgles down the drain. The water gurgles down the drain, with a /g/-/g/-/g/-/g/-/g/.</p>  <p> Action: Spiral your hand down, as if water is gurgling down a drain, and say g, g, g, g.</p>	
<p>8. Present Loom Video Program in the topic of “My House” twice and the students pronounce the words correctly.</p>	<p>8. Watch the video and pronounce the words correctly.</p>
<p>key, kettle, kite, kitchen, kit, garage, glass, garden, glove, guitar, broom, swab, window, door, television, chair, sofa, and curtain</p>	
<p>9. Show the words that the students have learned and ask the question.</p> <p><i>T: From these words, can you categorize the stuff by telling me if the items belong to?</i></p>	<p>9. Categorize the word items.</p> <p>For example: Glass → kitchen Kite → garage</p>

3. Post – pronouncing

Teacher	Students
<p>1. Divide the students into 5 groups to play game. Show 8 rhymes and let each group pronounce the words focusing on /k/ and /g/ initial sounds. The group can pronounce</p>	<p>1. Group divided and play a game.</p> <p>For example: Kan – Gan Kam – Gam</p>

<p>accurately and faster than any other groups will be the winner.</p> <table border="1" data-bbox="310 342 857 596"> <tr> <td>-an</td> <td>-am</td> <td>-at</td> <td>-on</td> </tr> <tr> <td>-om</td> <td>-ot</td> <td>-en</td> <td>-et</td> </tr> </table>	-an	-am	-at	-on	-om	-ot	-en	-et	<p>Kat – Gat Kon – Gon Kom – Gom Kot – Got Ken – Gen Ket – Get</p>
-an	-am	-at	-on						
-om	-ot	-en	-et						
<p>2. Group divided and play new games. Show the videos of /k/ and /g/ sounds on YouTube and has each group guess the word beginning with the letter k and g. The group with the most correct answer will be the winner.</p> <div data-bbox="337 1136 834 1394">  </div> <div data-bbox="337 1400 834 1659">  </div>	<p>2. Group divided and play a game.</p>								
<p>3. Provide the assignment worksheets.</p>	<p>2. Do the assignment worksheets.</p>								



T: Practice writing the letters /k/ and /g/ then listen to what I say, then fill the letter /k/ or /g/.



Consonants: G and K



Practice writing the letters.

g g g k k k

Write 'g' or 'k' in the blanks under the pictures.

1)  rass  ite

2)  itten  irl

3)  ing  oose

www.bogglesworld.com/initial_sounds.htm

T: Listen to me and check if the answer that each sound is pronounced as /k/ sound or not?



Phonics Worksheet - Letter K

Name _____

Trace it!



Draw a line from the circle to the images that begin with the letter K.



Cut and paste the pictures in the correct boxes.

Does it begin with the letter K?

Yes

No



Match the Letters

Color the lowercase letter that matches the uppercase letter on the left.

K

r

y

k

w



Copyright © 2020 DaycareWorksheets.com
All Rights Reserved

T: Listen to me and check if the answer that each sound is pronounced as /g/ sound or not?



Phonics Worksheet - Letter G

Name _____

Trace it!



Draw a line from the circle to the images that begin with the letter G.



Cut and paste the pictures in the correct boxes.

Does it begin with the letter G?

Yes

No



Match the Letters

Color the lowercase letter that matches the uppercase letter on the left.

G

g

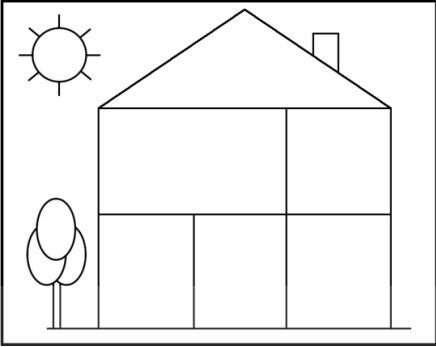
p

q

d

Copyright © 2020 DaycareWorksheets.com
All Rights Reserved

T: Draw the stuff that we have learned today into the rooms.

											
<p>4. Formative assessment. Provide 10 words of /k/ and /g/ sounds and has each student pronounce the words.</p> <table border="1" data-bbox="302 737 865 1062"> <tr> <td>Key</td> <td>Garage</td> </tr> <tr> <td>Kettle</td> <td>Glass</td> </tr> <tr> <td>Kite</td> <td>Garden</td> </tr> <tr> <td>Kitchen</td> <td>Glove</td> </tr> <tr> <td>Kit</td> <td>Guitar</td> </tr> </table>	Key	Garage	Kettle	Glass	Kite	Garden	Kitchen	Glove	Kit	Guitar	<p>3. Pronounce the words provided correctly.</p>
Key	Garage										
Kettle	Glass										
Kite	Garden										
Kitchen	Glove										
Kit	Guitar										

Lesson Plan /f/ and /v/ sounds

Title: Restaurant and Food

Time: 4 hours

Level: Grade 1

Instructor: Miss Natthanan Thagrairaj

Lesson Instruction:

This lesson provides pronunciation practice the sounds of /f/ and /v/ in the content of restaurant and food.

Terminal objectives:

Students will be able to pronounce the sounds of /f/ and /v/ accurately and effectively.

Enabling objectives:

1. Students will be able to sort pictures based on their initial sounds.
2. Students will be able to match the words or letters with correct pictures or sounds.
3. Students will be able to pronounce and know how to produce the sounds of /f/ and /v/ accurately.
4. Students will be able to write and pronounce the words when the teacher dictates the sounds of the letter.

Background knowledge:

1. Alphabets of /f/ and /v/

Material and equipment:

1. Clip VDOs of Restaurant and Food and /k/ and /g/ sounds adopted from: <https://www.youtube.com/watch?v=BilStuLzW6>
<https://www.youtube.com/watch?v=KEp-IRWLq7Y>
2. Songs of /f/ sound adopted from:
<https://www.youtube.com/watch?v=gVJQL1E7BFQ>
https://www.youtube.com/watch?v=o2zRjc9h_ZY

This material is reserved for educational use only, not allowed for commercial use.

Forbidden to modify the content, and cite the document when use.

3. Songs of /v/ sound adopted from:

<https://www.youtube.com/watch?v=PA47cP88ySw>

<https://www.youtube.com/watch?v=iSQzhkzDSrk>

4. Game of /f/ sound adopted from:

[https://www.youtube.com/watch?v=pQq5XWGVt4M&list=PLIyo-](https://www.youtube.com/watch?v=pQq5XWGVt4M&list=PLIyo-hnkfSvWuODvEjvHTb_XU1wuJ1YNi&index=6)

[hnkfSvWuODvEjvHTb_XU1wuJ1YNi&index=6](https://www.youtube.com/watch?v=pQq5XWGVt4M&list=PLIyo-hnkfSvWuODvEjvHTb_XU1wuJ1YNi&index=6)

5. Game of /v/ sound adopted from:

[https://www.youtube.com/watch?v=xn_d9F901kY&list=PLIyo-](https://www.youtube.com/watch?v=xn_d9F901kY&list=PLIyo-hnkfSvWuODvEjvHTb_XU1wuJ1YNi&index=21)

[hnkfSvWuODvEjvHTb_XU1wuJ1YNi&index=21](https://www.youtube.com/watch?v=xn_d9F901kY&list=PLIyo-hnkfSvWuODvEjvHTb_XU1wuJ1YNi&index=21)

6. A picture of [f and v]'s place of articulation

7. PowToon Video Program in the topic of “Restaurant and Food”

8. Worksheets



Evaluation:

1. Teacher observes during the lesson and ongoing assessment to determine whether the student is able to sort pictures based on their initial sounds and match the words or letters with correct pictures or sounds.

2. Teacher observes during pronouncing the words when the teacher dictates the sounds of the letter.

3. Formative assessment after the students have learnt the lesson. The score one point for the correct speech sound and zero point for the incorrect sound and not produced sound. If the students have got scores higher than before experiment means that they have passed the test.

1. Pre-pronouncing (Warm-up/Review)



Teacher	Students
<p>1.Begin the lesson by showing the picture of a restaurant and ask the question.</p> <p><i>T: When you see this picture, do you know where it is?</i></p> 	<p>1. Look at the picture and answer the question.</p>
<p>2.Present the video and let the students play a game by guessing the picture and tell what it is.</p> <p><i>T: Let watch the video and guess the food, then tell me which kind of restaurant.</i></p> 	<p>2. Play a game and answer the question.</p> <p>Answer: Italian restaurant.</p>
<p>3.Show the picture on the projector about food and ask the students about the favorite food they like.</p>	<p>3. Look at the pictures on the projector and answer.</p>

T: Now, look at these pictures and tell me what is your favorite food?

T: Now, can you tell me which one is healthy or unhealthy food?



2. While – pronouncing

Teacher	Students
<p>1. Present “Restaurant and Food” vocabulary on YouTube twice and then practice pronouncing.</p> <p><i>T: Listen and watch the video carefully and practice pronouncing the sound.</i></p> 	<p>1. Listen and watch the video then practice pronouncing the words.</p>
<p>2. Show the pictures and sample words [fat] and [vat] and the students notice the sounds which are the same or different sounds in initial sound.</p> <p><i>T: Can you tell me that the words [fat] and [vat] are the same or different sounds in initial sound?</i></p> 	<p>2. Try to pronounce those words and notice that are they the same or different sounds.</p>

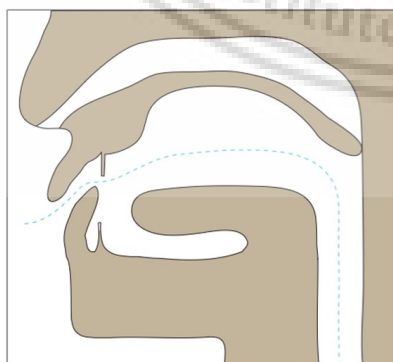


3. Show the picture of [f and v]'s place of articulation and the students practice pronouncing the sounds of /f/ and /v/ in phonics.


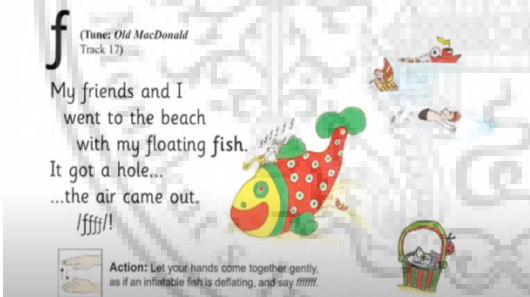
T: The sound /f/ is produced by touching the upper teeth to the lower lip and letting out a stream of air/breath.



The sound /v/ is produced in the same way (position of tongue and lips); however, voicing (i.e. vibration at the throat level) is the only difference.

[f],[v]



3. Practice pronouncing the sounds of /f/ and /v/ in phonics and practice producing the sounds in the correct place of articulation.

<p>4. Present the video of /f/ sound and the students practice pronouncing.</p> <p><i>T: Now, let's watch the video and practice pronouncing /f/ sound, then learn and pronounce the words in the video.</i></p> 	<p>4. Watch the video of /f/ sound and practice pronouncing.</p>
<p>5. Present the f jolly phonics song and the students sing along.</p> <p><i>T: Let's sing a song together.</i></p>  <p>f (Tune: Old MacDonald Track 17) My friends and I went to the beach with my floating fish. It got a hole... ...the air came out, /fffff/!</p> <p>Action: Let your hands come together gently, as if an inflatable fish is deflating, and say /fffff/!</p>	<p>5. Sing f jolly phonics song and pronounce the sound accurately.</p>
<p>6. Present the video of v sound and the students practice pronouncing.</p> <p><i>T: Now, let's watch the video and practice pronouncing v sound, then learn and pronounce the words in the video.</i></p>	<p>6. Watch the video of v sound and practice pronouncing.</p>

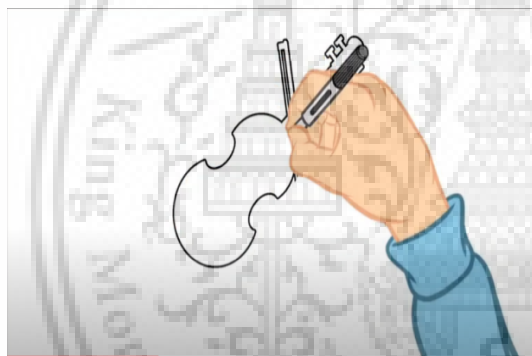
	
<p>7. Present the v jolly phonics song and the students sing.</p> <p><i>T: Let's sing a song together.</i></p> 	<p>7. Sing v jolly phonics song and pronounce the sound accurately.</p>
<p>8. Present PowToon Video Program in the topic of “Restaurant and Food” twice and the students pronounce the words correctly.</p>	<p>8. Watch the video and pronounce the words correctly.</p>
<p>Fan, food, fruit, fork, fish, vat, vase, vegetable, vine, vanilla, juice, meat, steak, drinks, noodle, spoon, dish, hamburger, pizza, chicken</p>	
<p>9. Show the pictures of the words that they have learned and ask the question.</p>	<p>9. Look at the pictures and answer the question.</p>

<p><i>T: Can you tell me which one is healthy or unhealthy food?</i></p>	
--	--

3. Post – pronouncing

Teacher	Students
<p>1. Divide the students into 5 groups to play a game. Show the words on projector and let each group pronounce the words correctly. The teacher will teach and demonstrate pronouncing before starting game. The group can pronounce accurately and faster than any groups will be the winner.</p> 	<p>1. Group divided and play a game.</p>
<p>2. Group divided and play new games. Show the videos of f and v sounds on</p>	<p>2. Group divided and play a game.</p>

YouTube and has each group guess the word beginning with the letter f and v. The group with the most correct answer will be the winner.









3. Provide the assignment worksheets.

T: Practice pronouncing the new words then listen to what I say and check the word you hear.







2. Do the assignment worksheets.

C. From left to right, LISTEN and REPEAT the words.

face 	↔	vase 
fast 	↔	vast 
few 	↔	view 

Please repeat the sentence:
My friend Victor and I found a van and went on a far voyage.

D. LISTEN carefully and CHECK the word you hear. 

1. ___ face  ___ vase 
2. ___ few  ___ view 
3. ___ fast  ___ vast 

Created by: James M Anderson

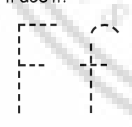
T: Listen to me and check if the answer that each sound is pronounced /f/ sound or not?




Phonics Worksheet - Letter F

Name _____

Trace it!



Draw a line from the circle to the images that begin with the letter F.



Cut and paste the pictures in the correct boxes.

Does it begin with the letter F?

Yes	No



Match the Letters

Color the lowercase letter that matches the uppercase letter on the left.

F	t	y	f	k
---	---	---	---	---

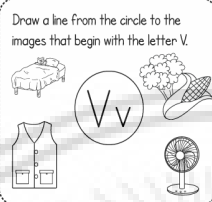
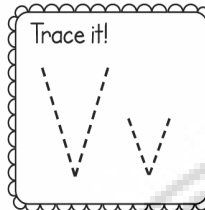
Copyright © 2020 DaycareWorksheets.com All Rights Reserved

T: Listen to me and check if the answer that each sound is pronounced /v/ sound or not?



Phonics Worksheet - Letter V

Name _____

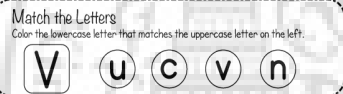
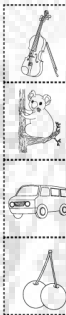


Cut and paste the pictures in the correct boxes.

Does it begin with the letter V?

Yes

No

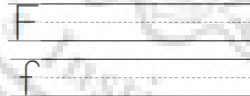
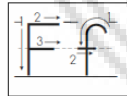


Copyright © 2020 DaycareWorksheets.com All Rights Reserved

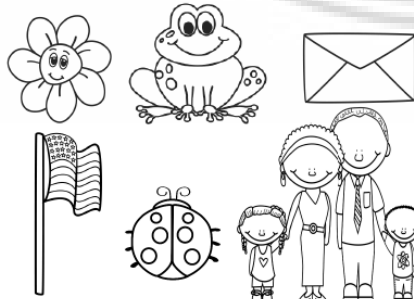
T: Listen to me and find the objects that begin with /f/, then color the picture.

Name _____

Beginning Sound



Color the pictures that begin with the **f** sound.



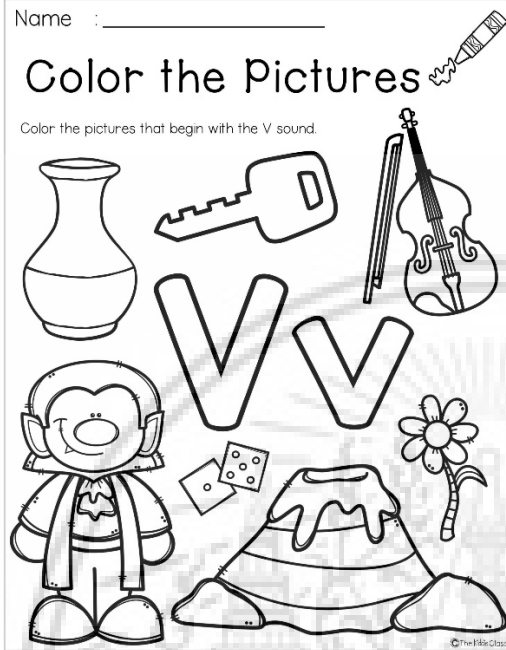
Copyright © Free4classrooms.com

T: T: Listen to me and find the objects that begin with /v/, then color the picture.

Name : _____

Color the Pictures

Color the pictures that begin with the V sound.











T: Cut and paste the pictures and categorize healthy and unhealthy food.

Sorting Healthy and Unhealthy Food

Topic: -Cut and Paste the pictures under their relevant categories.

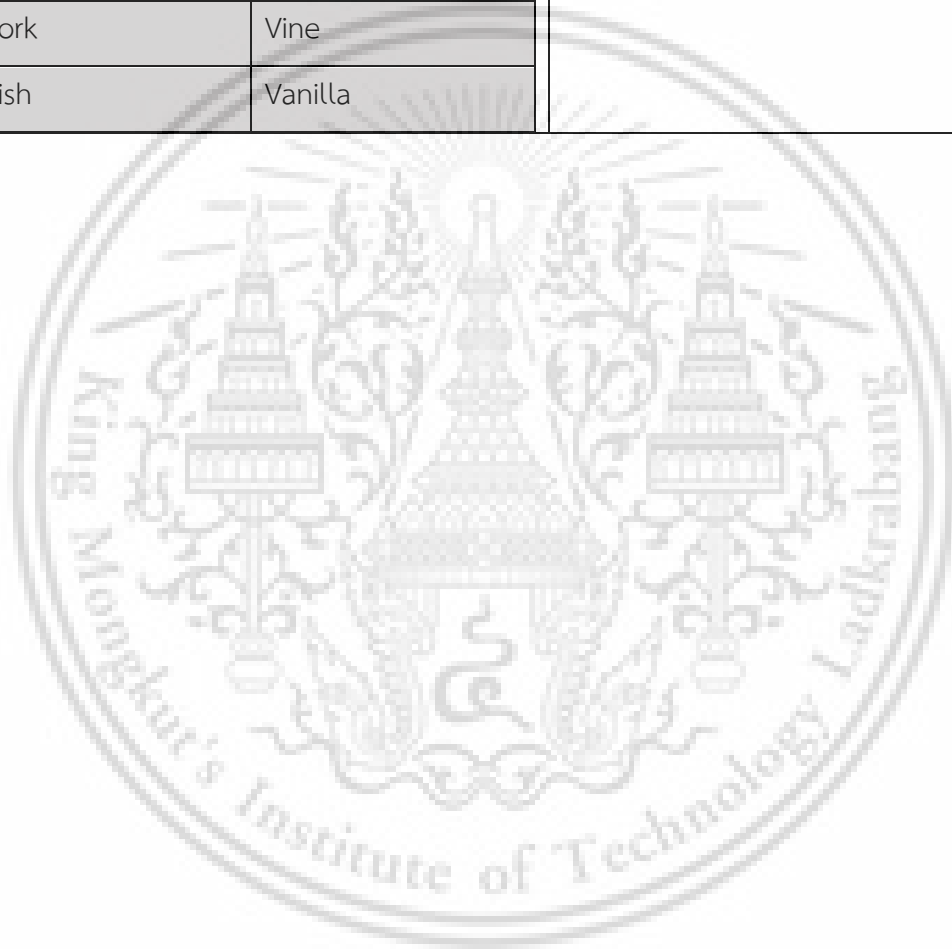
Healthy Food		Unhealthy Food	

4. Formative assessment. Provide 10 words of /f/ and /v/ sounds and has each student pronounce the words.

Fan	Vat
Food	Vase
Fruit	Vegetable
Fork	Vine
Fish	Vanilla

3. Pronounce the words provided correctly.





This material is reserved for educational use only, not allowed for commercial use.

Forbidden to modify the content, and cite the document when use.

หนังสือแสดงความยินยอมของผู้ปกครอง

Informed Consent Form

เขียนที่.....

วันที่.....เดือน.....พ.ศ.....

เนื่องจาก นางสาวนันทนันท์ ทะไกรราช ตำแหน่งครูผู้สอนวิชาภาษาอังกฤษ ชั้นประถมศึกษาปีที่ 1 ภาคเรียนที่ 2 ปีการศึกษา 2563 กำลังศึกษาระดับศิลปศาสตรบัณฑิต ในสาขาวิชาภาษาศาสตร์ประยุกต์ – ภาษาอังกฤษเพื่อวัตถุประสงค์ทางวิชาชีพ และได้ทำวิทยานิพนธ์เกี่ยวกับการการพัฒนาการออกเสียง ภาษาอังกฤษของนักเรียนชั้นประถมศึกษา ที่เรียนวิชาภาษาอังกฤษในฐานะภาษาต่างประเทศโดยใช้สื่อออนไลน์ และวิธีการสอนแบบโฟนิกส์ ซึ่งกลุ่มตัวอย่างของการวิจัยคือนักเรียนชั้นประถมศึกษาปีที่ 1 โรงเรียนวัดมงคล โคธาวาส โดยมีวัตถุประสงค์

1) เพื่อสร้างและหาคุณภาพของสื่อออนไลน์ว่ามีความเหมาะสมต่อนักเรียนชั้นประถมศึกษา ที่เรียนวิชา ภาษาอังกฤษในฐานะภาษาต่างประเทศ

2) เพื่อเปรียบเทียบความสามารถในการออกเสียงภาษาอังกฤษของชั้นประถมศึกษา ที่เรียนวิชา ภาษาอังกฤษในฐานะภาษาต่างประเทศทั้งก่อนเรียนและหลังเรียน และ

3) เพื่อศึกษาระดับความพึงพอใจของนักเรียนในการใช้สื่อออนไลน์และวิธีการสอนแบบโฟนิกส์

ดังนั้น โรงเรียนวัดมงคลโคธาวาส จึงได้ทำหนังสือแสดงความยินยอมของผู้ปกครอง เพื่อให้บุตรหลานได้ เข้าร่วมการวิจัยครั้งนี้ตามความสมัครใจ โดยการกรอบบแบบตอบรับที่แนบมาพร้อมนี้

ข้าพเจ้า.....เกี่ยวข้องเป็น.....ของ
เด็กชาย/เด็กหญิง..... ชั้นประถมศึกษาปีที่ 1/.....

ยินยอมให้นักเรียนเข้าร่วมการวิจัย

ไม่ยินยอมให้นักเรียนเข้าร่วมการวิจัย

โดยข้าพเจ้าได้รับทราบรายละเอียดเกี่ยวกับที่มาและจุดมุ่งหมายในการทำวิจัย รายละเอียดขั้นตอน ต่างๆ ที่จะต้องปฏิบัติหรือได้รับการปฏิบัติ ประโยชน์ที่คาดว่าจะได้รับของการวิจัย และยินยอมให้ผู้วิจัยใช้ข้อมูล ส่วนตัวของผู้เข้าร่วมการวิจัย แต่จะไม่เผยแพร่ต่อสาธารณะเป็นรายบุคคล โดยจะนำเสนอเป็นข้อมูลโดยรวมจาก การวิจัยเท่านั้น

ข้าพเจ้าเข้าใจข้อความในเอกสารชี้แจง และหนังสือแสดงเจตนายินยอมนี้โดยตลอดแล้ว

ลงชื่อ.....ผู้ปกครอง

(.....)

วันที่.....



APPENDIX E

List of Experts Validating Instrument

แบบขอหนังสือเชิญผู้ทรงคุณวุฒิตรวจเครื่องมือเพื่อการวิจัย (วิทยานิพนธ์, สารนิพนธ์)

งานบริหารวิชาการและบัณฑิตศึกษา คณะศิลปศาสตร์
สถาบันเทคโนโลยีพระจอมเกล้าเจ้าคุณทหารลาดกระบัง

วันที่..... 31 มีนาคม 2564

เรียน รองคณบดีกำกับดูแลงานด้านบริหารวิชาการและบัณฑิตศึกษา

ข้าพเจ้า นาย/นาง **นางสาว**..... นัทรนันท์ ทะไกรราช..... รหัสประจำตัว..... 61616002.....

นักศึกษาระดับ ปริญญาโท..... หลักสูตร..... ศิลปศาสตรมหาบัณฑิต

สาขาวิชา..... Applied Linguistics.....

ได้เสนอหัวข้อและเค้าโครงวิทยานิพนธ์ต่อที่ประชุมคณะกรรมการพิจารณาหัวข้อและเค้าโครงวิทยานิพนธ์
แล้วเมื่อวันที่..... 3 มีนาคม 2563..... และคณะกรรมการได้อนุมัติให้ทำ วิทยานิพนธ์/
สารนิพนธ์ในหัวข้อเรื่อง.....

การพัฒนาการออกเสียงภาษาอังกฤษของนักเรียนชั้นประถมศึกษา ที่เรียนวิชาภาษาอังกฤษในฐานะภาษาต่างประเทศ โดยใช้อีเมลและวิธีการสอนแบบโฟนิกส์
ONLINE SOCIAL MEDIA AND PHONICS INSTRUCTION IN ENHANCING ENGLISH PRONUNCIATION OF EFL PRIMARY STUDENTS

ข้าพเจ้ามีความประสงค์จะขอหนังสือเชิญผู้ทรงคุณวุฒิเพื่อตรวจเครื่องมือเพื่อการวิจัย (ทำเครื่องหมาย / ใน○)

แบบสอบถาม แบบทดสอบ ทดลองสอน อื่น ๆ (ระบุ).....

จำนวน.....3.....ท่าน.....ตั้งรายชื่อ ตำแหน่ง และสถานที่ทำงาน.....ตั้งเอกสารแนบ

ในการนี้ขอให้ทำหนังสือขออนุญาต จำนวน.....3.....ฉบับ.....ฉบับ ตั้งรายละเอียดในเอกสารที่แนบ

จึงเรียนมาเพื่อโปรดพิจารณาดำเนินการออกหนังสือดังกล่าวให้ด้วย จักขอบคุณยิ่ง

ลงชื่อนักศึกษา..... นัทรนันท์.....

โทรศัพท์..... 090-2651694.....

E-mail..... natthanank6002@gmail.com.....

ความเห็นของอาจารย์ที่ปรึกษาวิทยานิพนธ์

.....

.....

.....

ลงชื่อ.....

- หมายเหตุ**
1. กรุณากรอรายละเอียดให้ครบถ้วนและชัดเจนด้วยและระบุด้วยว่าให้ตรวจแบบอะไร เช่น ตรวจแบบสอบถาม แบบทดสอบ แบบประเมิน แบบสัมภาษณ์ และอื่น ๆ
 2. กรุณาแนบหน้าปกหัวข้อและเค้าโครงวิทยานิพนธ์/สารนิพนธ์ด้วย
 3. กรุณาแนบรายชื่อผู้ทรงคุณวุฒิที่ต้องการจะทำหนังสือไปถึงด้วย จำนวน 1 ฉบับ



ที่ อวท๑๒๙/๕ ๒๘๙

คณะศิลปศาสตร์

สถาบันเทคโนโลยีพระจอมเกล้าเจ้าคุณทหารลาดกระบัง

๑ ซอยฉลองกรุง ๑ เขตลาดกระบัง กรุงเทพฯ ๑๐๕๒๐

๒ เมษายน ๒๕๖๔

เรื่อง ขอเชิญเป็นผู้ทรงคุณวุฒิตรวจเครื่องมือเพื่อการวิจัย (วิทยานิพนธ์)

เรียน คุณ ปารวี คลื่นสนั่น

ด้วยนางสาวนัทธนันท์ ทะไกรราช รหัสประจำตัว ๖๑๖๑๖๐๐๒ นักศึกษาหลักสูตรศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาศาสตรประยุกต์ - ภาษาอังกฤษเพื่อวัตถุประสงค์ทางวิชาชีพ ภาควิชาภาษา คณะศิลปศาสตร์ สถาบันเทคโนโลยีพระจอมเกล้าเจ้าคุณทหารลาดกระบัง ได้รับอนุมัติเห็นชอบจากคณะกรรมการพิจารณาหัวข้อและเค้าโครงวิทยานิพนธ์ เมื่อวันที่ ๓ ธันวาคม ๒๕๖๓ ให้ทำวิทยานิพนธ์เรื่อง การพัฒนาการออกเสียงภาษาอังกฤษของนักเรียนประถมศึกษาที่เรียนวิชาภาษาอังกฤษในฐานะภาษาต่างประเทศ โดยใช้สื่อออนไลน์และวิธีการสอนแบบโฟนิกส์ (ONLINE SOCIAL MEDIA AND PHONICS INSTRUCTION IN ENHANCING ENGLISH PRONUNCIATION OF EFL PRIMARY STUDENTS) โดยมีรองศาสตราจารย์ ดร.ภัทรพร ธรรมประดิษฐ์ เป็นอาจารย์ที่ปรึกษาวิทยานิพนธ์ นั้น

คณะศิลปศาสตร์ พิจารณาแล้วเห็นว่าท่านเป็นผู้มีความรู้ความสามารถ จึงมีความประสงค์ขอเชิญท่านเป็นผู้ทรงคุณวุฒิตรวจเครื่องมือเพื่อการวิจัย ซึ่งประกอบด้วย แบบสอบถามสำหรับวิทยานิพนธ์เรื่องดังกล่าว จำนวน ๑ ฉบับ เอกสารแนบมาพร้อมนี้

ทั้งนี้ หากมีข้อสงสัยประการใดกรุณาติดต่อนักศึกษา : นางสาวนัทธนันท์ ทะไกรราช
โทรศัพท์ : ๐๙๐-๒๖๕๑๖๙๔ อีเมล : natthanank6002@gmail.com

จึงเรียนมาเพื่อโปรดพิจารณาอนุเคราะห์ จักขอบคุณยิ่ง

ขอแสดงความนับถือ

(อาจารย์ ดร.จาริณี จินทร์ศรี)

รักษาการแทนรองคณบดีคณะศิลปศาสตร์

๐๒ มิ.ย. ๒๕ 17:๓1 ๑๙๘๑๘๘๐๘4 Non-PKI Server Sign-LN

Signature Code : RAAQA-EUANw-BCADA-ARQBC

งานบริหารวิชาการและบัณฑิตศึกษา
คณะศิลปศาสตร์
โทร. ๐๘๖-๙๙๗๕๘๓๔



ที่ อวท๑๒๔/๕ ๒๕๖๑

คณะศิลปศาสตร์

สถาบันเทคโนโลยีพระจอมเกล้าเจ้าคุณทหารลาดกระบัง

๑ ซอยฉลองกรุง ๑ เขตลาดกระบัง กรุงเทพฯ ๑๐๕๒๐

๒ เมษายน ๒๕๖๔

เรื่อง ขอเชิญเป็นผู้ทรงคุณวุฒิตรวจเครื่องมือเพื่อการวิจัย (วิทยานิพนธ์)

เรียน คุณทิพวรรณ ศรีปัญญา

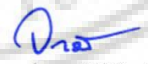
ด้วยนางสาวนัทธนันท์ ทะไกรราช รหัสประจำตัว ๖๑๖๑๖๐๐๒ นักศึกษาหลักสูตรศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาศาสตร์ประยุกต์ - ภาษาอังกฤษเพื่อวัตถุประสงค์ทางวิชาชีพ ภาควิชา ภาษา คณะศิลปศาสตร์ สถาบันเทคโนโลยีพระจอมเกล้าเจ้าคุณทหารลาดกระบัง ได้รับอนุมัติเห็นชอบจาก คณะกรรมการพิจารณาหัวข้อและเค้าโครงวิทยานิพนธ์ เมื่อวันที่ ๓ ธันวาคม ๒๕๖๓ ให้ทำวิทยานิพนธ์ เรื่อง การพัฒนาการออกเสียงภาษาอังกฤษของนักเรียนประถมศึกษาที่เรียนวิชาภาษาอังกฤษในฐานะภาษาต่างประเทศ โดยใช้สื่อออนไลน์และวิธีการสอนแบบโฟนิกส์ (ONLINE SOCIAL MEDIA AND PHONICS INSTRUCTION IN ENHANCING ENGLISH PRONUNCIATION OF EFL PRIMARY STUDENTS) โดยมี รองศาสตราจารย์ ดร.ภัทรพร ธรรมประดิษฐ์ เป็นอาจารย์ที่ปรึกษาวิทยานิพนธ์ นั้น

คณะศิลปศาสตร์ พิจารณาแล้วเห็นว่าท่านเป็นผู้มีความรู้ความสามารถ จึงมีความประสงค์ ขอเชิญท่านเป็นผู้ทรงคุณวุฒิตรวจเครื่องมือเพื่อการวิจัย ซึ่งประกอบด้วย แบบสอบถามสำหรับวิทยานิพนธ์ เรื่องดังกล่าว จำนวน ๑ ฉบับ เอกสารแนบมาพร้อมนี้

ทั้งนี้ หากมีข้อสงสัยประการใดกรุณาติดต่อนักศึกษา : นางสาวนัทธนันท์ ทะไกรราช
โทรศัพท์ : ๐๙๐-๒๖๕๑๖๙๔ อีเมล : natthanamk6002@gmail.com

จึงเรียนมาเพื่อโปรดพิจารณาอนุเคราะห์ จักขอบคุณยิ่ง

ขอแสดงความนับถือ


(อาจารย์ ดร.จาร์ณี จันทร์ศรี)

รักษาการแทนรองคณบดีคณะศิลปศาสตร์

๐๒ เม.ย. ๒๕๖๔ ๑๔:๑๐:๕๕ Non-PKI Server Sign-LN

Signature Code : MgAwA-EEANg-BBADA-AOQA0

งานบริหารวิชาการและบัณฑิตศึกษา

คณะศิลปศาสตร์

โทร . ๐๘๖-๙๙๗๕๘๓๔



ที่ อวท๑๒๔/๕ ๒๕๖๐

คณะศิลปศาสตร์

สถาบันเทคโนโลยีพระจอมเกล้าเจ้าคุณทหารลาดกระบัง

๑ ซอยฉลองกรุง ๑ เขตลาดกระบัง กรุงเทพฯ ๑๐๕๒๐

๒ เมษายน ๒๕๖๔

เรื่อง ขอเชิญเป็นผู้ทรงคุณวุฒิตรวจเครื่องมือเพื่อการวิจัย (วิทยานิพนธ์)

เรียน คุณพิชานี ภควีโรจน์กุล

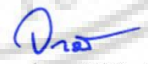
ด้วยนางสาวนัทธนันท์ ทะไกรราช รหัสประจำตัว ๖๑๖๑๖๐๐๒ นักศึกษาหลักสูตรศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาศาสตร์ประยุกต์ - ภาษาอังกฤษเพื่อวัตถุประสงค์ทางวิชาชีพ ภาควิชา ภาษา คณะศิลปศาสตร์ สถาบันเทคโนโลยีพระจอมเกล้าเจ้าคุณทหารลาดกระบัง ได้รับอนุมัติเห็นชอบจาก คณะกรรมการพิจารณาหัวข้อและเค้าโครงวิทยานิพนธ์ เมื่อวันที่ ๓ ธันวาคม ๒๕๖๓ ให้ทำวิทยานิพนธ์ เรื่อง การพัฒนาการออกเสียงภาษาอังกฤษของนักเรียนประถมศึกษาที่เรียนวิชาภาษาอังกฤษในฐานะภาษาต่างประเทศ โดยใช้สื่อออนไลน์และวิธีการสอนแบบโฟนิกส์ (ONLINE SOCIAL MEDIA AND PHONICS INSTRUCTION IN ENHANCING ENGLISH PRONUNCIATION OF EFL PRIMARY STUDENTS) โดย มี รองศาสตราจารย์ ดร.ภัทรพร ธรรมประดิษฐ์ เป็นอาจารย์ที่ปรึกษาวิทยานิพนธ์ นั้น

คณะศิลปศาสตร์ พิจารณาแล้วเห็นว่าท่านเป็นผู้มีความรู้ความสามารถ จึงมีความประสงค์ ขอเชิญท่านเป็นผู้ทรงคุณวุฒิตรวจเครื่องมือเพื่อการวิจัย ซึ่งประกอบด้วย แบบสอบถามสำหรับวิทยานิพนธ์ เรื่องดังกล่าว จำนวน ๑ ฉบับ เอกสารแนบมาพร้อมนี้

ทั้งนี้ หากมีข้อสงสัยประการใดกรุณาติดต่อนักศึกษา : นางสาวนัทธนันท์ ทะไกรราช
โทรศัพท์ : ๐๙๐-๒๖๕๑๖๙๔ อีเมล : natthanamk6002@gmail.com

จึงเรียนมาเพื่อโปรดพิจารณาอนุเคราะห์ จักขอบคุณยิ่ง

ขอแสดงความนับถือ


(อาจารย์ ดร.จาร์ณี จันทร์ศรี)

รักษาการแทนรองคณบดีคณะศิลปศาสตร์

๐๒ เม.ย. ๒๕๖๔ ๑๔:๑๘:๔๑ Non-PKI Server Sign-LN

Signature Code : NwA4A-DIAMw-AzADg-AQwA3

งานบริหารวิชาการและบัณฑิตศึกษา

คณะศิลปศาสตร์

โทร. ๐๘๖-๙๙๗๕๘๓๔



APPENDIX F

Letter of Acceptance and Certificate for ICAA 2021



LETTER OF ACCEPTANCE

**Faculty of Liberal Arts,
King Mongkut's Institute of Technology Ladkrabang**

No. MHESI 7029 / 197

1 Chalongkrung Road,
Ladkrabang, Bangkok
10520, Thailand
Tel: +66-2329-8000

9 July 2021

Authors: Natthanan Thagrairaj

Associate Professor Pattaraporn Thampradit, Ph.D.

Paper title: Online Social Media and Phonics Instruction in Enhancing English Pronunciation of EFL Primary Students

Dear Authors,

We are writing to inform you that your paper has been accepted for an oral presentation and publication as a conference proceedings paper in the 4th International Conference on Applied Liberal Arts: Hard and Soft Skills for Human Capital in the New Normal, as organized by the Faculty of Liberal Arts, King Mongkut's Institute of Technology Ladkrabang on August 13, 2021.

The aim of this international conference is to provide for all participants a convivial forum for sharing scholarly experience and expertise in the fields related to Applied Liberal Arts. All submissions are peer reviewed, and acceptance is made based upon quality, relevance, and originality. All presenters will be given an opportunity to have their submissions included in the conference proceedings.

We thank you for your work involved in preparing the paper, presenting it, and submitting the final version for the proceedings. We look forward to your participation in our conference.

Sincerely yours,

Charinee Chansri, Ph.D.
Acting Vice Dean, Faculty of Liberal Arts
King Mongkut's Institute of Technology Ladkrabang



The 4th International Conference on Applied Liberal Arts

ICAA2021

"Hard & soft Skills for Human Capital in the New Normal"

Friday 13th August 2021

This is to certify that

Natthanan Thagrairaj, Pattaraporn Thampradit

has presented a paper entitled

Online Social Media and Phonics Instruction in Enhancing English Pronunciation of EFL Primary Students

at the 4th International Conference on Applied Liberal Arts, organised by Faculty of Liberal Arts,
King Mongkut's Institute of Technology Ladkrabang.

Associate Professor Dr.Paitoon Pimdee
Acting Dean, Faculty of Liberal Arts, KMUTL



AUTHOR'S BIOGRAPHY

Name : Miss Natthanan Thagrairaj
Date of Birth : January 31, 1994
Place of Birth : Roi-Et
Address : 159 Moo,11 Nasang, Selaphum District, Roi-et 45120
Educational Background :
 2011 Mathayom 6 from Roi-Et Wittayalai School, Roi-Et
 (Gifted Program)
 2017 Bachelor of Education in English Major
 (First Class Honor),
 Chiang Mai University
Work Experience :
 2016 – 2017 English teacher (Internship Student) at Horpra School,
 Chiang Mai
 2017 to present English teacher at Watmongkolkotawas School,
 Samutprakan