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採用圖畫故事書閱讀的直接自然發音教學對小學生

英語語音意識和學習動機影響之個案研究

**A Case Study on the Impact of the Explicit Phonics Instruction
Course with Picture Storybooks Reading on a Young Learner's
Phonological Awareness and Learning Motivation**

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摘要

這個質性研究主要是研究採用圖畫故事書閱讀的直接發音教學法對小學生的英語語音意識和學習動機影響，並且闡述這位三年級小學生及其媽媽對此融合式發音教學法教學的看法。許多語言學者指出若沒有清楚有系統的自然發音教學，很多學生會缺乏足以架構他們在小小年紀便成為具備閱讀能力的人所需語音知識；雖然自然發音教學是閱讀教學不可或缺的元素，然而單靠此教學法不足以培養出閱讀能力。研究者實施這個融合式發音教學課程是為了幫助補習班裡這位美語學習落後學生習得字母字音對應的發音知識，並且更進一步讓他透過閱讀許多難度適中的圖畫故事書來練習已學過的發音規則成為具備閱讀能力的人。

研究者進行此研究課程的地點是位於台北市的一家美語補習班，研究課程包括十二堂清楚而有系統的自然發音教學以及八堂採用簡單易讀的圖畫故事書閱讀的複習發音規則的課程。參與這個研究課程的學生是從補習班裡選出的一位英文學習落後的國小三年級學生，因為他在閱讀新的單字與學過的單字拼字上有困難，所以研究者希望藉由此自然發音課程幫助他擺脫學習落後之處境。

在這個研究裡，研究者收集了這位學生的英語語音意識前後測成績、研究者省思日誌以及訪談學生及其家長對融合式自然發音課程的看法等資料來進行質性分析研究。有了這些描述性為主的分析資料，研究者便可對採用圖畫故事書閱讀的直接發音教學法對小學生的英語語音意識和學習動機的影響有整體了解。

研究的結果顯示了採用圖畫故事書閱讀的直接發音教學法對英文學習小學生的語音意識和學習動機有顯著提升。此外，研究結果也顯示參與實驗的學生及其家長皆對此發音教學課程抱持相當正面的態度與想法。

關鍵字：直接發音教學法、圖畫故事書閱讀、英語語音意識、學習動機

Abstract

This qualitative study aims to explore the effects of an explicit phonics instruction course with picture storybooks on young learners' English phonological awareness and motivation to learn English.

Bast (2013) indicated that without explicit phonics instruction, many students might lack the scaffolding needed to become strong readers at an early age. Moreover, Adams (1994) asserted that phonics instruction is an essential component of reading instruction but is not enough by itself to teach young students to read. Therefore, the study implemented a phonics instruction course to help the participant acquire concepts of letter-sound relationships and practice phonics rules through reading easy-reading picture storybooks, ultimately becoming strong readers.

The explicit phonics instruction course with picture storybooks reading took place at a language cram school in Taipei City and was conducted over four months. It included twelve explicit phonics teaching classes and eight implicit phonics teaching classes through picture storybooks reading. The participant in this research was a third-grade boy recruited from the language cram school. Due to the participant's difficulties in reading new words and spelling learned words, the researcher chose him as the participant in order to help him overcome the label of being a low-achiever in English learning.

In this study, all the collected data, including the pretest and post test scores of Phonological Awareness, the researcher's reflection journals, and interviews with the participant and the parent, were mainly analyzed qualitatively. Through descriptive analysis of the data, the researcher gained an overall understanding of the effects of explicit phonics instruction with picture storybooks reading on young English learners at the language cram school.

The results of the study demonstrated that the participant showed significant improvement on the posttest of Phonological Awareness after completing the phonics instruction course. Furthermore, the study's results also indicated a positive change in the participant's motivation to learn English, and the participant's mother had a positive perception of the integrative phonics course in the study.

Keywords: Explicit phonics instruction, Picture storybooks reading, Phonological awareness, Learning motivation.



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Chapter One

Introduction

1.1 Background and Motivation

With the trend of globalization, English has become a widely used communication tool around the world. To enhance Taiwan's competitiveness, the government has implemented influential measures to improve people's English competence and learning performance. In 2001, the Ministry of Education (MOE) made English a required subject from the fifth grade in elementary education. In 2005, the MOE took another significant step by requiring all elementary schools to offer two English classes per week starting from the third grade, aiming to enhance students' interest and performance in learning English.

English is a dominant language globally, and many countries, particularly neighboring rivals like Japan, Korea, and China, compete in the field of English education. Despite the efforts to improve English learning in Taiwan through increased class frequency, the reality has fallen short of expectations. Many teachers face difficulties in teaching English, despite their dedication to the profession, and students also struggle with foreign language learning.

The main reasons for this disappointing situation in English education can be attributed to factors such as mixed-level classes, limited English class frequency, and inappropriate teaching materials and curricula at schools. Considering the constraints of the national education budget, reducing class sizes or increasing English class frequency is challenging for the government. Therefore, the immediate focus should be on addressing the issue of inappropriate teaching materials and methods, and developing better English curricula for young students. Teachers play a vital role in guiding students through the challenges of learning a foreign language. Hence, it is teachers' duty-bound obligation to improve and refine the present English curricula.

However, it is not easy for English teachers at public elementary schools to adequately address the diverse needs of students in large mixed-level classes of at least 20 students. Furthermore, two hours of English classes per week are insufficient for elementary school students to acquire a foreign language effectively. Due to the aforementioned reasons, many parents prefer to enroll their children in nearby language cram schools to supplement their English learning. Considering the learning characteristics of young students, such as linearity, curiosity, and preference, teachers need to provide practical and engaging curricula in the classroom. Additionally, it is a significant challenge for beginner learners to acquire reading and writing skills in a foreign language within a short timeframe.

To improve English education in Taiwan, it is essential to select appropriate learning materials for English learners, especially beginners. Bast (2013) highlighted that explicit phonics instruction, connecting phonics to reading, is crucial for young learners to develop strong reading skills. The beneficial effects of phonics instruction have been supported by researchers (Adams, 1990; Strickland, 1988; Tunmer, 1991). Therefore, it is urgent for English teachers to incorporate explicit phonics instruction in their classes to help young learners develop English phonological awareness, which is fundamental to reading proficiency.

Phonological awareness refers to the ability to reflect on and manipulate the phonemic segments of speech (William E. Tunmer, 1991). It involves understanding the sound structure of spoken language, including syllables, onsets and rhymes, and phonemes. Students with strong phonological awareness can read and spell words proficiently (Kathy Gooch and Andrew Lambirth, 2011).

Furthermore, researchers have explored how picture storybooks can motivate young learners in English learning. Picture storybooks contain fewer words than regular storybooks, stimulating young learners' imaginations and increasing their

engagement with new words (Jalongo, M. R, 2004; Linse, C. 2007; Neuman S. B. & Wright J. S. 2007).

Motivation is closely associated with foreign language learning. Almost all teachers consider motivation as an essential tool for stimulating students' learning (Nadeem, 2013). Crookes and Schmidt (1991) stated, "Motivation is identified primarily with the learner's orientation toward the goal of learning a second language. Integrative motivation is identified with positive attitudes toward the target language group and the potential for integrating into that group, or at least an interest in meeting and interacting with members of the target language group" (Crookes and Schmidt, 1991, p. 471-472). Gardner (1985a) further expressed that "The concept of the integrative motive includes not only the orientation but also the motivation and a number of other attitude variables involving the other language community, out-groups in general, and the language learning context" (Gardner, 1985a, p. 54). Therefore, appropriate teaching materials can undoubtedly help young EFL learners acquire the target language with confidence and enhance their motivation to learn.

In this study, the researcher intended to explore the impact of an explicit phonics instruction course with picture storybooks reading on a young learner's phonological awareness and motivation to learn English.

1.2 Purpose of the Study

Although much research has been conducted in this area, it is worth noting that most of the related studies have primarily relied on quantitative data analysis. Few studies have explored the effects of explicit phonics instruction with picture storybooks on English young learners' learning motivation and phonological awareness through descriptive qualitative data, such as researcher reflection journals, parent interviews, and participant interviews.

To gain a comprehensive understanding of how the integration of phonics

instruction and picture storybooks can effectively enhance young learners' motivation to learn English, this case study aimed to collect and analyze detailed qualitative data. The focus was on investigating the effects of explicit phonics instruction integrated with picture storybooks on the EFL young learner's phonological awareness performance.

Moreover, an important aspect of this study was to explore the participant's learning motivation toward the explicit phonics instruction course with picture storybooks reading. The objective was to explore whether the instruction influenced the participant's interests and promoted motivation in learning English.

1.3 Significance of the Study

The study examined the changes in phonological awareness and learning motivation of young learners after the explicit phonics instruction course with picture storybooks reading. Hopefully, it could be served as a valuable reference for the future design of related phonics instruction courses for young learners. Furthermore, it is anticipated that the outcomes of this in-depth qualitative study would provide insights and new perspectives for EFL teachers and future similar studies involving young English learners. Ultimately, it is hoped that more EFL young learners in Taiwan would benefit from the study phonics course designed by the researcher in this study.

Chapter Two

Literature Review

This chapter provides readers with relevant theoretical foundations and current research findings. It consists of four parts, each focusing on a different aspect: phonological awareness, learning motivation, explicit phonics instruction, and picture storybooks reading. The chapter aims to provide a comprehensive understanding of these areas, bringing together the latest research and theoretical perspectives.

2.1 Phonological Awareness

2.1.1 Definitions of Phonological Awareness

Phonological awareness refers to the ability to reflect on and manipulate the phonemic segments of speech. It is considered one of several metalinguistic abilities (William E. Tunmer, 1991). The general definition of phonological awareness involves understanding the sound structure of spoken language, including recognizing that words consist of syllables, onsets and rhymes, and phonemes.

Phonological awareness can be demonstrated through various tasks, such as identifying the number of syllables in a word, recognizing rhyming words, determining the number of phonemes in a word, and manipulating phonemes by deleting, substituting, or moving them within words. These tasks require phonological awareness to manipulate sound units (Ashmore, Farrier & Pahlson, 2003; Anthony & Francis, 2005).

Research indicated that approximately 84% of English words follow regular phonetic patterns (Blevins, 2006), which means there are patterns, principles, and rules for organizing letter-sound correspondences in words. In English-speaking countries, phonics instruction plays a crucial role in helping learners recognize words and read (Fox, 1996; Lapp & Flood, 1997). Before entering school, children grow up in English-speaking environments where they acquire a considerable amount of

linguistic knowledge, including vocabulary, word sounds, and meanings from their surroundings. Once children learn the sound-letter correspondences, they can quickly recognize orally familiar but visually unfamiliar words (Gunning, 2000). In other words, native English-speaking learners develop a basic linguistic foundation before formal schooling, preparing them for systematic and organized phonics instruction in school.

Moreover, the National Reading Panel's report on Health and Human Development (2000) in the United States emphasized the importance of phonics instruction. Phonics, as a letter-sound-based teaching approach, helps students decode and encode words, ultimately leading to literacy development. Systematic phonics instruction can enhance young learners' phonological awareness, pronunciation, word decoding, spelling, and reading comprehension abilities (Chall & Read, 1967; Eldredge, 2003).

Goswami (2000) emphasized that better phonological awareness is associated with higher reading comprehension and word spelling abilities among English young learners. On the other hand, students who lack phonemic awareness often struggle in learning to read (Catts, H. W., & Kamhi, A. G., 2005). Additionally, Peter Bryant and Lynette Bradley (1986) demonstrated that children's performance on initial rhyming tests might predict their progress in reading and spelling in the future. It has been widely agreed phonological awareness could lay the foundation for successful reading acquisition. Furthermore, Shankweiler and Crain (1986) highlighted that phonemic structures do not naturally develop as a part of language acquisition. Studies have shown that many kindergarten-aged children with typical language abilities struggle to count the number of phonemes or delete consonants in words. In other words, phonological awareness cannot be acquired by children without explicit instruction. Therefore, English teachers are duty-bound to explicitly teach phonics rules to young

learners to facilitate their phonological awareness development.

2.1.2 The Instruction of Phonological Awareness

Research has consistently demonstrated that explicit phonemic awareness instruction has a positive impact on reading and spelling achievement among preschoolers, primary-grade students, and students with learning difficulties (Ball & Blachman, 1991; Yopp, 1992). Blevins (1998) suggested that phonemic awareness training should include oral blending and oral segmentation instruction.

Oral blending instruction helps students understand how individual sounds come together to form words. Proficiency in blending is crucial for effective word decoding, and students who struggle with oral blending may also experience difficulties when sounding out words during oral reading. Equally important is oral segmentation instruction, which helps students break words down into individual sounds, preparing them for spelling. Students who struggle with oral segmentation may also have difficulties in segmenting words for spelling purposes.

In addition, Blevins (1998) proposed an appropriate sequence for explicit phonics instruction. First, students are taught the letter names. Then, the sounds associated with each letter are taught and reinforced. Next, students learn the principle of blending sounds to form words. Finally, opportunities for blending unknown words are provided. For example, before teaching the word "lake," it is important to first teach the 26 letter names and then the 26 letter sounds. Afterward, students are taught to blend the sounds /l/, /e/, and /k/ together to get the pronunciation of the word /lek/. Further practice with words beginning with the sound /l/ is also provided.

Based on the above suggestions, the phonics instruction in this study refers to explicit and organized teaching of letter-sound relationships, including the instruction of phonemes and the use of onset-rime analogy strategies. The concept of onsets is related to the teaching of consonants, while the concept of rimes pertains to the

instruction of vowels. Once students grasp the essential phonics rules, they can decode unfamiliar words more effectively and become more proficient in applying the learned onset-rime analogy.

2.2 Learning Motivation

Indeed, motivation plays a significant role in second language acquisition (SLA). Dörnyei (2007) considered motivation as a decisive factor that helps language learners generate the necessary drive and sustain their efforts throughout the learning process, ultimately leading to successful language attainment. Dörnyei (1994) further elaborated that motivated learners tend to be more autonomous in their learning and exhibit greater confidence in handling challenges and tasks. Additionally, Ellis (2012) highlighted the influence of motivation on learners' perseverance, learning behaviors, attitudes, and overall success in language learning.

2.2.1 Definitions of Learning Motivation

Motivation is indeed a crucial factor that can significantly influence the success of English language learning. It is important to have a clear understanding of what motivation entails. Brown (2007) defined motivation as the extent to which individuals make choices about the goals they wish to pursue and the effort they are willing to devote to achieving those goals. Gardner (1985a) specifically addressed motivation in second language acquisition (SLA), stating that it refers to the individual's willingness to learn the language due to their desire to do so and the satisfaction derived from engaging in the learning process. Woolfolk's definition added that motivation in the academic context is the tendency of students to find educational activities meaningful and worthwhile, and their efforts to derive the intended academic benefits from those activities.

In essence, motivation encompasses the personal drive and desire to engage in language learning, the sense of satisfaction derived from the learning process, and the

belief that academic activities are meaningful and valuable for achieving desired outcomes.

2.2.2 Types of Learning Motivation

Motivation has been extensively studied and can be categorized into two main types: intrinsic motivation and extrinsic motivation (Deci & Ryan, 2000). Extrinsic motivation is often associated with instrumental motivation. It refers to learners engage in learning for external rewards or to avoid punishment rather than for their internal interest in the subject (Deci & Ryan, 2000; Schmidt & Kassabgy, 1996). It also encompasses functional purposes for learning the language, such as obtaining better grades, receiving praise from teachers and parents, securing better job opportunities, earning a higher salary, or attaining a higher social status (Gardner, 1985a). Extrinsic motivation is often linked to a preference for easy tasks over challenging ones. Learners driven by extrinsic motivation focus on achieving good grades or receiving approval from adults, rather than pursuing their own interests or curiosity. They rely on external guidance and are seen to have negative consequences for their achievement, often avoiding difficult challenges (Lange & Adler, 1997).

On the other hand, intrinsically motivated learners engage in learning activities for the inherent satisfaction, pleasure, and interest they derive from the learning process itself. They are motivated by the enjoyment and challenge of learning, rather than external rewards, pressures, or incentives (Ryan & Deci, 2000, p. 56). Intrinsic motivation leads learners to freely and willingly engage in activities, sustained by their own interest and pleasure in learning. As described by Gardner (1985a), highly motivated individuals would find enjoyment in learning the language and have a genuine desire to learn it. To foster intrinsic motivation in foreign or second language acquisition, teachers should strive to incorporate learners' autonomy, interests, and long-term goals into their lesson plans.

In summary, intrinsic motivation is driven by internal factors such as interest and pleasure in learning, while extrinsic motivation is influenced by external rewards and incentives. Both types of motivation have implications for learners' engagement, persistence, and achievement in language learning.

2.3 Explicit Phonics Instruction

2.3.1 Background

English has become a dominant language worldwide, leading many countries, including nearby rivals like Japan, Korea, and China, to compete in English education. In Taiwan, the Ministry of Education implemented a policy in 2005 that required all elementary schools to offer two English classes per week starting from the third grade. This policy aimed to enhance students' interest and performance in English learning. However, despite the efforts of dedicated teachers, the current state of English education in Taiwan has been disappointing. Many teachers face difficulties in teaching English, and students struggle in their foreign language learning.

Several factors contribute to this situation, including large mixed-level classes, limited English class hours per week, and inappropriate teaching materials and curricula in schools. Due to constraints in the national education budget, it is challenging for the government to reduce class sizes or increase the number of English classes per week. Therefore, the focus should be on addressing the issue of inappropriate teaching materials and methods and improving the English curricula for young students. Teachers play a crucial role in guiding students, similar to lighthouses guiding sailors in the dark sea. It is their duty to develop and enhance the current English curricula.

However, English teachers at public elementary schools face challenges in catering to the diverse needs of students in large mixed-level classes of at least 20

students. Additionally, having only two English classes per week is insufficient for elementary school students to acquire a completely different foreign language. Less than two hours of class time per week makes it difficult for teachers to effectively teach the English subject. As a result, many parents of elementary students prefer to send their children to nearby language cram schools to supplement their English learning. Considering the linear, curious, and preference-driven nature of young learners, teachers need to encourage them with practical and engaging curricula in the classroom. Moreover, for beginning learners, it is a significant challenge to learn how to read and write in a completely different foreign language within a short timeframe.

2.3.2 Significance of Explicit Phonics Instruction

English word formations and spelling structures are indeed complex, as the English language has 26 letters representing 44 sounds with over 500 different ways to spell them. This complexity poses a challenge for EFL beginners in acquiring English reading and spelling skills, making it crucial for teachers to find effective teaching methods to support these struggling young learners.

According to the Grade 1-9 Curriculum Guidelines, students are required to learn and use phonics during the initial learning stage (Grade 1-9 Curriculum Guidelines, 1-1-2, 2-1-2, 5-1-6). Phonics refers to the system of pronunciation rules that associate letters or letter groups with the sounds they represent (Adams, 1994). The intricate spelling patterns in English mean that the same sound can be spelled differently (e.g., the sound /f/ can be represented by spellings such as "f," "gh," or "ph"), and the same spellings can represent different sounds (e.g., the letter group "th" can be pronounced as [ð] or [θ]). Therefore, phonics instruction is indispensable for teaching young learners to read successfully.

The absence of phonics instruction was criticized by Rudolf Flesch in his book "Why Johnny Can't Read" (1966). Flesch emphasized the significance of phonics

instruction and expressed frustration on behalf of parents whose otherwise intelligent children struggled with reading. Adams (1994) and Fischer (1993) also stressed that phonics instruction is an essential component of reading instruction but is not sufficient on its own to teach young students to read. Therefore, teachers have to carefully select functional phonics materials to guide beginning learners in acquiring basic skills in synthetic phonics, such as letter-sound recognition, letter formation, blending, and segmenting. These systematic phonics rules could help children progress in reading and writing English step by step.

Rudolf Flesch (1981) further emphasized that reading is a complex task, and if phonics is used as the teaching method, teachers should instruct children in the alphabetic code, sounding out words, and blending sounds to develop their reading skills, similar to practicing driving before taking a road test. Additionally, Vaughn and Linan-Thompson (2004) underscored the importance of phonics instruction in providing essential knowledge and skills for English beginners.

In conclusion, the complexity of English word formations and spelling structures necessitates the use of phonics instruction to support young learners in developing reading skills. Phonics instruction helps children understand the alphabetic code, sound out words, and blend sounds, enabling them to progress in their reading abilities.

2.4 Picture Storybooks Reading

2.4.1 Advantages of Picture Storybooks Reading

Adams (1994) highlighted that phonics should not be the sole focus of a teaching program, but rather integrated with other teaching contents such as stories, chants, and group discussions. Stahl et al. (1992) emphasized that the success of explicit phonics instruction lies in providing learners with ample opportunities to read decodable words in context. The more practice learners have in decoding words in context, the

more proficient they become in applying phonics knowledge. It is suggested there is a reciprocal relationship between explicit and implicit phonics instruction. Learners acquire letter-sound relationships through explicit phonics instruction and then reinforce their understanding through practice with decodable reading materials.

Furthermore, Gooch and Lambirth (2011) explained that young children develop phonological understanding through nursery rhymes, poetry, and songs provided by their families. Once in the classroom, it is important to have a supply of picture books with patterned and predictable language to support reading instruction. Such picture storybooks quickly become familiar to children who are beginning to read, creating a sense of comfort and safety (Neuman & Wright, 2007). Additionally, through decodable texts, learners could make connections between phonics and reading, understanding the importance of learning phonics. Strickland (1998) emphasized that reading meaningful texts is essential for internalizing phonics knowledge, making decodable texts valuable and meaningful in phonics instruction. Research has shown that decodable texts used in phonics instruction promote word decoding skills, reading comprehension, and self-confidence in young learners (Beverly, Giles, & Buck, 2009; Eldredge, 1995).

Building on these statements, after the completion of the twelve explicit phonics instruction classes, appropriate picture storybooks were introduced into the integrative study course to provide the EFL young learner with ample opportunities to practice the phonics rules he had already learned. Furthermore, the researcher thought that the study participant needs additional motivational and intrinsic materials, such as authentic picture storybooks, to make the entire instruction course more meaningful and interesting, avoiding potential boredom.

2.4.2 Picture Storybooks and Language Learning

Several researchers (Chen, 2015; Liu, 2016; Marlow Ediger, 1999) have

emphasized that authentic literature, including children's literature, is a powerful motivator for overall language development. Children's literature is considered an effective teaching tool due to its simplified natural language, easy accessibility in schools and libraries, and inclusion of colorful pictures. These strengths have been found to positively enhance the development of emerging literacy in young learners.

Authentic picture storybooks are particularly suitable for EFL young learners because of their simple structures and vocabulary (Cheng & Chou, 2015; Linse, 2007). To help EFL young learners and low-achievers, the presence of simple and repetitive sentence patterns can greatly assist in acquiring and practicing language, thereby expanding their vocabulary and language structures. Owens and Nowell (2001) also noted that the use of organized phonemes embedded in storybooks is perfectly for phonics courses. Krashen (1985) proposed that language experiences aid language acquisition, and teaching activities that provide such experiences engage students in the use of natural, meaningful, and functional language. Storybooks offer a wide range of language experiences, which can be authentic, humorous, playful, predictable, and filled with repetitive patterns.

In other words, EFL beginning learners and low achievers could benefit greatly from decoding new words based on the phonological rules they have learned. Picture storybooks often present predictable and repetitive sentence patterns, making them easier for EFL young learners to comprehend and enjoy the reading process. In summary, providing appropriate reading materials can help English young learners start their reading journey gradually, reducing frustrations and concerns along the way.

2.4.3 Picture Storybooks and Learning Motivation

Ormrod (2011) highlighted the relationship between learners' learning behaviors and their motivation, indicating that learners who show effort, positive attitudes, and persistence are more likely to be motivated in their learning. Wlodowski (2011)

further emphasized that motivated learners tend to achieve more success compared to those with lower motivation, even if they have similar abilities and opportunities.

Some studies have demonstrated the significant role of learning motivation and attitudes in determining and predicting learners' achievement (Gardner, 2007; Masgoret & Gardner, 2003). Motivation is considered a crucial component that stimulates individuals to strive toward their goals. Moon (2005) suggested the provision of age-appropriate curriculum and materials for EFL young learners to foster motivation and develop positive attitudes toward language learning. Picture storybooks have been recognized as suitable materials for EFL learners as they offer interesting and enjoyable content that stimulates learners' interest and provides authentic and meaningful contexts, reducing learning frustrations and anxieties (Owens & Nowell, 2001).

From the researcher's teaching experiences, it has been observed that some students naturally acquire all four language skills in English due to diverse activities in class and extensive practice at home. These successful learners set clear learning goals, employ appropriate learning methods, and possess a sense of enjoyment and confidence in their learning, which fuels their strong motivation. On the other hand, some learners experience difficulties from the outset and fail to develop their English skills due to inadequate instruction and instructors that hinder their learning achievements.

As a result, slower English learners may struggle with reading and spelling, eventually losing interest in English and wasting valuable learning time. One of the primary reasons for their disinterest in English learning is likely their lack of knowledge in phonics rules. This initial setback prevents them from reading or spelling even simple words and sentences, leading to frustration and a sense of hopelessness. Without clear learning goals, appropriate learning methods, and strong

motivation, these slow learners simply read books filled with countless unknown words and wait for break time. In this case, the researcher considers the explicit phonics instruction course with picture storybooks reading as a more suitable and effective learning approach for EFL young learners.

While a lot of studies on phonics instruction have been conducted in Taiwan, most have focused on comparing the effects of phonics instruction with other teaching approaches, such as KK phonics instruction and whole language, on beginning students' reading or writing performance. However, few qualitative studies have examined the effects of explicit phonics instruction on beginning learners' phonological awareness and their motivation towards English learning. Furthermore, many researchers have acknowledged the limitations in terms of depth and breadth in their phonics instruction-related studies (Cheng, 2014; Feng and Maddox, 2014; Tseng, 2012). Therefore, the purpose of this study is to fill the gap of explicit phonics instruction with picture storybooks reading on children's English education.

2.5 Research Questions

Based on the purpose of the study, two research questions are addressed in this study:

1. Does the explicit phonics instruction with picture storybooks reading have effects on the young learner's phonological awareness performance?
2. Does the explicit phonics instruction with picture storybooks reading have impact on the young learner's learning motivation?

Chapter Three

Methodology

The current study employed a case study with a mixed method design to explore the effects of explicit phonics instruction with picture storybooks reading on a young learner's English phonological awareness performance and learning motivation.

Qualitative data was collected through teacher's reflection journals, interviews, and documentation, while pretest and posttest assessments were conducted to support the case study. Finally, the measures applied to data analysis were illustrated.

3.1 Introduction

The present study course included two main parts. One was twelve explicit phonics classes for the participant, and the other part was eight implicit phonics teaching classes with storybooks reading classes for the same participant. After continuous individual extra instructions, retests, and observations, the researcher noticed that the participant's previous unsatisfactory learning outcome might have been due to difficulties in concentration during lessons and infrequent review of learned content at home. In addition to the participant's personal cognitive and affective factors, the researcher considered other factors, such as inappropriate teaching materials and methods, to have possibly influenced the participant's poor performance in English learning.

Furthermore, picture books were particularly suitable for the English young learners to develop their reading skills as they contain rich illustrations and fewer words. To provide the EFL young learner with more engaging and encouraging learning content, the researcher adjusted the explicit phonics course to meet his specific needs. Additionally, integrating picture book reading into the curriculum was deemed necessary for the participant, as it helped connect the phonics rules he had learned with authentic and meaningful reading experiences. By collecting data through teacher's reflection journals, pretest and posttest assessments of phonological awareness,

interviews with parents and the participant, the researcher aimed to examine the positive influence of the study course on the participant's phonological awareness and learning motivation.

3.2 The Cram School

The cram school was located in the Xin-Yi District of Taipei City, within a residential community. The school comprised a director, three full-time teachers, and a foreign teacher who focused on conversation classes. It consisted of three classrooms, a reading room, two bathrooms, and a front office. All the classrooms were equipped with projectors and electronic whiteboards as essential teaching tools. The students at the cram school attended small-sized English classes (8-12 students) twice a week, with each class lasting for two hours. To ensure effective learning outcomes, students were assigned writing and listening homework and are expected to study for tests at home after each class.

The head office of the chain cram school provided teaching materials, including student textbooks, phonics books, and an online-aided teaching system with various functions and levels. With these comprehensive materials, it was expected that all the students at the cram school would progress steadily in their language learning. However, based on teaching observations and students' test scores, the researcher noticed that some slower learners at the cram school struggled to read words correctly, let alone spell them accurately.

During teaching conferences, the researcher and other teachers reached a consensus that one of the main challenges faced by these low-achieving students was a lack of sufficient knowledge in phonics rules. This essential knowledge might influence their English learning outcomes, as phonics serves as the foundation for reading and spelling. Understanding the relationship between graphemes and phonemes was crucial for English young learners to acquire the language successfully.

3.3 Researcher's Roles in the Study

The researcher has been teaching at the cram school for over ten years and has observed the study participant struggling with remembering and spelling English words, despite receiving instruction from multiple teachers, including the participant's previous teacher at another cram school and the participant's current teachers at the elementary school and the cram school. For the purpose of enhancing the participant's English learning performance, the researcher designed the integrative phonics instruction course specifically for the participant.

In this study, the researcher played multiple roles, including course designer, teacher, observer, and researcher. The researcher was responsible for designing and implementing the phonics instruction and picture storybooks reading course, selecting appropriate learning materials and picture storybooks, creating lesson plans, teaching the phonics instruction course, facilitating the picture storybooks reading, writing teacher's reflection journals, conducting interviews with the participant and his mom, collecting relevant data, and skillfully analyzing all the data gathered throughout the research process.

3.4 Participant

The selection of the participant in the research was a “purposeful sampling” (Seidman, 2006, p.52). To avoid the situation where the slower learner become more and more helpless when he read books and even gave up English learning, the researcher chose Simon, a pseudonym, as the research participant from the language cram school she worked to carry out the remedial course with the explicit phonics instruction course with picture storybooks reading.

The other reason why the researcher chose the ten-year-old participant was she really wanted to help him improve his English decoding and encoding skills. In other words, the researcher hoped Simon could benefit directly from her present study.

Moreover, taking Simon's age into account, the researcher thought this study course might be the last valuable chance for him to succeed in phonics acquisition. Simon was from a single parent family, and his mother was the main care giver. His mother took care of him carefully, and maybe it led to that Simon looked less independent than others and lacks learning motivation.

Furthermore, the researcher noticed that the present cram school was Simon's second one. He had failed English learning at previous cram school, so he was taken to the researcher's cram school by his mother last year. The researcher promised that Simon would get the right way to succeed in English learning at this new language school. Unfortunately, Simon had the same reading and spelling learning problems after he entered this present cram school one year ago.

Simon's mother was so frustrated that she asked for help from her downstairs neighbor, the researcher. She hoped the researcher could help Simon solve the problems of English reading and spelling. She trusted the researcher fully and did not want to transfer to another cram school again. The researcher thought it was her responsibility to help Simon to overcome difficulties on English acquisition.

As an experienced English teacher, the researcher thought there should be some more appropriate teaching materials and methods for Simon, and there was no one could be given up in English learning world. Simon has failed to read and spell since he entered the elementary school. Neither his English teacher at elementary school nor his English teacher at the cram school could teach him how to read and spell successfully.

In the researcher's opinion, Simon surely deserved a customized efficient English teaching to improve his English learning, and this case study could be the valuable chance for Simon to conquer his difficulties on English learning. Therefore, the researcher chose Simon as the case study participant to conduct the present

qualitative research. Moreover, Simon just lived upstairs, and it would be convenient for both the researcher and the participant to conduct the study smoothly.

3.5 The Integrative Phonics Course

The integrative phonics instruction course contained two main parts, explicit phonics teaching and implicit phonics teaching.

3.5.1 Explicit Phonics Teaching

1. Phonics rules teaching

As Blevins (1998) stated that systemic instruction follows a sequence from easy to difficult. The teaching materials used in the study were *Giraffe Phonics*, was an easy and effective 4-level series of phonics textbooks for English young learners.

In order to design the teaching syllabus of the explicit phonics course systematically, the sequence of teaching phonics was according to the contents of the four books of the adopted *Giraffe Phonics*. Based on the designing principle from simplest to more complex, the 26 letter-sound basic knowledge, single consonants, short vowels, consonant blends, consonant digraphs, long vowels, and other vowel sounds were taught step by step. Moreover, during the explicit phonics course, more blending and segmenting practices of onsets and rimes were offered to the participant.

Explicit Phonics Teaching Syllabus

Class	Teaching Content	
1st	Pretest of the phonological Awareness	
2nd	Alphabet knowledge 26 letter-sound knowledge	
3rd	Single consonants Short vowels a,e,i,o,u	
4th	Consonants Blends:	pl play, plane bl black, blow

Continued

	Consonants Blends:	cl clap, clean gl glue, globe fl fly, flea sl slide, sleep br brick, bridge cr crab, cry gr gray, green pr press, print
	Consonants Blends:	fr frog, fresh
5th	Consonants Blends:	dr dress, dream sp speak, spot st stop, stand sc/sk scan, skip, skate
	Consonants Blends:	sm smile, smell sn snack, snow Tr tree, truck
6th	Consonants Blends:	Spr spring, spray Scr screen, scratch Str string, strap Spl split, splash
7th	Long Vowel Rules:	a-e cake, gate -ay day, lay ai rain, paint
		-e she, he, we ea seat, leaf ee seed, jeep
8th	Long Vowel Rules:	i-e kite, bike, -ie tie, pie igh night, light
		o-e bone, home ow bow, low oa boat, soap
		u-e cute, mule, flute, rule ew chew, newc ui suit, fruit

9th	Diphthongs:	ou mouth, south oi coil, soil, ow cow, now oy toy, boy
10th	Syllabic consonants:	-ple temple, pimple, dimple, ample -tle battle, beetle, turtle, kettle -cle cycle, circle, uncle, chicle -ble tumble, crumble, marble -dle candle, needle, handle, middle -gle jungle, eagle, google, angle
11th	Review all the phonics rules in the explicit phonics course	
12th	Posttest of Phonological Awareness	

2. Oral blending and segmentation teaching

Implicit phonics teaching was integrated with picture storybooks reading.

Once the participant was familiar with the phonics fundamental elements mentioned above, both the blending and segmentation skills were instructed. Oral blending exercises help him understand how sounds are put together to make words.

For example, the word “black” was demonstrated, the researcher taught the student to blend the middle sound and the final sound first, /a/ + /ck/ = /ack/. After that, the researcher taught him to blend the initial sound with /ack/, /bl/ + /ack/ = /black/. With this repetitive practice model, the participant could empower the essential oral decoding skill step by step.

Besides, oral segmentation practices helped the student separate words into individual sounds to prepare him for spelling. For example, the word “desk” was read out by the researcher very slowly, and then the student could say all the sounds of this word, /d/, /e/, /s/, and /k/. With the mentioned two phonemic skills,

students learned how to read and spell words gradually. Ediger (1998) stated that “Primary grade teachers need to have all students experience initial successes with continual optimal progress emphasized for each child. No child should be permitted to fall through the cracks to be a failure”.

3.5.2 Implicit Phonics Teaching

Research has shown that approximately 84% of English words follow regular phonetic patterns (Blevins, 2006), providing readers with principles and rules to apply when reading words in context.

However, there are still around 16% of English words that do not adhere to these regular patterns. In order to reinforce and consolidate the complex phonics rules, as well as internalize the phonics knowledge, it is important to incorporate additional teaching methods. In the present study course, the use of vivid and creative pictures in storybooks allowed the participant to engage his imagination and continue reading even when encountering exceptions. The teacher's guidance and the main ideas presented in the easy-reading picture storybooks further supported the participant's understanding. By integrating various teaching methods, including explicit phonics instruction, the study aimed to provide a comprehensive English learning experience for young learners.

1. Guided reading

The researcher facilitated the participant's engagement with the chosen phonics picture storybook by having him examine the cover, title, and pictures, and discuss the story's content to generate reading interest. Meanwhile, Simon applied the phonics rules he had learned in previous lessons to decode words in the storybook, while the teacher provided timely assistance to alleviate any anxieties or frustrations he may have had.

2. Dictation

To ensure Simon's success in developing phonological awareness through previous explicit phonics instruction and implicit picture storybook reading, the teacher provided him with a small whiteboard and a marker for additional practice. The researcher read decodable words from the storybook at a slow pace, and Simon had to carefully listen and write the correct letters on the whiteboard. This dictation activity allowed the teacher to assess the learner's overall progress in mastering phonics rules.

3.5.3 Related Teaching Activities

1. Alphabet cards

In the first class, the researcher provided blank cards for the participant to create his own set of ABC letter cards. Simon wrote both the uppercase and lowercase letters on the cards and also wrote a word that starts with each letter. Through this activity, Simon not only practiced the alphabetical order from Aa to Zz but also solidified his understanding of the fundamental concept of phonics, the correspondence between letters and sounds.

2. Competition games

To engage the participant and enhance his interest in the integrative explicit phonics course, the researcher incorporated various interactive games into the lessons. These games included popular favorites like Bingo, Heart Attack, Tic-Tac-Toe, and Phonics Wheel. By introducing competitive elements, the researcher aimed to capture the participant's attention and make the learning experience enjoyable and engaging.

3. Rewarding system

To motivate the participant and foster concentration in the course, the researcher implemented a reward system. During class, Simon earned points for completing his tasks and activities. These points could be exchanged for rewards such as his favorite snacks or stationary items from the teacher. Additionally, he had the opportunity to

exchange points for a Happy Go Go Card, which could be used at cooperating stores in the vicinity, including the bakery, bookstore, and drink shop. The student became highly engaged as he valued the points he accumulated during class, knowing they could be redeemed for desirable rewards both within the cram school and at external friendly stores.

4. Discussion

In the study course, it was common for the researcher to engage in discussions with the participant about the main ideas of the storybooks they read. This practice aimed to help the participant comprehend and understand the stories on a deeper level. During these discussions, the participant had the opportunity to express his own personal opinions and thoughts, which further enhanced his learning achievement. By incorporating these interactive teaching activities, the researcher aimed to make the phonics instruction course more interesting and stimulate the participant's learning motivation.

3.6 Instruments

1. Teaching materials
2. Teacher's reflection journals
3. Participant's interviews
4. Parent's interviews
5. The pretest and the posttest of phonological awareness

3.6.1 Teaching Materials

The study utilized *Giraffe Phonics*, a 4-level series of phonics textbooks designed for elementary school children learning English as a foreign language (EFL). The textbooks included units with features such as Word Bank, I can Decode, Listen & Spell, and a writing-based workbook. Each book in the series focused on specific phonics aspects, with Book 1 covering alphabet, short vowels, and consonants; Book 2 focusing on long vowels and common spelling rules; Book 3 focusing on consonant

blends; and Book 4 focusing on R-controlled vowels, diphthongs, and special rules. Moreover, Giraffe Phonics series included online programs to provide standardized pronunciation, and it supported learners in reviewing the material outside of class.

In addition to the phonics textbooks, the researcher selected a series of picture storybooks written based on phonics rules. These storybooks helped enhance the reading achievement of the English beginner. By integrating the structured phonics books with the engaging picture storybooks, the researcher aimed to help the participant surpass his previous performance and enjoy the unique learning experience of the one-on-one class.

List of Picture Storybooks

No.	Book Title	Author	Publication Year
1.	How to Read a Story?	Kate Messner	2015
2.	Little Readers Series (Sixty stories with five levels)	Lorraine Lee	1999
3.	Usborne Phonics Stories (Fat Cat on a Mat and other eleven tales	Phil Roxbee Cox	2009
4.	Happy balloons	Michael Brown	2003
5.	Snowmen At Night	Caralyn Buehner	2002
6.	We're Going on a Lion Hunt	Margery Cuyler	2008
7.	Subway	Anastasia Suen	2004
8.	Fast Fox Goes Crazy	Allan Ahlberg	1999

Implicit Phonics Instruction Syllabus

Class	Date	Picture Storybooks Reading
1	Mar.2 nd , 2018	How to Read a Story & Phonics Story
2	Mar.7 th , 2018	Happy Balloons & Phonics Story
3	Mar.9 th , 2018	Fat Cat on a Mat & Little Readers
4	Mar.16 th , 2018	Ted in a Red Bed & Little Readers
5	Mar.21 st , 2018	Big Pig on a Dig & Little Readers
6	Mar.23 rd , 2018	Shark in the Park & Little Readers
7	Mar.28 th , 2018	Toad Makes a Road & We are Going to Have a Lion Hunt.
8	Mar.30 th , 2018	Mouse Moves House & Fast Fox Goes Crazy

The researcher chose the eight picture storybooks because the contents are written based on common phonics rules, so the young learner could practice and cultivate his reading competence.

3.6.2 Teacher's Reflection Journals

Gibson (2009) emphasized the value of combining documents with other data sources to provide multiple perspectives in research. Additionally, the reflection process is considered an effective tool in qualitative studies as it enables researchers to introspect and gain deeper insights into their experimental practices (Hoban & Hastings, 2006). In this study, the researcher maintained teacher's reflection journals, documenting her thoughts and observations after each class, allowing her to assess the appropriateness of her teaching methods for the participant. The reflection journals also served as a record of challenges encountered and the corresponding solutions

devised. Through this self-examination, the researcher could refine her teaching approach and rectify any mistakes made along the way.

3.6.3 Participant's Interviews

Patton (1992) highlighted that interviews are a valuable research method for uncovering aspects that cannot be directly observed. By asking individuals questions about these phenomena, researchers gain access to the perspectives and insights of the interviewees. The primary purpose of conducting interviews is to enable researchers to understand and empathize with the experiences and viewpoints of others. Heron (1981) highlighted that the traditional and fundamental approach to human inquiry involves two individuals engaging in conversation and exchanging questions. This emphasizes the importance of dialogue and questioning in the research process. Seidman (2006) further emphasized that interviewing is a powerful method for gaining insights into educational issues by understanding individuals' experiences. According to Seidman, interviewing aligns well with people's ability to construct meaning through language, making it a highly relevant and effective research approach.

The interview questions were structured according to Lynch's model (1996), which includes casual questions, general questions, specific questions, and closing questions. Each type of question builds upon the previous one to facilitate a comprehensive interview process.

Casual questions were aimed at creating a relaxed atmosphere and establishing rapport with the participant. The researcher asked easy questions about the participant's school and family life to encourage open expression and a better relationship. And general questions sought the interviewee's overall opinions on the explicit phonics instruction with picture storybooks reading in the study.

In addition, specific questions focused on the participant's feedback and

perspective, addressing topics such as their liking of the course, perceived helpfulness, and any benefits or difficulties encountered. Then, closing questions were used to elicit the interviewee's suggestions for the course and served as a conclusion to the interviews, expressing gratitude for their participation and insights.

The participant interview questions aimed to gauge the participant's general attitudes and motivation towards learning English. These questions were adapted from Carreira's (2006) Motivation and Attitudes toward Learning English Scale for Children, which includes items on motivation, interest in foreign countries, caregiver encouragement, and anxiety. Additionally, interview questions from Enever (2011) were incorporated to explore the participant's favorite classroom activities and his understanding of learning. Therefore, the researcher conducted two in-depth interviews before and after the explicit phonics instruction with picture storybooks reading.

In addition, Flick (2009) indicated that an interviewing guide can ensure the interview does not get lost in topics and permits the interviewer to extemporize his or her issue and view on matters. In order to help both the participant and the researcher keep the interviews going smoothly, an interview guide was done. The interview questions were piloted with another experienced English teacher, ensuring their clarity and appropriateness for the participant. Once the interviews were completed, the recorded interviews were transcribed for further analysis.

3.6.4 Parent's Interviews

To gather additional valuable insights into the participant's learning attitudes, understanding, and motivation toward the integrative explicit phonics course, interviews with the participant's parent (Appendix G, H) were conducted both before and after the course. The participant's mother, who has been actively involved in his English learning journey, possessed a deep understanding of his actual learning

situation and the challenges he has encountered. The interviews were recorded and transcribed to facilitate in-depth analysis and interpretation of the parent's perspectives and observations.

3.6.5 Pretest and Posttest of Phonological Awareness

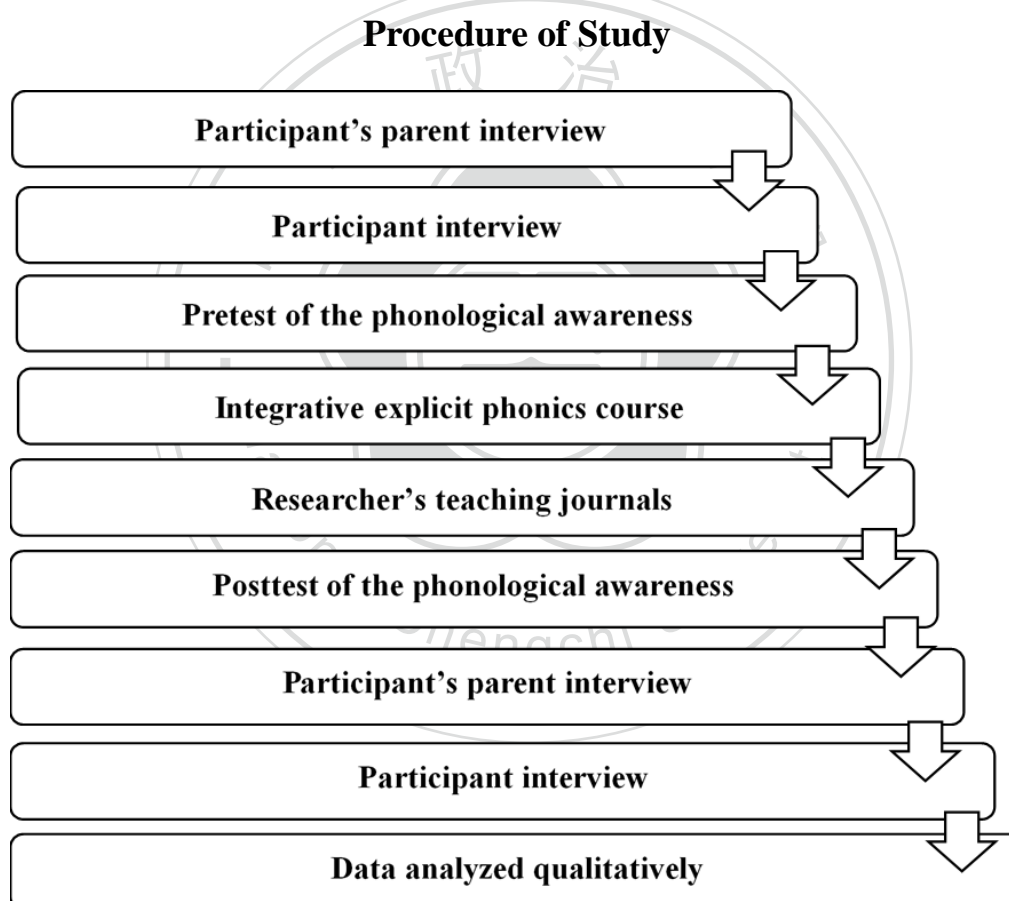
To assess the participant's phonics skills and knowledge before and after the integrative phonics course, the researcher conducted pretest and posttest assessments of Phonological Awareness. The assessment was based on Blevins's phonemic awareness assessment (2006) and Chen's phonemic awareness test (2015), consisting of five parts: Alphabet Knowledge, Listen and Circle, Blending Test, Segmenting Test, and Deleting Test, with a total of 60 questions.

In the Alphabet Knowledge Test, the participant wrote both uppercase and lowercase letters in the correct order. Then, the participant was required to write the corresponding letters based on the letter sounds pronounced by the researcher, assessing their knowledge of letter-sound correspondence. The Listen and Circle Test evaluated the participant's ability to identify different initial, middle, and ending sounds by listening and circling the corresponding words. The Blending Test assessed the participant's oral blending skills by asking them to decode words by blending sounds using phonics rules. In the Segmentation Test, the participant demonstrated their ability to separate a word's pronunciation into individual sounds through oral segmentation. Finally, in the Deleting Test, the participant decoded words after one letter was replaced by another, evaluating their ability to manipulate blending sounds.

All the tasks were explained in Chinese with examples to ensure the participant fully understood how to complete the test. During the pretest and posttest of phonological awareness, the researcher only noted the participant's errors without correcting them to avoid influencing the participant's mood and performance.

3.7 Procedure of the Study

The study followed a sequential process, starting with pre-interviews conducted with the participant and the parent. This was followed by a twenty-class study course, including a pretest of phonological awareness, ten classes of explicit phonics instruction, a posttest of phonological awareness, and eight classes of implicit phonics instruction. Finally, post-interviews were conducted with the participant and his mom. After completing all the procedures, the researcher analyzed the collected data to uncover important and expected findings.



At the beginning of the study course, the participant took the pretest of phonological awareness. With the grades of the pretest of the phonological awareness, the researcher could make sure the participant's knowledge about phonological awareness and adjust her designed instruction course for the participant. In other words, the researcher considered the outcome of the phonological awareness tests as a

supportive role to support the qualitative study. Besides, both the pre parent's and participant's interviews were conducted to help the researcher get to know more about the participant real learning situation and his present attitudes about learning English. Following this, the researcher conducted the twelve-class explicit phonics course twice a week for around 60 minutes per class during January of 2018 to February of 2018.

After the explicit phonics course, the researcher moved forward to add eight-class phonemes embedded picture storybooks reading class into the study course twice a week for around 60 minutes from March 2nd, 2018 to March 30th, 2018. to help the participant practice all the phonics rules he had acquired and got the thorough understanding about phonics learning contents. With the knowledge he had learned, the participant was able to decode not only old words but also new words in the more authentic picture storybooks. At the same time, the teacher's reflection journals should be written by the researcher for collecting valuable raw data.

Last but not least, when the whole set of phonics instruction course was conducted, the researcher had to do the final interview for the participant to get his understanding about the phonics instruction integrated with picture storybook reading. Furthermore, the final parent interview was conducted as well to help the researcher gather more useful information that could examine whether the participant's learning motivation and phonological awareness were influenced by the study course.

3.8 Data Analysis

In the study, the collected data, including the scores from the pretest and posttest of Phonological Awareness, the researcher's reflection journals, parent's interviews, and participant's interviews, were analyzed using qualitative methods. Through descriptive analysis of the data, the researcher gained a comprehensive understanding of the effects of English explicit phonics instruction on the English

young learner at the cram school.

3.8.1 Data Coding and Analysis Source

Coding is a method of assigning shorthand designations to different aspects of the collected data in order to facilitate the retrieval of specific information. These designations can take the form of single words, letters, numbers, phrases, or combinations of these. By coding the data, researchers can organize and analyze it effectively, identifying important and meaningful units for their study (Flick, 2009; Paton, 2002; Merriam, 1998).

In this study, to ensure a systematic and consistent data analysis process, Seidman's (2006) recommended steps were followed. The video recordings were transcribed into written transcripts, and the researcher then proceeded to read and mark the interesting and significant parts of the transcripts. The goal was to identify passages that caught the researcher's attention without excessive pondering, trusting their instincts as a reader.

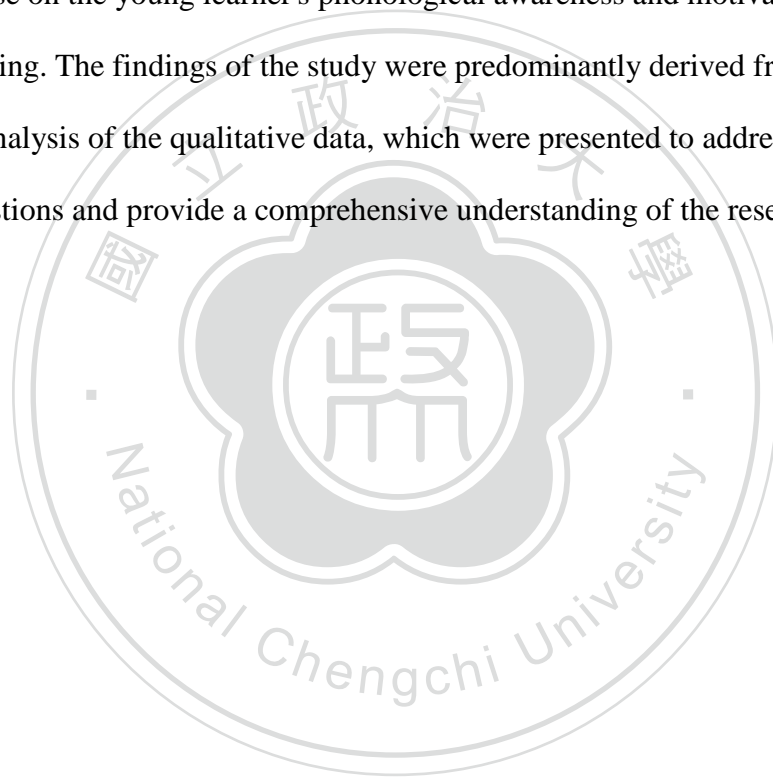
Since the study aimed to explore the impact of the research phonics course on the participant's English learning motivation, coding categories were generated. Relevant words or phrases from the pre and post participant and parent interviews, as well as the teacher's reflection journals, were placed into these coding categories. These coding categories served to bring forth significant and interesting perspectives during the discussion and help address the research questions at hand.

3.8.2 Triangulation

Patton (2002) indicated that triangulation strengthens a study by combining multiple methods or data sources. This could involve using different types of methods or data, including both quantitative and qualitative data, to enhance the analysis. Additionally, Creswell (2003) noted that incorporating mixed methods in research could yield valuable insights and provide a comprehensive understanding of the topic.

By utilizing triangulation and mixed methods in the analysis, the study could offer a thorough and coherent presentation of how the integrative phonics instruction course impacted the EFL young learner.

The study primarily utilized qualitative data, including teacher's reflection journals, interviews, and collected documents, as the main sources of descriptive information. However, the scores of the pretest and posttest were also taken into account to provide additional insights into the impact of the integrative explicit phonics course on the young learner's phonological awareness and motivation in English learning. The findings of the study were predominantly derived from descriptive analysis of the qualitative data, which were presented to address the research questions and provide a comprehensive understanding of the research outcomes.



Chapter Four

Results

This chapter aimed to present the results of the study, organized into two sections corresponding to the research questions. The first section focused on the qualitative description of the effects of the explicit phonics instruction with picture storybooks reading on the participant's English phonological awareness. The data collected from parent's interviews, participant's interviews, and teacher's reflection journals was analyzed to provide a comprehensive understanding of these effects.

The second section elaborated on the changes in the participant's attitudes and motivation toward EFL learning after undergoing the integrative phonics course. To provide a thorough answer to this research question, qualitative data from parent's interviews, participant's interviews, and teacher's reflection journals was utilized. Additionally, the scores from the pretest and posttest of phonological awareness were employed to support the positive effects of the phonics instruction on the participant's phonological awareness performance, as well as his attitudes and motivation toward English learning.

4.1 The Effects of the Explicit Phonics Instruction with Picture Storybooks Reading on the Young Learner's Phonological Awareness

4.1.1 Description from Qualitative Detailed Data

In order to accurately demonstrate the effects of the explicit phonics instruction with picture storybooks reading on the participant's phonological awareness, qualitative data including participant's interviews, parent's interviews, and teacher's reflection journals was utilized to describe the results of the first research question.

Based on the participant's pre-interview, Simon expressed his desire to learn phonics rules as he noticed his classmates were able to memorize many words using phonics. He also mentioned his struggles with reading and spelling words from his

textbooks. However, during the post-interview, when asked about his improvement on phonological awareness, Simon's response validated the researcher's notion. The researcher documented on her reflection journal that:

While Simon was sharing his thoughts about the storybook, Fat cat on a Mat, I noticed he was not afraid to say something. Though Simon could not express his ideas clearly, he could still get the main points about the picture storybook.

Simon: The fat cat looks like a ball, and its actions are so funny.

Teacher, I found there is a same vowel in many words, so I can read those words with the same vowel quickly.

Teacher: Amazing! Tell me what words have the same vowel you found?

Simon: There are many words with short vowel "a", such as hat, mat, bad, cat, fat, pan, bat, tap, and mad.

Teacher: Now, you know why you had the phonics instruction course in advance?

Simon: Surely I know Teacher wants me to learn phonics rules first and practice more reading. (Teacher's reflection journal, March 9th, 2018)

Additionally, it was observed that Simon showed noticeable improvement on his phonological awareness. He demonstrated the ability to read most of the words in the picture storybooks and successfully spell some of them as well. A notable example was observed during the "Listen and write" activity, where Simon's enhanced phonological awareness was evident. The researcher expressed satisfaction with Simon's progress in phonological awareness on her reflection journal, noting that:

We reviewed the phonics material Simon had learned and read out loud with the

phonics chart, Learning to Reading with Phonics. Because it was our last explicit phonics instruction class, I mixed all the phonics rules in order to see if Simon could listen and spell easily.

I hoped the participant could do the right spelling with phonics rules he had learned, not with previous learning memory. Therefore, I chose some words which he was not familiar with at all. Thankfully, Simon could almost listen and write the words. The words he spelled correctly were splash, brick, mouth, steep, slot, sprig, soil, bone, tower, and so on. (Teacher's reflection journal, March 30th, 2018)

During the picture storybook reading activity, the researcher would like to make sure whether Simon knew the contents of the picture storybooks after he read them. In one reading activity, the researcher presented Simon with a large picture storybook titled "Fast Fox Goes Crazy." As what the researcher had expected, Simon's eyes widened with excitement upon seeing the oversized book. She recorded on her reflection journal that:

Teacher: Time for reading the picture storybook, and I hope you like it.

(Simon read the big book intently and finished it with around twenty minutes.

During reading, I told him not to stop and to keep going.)

Simon: This book is interesting. I love it.

Teacher: There are many sentences and words in the storybook. You spent about twenty minutes reading it. How did you know the story?

Simon: Teacher, you want me to read the words in the picture storybook with the phonics rules.

Teacher: You mean you know all the words and sentences in the picture

storybook.

Simon: Not really, but I can guess and know the story from the pictures.

Storybooks without pictures are too difficult for me to read.

I like the books you choose because I can read most of the words and sentences with those phonics rules I have learned. I feel more confident of reading stories.

Teacher: Well done. You are a smart reader now. (Teacher's reflection journal, March 30th, 2018)

In addition, Simon's mother also expressed that her son made much progress on phonological awareness after the explicit phonics instruction with picture storybooks reading. In the post parent's interview, Simon's mom revealed that based on her observation, Simon's reading and spelling abilities improved a lot because she noticed Simon could read most of the words in his student books correctly; furthermore, he memorized the vocabulary much faster than before and got higher scores on both elementary school and cram school tests. Besides, Simon's mom also shared that Simon used to fail the English tests and be arranged for remedial teaching very often. About Simon's changes, she reported in the post interview that:

He was much more confident of his English reading and spelling than before.

For example, Simon found English is easier now. After integrative phonics course, he learned a lot of phonics rules, so he could easily read the words in the book and memorize short words. After Simon attended the integrative phonics course, he liked to show me some longer words and ask me to read them out. He once wrote a new word "Wonderful" on his little white board and came to ask me to read it. Purposely, I answered him I did not know how to read it. And then he took out his marker and underlined the word and read it with three syllables

slowly. At that moment, I was so stoked to see my son's improvement of decoding ability, and I knew he will spell words from short words to long ones. (Parent's post interview, April 2nd, 2018)

One more positive change on Simon's phonological awareness knowledge and the EFL learning performance was revealed from Simon's post interview.

Simon said, "The phonics instruction course is so useful that I can read and spell words with the phonics rules." He further added, "I spent so much time trying to memorize the words I have learned," "But, I still did not pass the tests." In addition, Simon complained his previous English teachers did not teach him phonics clearly; they just spent a very short time teaching phonics, and wanted him to memorize words by rote. He expressed that the present integrative phonics course was useful, because Teacher not only taught him the phonics rules, but also helped him read some interesting picture storybooks to practice the phonics contents he had learned. Asked whether he thought his phonological awareness and English were better than before, Simon reported in the post interview that:

Simon: Learning phonics made my English better, and I could read lots of interesting English picture storybooks in class. For example, I used to work so hard to memorize the word, "remember", and I even wrote it on the paper for ten times; however, I still failed. But, I know I need to do it with phonics rules now.

Teacher: Can you tell me how you do it now?

Simon: It is easy. There are three syllables in the word, "remember".

I decode it with phonological awareness I have learned from the phonics instruction course; if I can read the word, it is easier for me to spell it correctly.

(Participant's post interview, April 3rd, 2018)

In conclusion, the detailed descriptive data collected from the participant's pre- and post-interviews, parent's interviews, and teacher's reflection journals provided evidence that the explicit phonics instruction with picture storybooks reading had a positive impact on the participant's phonological awareness knowledge. The responses from the participant, his mother, and the researcher all indicated that Simon experienced improvements on his phonological awareness as a result of the phonics course. The result emphasized the importance of phonological awareness in successful EFL learning for young learners.

4.1.2 Comparison of the Pretest and Posttest of Phonological Awareness

To support the effects of the study instruction course on the participant's phonological awareness, two Phonological Awareness test scores were provided as the additional information. Before and after the explicit phonics instruction course, a pretest of Phonological Awareness and a posttest of Phonological Awareness were conducted on the participant, Simon.

The results in Table 4.1 demonstrated an obvious improvement in the participant's phonological awareness from the pretest to the posttest. The posttest score of 93 showed a substantial increase compared to the pretest score of 71. The findings indicated that the integrative phonics course had a positive impact on the participant's phonological awareness, providing him with a clearer understanding of phonics knowledge. This improvement suggested that the study phonics course could be considered an effective teaching method for facilitating successful English learning among young learners, such as Simon.

Table 4.1 Participant's Scores on the Pretest and Posttest of Phonological Awareness

Part	Score	Pretest score	Posttest score	Improved score
A. Write 26 letters & Write the Letter of the Sound		4/5	5/5	1
B. Listen and circle the word		8/10	10/10	2
C. Phonological Blending		9/15	12/15	3
D. Phonological Segmenting		40/50	48/50	8
E. Phonological Deleting		10/20	18/20	8
Total		71	93	22

It is also worth mentioning that the researcher considered the comparison of the pretest and posttest phonological awareness as another supportive data to support the present case study. As a result, the researcher could know more about the participant's learning problems and further adjust her phonics instruction lesson plans based on the outcomes of the tests.

Comparison of the Pretest and Posttest of Phonological Awareness in Each Part

Table 4.2 Percentage of the Questions Answered Correctly on the Pretest and Posttest on Phonological Awareness

Question parts	Percentage of the correct answers	
	Pretest	Posttest
Alphabet Knowledge (5%)		
A. Write 26 letters in order & Write the sound of the letter	80%	100%
Phonics		
B. Listen and Circle the Word (10%) (word sound identification)	80%	100%
Awareness (95%)		
C. Phonological Blending (15%) (word decoding)	60%	80%
D. Phonological Segmenting (50%) (word sounds identification)	80%	96%
E. Phonological Deleting (20%)	50%	90%

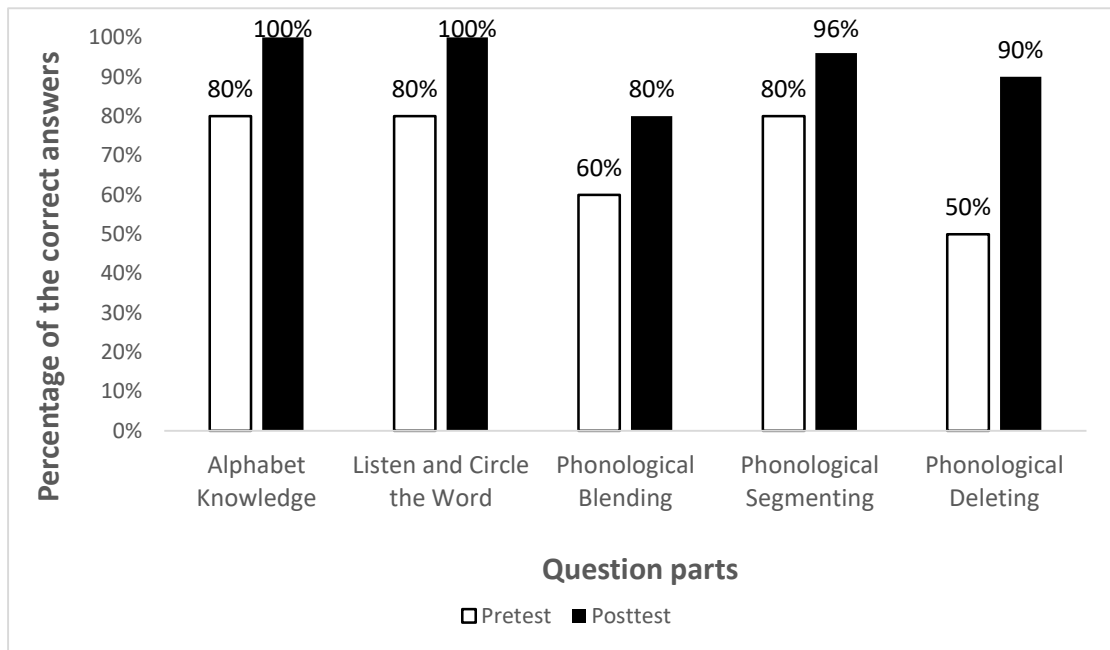


Table 4.3 Percentage of the Questions Answered Correctly on the Pretest and Posttest on Phonological Awareness

In Table 4.2 and Table 4.3, the percentage of the different part questions answered correctly on the pretest and posttest. The researcher thought the participant was no longer a first grader at elementary school, so Simon should have been acquainted with 26 letter sounds; therefore, the researcher just used the first class to go over the letter names and sounds recognition, and there were only five points on the two tests in part A, letter and sound recognition. In other words, the researcher tried to make great use of the phonics instruction course with picture storybooks reading and offer the young learner phonics knowledge as much as she could. As can be seen, there are 95 points in the other four parts of Phonological Awareness Test. The researcher hoped the course contents could enhance Simon's phonics knowledge, and the tests could help her make sure whether the participant had made great improvement on the fundamental knowledge of phonics rules, phonological

awareness.

Generally, Simon made noticeable progress in each part of the posttest of Phonological Awareness, such as the letter-sound knowledge part, part A (correct rate was from 80% to 100%), Listen and Circle test, part B (correct rate was from 80%, to 100%), Phonological Blending test, part C (correct rate was from 60% to 80%), Phonological Segmenting test, part D (correct rate was from 80% to 96%) and Phonological Deleting test (correct rate was from 50% to 90%).

The data shown in Table 4.3 reflected the participant's improvement in every part of the posttest of Phonological Awareness. The results indicated that the participant enhanced his phonological awareness performance with the help of the explicit phonics instruction course.

Moreover, considering Simon's practical English learning needs and previous research references, the researcher recognized that simply learning phonics rules would not be sufficient for the young learner to develop strong decoding skills. Therefore, she was grateful for integrating picture storybooks reading as an essential element in the phonics instruction course to effectively enhance Simon's decoding ability. This understanding provided him with more opportunities to practice decoding various words in different reading materials after the explicit teaching of phonics rules.

On Simon's Pretest of Phonological Awareness, he encountered challenges in various parts. In Part A, he struggled to differentiate between the letter sounds of "Aa" and "Ee." In Part B, Listen and Circle, he made two mistakes by confusing the words "sub" and "sad," and "ditch" and "dish." In Part C, Phonological Blending Test, he struggled to decode six words correctly, including "pill," "ran," "old," "pearl," "grass," and "plant." In Part D, Phonological Segmenting Test, he made two errors. In The final part, Phonological Deleting Test, he answered five questions incorrectly,

including "goat without the sound /g/," "seat without the sound /s/," "read without the sound /d/," "time without the sound /m/," and "bike without the sound /b/." These findings highlighted areas where Simon faced difficulties in his phonological awareness skills during the pretest.

Simon's pretest score was low. After inspecting his pretest contents, the researcher thought Simon had good letters and sounds knowledge; however, he did not have enough phonological awareness knowledge to deal with decoding and encoding English words. The researcher observed that Simon had difficulty with short vowels, long vowels, and blending consonants, despite having learned them at both his elementary school and present cram school. To address Simon's specific learning needs, the researcher carefully reviewed the pretest contents and made necessary adjustments to the phonics teaching course to target his areas of weakness.

Due to time limitation, the researcher designed the material of phonics course that focused on Simon's weakness, such as short vowels, long vowels, and blending consonants, and so on. In addition, the researcher thought that it was necessary to integrate appropriate picture storybooks reading into the phonics course in order to provide the participant with ample opportunities to review and practice the phonics rules he had already learned.

After the Posttest of Phonological Awareness, Simon increased 22 points, and his great improvement on phonics rules made the researcher feel satisfied. This time his score was 93. Compared to his pretest, Simon did not make mistakes in part A. Satisfactorily, he got all ten questions right in part B, Listen and Circle. In part C, Phonological Blending Test, he got 3 of 15 questions wrong. He did not decode "dodge", "sight", and "strike" correctly. Besides, In part D, Simon only missed two points out of fifty points in the part of phonological segmenting. Finally, in part E, Phonological Deleting Test, Simon only answered one question incorrectly, "moat

without the sound /m/”.

In conclusion, based on the comparison of the Phonological Awareness pretest and posttest results, it could be concluded that the explicit phonics instruction with picture storybooks reading had a positive impact on the young learner's phonological awareness performance. The participant demonstrated improvement in various aspects of phonological awareness, indicating that the phonics instruction provided a solid foundation for his ability to read English picture storybooks and enhance his word memorization skills. The integration of phonics instruction and picture storybooks reading proved to be effective in facilitating the participant's phonological awareness.

4.2 The Impact of the Explicit Phonics Instruction with Picture Storybooks Reading on the Young Learner's Learning Motivation

This section aimed to answer the above research question, in terms of the participant's extrinsic motivation and intrinsic motivation, along with the teacher's instruction styles and contents that motivated the participant to learn English.

4.2.1 The Aspect of Extrinsic Motivation

The participant, Simon, mentioned that he had the present phonics instruction course in order to obtain higher scores on the English tests at both of his cram school and elementary school. In addition, he told the researcher that the good English performance will be pretty helpful for him to enter a better senior high school and get a good job in the future. These related extrinsic motivations motivated his English learning. He said in the post interview that:

Simon: Before the phonics instruction, I seldom thought about why I needed to learn English, and I just learned it; however, now, I know English is so important that it can help me get into a great senior high school because my mom told me many times.

Teacher: English is important, so what will you do?

Simon: My mom told me if my English is better enough, we will fly to the U.S.A. to live with my aunt for a whole summer vacation. Therefore, I concentrate on the phonics instruction contents you teach me.

Teacher: What else?

Simon: Besides, I found English is not so difficult anymore after I had the phonics course. Now I know how to read and spell with phonics rules, so I seldom fail the English tests. I hope my English will be excellent enough to get what I want. (Participant's post interview, April 3rd, 2018)

In addition, Simon mentioned that English is a very important subject in the pre interview though he was not interested in English learning then. He totally agreed that the better English performance he has, the better job he can get in the future. Therefore, Simon agreed to attend the study course with the hope of improving his English. In other words, Simon possessed strong motivation in English learning because he did not want to be a regular person with a regular job. He expressed the thought in the participant's pre interview that:

Teacher: Do you study English for a future better job?

Simon: Yes, I do. My aunt's English is excellent, so she entered a famous good university. After that, my aunt got a job with great pay and benefits.

Teacher: Why do you know so much about your aunt's good job?

Simon: My aunt is my idol, and Mom told me to study English hard, and then I can get into a good university and work happily just like my aunt in the future.

Teacher: It's true. You need to listen to your mother's words.

Simon: On the other hand, my mother works as an accountant in her company.

She does not get a good pay because her English is a little poor. (Participant's pre interview, January 5th, 2018)

Furthermore, Simon's mom shared that Simon kept saying, "The phonics instruction course made my English scores better." and "We are going to visit Aunt Megan in the U.S.A. very soon." She noticed that the phonics course obviously had positive impacts on Simon's English learning motivation.

Last but not least, parents' encouragement still played a decisive role to increase Simon's motivation on EFL learning despite being in a single parent family. During the study course, Simon's mom always proactively took participation in discussion and helped the researcher understand more about Simon's thoughts and the progress in English learning.

According to the participant's interviews, Simon expressed how his mom encouraged him to take the chance to learn the integrative phonics course well and make his English better. It showed that this extrinsic motivation motivated Simon's English learning. He said in the post interview that

Teacher: You said your mom encourages you to learn English all the time.

How did she do to encourage you?

Simon: Mom told me I am the best when I got good scores on English tests at my elementary school or cram school. Besides, Mom would buy me my favorites.

Teacher: What else did your mom do?

Simon: Last summer, we traveled to Australia, and my mom told me that she will take me to more different countries if I can speak English well. I cannot wait to improve my English and visit other countries. (Participant's post interview, April 3rd, 2018)

4.2.2 The Aspect of Intrinsic Motivation

According to Simon, storybooks with vivid illustrations interested him a lot, especially those with his favorite animals or heart touching stories. He used to express “I have a pet dog, Chocolate.” and he said “Shark in the park” was his favorite one among those picture storybooks. Simon also said the active doggie in “Shark in the Park” acts like his pet dog because both them always move around busily. He even told the researcher in class that he wanted to bring this storybook back home and read this story to his pet, Chocolate. In this case, it seemed that Simon enjoyed himself in reading. (Teacher’s reflection journal, March 23rd, 2018)

In addition, Simon expressed that “Snowmen at Night” was his another favorite storybook because he always looked forward to Christmas holiday in winter. He responded in the post interview that:

(When asked why his favorite story was “Snowmen at Night”.)

Simon: My parents used to prepare a great gift for me and we all family would go out for a big Christmas meal every year. Although my dad does not live with me, I still I decorate the Christmas tree with my mom happily before Christmas.

Teacher: No wonder you love this storybook so much.

Simon: I love the lovely snowmen because they are so kind that all the kids love them. (Participant’s post interview, April 3rd, 2018)

Based on Simon's response during the interview, the researcher discovered that Simon's previous personal experience of Christmas holiday had an obvious impact on his engagement with the picture storybook. This personal connection and emotional attachment to the content of the storybook played a role in motivating Simon's English learning. By considering Simon's personal interests and previous experiences,

these intrinsic motivation factors played a crucial role in fostering Simon's enjoyment and enthusiasm for his English learning journey.

4.2.3 Teacher's Instruction as a Motivating Factor

At the first stage of phonics instruction, almost everything was new and not easy for Simon, so it was observed that Simon was not so interested in the first part twelve-class-long explicit phonics instruction course. In order to help Simon pay more attention to the fundamental phonics knowledge, the researcher chose some fun games in the instruction course, such as Bingo, heart attack, the tic-tac-toe, phonics wheel and so on.

As mentioned in previous chapter, the participant, Simon, considered English as the most difficult and boring subject to him. However, after twelve explicit phonics instruction classes, Simon expressed very different thinking about English learning in the post interview that:

Simon: I think learning English is not so difficult to me now. The phonics course makes my English better, so I like it.

Teacher: You look more confident than before.

Simon: I was afraid of English class at cram school before because I always needed to stay for making up the quiz. Therefore, I did not like this subject at all because I looked stupid in my class. But now I think English is not so difficult, and I found I am better than some classmates in class.

Teacher: Really?

Simon: I like the phonics wheel game. I do not need to write any words and just listen and spin the phonics wheel. (Participant's post interview, April 3rd, 2018)

Additionally, the following eight-class-long picture storybooks reading about

implicit phonics instruction course apparently motivated Simon on English learning. During the implicit phonics instruction, Simon was always eager to know what storybook he is going to read on that day. When asked to talk about the favorite part of the phonics instruction, he answered without any hesitation, “I love to read English picture storybooks.” Besides, Simon also expressed, “I think phonics rules learning and picture storybooks reading are important for me.” And “Because Teacher teaches me the phonics rules first, and then I can read these English storybooks.”

In fact, Simon’s mom also observed the significant impact of the phonics instruction on improving her son’s confidence in English learning, especially phonological awareness knowledge. She described how different her son’s English learning attitudes are in the parent’s post interview that:

“Simon found English is easier now. After integrative phonics course, he knows a lot of phonics rules, so he can easily read the words in the book and memorize short words. He even told me he is not afraid of spelling long words due to Teacher teaches him how to memorize long words with syllables. One day, when we walked on the street, Simon saw an advertisement sign “Cosmetics”, he pointed at that word and showed me the way to read and spell it. To my surprise, Simon did it so confidently. (Parent’s post interview, April 2nd, 2018)

Based on above, Simon’s learning attitudes and motivation toward English learning have been changed positively through the research course, the explicit phonics instruction course with picture storybooks reading.

Chapter Five

Discussion

In this chapter, the results obtained from the teacher's reflection journals, participant's and parent's interviews, as well as the participant's pretest and posttest of phonological awareness, are discussed to emphasize the positive effects of the explicit phonics instruction with storybook reading on Simon's phonological awareness performance and his attitudes and motivation towards English learning.

To begin with, this chapter highlights the satisfying changes in the participant's English learning motivation as a result of the explicit phonics instruction with storybook reading. These positive changes in the participant's motivation align with various theoretical perspectives (Brown, 2007; Ellis, 2012; Dörnyei, 1994; Gardner, 1985a; Ryan & Deci, 2000). Building upon the findings presented in the previous chapter, the following interpretations are provided to reasonably explain the factors that may have contributed to the improvement of the participant's phonological awareness and learning motivation in the context of English learning.

Furthermore, the evident effects of the explicit phonics instruction course on the participant's phonological awareness provide support for previous theories emphasizing the importance of explicitly teaching phonics knowledge to young learners at the initial stages of English language acquisition. It is well-established that young learners' development of phonological awareness plays a crucial role in their future success in learning English (William E. Tunmer, 1991; Goswami, 2000; Shankweiler and Crain, 1986; Blevins, 1998).

5.1 Explicit Phonics Instruction Course Makes English Learning Easy

According to the results in the previous chapter, it was witnessed that the explicit phonics instruction with picture storybooks reading had significant impacts on

English phonological awareness of the EFL young learner. The first part of instruction course applied in the present study was explicit phonics instruction which mainly focused on how to help the participant to have the general phonological awareness knowledge.

In this study, the participant's pretest and posttest scores of phonological awareness were analyzed and compared in previous chapter. The results indicated that the participant, Simon, achieved prominent progress on the posttest of phonological awareness after the explicit phonics instruction course.

As observed that Simon was able to write down the 26 letters in correct order, identify letter names and sounds, blend consonants and vowels into words, and segment a word into individual sounds, the results are consistent with the previous findings of the researchers, including Chen (2004), Lin (2016), Liu (2014), and Cheng (2014). According to Chen (2004), up to 60% of the participants were forced to memorize teachers' pronunciation when they learned a new word before the explicit phonics instruction course. However, 100% of the participants succeeded in decoding new words with phonics rules after the explicit phonics instruction course. Her study results indicated that phonics instruction is a necessary and effective teaching method to improve students' decoding ability and reading comprehension ability in English learning.

Meanwhile, researchers have suggested that explicit instruction is the most effective type of phonics instruction, especially for the low-achieving learners (Adams, 1990; Chall; 1996). That means direct phonics teaching could help low achievers to develop their fundamental phonics knowledge to empower decoding skill and read new words with this fundamental skill.

In addition, the participant mentioned that his English teacher at school typically allocated very little time for phonics instruction, as there were only a few

pages dedicated to phonics in the entire textbook. Consequently, he did not have sufficient practice or familiarity with phonics rules. Simon often resorted to rote memorization of words, which he would quickly forget. He expressed that the integrative phonics course in the present study was beneficial because Teacher not only taught him phonics rules but also provided opportunities to read engaging picture storybooks and apply the phonics knowledge he had acquired. The researcher's reflection journals revealed that despite Simon's decoding speed not being particularly fast, the researcher was still satisfied with his progress, as she thought he was on the right path to develop essential phonological awareness skills.

Furthermore, Simon expressed dissatisfaction with the English textbooks he had used at elementary school prior to the study phonics course. To gain a better understanding of the differences between the school textbooks and the ones used in the present study, the researcher borrowed and examined Simon's English textbooks. It was evident that the phonics content was limited to the last page of an eight-page lesson, leaving little time for thorough instruction. Simon's comment about his English teacher frequently rushing through the phonics portion of the lesson was thus understandable. It appeared that this implicit phonics instruction approach did not provide Simon with sufficient exposure to phonics concepts and hindered his progress in this area. While the teaching textbooks adopted in present study were *Giraffe Phonics*, a four-level phonics series student books designed for English young learners. All the units were shown with Word Bank, I can Decode, Listen & Spell, and a writing-based workbook.

In addition to using published phonics books, the researcher incorporated various engaging learning activities to maintain the participant's focus on the target learning content. Games were utilized to make practice more enjoyable, as Simon benefited from repetition to solidify his language skills. Furthermore, games served as

an assessment tool for the teacher to evaluate the participant's performance (Robert T. Rude, 1998). Throughout the integrative phonics course, Simon enthusiastically participated in a variety of exciting games, including Bingo, Heart Attack, Tic-Tac-Toe, Phonics Wheel, Hitting Game, and Listening and Writing Race. Following the presentation of phonics teaching content, the researcher ensured that Simon played two different games to assess his understanding of the target learning content for that day.

Furthermore, Simon's mother also stated his positive changes after having the explicit phonics instruction course in the post interview. She said Simon seldom finished his English homework spontaneously before the study phonics course because he thought it was too difficult. He could not read the text correctly, so no wonder he was afraid of facing his homework then. But now he is used to doing his listening and writing homework after class. What is more, Simon could recite the text and memorize new words after finishing homework. Simon's mom expressed further that the researcher's study phonics course seemed to trigger Simon's confidence of learning English.

The researcher also observed Simon's success in decoding new words using his phonics knowledge during class. After learning short vowels, Simon moved on to practice CVC (consonant-vowel-consonant) words with short vowels. At first, he encountered the word "mug" on the Short Vowels chart and correctly pronounced it as /m+/ug/, forming the word "mug". Furthermore, he quickly blended other CVC words such as "bat," "pig," "gap," "kick," "vet," and "fan."

Based on the observations made, it appeared that Simon had become quite familiar with letter-sound correspondence, allowing him to listen and spell words without much hesitation. When comparing his performance to the pretest before the phonics course, it was evident that Simon greatly benefited from the integrated

phonics instruction. With a clearer understanding of phonics rules and increased opportunities to practice decoding skills, Simon's fear of learning and memorizing new words gradually diminished. Moreover, he displayed confidence in considering reading and spelling as natural means of acquiring English language skills.

5.2 Authentic Picture Storybooks Make English Learning Meaningful

Based on the results of the study in chapter four, the participant, Simon, was fond of reading picture storybooks after learning the phonics rules. And the implicit reading activity seemed to arouse his interest and motivate Simon to further construct his phonics knowledge with previous accumulated ones. The researcher intentionally selected picture storybooks that were favored by young learners, taking into account Simon's preferences. This approach aimed to make the learning experience engaging and enjoyable, as it would have been unrealistic and tedious for Simon to solely focus on learning phonics rules. As a result, Simon rarely complained about the extensive phonics rules and eagerly looked forward to reading the picture storybooks. He expressed his liking for the storybooks, highlighting the fun illustrations and fewer words, which allowed him to read independently. As observed in Simon's case, we might conclude that adaptation of authentic picture storybooks could lead to the positive experience in English learning by making him feel he has learned something real and meaningful.

In addition, Simon's mom expressed her opinions about the picture storybooks reading after Simon read the phonics rules in the post interview. She said Simon used to feel bored with acquiring so many phonics rules, and he did not know why he had to do so hard. His mom further mentioned Simon started to look forward to attending the phonics class, because he could read a lot of interesting storybooks and practice the phonics rules he had learned in previous class. In other words,

Simon's mom thought that authentic picture storybooks has made English learning meaningful and enjoyable and created strong motivation in Simon's English learning journey.

Simon and his mom's positive thought about the picture storybooks reading is consistent with some researchers' statements. Adams (1994) pointed out that phonics cannot be the whole teaching program, and phonics teaching should be integrated with other teaching contents, such as stories, chants, and even group discussing. Furthermore, Owens & Nowell (2001) also stated that the use of organized phonemes embedded in the storybooks is a great way for teachers to instruct phonics courses. More importantly, Gee and Green (1998) expressed teaching activities designed to offer such picture storybooks reading engage students in the use of natural, meaningful, and functional language. They all highly affirmed storybooks can offer a wide range of natural and meaningful language for young learners to get involved.

5.3 Diverse Activities in the Study Course Make English Learning Interesting

As observed previously, Simon's engagement with purely explicit phonics instruction was limited, as it made him feel bored. Recognizing the need for more challenging and exciting activities, the researcher incorporated a variety of interesting activities such as Bingo, Heart Attack, Tic-Tac-Toe, and the Phonics Wheel. Based on the results discussed in the previous chapter, it could be suggested that these diversified activities during both the explicit and implicit phonics instruction contributed to the promotion of Simon's learning motivation.

During Simon's post interview, he mentioned his dislike for English classes both at his elementary school and cram school before. He expressed that he did not learn much from these classes, particularly in the phonics part. He noticed that his elementary school English teacher allocated a short amount of time to teach phonics

and quickly moved on, without engaging students in practicing phonics content through fun games. English was considered the most difficult and boring subject for Simon at school. However, after participating in twelve explicit phonics instruction classes, Simon's attitude toward English learning underwent a significant change.

It was evident that the integrative explicit phonics instruction with engaging activities had a positive impact on Simon's perception of English learning. The incorporation of interactive games and diversified approaches not only made the learning process more enjoyable but also contributed to Simon's increased motivation and interest in the subject.

The researcher mentioned an interesting activity on her teacher's reflection journal. She introduced a special big round time bomb to the class, which immediately caught Simon's curiosity. Simon eagerly wanted to touch it and explore its purpose. The researcher explained that the time bomb would be used for a listening and spelling race. She further explained that if Simon couldn't spell a word correctly within the designated time, the time bomb would make a scary explosion sound, and that indicated that he lost the spelling game.

Since Simon was the only participant in the study, the researcher aimed to find engaging activities to enhance his learning motivation and interest. To her satisfaction, Simon wholeheartedly engaged in the activity, listening attentively to each word and writing it on a small whiteboard in an attempt to win the game. In that class, Simon successfully spelled words such as "make," "fate," "lake," "fat," "vat," and "pad." He even argued that the researcher read some words so fast that he couldn't hear them clearly.

As a teacher, witnessing Simon's enthusiastic participation and full dedication to the learning activity, the researcher acknowledged that the incorporation of fun teaching aids and activities successfully promoted his learning motivation and

interest. This demonstrated the effectiveness of incorporating engaging elements into the lesson plan to enhance student engagement and motivation.

In each class, before playing the games, Simon would review the targeted contents in the present unit, and then the researcher wanted Simon to listen and spin the right letters with the “Phonics Wheel”. For example, based on the researcher’s reflection journal, unit seven “Consonant blends,” which taught Simon a set of advanced consonant blends, such as spl, spr, scr and str. Before the phonics wheel game, Simon was confused with the very similar consonant blend sounds, and then he was becoming impatient with them. However, Simon drew himself up by the phonics wheel game. He strained his ears to hear what the researcher said, and spun the corresponding letters. After that, combined with a vowel and an ending consonant, the researcher further read some CCCVC words, such as splash, split, splotch, sprig, scratch, strap, stretch and so on. Each time, Simon listened carefully and spun the letters, and he could almost get the right answer.

When Simon got involved in those games about practicing phonics rules, it was witnessed that he was intrinsically motivated and moved to act for the fun or challenge entailed, but not for external pressures or rewards (Ryan & Deci, 2000).

In addition, intrinsically motivated learners usually engage in activities freely and sustained strongly by the experience of interest and pleasure in learning. In this case, Simon seemed to benefit a lot from the exciting games and experienced a more motivated learning journey. Simon’s positive change triggered by fun games coincided with Gardner’s statement (1985a). A highly motivated individual would enjoy learning the language, and want to learn the language. In order to facilitate the young learner’s intrinsic motivation in foreign or second language acquisition, the research tried to integrate the participant’s autonomy, interest, and teaching purpose into the lesson plans in order to promote Simon’s learning interest.

5.4 Parent's Continuous Encouragement Makes the Participant Confident.

From the case in the present research, it appeared that the participant's learning motivation toward English has been influenced positively by both his parent's and teacher's encouragement, and the continuous extrinsic motivation encouraged the participant to acquire English learning confidently and successfully. In the participant's post interview, Simon expressed that his mom had not concerned about his English learning before the study phonics course, and he had not worried about his own bad grades on English tests, either. He even said he seldom showed his English paper to his mom. Now the situation is pretty different, and his mom seldom misses his homework and paper. To be more precise, Simon has been motivated by extrinsic motivation from his mom in the study. His mom admitted that she had ignored Simon's English learning because of her marriage problems in the past, and it led to his unsatisfactory performance of learning English. In the parent's pre-interview, Simon's mom even said she needed to hold on this chance to help her son to overcome difficulties about learning English. Furthermore, she knew phonics knowledge is the foundation of English learning; therefore, this time she would spare no effort to concern and encourage Simon's English acquisition and cooperate with the researcher closely because she really thanked for this precious opportunity offered by the researcher.

As a matter of fact, in the field of SLA, some studies have pointed out that learners should be encouraged timely. As a young learner, Simon tended to be motivated extrinsically. Extrinsic motivation refers to learners learn for external rewards or prevention from punishments rather than for internal learning interests (Deci & Ryan, 2000). In addition, extrinsic motivation also refers to more functional purposes for learning the language such as getting better grades, teachers' and parents' praises, getting a higher salary or higher social status (Gardner, 1985a). According to the participant's interviews, Simon expressed that how his mom encouraged him to

take the chance to learn the integrative phonics course well and make his English better.

 This extrinsic motivation motivated Simon's English learning. He said in the post interview that Teacher asked him how his mom encouraged him to learn English all the time. Simon said his mom told him that her English was not good, so her mom really hoped he could learn English well. In addition, his mom would buy him new toys and allowed him to play fun computer games on weekends. Simon further mentioned that his mom would tell all of her friends that he has made progress on English learning.

Furthermore, Simon expressed that he had the present phonics instruction course for the sake of getting higher English scores at both his cram school and elementary school. In addition, he told the researcher that the good English performance will be pretty helpful for him to enter a better senior high school and get a good job in the future. All in all, the findings suggested that the continuous warm encouragement and compliment from Simon's mom effectively motivated Simon's English learning.

The results of the participant's perceptions toward the integrative phonics course and responses to the study course explained that the participant boosted the letter-sound correspondence knowledge, and this progress helped him improve his English learning, especially reading and spelling words. The finding of interviews in the present study is in line with the statement of Rudolf Flesch (1966). He strongly advocated purely sight-reading method should be abandoned in schools; on the other hand, explicit phonics rules teaching is a significant education engineering for English young learners to construct the whole English acquisition.

From the researcher's point of view, only explicit phonics instruction is not enough; practicing by reading plenty authentic and interesting picture storybooks is essential as well. The participant knew that learning phonics made him feel more

confident about English learning and promoted his motivation to pursue better performance, so he was willing to spend more time attending the helpful integrative phonics instruction course. Overall, it might be said that English learning is a long journey, and it cannot be conducted without appropriate English teaching materials and methods. As for young learners, it is essential to utilize phonics instruction to their learning courses. Therefore, the more natural and useful phonics knowledge can pave the way for those young learners to learn English more easily and successfully.



Chapter Six

Conclusion

In this chapter, the study conclusion is divided into four sections. The first section provides a brief interpretation of the study and summarizes its main findings. The second section discusses the pedagogical implications of integrating phonics instruction with picture storybooks reading. It explores how this approach can enhance language learning and offers practical insights for educators. In the third section, the limitations of the study are addressed, acknowledging the constraints and potential areas for improvement. Finally, the fourth section presents suggestions for future research in the field, highlighting potential directions for further investigation and exploration.

6.1 Summary of the Study and Major Findings

This study implemented an explicit phonics instruction course combined with picture storybooks reading at a language cram school in Taipei. The course consisted of two main parts: explicit phonics teaching and implicit phonics teaching.

The explicit phonics instruction course spanned twelve classes, with the first class focusing on the pretest of phonological awareness. The second class reviewing letter names and sounds, the eleventh class revisiting all the phonics rules taught in the previous classes, and the final twelfth class conducting the posttest of phonological awareness.

Following the explicit phonics instruction course, an implicit phonics instruction was introduced through an eight-class picture storybook reading course. This allowed the participant, Simon, to further practice the phonics rules he had learned during the explicit instruction.

Throughout the course, the researcher maintained reflection journals, documenting observations and insights after each class. Upon completion of the phonics course, interviews were conducted with both the participant and his mother to gain their perspectives and responses to the study.

As a qualitative study, the data collected primarily consisted of descriptive qualitative data, such as the researcher's reflection journals, interviews, and research documents. Additionally, the pretest and posttest scores of phonological awareness were described using words to indirectly assess the impact of the integrative explicit phonics course on the participant's phonological awareness and motivation in learning English.

Based on the two research questions addressed in the previous chapter, the key findings of the study could be summarized as follows:

1. The explicit phonics instruction with picture storybooks reading had a beneficial impact on the young learner's phonological awareness.
2. The explicit phonics instruction with picture storybooks reading positively influenced the young learner's motivation to learn English.

Drawing from the researcher's reflection journals, participant's interviews, parent's interviews, and the scores of the pretest and posttest of phonological awareness, the results demonstrated that the explicit phonics instruction course with picture storybooks reading effectively enhanced the participant's phonological awareness knowledge. It is evident that Simon, his mother, and the researcher all observed improvements in Simon's phonological awareness as a result of the study. Overall, the study highlights the positive effects of integrating letter-sound relationship knowledge learning and engaging picture storybooks reading, not only on the participant's English phonological awareness but also in promoting his overall motivation to learn English.

6.2 Pedagogical Implications

The present study explored the impact of explicit phonics instruction with storybooks reading on the participant's English learning motivation and phonological awareness performance. The pedagogical implications derived from this study aim to contribute to English remedial instruction at both elementary schools and cram schools, as well as to education in general.

Firstly, the study phonics course significantly improved the participant's English proficiency, particularly in decoding and encoding abilities, enabling him to read words naturally and spell them easily. Teachers have a responsibility to design more engaging and creative activities for young EFL learners, such as heart attacks, Bingo, tic-tac-toe, spelling dial, listen and circle, listen and spell, and incorporating picture storybook reading. These diverse activities might serve as powerful intrinsic and extrinsic motivators for young learners.

Furthermore, the explicit phonics instruction with picture storybooks reading provided the EFL young learner with valuable opportunities to practice what he had learned. Recognizing that most students prefer engaging activities in class, teachers are encouraged to foster a classroom environment where students can practice phonics through reading with their peers. This immediate reading practice in class could reduce young students' frustration and anxiety about learning English, ultimately promoting their reading interest and efficiency when encountering new storybooks. Once students are immersed in the captivating world of storybooks, they are more likely to develop a love for reading.

Lastly, it is recommended that English teachers at elementary schools and cram schools can consider incorporating explicit phonics instruction with picture storybooks reading into their remedial instruction for slower learners. The findings of this study indicated the effectiveness of teaching these students can be through an

explicit phonics instruction course with the integration of picture storybooks reading.

Overall, the pedagogical implications derived from this study emphasize the significance of explicit phonics instruction with picture storybooks reading in enhancing English learning motivation and phonological awareness. By implementing these strategies, teachers can create a more engaging and effective learning environment for young EFL learners, promoting their language skills and overall English proficiency.

6.3 Limitations of the Study

Despite the positive results obtained in the present study, there are several limitations that should be acknowledged.

Firstly, the study's duration was relatively short, consisting of only twelve explicit phonics classes and eight implicit phonics classes. This limited timeframe may have constrained the participant's progress in developing complex phonological awareness and reading comprehension skills. Therefore, future studies with longer durations, spanning over a whole semester or academic year, are recommended to collect more comprehensive data and observe long-term effects.

Secondly, the researcher played dual roles as both the teacher and classroom observer in the study. This may have resulted in a potential bias or oversight, as it can be challenging to simultaneously fulfill these different roles effectively. It is advisable to have an additional observer or researcher present to assist with classroom observations and note-taking, ensuring a more comprehensive and objective data collection process.

Lastly, the selection of picture storybooks in the study was solely determined by the research teacher. This teacher-centered practice may have limited the participants' autonomy and choice in selecting their preferred storybooks. Given the opportunity, it

would be beneficial to take students to school libraries or nearby public libraries, allowing them to select their favorite storybooks from the teacher's suggested reading list. This thought promotes students' reading motivation and interest by empowering them to choose materials that resonate with their personal preferences and engage their curiosity.

These limitations provide opportunities for future research to address these issues and further explore the effects of explicit phonics instruction with picture storybooks reading on English learning motivation and phonological awareness. By addressing these limitations, future studies can enhance the robustness and validity of the findings and contribute to the field of English language instruction.

6.4 Suggestions for Future Studies

Exploring related references about the phonics course, the researcher learned that the majority of the studies were conducted quantitatively. Moreover, the explicit phonics course with picture storybooks reading was seldom integrated into phonics teaching on previous research, so this qualitative study might bring different new dimensions on this topic research with the considerable descriptive data. Therefore, some suggestions for future studies are as follows.

First, due to time limitation, word encoding was not designed on the phonological awareness tests to test whether the participant could listen and spell words with the concepts of letter-sound relationship knowledge correctly. Future similar studies might be to consider arranging this question part into the tests, and then the young learner's spelling ability could be evaluated further.

Second, reading storybooks usually takes time, so one-hour-long class was not long enough for the EFL young learner to acquire planned phonics rules and move forward a step to practice the already learned grapheme-phoneme knowledge by

reading storybooks. Therefore, coming related studies could be tried to increase the class time and make studies longer to explore the long-term effects of the phonics instruction course on young learners' English phonological awareness performance and reading comprehension competence.

lastly, according to the participant's post interview, Simon expressed apparently that he would like to attend this kind of phonics course again if there is a chance in the future. As the saying goes: "Teaching a man how to fish is better than giving him some fish." It seems that learning phonics knowledge for an English young learner is as important as learning how to fish for a man. Therefore, it is hoped that English teachers could consider the explicit phonics teaching course with picture storybooks reading as the primary task of English education.

By considering these suggestions, future studies can further contribute to the field of phonics instruction and enhance our understanding of the effects and implementation of explicit phonics teaching with picture storybooks reading in English language education.

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Appendix A

Notice of the Study

親愛的家長，您好：

感謝您鼓勵 _____ 參加我關於英語教學的研究計畫，我目前在攻讀政大英語教學在職碩士專班碩士學位，我的論文研究題目是「採用圖畫故事書閱讀的直接自然發音教學對小學生英語語音意識和學習動機影響之個案研究」，期望透過實證研究的結果來說明 **Explicit Phonics Instruction** 教學法是否能有效提升學生英語語音意識和學習動機，研究進行時間將持續 20 堂課，小朋友需要配合的有以下事項：

- 一、進行 **Explicit Phonics Instruction** 教學法之前的英語語音意識能力檢測。
- 二、英語學習情形訪問。
- 三、採用 **Phonics** 教材教學、透過練習及遊戲活動提升小學生英語學習動機及英文生字拼讀能力。
- 四、上課時間為每星期三和五 4:30~5:30。
- 五、進行 **Explicit Phonics Instruction** 教學法之後的英語語音意識能力檢測。

再次感謝您的協助，您孩子的參與研究將會為我的英語教學研究帶來很寶貴的資料。

研究生：劉奕伶

Appendix B
Explicit Phonics Teaching Syllabus

Class	Teaching Content	
1st	Pretest of the phonological Awareness	
2nd	Alphabet knowledge 26 letter-sound knowledge	
3rd	Single consonants Short vowels a,e,i,o,u	
4th	Consonants Blends:	pl play, plane bl black, blow
	Consonants Blends:	cl clap, clean gl glue, globe fl fly, flea sl slide, sleep br brick, bridge cr crab, cry gr gray, green pr press, print
	Consonants Blends:	fr frog, fresh
5th	Consonants Blends:	dr dress, dream sp speak, spot st stop, stand sc/sk scan, skip, skate
	Consonants Blends:	sm smile, smell sn snack, snow Tr tree, truck
6th	Consonants Blends:	Spr spring, spray Scr screen, scratch Str string, strap Spl split, splash

continued

7th	Long Vowel Rules:	/a/ a-e cake, gate -ay day, lay ai rain, paint /e/ -e she, he, we ea seat, leaf ee seed, jeep /i/ i-e kite, bike, -ie tie, pie igh night, light
8th	Long Vowel Rules:	/o/ o-e--bone, home -ow--bow, low -oa--boat, soap /u/ u-e--cute, mule, flute, rule -ew--chew, new ui--suit, fruit
9th	Diphthongs:	ou mouth, south oi coil, soil, ow cow, now oy toy, boy
10th	Syllabic consonants:	-ple—temple, pimple, dimple, ample -tle—battle, beetle, turtle, kettle -cle—cycle, circle, uncle, chicle -ble—tumble, crumble, marble, jumble -dle—candle, needle, handle, middle -gle—jungle, eagle, google, angle
11th	Review all the phonics rules in the explicit phonics course	
12th	Posttest of Phonological Awareness	

Appendix C
Implicit Phonics Instruction Syllabus

Class	Date	Picture Storybooks Reading
1st	Mar.2 nd , 2018	How to Read a Story & Phonics Story
2 nd	Mar.7 th , 2018	Happy Balloons & Phonics Story
3	Mar.9 th , 2018	Fat Cat on a Mat & Little Readers
4	Mar.16 th , 2018	Ted in a Red Bed & Little Readers
5	Mar.21 st , 2018	Big Pig on a Dig & Little Readers
6	Mar.23 rd , 2018	Shark in the Park & Little Readers
7	Mar.28 th , 2018	Toad Makes a Road & We are Going to Have a Lion Hunt.
8	Mar.30 th , 2018	Mouse Moves House & Fast Fox Goes Crazy

Appendix D

Samples of Phonics Course Lesson Plan

Lesson Plan on Phonics 1st Date: March 2nd,2019

Level	Third grader in elementary school																										
Time	60 minutes																										
Teaching goals	The student can say the letter names and letter sounds of Aa~Zz. The students can say the key words for Aa~Zz.																										
Material & Teaching Aids	Phonics worksheet, a computer, a projector																										
Procedures	<p>1. Teacher review the letter names and letter sounds of Aa~Zz and the key words for each letter.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Aa, ant</td> <td style="width: 50%;">Bb, bag</td> </tr> <tr> <td>Cc, cat</td> <td>Dd, dog</td> </tr> <tr> <td>Ee, egg</td> <td>Ff, fish</td> </tr> <tr> <td>Gg, girl</td> <td>Hh, hat</td> </tr> <tr> <td>Ii, ink</td> <td>Jj, jet</td> </tr> <tr> <td>Kk, key</td> <td>Ll, lion</td> </tr> <tr> <td>Mm, monkey</td> <td>Nn, nose</td> </tr> <tr> <td>Oo, ox</td> <td>Pp, pig</td> </tr> <tr> <td>Qq, queen</td> <td>Rr, rabbit</td> </tr> <tr> <td>Ss, sun</td> <td>Tt, table</td> </tr> <tr> <td>Uu, umbrella</td> <td>Vv, violin</td> </tr> <tr> <td>Ww, watch</td> <td>Xx, six</td> </tr> <tr> <td>Yy, yo-yo</td> <td>Zz, zoo</td> </tr> </table> <p>2. Ask the student say the Aa~Zz chant loudly until he is familiar with the basic content of Phonics. .</p> <p>3. Teacher randomly chooses some letters and ask the student to say the letter sounds and key words of chosen letters.</p> <p>4. The Student needs to finish the worksheets (Listen, write, and circle the key word of the letter)</p>	Aa, ant	Bb, bag	Cc, cat	Dd, dog	Ee, egg	Ff, fish	Gg, girl	Hh, hat	Ii, ink	Jj, jet	Kk, key	Ll, lion	Mm, monkey	Nn, nose	Oo, ox	Pp, pig	Qq, queen	Rr, rabbit	Ss, sun	Tt, table	Uu, umbrella	Vv, violin	Ww, watch	Xx, six	Yy, yo-yo	Zz, zoo
Aa, ant	Bb, bag																										
Cc, cat	Dd, dog																										
Ee, egg	Ff, fish																										
Gg, girl	Hh, hat																										
Ii, ink	Jj, jet																										
Kk, key	Ll, lion																										
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Qq, queen	Rr, rabbit																										
Ss, sun	Tt, table																										
Uu, umbrella	Vv, violin																										
Ww, watch	Xx, six																										
Yy, yo-yo	Zz, zoo																										
Note	Prepare 26 blank cards for the student to make his own alphabet cards. With the cards, he can be familiar with letter names and sounds.																										

Content	Unit 3~4
Time	60 minutes
Teaching goals	The Student can decode the CVC words with phonics rules. → bat, pig, gap, kick, cut, mug, vet, fan, zoo, six, ant, bed
Material & Teaching Aids	Phonics student book & workbook, a computer, a projector, Online E-teaching of Giraffe English
Procedures	<ol style="list-style-type: none"> 1. Teacher teaches a, e, i, o, u five short vowels and single letter consonants first. Meanwhile, the student can listen to the pronunciation and read it out loud. 2. Teacher teaches the student decoding skills with E-teaching cards on the electronic whiteboard. bat, pig, gap, kick, cut, mug, vet, fan, zoo, six, ant, bed 3. Ask the student to practice decoding skills in “I can Decode” on the electronic whiteboard. All the words are new. Such as p+at=pat, l+id=lid, and d+ot=dot and so on. 4. Teacher asks the student to come to the front to practice “Listen & Spell” writing on the electronic whiteboard. 5. Let’s chant. What is in the <u>cup</u>? (Unit 4)
Homework	Fun at home Unit 3~4 (Worksheet) GEO(Giraffe English Online)Practice Unit 3~4 <ol style="list-style-type: none"> a. Listen and choose the picture b. Listen and choose the word c. Listen and spell the words
Class Record	

Appendix E
Samples of Teacher's Reflection Journals (1)

Date: 20180302

Picture storybook: How to read a story

The learning purpose: To decode new words in the storybook with the phonics rules
and improve reading comprehension

Class time: 1 hour

Teacher's Reflection:

This was the first class of our Phonics Instruction Integrated with Picture Storybooks Reading. After reviewing the first unit phonics rules, I told the participant there would be neither homework nor test for the following classes.

What we are going to do is to read lots of English picture storybooks and enjoy the reading process. I was happy to see Simon's smile. After that the kid was shown our first big picture storybook, How to Read a Story, and then went over the pictures on pages quickly. It seemed that the vivid pictures caught his eyes.

For the EFL young learner, it will be a significant step to read all the words in the English storybook and get the points about the story. When Simon read the storybook, I kept silent in order to offer timely help. I tried not to teach him how to read his unknown words but reminded him with phonics rules instead. Through continuous practices, Simon is going to deal with most of the new words in the storybooks.

Teacher's Reflection Journals (2)

Date: 20180307

Picture storybook: Happy balloons

The learning purpose: To decode new words in the storybook with the phonics rules
and improve reading comprehension

Class time: 1 hour

Teacher's Reflection:

This class, we also needed to review unit 2 phonics rules before we started to read a picture storybook. The participant seemed to remember the rules in Unit 2. And then, I asked him to come to the front with a marker to have a CVC listen and spell challenge. Before the challenge, Simon looked eager to do it.

Totally, I read 10 CVC words including some artificial words. To my surprise, Simon almost wrote the words correctly. Indeed, his performance touched my heart. Although Simon didn't spell words very quickly, I was still satisfied with the outcome. And I believe that he is going to speed up his spelling very soon.

Appendix F

The Parent's Pre Interview

January, 4th, 2018

1. Teacher: Did Simon talk about how he felt about the English class?

Simon's mom:

Simon said he couldn't understand the contents in English class, so he was afraid his teacher asked him to answer question in class.

In addition, he was often worried about tests because he couldn't spell words correctly. He didn't like the English class at all.

2. Teacher: What was the most difficult part for Simon to learn English before the study course?

Simon's mom:

Simon's previous English teacher told me he needed to review the lesson he has learned at home for passing the quiz. Otherwise, he might not upgrade successfully, so I tried to help him study for the coming test. However, I noticed he was so unfamiliar with the lesson contents. He even could not read some words correctly, so I was not confident whether I was capable of helping him do the review at home. To sum up, both us were so frustrated that we didn't know what to do.

3. Teacher: Did Simon show interest in doing the assigned English homework?

Simon's mom:

Simon sometimes said he didn't want to learn English because it was boring and too difficult for him. He disliked the homework and tests. If he failed the test, he had to stay in the classroom to test again. He spent so much time trying to memorize words, but he still could not spell the words correctly. He even said he was not so smart that he could not get good grades on English tests.

4. Teacher: Did Simon use or speak the English words, sentences learned in the class at home?

Simon's mom:

Simon always did his homework and did the review at home reluctantly. Not to mention that he would speak English at home.

I sometimes tried to speak some daily English to him, but he chose to response me with Chinese. Besides, my English is not good, too.

5. Teacher: Why do you encourage Simon to learn English? Do you think English is a powerful language in the world?

Simon's mom:

Of course! I think English is the most important subject for Simon, so I let Simon learn English when he was a kindergarten kid. My English is not good, so I cannot do business with foreigners to earn a lot of money like my sister in the USA.

Appendix G

The Parent's Post Interview

April 2nd, 2018

1. Teacher: How does Simon think about the phonics study course?

Simon's mom:

Simon likes the class, and he says he knows what his teacher is talking about, and he can read the words he has learned in class. As the tests, he is not worried so much. He is used to doing his homework and studying for the coming test.

2. Teacher: What was the most difficult part for Simon to learn English?

Simon's mom:

With the study integrative phonics course, I found Simon is willing to follow Teacher Irene's steps to work hard on his homework and review. Now he thinks learning English is not so difficult, and sometimes he even corrects my pronunciations with phonics rules he has learned from Teacher Irene. I am happy to see Simon conquers his difficulty and makes progress step by step.

3. Teacher: Did Simon show interest in doing the assigned English homework?

Simon's mom:

Simon found English is easier now. After integrative phonics course, he knows a lot of phonics rules, so he can easily read the words in the book and memory short words. He even told me he is not afraid of spelling long words because Teacher Irene teaches him memory long words with syllables. One day, when we walked on the street, Simon saw an advertisement sign "Cosmetics", he pointed at that word and showed me the way to read and spell it. To my surprise, Simon did it so confidently.

4. Teacher: Did Simon use or speak the English words, sentences learned in the class at home?

Simon's mom:

After the integrative phonics course, he likes to read English picture storybooks.

When we go to the library, he visits the English children books section and choose his favorite picture storybooks.

He told me he can read many words in the picture storybooks.

In addition, if he can read English picture storybooks, Teacher will encourage him with reward cards. Simon loves reward cards because he can use them to change his favorite stationery from the bookstore

5. Teacher: Do you think Simon's learning motivation was promoted through the integrative phonics course?

Simon's mom:

Yes, Simon often tells me that he is not afraid of English tests, and he can finish his homework without my help. He seems to be more confident than before.

Appendix H

The Participant's Pre Interview

January 5th, 2018

1. Teacher: Why do you learn English?

Simon: My mom wants me to learn English, so I learn it. And many people say English is important.

2. Teacher: Do you hand in English homework on time?

Simon: No, I do not like to do English homework, especially the English homework at cram school because it is too difficult.

3. Teacher: Do you look forward to English class and more English classes?

Simon: Of course not. I cannot remember the English I learned, and I do not understand many sentences and words in my English books.

4. Teacher: Do you think English lessons are fun?

Simon: No, English is difficult and boring.

5. Teacher: Do you study English to make English easier for you in junior high school?

Simon: My mom always tells me English is very important and asks me to study English, but I just do not like it. Sometimes, I listen to her words and take out my English book to study, but I feel so sleepy all the time.

6. Teacher: Would you like to go to various foreign countries?

Simon: Yes, my aunt lives in the U.S.A. And my mom took me to Australia, and we had a lot of fun there. My mom said that if my English is better, we will travel to more countries. I hope I can visit my aunt in America and live in her house for a whole summer vacation.

7. Teacher: Would you like to talk to foreigners?

Simon: Yes, but my English is so poor that I do not know how to talk to foreigners.

8. Teacher: Does your mother tell you to study English hard?

Simon: Yes, my mom often warned me to study English on weekends, but English is boring and difficult.

9. Teacher: Do your family all feel it is very important to make your English proficient?

Simon: Not only my mom but also my dad feels it is very important to make my English proficient. Though my dad does not live with me, he often asks for my scores on English tests at my cram school.

10. Teacher: How do your parents encourage you to learn English?

Simon: My mom often tells me that if my English is better, she will take me to visit different countries in summer vacation. As my dad, he always wants me to study English harder. And if I get good grades on English tests, my dad will buy me my favorite toys.



Appendix I

The Pretest of Phonological Awareness

Name: _____ Date: _____

I. Alphabet knowledge: 〈總分 5 分〉

Please write letters from Aa ~Zz

Aa Bb

Listen and write the letter of the sound:

請把聽到的發音寫出對應的英文字母

1. _____
2. _____
3. _____
4. _____
5. _____

Score 分數 _____

II. Listen and circle:

請把聽到的單字圈起來，一題一分（總分 10 分）

- | | | | |
|----|------|------|-------|
| 1. | kid | lid | bid |
| 2. | like | side | mile |
| 3. | sob | sub | sad |
| 4. | hot | hat | hut |
| 5. | dish | dig | ditch |

6. cake cat cage
7. lit let lot
8. same lame fame
9. vet pet met
10. plea flea sleep

Score 分數 _____

III. Phonological Blending Test:

請將看到的單字唸出來，一字一分（總分 15 分）

1. pig _____
2. cut _____
3. mess _____
4. pill _____
5. ran _____
6. bird _____
7. old _____
8. five _____
9. pearl _____
10. flip _____
11. grass _____

12.wild _____

13.plant _____

14.crunch _____

15.spend _____

Score 分數: _____

IV. Phonological Segmenting Test:

請把英文單字的所有音素分別唸出來，每一音素一分（總分 50 分）

1. dog _____

2. hat _____

3. pin _____

4. pot _____

5. rain _____

6. glad _____

7. frog _____

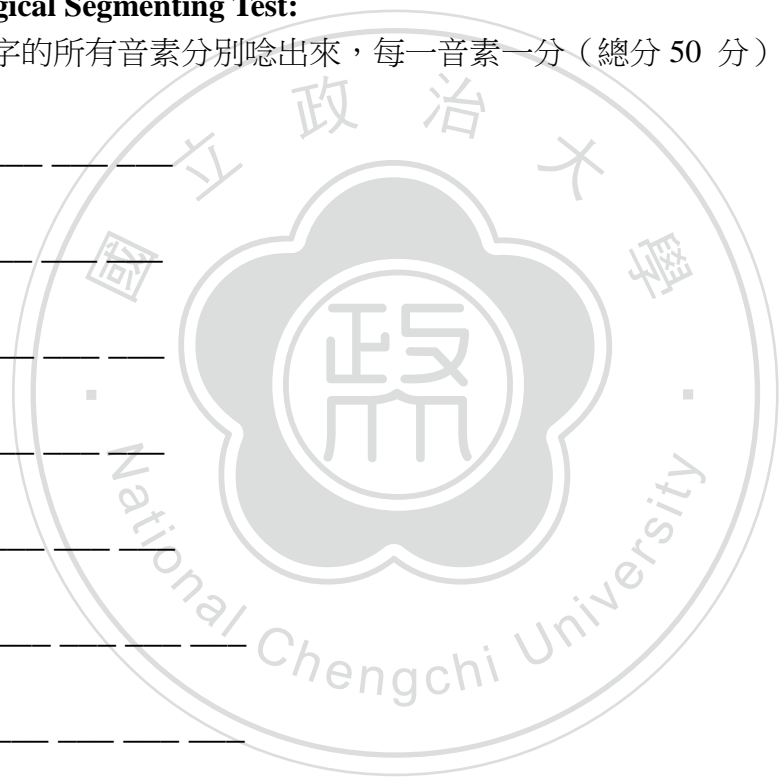
8. black _____

9. nest _____

10. play _____

11. jet _____

12. desk _____



13. soon _____

14. shirt _____

15. watch _____

Score 分數: _____

V. Phonological Deleting Test:

請從英文單字中拿掉指定的一個音素後，再唸出新的單字（總分 10 分）

1. goat without the /g/ _____

2. seat without the /s/ _____

3. lake without the /l/ _____

4. read without the /d/ _____

5. trap without the /p/ _____

6. play without the /p/ _____

7. smack without the /m/ _____

8. time without the /m/ _____

9. bike without the /b/ _____

10. stand without the /st/ _____

Score 分數: _____

Total score 總分: _____

Appendix J
The Posttest of Phonological Awareness

Name: _____ Date: _____

I. Alphabet knowledge: 〈總分 5 分〉

Please write letters from Aa ~Zz

Aa Bb

Listen and write the letter of the sound:

請把聽到的發音寫出對應的英文字母

1. _____
2. _____
3. _____
4. _____
5. _____

score 分數 _____

II. Listen and circle:

請把聽到的單字圈起來，一題一分（總分 10 分）

1. pay paid pain
2. pie lie tie
3. meat met mop
4. get got pot
5. wash watch wage
6. tide tire tight

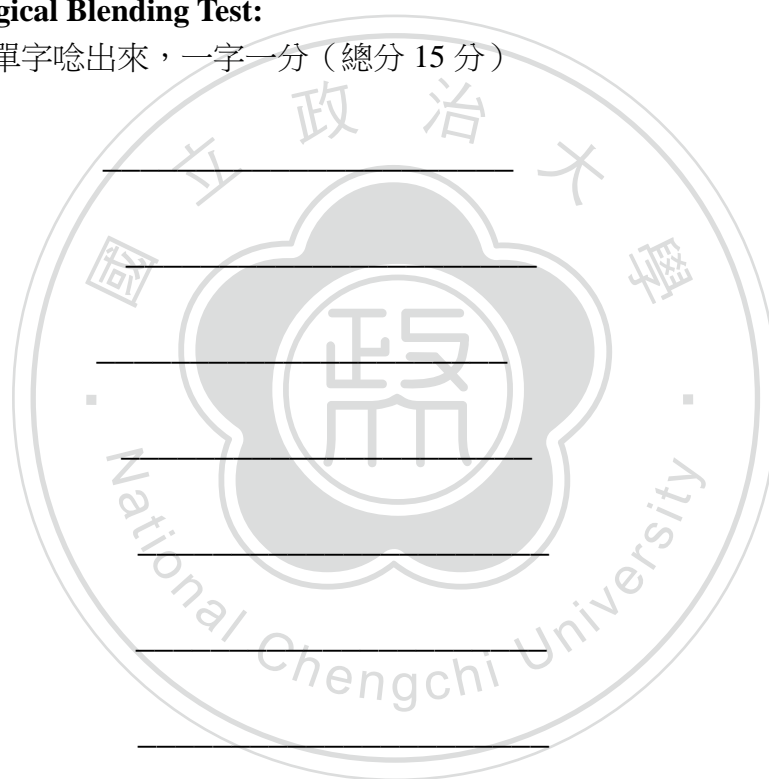
7. trash track trap
8. lit lot light
9. slot spot smart
10. smile style strip

score 分數_____

III. Phonological Blending Test:

請將看到的單字唸出來，一字一分（總分 15 分）

1. tip _____
2. chat _____
3. deck _____
4. fess _____
5. ditch _____
6. dodge _____
7. maid _____
8. sight _____
9. splat _____
10. flea _____
11. strike _____
12. cliff _____



13. hood _____

14. seat _____

15. sow _____

Score 分數: _____

IV. Phonological Segmenting Test:

請把英文單字的所有音素分別唸出來，每一音素一分（總分 50 分）

1. clap _____

2. hip _____

3. spit _____

4. dig _____

5. pain _____

6. sheep _____

7. snow _____

8. brick _____

9. slug _____

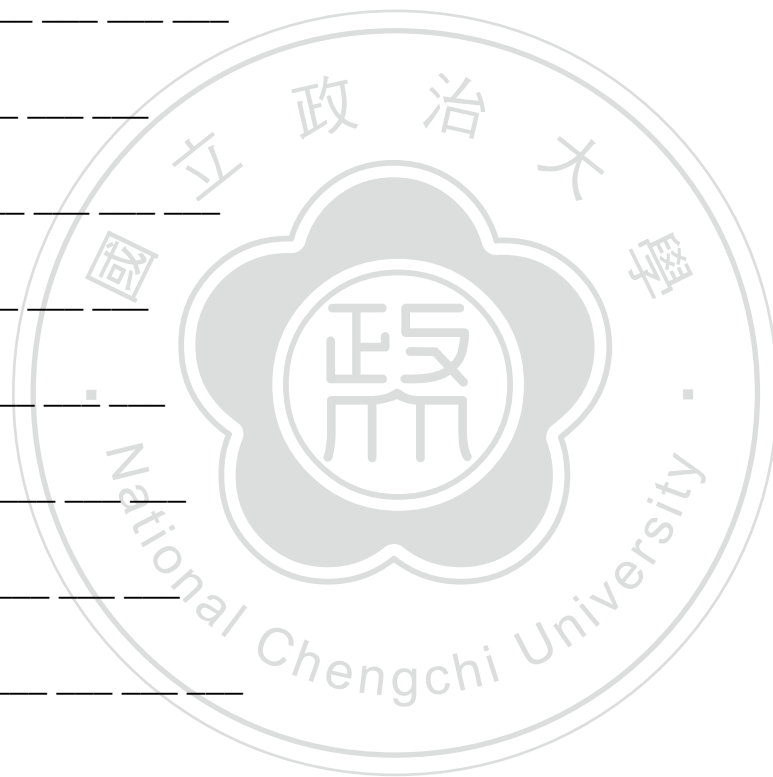
10. play _____

11. clam _____

12. desk _____

13. soap _____

14. lie _____



15. cage _____

Score 分數: _____

V. Phonological Deleting Test:

請從英文單字中拿掉指定的一個音素後，再唸出新的單字（總分 20 分）

1. moat without the /m/ _____

2. speak without the /sp/ _____

3. beat without the /t/ _____

4. sweep without the /w/ _____

5. trip without the /p/ _____

6. plaint without the /p/ _____

7. smack without the /ck/ _____

8. tide without the /d/ _____

9. middle without the /m/ _____

10. shape without the /sh/ _____

Score 分數: _____

Total score 總分: _____