

عنوان مقاله:

The effect of analogy phonics v.s phonics approach through spelling on reading skill in EFL classroom

محل انتشار:

چهارمین کنفرانس بین المللی پژوهشهای کاربردی در مطالعات زبان (سال: 1395)

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خلاصه مقاله:

Reading and learning to read are the prevailing topics among instructors since the influence our society. It is clear that the ability to read is one of the significant factors that contribute to the student's success. Phonics is a method for teaching reading and writing by developing learners' phonemic awareness. Phonics is absolutely essential for helping children begin to read. This study investigated the effect of analogy phonics and phonics approach through spelling on reading skill in EFL classroom in Iranian context. The research populations of the study were 60 male elementary students who are between 8- 12 years old studying English courses in Asatid Academy Language in elementary level in Khoram Abad. A pre-test mean scores for the phonics approach through spelling (hereafter PATS) group and analogy –based phonics (hereafter AP) are 35.75 and 37.75 out of 60 respectively. A post-test mean scores for the PATS group and AP group are 12.55 and 14.10 out of 20 respectively. P value is 0.001 at the error level of $\alpha=0.05$ and this value is less than 0.05. Therefore, the mean scores of three groups were different and it was claimed that there were significant differences among the mean scores of these three groups. The study concluded that the effect of phonics through spelling approach on reading aloud achievement is significant. However the effect of this approach is less than the analogy-based phonics

کلمات کلیدی:

phonics approach, phonics analogy, phonics through spelling, reading skill, young learners

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