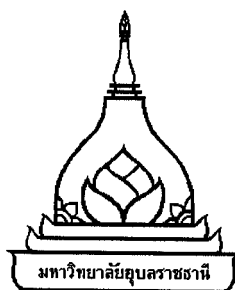


USING CONTEXT CLUES, GAMES AND PICTURES TO TEACH HOMOPHONES

WARAPORN DARASART

**AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILMENT OF
THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS
MAJOR IN TEACHING ENGLISH AS A FOREIGN LANGUAGE
FACULTY OF LIBERAL ARTS
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FACULTY OF LIBERAL ARTS

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TO TEACH HOMOPHONES

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ชื่อเรื่อง : การใช้บริบท เกมและรูปภาพในการสอนเรื่องคำพ้องเสียง
 โดย : วราพร ดาราศาสตร์
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 สาขาวิชา : การสอนภาษาอังกฤษเป็นภาษาต่างประเทศ
 ปรธานกรรมการที่ปรึกษา : ผู้ช่วยศาสตราจารย์ ดร.สุวัฒน์ กู้เกียรติกุล
 ศัพท์สำคัญ : คำพ้องเสียง บริบท เกมและรูปภาพ

การศึกษานี้มีจุดมุ่งหมายเพื่อการศึกษาในการใช้บริบท เกมและรูปภาพในการสอนเรื่องคำพ้องเสียงสำหรับนักเรียนชั้นประถมศึกษาปีที่ 6 ประจำปีการศึกษา 2549 โรงเรียนบ้านโนนบก มิตรภาพที่ 83 อำเภอชุมพวง จังหวัดนครราชสีมา จำนวน 30 คน เครื่องมือที่ใช้ในการศึกษา ประกอบด้วยแบบทดสอบก่อนเรียน แบบทดสอบหลังเรียน และแผนการสอนบทเรียนเรื่องคำพ้องเสียง จำนวน 6 คาบเรียนๆ ละ 1 ชั่วโมง

ผลการศึกษาพบว่า บริบท เกมและรูปภาพสามารถช่วยให้นักเรียนเรียนเรื่องคำพ้องเสียงได้อย่างมีประสิทธิภาพอย่างมีนัยสำคัญที่ระดับ 0.000 ($p < 0.000$) ซึ่งค่าความแตกต่างทางสถิติอย่างมีนัยสำคัญที่ตั้งไว้ที่ระดับ 0.01 ($p < 0.01$)

ABSTRACT

TITLE : USING CONTEXT CLUES, GAMES AND PICTURES
TO TEACH HOMOPHONES
BY : WARAPORN DARASART
DEGREE : MASTER OF ARTS
MAJOR : TEACHING ENGLISH AS A FOREIGN LANGUAGE
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KEYWORDS : HOMOPHONES / CONTEXT CLUES / GAMES AND
PICTURES

The purpose of the study was to examine whether context clues, games and pictures could help students learn homophones effectively. The subjects were thirty primary school students (Pratom Suksa 6) at Ban Nonbak Mittraparb 83 School, Buntharik District, Ubon Ratchathani, Thailand. The instruments of this study were the pre-test, the post-test and six homophone lesson plans which the teacher prepared to teach homophones in academic year 2006. The experiment took six periods each of which lasted for one hour.

The results of the study indicated that context clues, games and pictures help the students learn homophones effectively. The statistic significace was set at $p < 0.01$. The statistic significance gained in the study was at $p < 0.000$.

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CHAPTER 1

INTRODUCTION

This chapter introduces the rationale, the research question, the purpose of the study, the significance of the study, the expected outcomes and the definitions of key terms.

1.1 Rationale

English is widely used throughout the world in daily communication as a means to gain knowledge and to communicate. Thus, students need to learn in meaningful ways. The students need to learn four specific English skills- listening, speaking, reading and writing. Writing is one important way to communicate in daily life because through the written texts, the students express their knowledge, attitudes and feelings. There are a number of different approaches to the practice of writing skills both inside and outside of the classroom.

At the beginning level of learning to write, the students will simply “write down” English letters, words and possibly simple sentences in order to learn the conventions of the orthographic code (Brown, 2001). Therefore, spelling skill is an essential part of knowledge for effective communication through writing.

Furthermore, elementary school students need to increase their spelling skill. One of the reasons that English spelling is difficult is that the correspondence between the pronunciation of a word and its spelling. A single sound (or more correctly, a single phoneme) may be spelled in different way.

The elementary school students are confronted with these spelling difficulties, especially with regard to homophones which are the words that sound alike but are written differently and have different meanings (Richards, 1992). They are confused by the spelling pattern of the homophone words.

In light of the problem of learning homophone words in spelling skills of the elementary school students, the researcher has developed homophone context clues, games and pictures to help the students spell and use homophones correctly. It is expected that the context clues, games and pictures could help the students learn homophones effectively. The context clues, games and pictures were developed by considering the learning expectation of English curriculum and the vocabulary items frequently used by Pratom Suksa 6 students in order to improve and develop the writing or learning homophones and spelling problems for the elementary school students.

1.2 Research question

Do context clues, games and pictures enhance the students learn homophones effectively?

1.3 Hypothesis

It is hypothesized that context clues, games and pictures enhance the students learn homophones effectively.

1.4 Purpose of the study

The purpose of the study is to examine whether homophone instruction exercises enhance students' achievement in learning vocabulary (homophones) and spelling.

1.5 Significance of the study

This experimental study was developed in order to improve the students' achievement in learning homophones by using context clues, games and pictures.

1.6 The expected outcomes

This finding is expected to provide EFL teachers the appropriate techniques that would positively affect homophone learning of primary school learners. Moreover, using context clues, games and pictures could help the students learn homophones effectively.

1.7 Scope of the study

This study will cover context clues, games and pictures in the lesson plans which are suitable for primary students (Pratom Suksa 6). The 15 pairs of homophones were selected from English curriculum and vocabulary items which Pratom Suksa 6 students are required to study.

1.8 Definitions of key terms.

Homophones are words that are pronounced the same but differ in meaning and spelling.

Context clues, games and picture which are provided in the lesson plans. They consist of 15 confusing homophone pairs for the primary learners at Nonbak Mittraparb 83 School. There are 3 stages of the lesson plans (presentation, practice and production) which include 15 beneficial homophone pairs.

CHAPTER 2

LITERATURE REVIEW

This chapter provides the review of literature on the issue of homophone learning. It covers the meaning of homophone, the significance of homophone learning, the significance of spelling, the purpose of spelling and the meaning and the way to produce homophone instructions, as well as some previous studies on the topic.

2.1 The definition of homophones

Homophones are words that sound the same, but have different spellings and meanings. Uri Yvette (2001) defines the term “homophone” as a word that has the same pronunciation as another word or words but that has a different meaning. Sometimes, words become homophones only in certain areas of the country based on local word pronunciation. For example, in some locations, words beginning with the letter w-h are pronounced the same as words beginning with the letter w (where/wear, which/witch). Word spelling in some homophone sets differ only in punctuation (its/it’s, boys/boy’s). Suber (2003) stated that homophones are words of the same language that are pronounced alike even if they differ in spelling, meaning or origin, such as “pair” and “pear”. Homophone may also be spelled alike as in “bear” (the animal) and “bear” (to carry).

When we define the word “homophone”, we also consider the word “homonym” which is currently most often used as synonym for homophone. The scholar states that homonym is the big category—the umbrella—under which we find homophone and homograph. Although homonyms are words that have the same sound and often the same spelling but differ in meaning, such as “bank” (embankment) and “bank” (place where money is kept). However, some teachers or writers still like to differentiate between the two, using homonyms to refer only to words with the same sound and the same spelling, but with different meaning. These

writers prefer that the word homophone should be used only for words with the same sound, but with different spelling and different meanings.

According to these definitions of homophones, the researcher has chosen to adopt the definition of those homophones as words that sound the same, but have different spelling and meaning.

2.2 The significance of homophones

Because children frequently are confused by the spelling of words in homophone sets, it is important for them to learn the different ways that similar-sounding words are spelled, to learn the different meanings of words in homophone sets and to associate each homophone spelling with its corresponding word meaning. Once we know the different spellings of words in homophone sets, it is important to know which spelling to choose when we are writing. We need to be sure that the spelling matches the meaning of the word. Furthermore, the students need to learn these homophone words because the spelling rules involved can be confusing. It is important for the students to be able to use the correct homophone in their writing. Correct spelling in writing is very important- if you have misspelled words or wrong word usage in writing, your readers may not understand what you are trying to say. Homophone sets, especially, are very often misused and misspelled.

2.3 The significance of spelling

Spelling is an important and essential skill for language learning because it is the factor of literacy (Jongthanasarnsombat, 1982). It is the way to write correctly (Poolvetprachasook, 1982). Besides being the way to communicate to readers, spelling is a necessary skill for a successful writer. Correct spelling is necessary if readers are to catch the actual meaning that the writer intends to communicate or wants the readers to know. Although incorrect spelling does not often prevent the understanding of a written message, it can adversely affect the reader's judgments. All too often bad spelling is perceived as a lack of education or care (Harmer, 2001). Spelling is the process of converting oral language to visual form by placing graphic symbols on some writing surface. Because writing systems or orthographies are

inventions, they can vary with respect to how a particular language is graphically represented. As we know, English spelling is a complex and sophisticated system that has far more to it than the correspondence of letters and sounds. Teachers and students may be helped if they understand some of the systemic elements in English spelling. Cook (1999) has stated that teaching spelling can contribute to the students' ability.

2.4 The purpose of spelling

As we have noted, spelling is a complex language skill that draws upon an individual's phonological awareness, knowledge of orthography (sound-symbol relationship, letter patterns and spelling rules), vocabulary and morphology knowledge of word parts and related words (Apel & Masterson, 2001).

The main purpose of spelling is to guide the students to be able to write correctly. They have to learn how to build up words and to pronounce them correctly. They also have to learn the relationship between letters and their sounds (sound-symbol relationship) and be able to manage the word-form and the order of the letters. Moreover, spelling is a written language content area in its own right and a highly effective method for teaching the word study knowledge that will improve reading and writing skills, leading to success across and beyond the curriculum.

2.5 The homophones Instructions

The lesson plans are written guidelines for trainers' plans in order to achieve the intended learning outcomes. It specifies the learning objectives, identifies the equipment instructional media material needed and outlines the activities to be used.

Instruction is the delivery of information to enable learning. It is the process whereby knowledge and skills are transferred to students. Instruction is applied to both training and education.

The context clues, games and pictures are in the lesson plans which are provided by the researcher. They consist of 15 confusing homophones pairs in the different context, games and pictures.

When planning the lessons, the teacher may wish to consider a teaching sequence of presentation, practice and production. The scheme of work contains many suggestions for teaching and learning activities and others might be added according to personal preference, availability of resources and restrictions of time or space. (Maurer, 1997).

Presentation, Practice and Production (PPP model); The teacher presents the target language and then gives the students the opportunity to practice it through very controlled activities. The final stage of the lesson gives the students opportunity to practice target language in freer activities which bring in other language elements. Each stage is described as follows:

Presentation: During this stage, the teacher presents the new language in a meaningful and enjoyable context, for example, the teacher builds up stories on the board, using realia or flashcards or miming.

Practice: There are numerous activities which can be used for this stage including gap filling exercises, substitution drills, sentence transformations, split sentences, picture dictations, class questionnaire, reordering sentences and matching sentences to pictures. It is important that the activities are fairly controlled at this stage as students have only just been introduced to the new language.

Production: There are numerous activities for this stage and what the teacher chooses will depend on the language being taught and on the level of the students. However, information gaps, role plays, interviews, simulations, find someone who, spot the differences between two pictures, picture cues, problem solving, personalization activities and board games are all meaningful activities which give students the opportunity to practice the language more freely. (Coñter, 2005)

2.6 Previous Studies

Interesting research related to this topic is summarized as follows:

Homographs and homophones have interesting linguistic properties that make them useful in many experiments involving language. Ferrira & Cutting (1997) did an experiment by sending a set of 93 line- drawn pictures of objects with homophonic names and a set of 108 questions with homophonic answer. Due to their unique

linguistic properties, ambiguous words like homographs and homophones have been used in hundred of psycholinguistic experiments. Using pictures by letting the subject name objects with homophonic names relatively reliably and with consistent naming latencies. Using questions, a wide variety of homophone answers can be elicited, so that issue involving pairs or sets of homophones can be addressed. Both sets can be used in production tasks and thus permit investigation of production issues with homophones.

Bear & Templeton (1998) claimed that Homophone instruction is an important transition in students' spelling and vocabulary development as it marks the point where "vocabulary development and meaning patterns increasingly become major aspects of word study instruction". And Instruction in the meaning and spelling of homophones also help students realize that the spelling of a word "can represent its meaning as well as its sound".

Pryle (2000) mentioned that a homophone activity can be used to teach vocabulary and spelling. These activities involve the students' use of homophone flash card.

Templeton (2003) suggested that understanding and exploring homophones, homograph and homonyms can help to facilitate spelling development and vocabulary and comprehension competencies as well.

Gooding (2005) conducted a study about lexical ambiguity resolution in children: frequency and context effects. The purpose of this study was to investigate sixth-grade children's use of context and frequency cues to resolve lexical ambiguities encountered in spoken language. The result indicated that the sixth grade children were using sentential context, not frequency information, to aid in lexical access. She claimed that the comprehension of language is a difficult process that involves decoding the incoming signal, accessing stored semantic information in the mental lexicon and integrating that information into the overall context of sentence, paragraph and conversation. Based on the research with homophones, she found that adults are able to use sentential context in an interactive fashion, to aid in lexical access. Preschool children, however, are unable to use context in this way. It is unclear as to when children begin to use contextual cues in an interactive manner to facilitate lexical access.

CHAPTER 3

METHODOLOGY

The purpose of this study is to find out whether the context clues, games and pictures could help students learn homophones effectively. This chapter discusses how to answer the research question, how to conduct the study, which involves subjects, procedures, data collection and data analysis.

3.1 Subjects

The subjects of the study were thirty primary school learners (Pratom Suksa 6) in academic year 2006 at Ban Nonbak Mittraparb 83 School, Buntharik district, Ubon Ratchathani province.

3.2 Instruments

The following instruments were constructed and based on the curriculum of the primary students, the Department of Curriculum and Instruction Development, the Ministry of Education.

The instruments of this study were the pre-test, the 6 homophone lesson plans and the post-test. Each lesson is described as follows:

3.2.1 The pre-test and the post-test

The pre-test and the post-test were the same, consisting of a test of the 15 pairs of homophone: the students filled in the blanks with correct homophones by selecting the correct one from the provided homophones. The researcher created the tests, using vocabulary (fifteen pairs of homophone) which frequently occurred in the textbook according to the learning standards and expectations in English curriculum 2001 for Pratom Suksa 6 students.

3.2.2 The context clues, games and pictures

The context clues, games and pictures were provided in the 6 lesson plans of 15 pairs of homophone. The researcher created the lesson plans using homophone pairs which were suitable for the subjects.

The selected 15 pairs of homophone were as follows:

- (1) ate/eight
- (2) blue/blew
- (3) by/buy/bye
- (4) flour/flower
- (5) no/know
- (6) hear/here
- (7) knight/night
- (8) meat/meet
- (9) one/won
- (10) hour/our
- (11) sea/see
- (12) son/sun
- (13) to/too/two
- (14) where/wear
- (15) write/right

3.3 Duration of the study

The study was conducted during the second semester of the academic year 2006 for 8 periods of 1 hour each. Two periods were for the pre-test and the post-test and other 6 periods were for the treatments.

3.4 Research procedures

The study was conducted in the normal class and randomly selected subjects who might not realize that they were being studied. It took 8 periods of 1 hour each. Firstly, they were given the pre-test and were treated for 6 periods in the process of

homophone lesson plans. Then, they were given the post-test in the next two week after the treatment. The procedures were described as follows:

3.4.1 Pre-testing

During the first period, the students were given the pre-test, the result of which was to be compared with that of the post-test.

3.4.2 Treatment

After the pre-test in the first period, the students were taught for 6 periods according to the homophone lesson plans.

The class followed the homophone lesson plans according to the following steps: presentation, practice and production (PPP model).

During the first period, the teacher presented some concept of learning homophones by using game, the teacher let the students understand the concept of homophones, for example the definitions or meaning, sound and spelling, and the way to identify the words that are homophones. The teacher explained this lesson by listing several examples and illustrated the homophones meaning using the cartoons. After that, the students are required to draw their own cartoons or pictures by choosing a pair of homophones based on the understanding of the concept of homophones.

During the second period, the students were required to practice four homophone pairs; ate-eight, blue-blew by-buy-bye, and flour-flower knowing already that the homophones were words that had the same sound but had different meaning and spelling. In the presentation stage, the students played a game to find more homophone pairs. Then, they were asked to do the homophone worksheet such as matching the words with the picture or filling in the blanks with provided words in the practice stage. Finally, the students drew a cartoon to describe the meaning and write the correct spelling of homophones.

During the third period, this lesson was begun with the warm -up activity, the teacher revised the previous four homophone pairs and then the students did the exercise before learning next four homophone pairs; hear-here, knight-night, meat-meet, and no-know. In the practice stage, the teacher explained the way to use homophones in a sentence and then the teacher gave the examples of the sentences which are used the homophone pairs. The students wrote the correct homophones that

they have heard. In the production stage, the students were required to choose a few of homophones pairs and then wrote the sentences including homophones pairs.

During the fourth period, the lesson was begun with the “Homophone Teakettle Game” which was the homophone learning game. The teacher introduced the next four pairs; one-won, sea-see, hour-our and son-sun by giving the examples; using the cartoon cards to illustrate the meaning of these homophones. After that, the teacher let the students draw their own cartoon to illustrate the meaning of the rest. In the practice stage, the students did the matching exercise by circling the correct homophones matching with the pictures. In the production stage, the teacher and the students discussed the meaning and spelling of each homophone pairs and wrote two sentences which used the correct homophones.

During the fifth period, the teacher began the class by playing “Homophone Bingo Game” and then the teacher introduced the sentences which contained the often misused homophones such as three pairs of homophones; to-too-two, where-wear and write-right. The students were asked to fill in the correct homophones in the sentences according to its meaning and spelling in the practice stage. In the production stage, the students discussed how to spell the correct words and use the correct homophones in the proper contexts. After that, they had to write the sentences by using these correct homophones.

During the sixth period, this lesson was homophone revision, the teacher revised and concluded the whole five homophone instructions (lesson plans) by using “Homophone Bingo Game”. After that, the students read and located the errors in the sentences which contained incorrect homophones. They had to spell the correct homophones that matched the pictures. In the practice stage, the students did the homophones worksheet by matching the correct homophone pairs and wrote the correct sentences by selecting at least five pairs of homophone that they have learned. In the production stage, the students were required to make their own homophone dictionary by drawing cartoons to illustrate the correct meaning and clarifying the correct usage and spelling in the sentences.

3.4.3 Post-testing

Two weeks after the last instructional period, the students were given the post-test which differed from the pre-test only in the ordering of the items. The students did the post-test in 1 period.

3.5 Data collection

The data were collected from the students' scores of pre-test and post-test. The scoring criteria; the total score is thirty-two marks. One mark was given to a correct answer and zero was given to an incorrect answer. The scores of the pre-test and post-test were compared.

3.6 Data analysis

The pre-test and post-test were scored and statistically compared. The mean score of each test were analyzed and compared to identify the effectiveness of using context clues, games and pictures to teach homophones.

The data were analyzed by the Statistical Package for the Social Science (SPSS) Program. The statistics in this study were Mean and Standard Deviation.

CHAPTER 4

RESULTS

4.1 Results

This chapter expresses the results of the study. The study aims to examine whether using context clues, games and pictures could help the students learn homophones effectively. The research question is “Do context clues, games and pictures help the students learn homophones effectively?”

After the treatment, the collected data were statistically analyzed to find out whether the post-test mean scores were higher than the pre-test mean scores and whether the differences were significant. The results of the study are shown in Table 1 below:

Table 1 Pre-test and post-test scores of the subjects

Subjects	Pre-test (X 1)	Post-test (X2)	Gained Scores
1	13	16	+3
2	21	28	+7
3	14	14	0
4	11	16	+5
5	19	17	-2
6	10	10	0
7	16	29	+13
8	10	28	+18
9	22	28	+6
10	16	21	+5
11	15	29	+14
12	9	17	+8
13	16	15	-1

Table 1 Pre-test and post-test scores of the subjects (Continued)

Subjects	Pre-test (X 1)	Post-test (X2)	Gained Scores
14	16	18	+2
15	23	25	+2
16	18	24	+6
17	12	16	+4
18	23	27	+4
19	12	25	+13
20	17	17	0
21	19	23	+4
22	17	28	+11
23	20	28	+8
24	20	24	+4
25	16	26	+10
26	18	21	+3
27	13	24	+11
28	18	20	+2
29	13	13	0
30	16	16	0
Sum	483	643	
N	30	30	
Mean	16.1	21.43	
SD	3.863	5.63	
P		0.000	

From Table 1, it was found that twenty-three subjects (76.66 %) obtained higher scores on the post-tests than on the pre-tests, although seven subjects (23.33 %) obtained the same scores and two subjects obtained lower scores on the post-tests than on the pre-tests. About twenty-three subjects (76.66 %) could pass the post-tests. The highest score was 29 out of 32, whereas the lowest score was 10. Therefore, these

results answer the research question that using context clues, games and pictures help the students learn homophones effectively. Table 1 shows that the mean scores of the post-test ($M = 21.43$) were significantly higher than on the pre-test ($M = 16.1$). The difference is statistically significant was set at $p < 0.01$. The statistic significance gained in the study was at $p < 0.000$. This indicates that context clues, games and pictures help the students learn homophones effectively.

Based on the results, the twenty-three subjects (76.66 %) had improvement in learning homophones. Seven subjects (23.33%) showed no improvement as we can see in Table 1. Consequently, the results confirm the hypothesis that context clues, games and pictures help the students learn homophones effectively. In other words, most of subjects demonstrated improvement.

CHAPTER 5

DISCUSSION

This chapter discusses the results shown in the previous chapter and provides pedagogical implications.

5.1 Discussion

Recall that the purpose of this study is to examine whether using context clues, games and pictures help the students learn homophones effectively.

The findings of the study indicate that using context clues, games and pictures yield a positive result. That is, on the whole, the subjects demonstrated improvement. The results confirmed the hypothesis that context clues, games and pictures help the students learn homophones effectively of most subjects. The results of the study show that these exercises can help the subjects improve their vocabulary learning and spelling. When the subjects' mean scores of the pre- and post- test were compared, a significant difference was noted (see Table 1).

The results of the study show that most of the students who learned homophones through context clues, games and pictures obtained significantly higher scores on the post-tests than those on the pre-tests. These results supported Bear & Templeton (1998) who claimed that homophone instruction is an important transition in students' spelling and vocabulary development. Instruction in the meaning and spelling of homophones also help students realize that the spelling of a word "can represent its meaning as well as its sound". The findings also support Pryle's idea (2000) which mentioned that homophone activities can be used to teach vocabulary and spelling. The results also agree with Templeton's (2003) suggestion that understanding and exploring homophones, homograph and homonyms can help to facilitate spelling development and vocabulary and comprehension competencies. Students will engage in singing, acting, creative writing and drawing to demonstrate their understanding of homophones. The result of the study indicates that the students

who participated in these activities had higher post-test scores mentioned in Chapter 4. It can be said that the students learn homophones effectively from context clues, games and pictures. Therefore, it can be claimed that context clues, games and pictures help the students learn homophones effectively. From the researcher's observation, the students had a good understanding of the definition and the uses of homophones.

Based on the findings, we see that context clues, games and pictures could help students understand and remember the homophone words. The use of pictures which gives information about a word can help students remember the word's meaning. Picture association in a meaningful context helps students understand the concept and retain the words meaning more easily. Moreover, the use of context clues helps the students use the appropriate words in a sentence; the use of games to practice and review the lessons can help students remember and recall the word's meaning and its usage better.

As we can see from the result that context clues, games and pictures help the students learn homophones effectively. There are, however, some weak points of using context clues, games and pictures as follows:

Firstly, students' vocabulary limitations lead to the limitation in the use of sentential contexts such as vocabulary limitation of students. Secondly, the primary school students had difficulty in understanding not only the target words but also other words in the sentences. Thirdly, the students had already understood these homophones' definition and uses, but their post-test scores were still the same or sometimes lower than their pre-test scores as are shown in Table 1. This was mainly because they could not understand the meanings of homophone pairs or didn't know how to use these homophone pairs in the sentences. Regarding this point, five students (16.66 %) still obtained the same score and two students (6.66 %) obtained the lower scores than that of the pre-test as we can see in gained scores column in Table 1. There is a possibility that those students could not distinguish the different meanings and the uses of homophone pairs. Fourthly, they did not pay enough attention the tests. The researcher suggests that this is not due to the context clues, games and pictures. Instead, it can be suggested that their poor performances is due to their inattentiveness. They did not participate or pay enough attention. Some of them

did not do the activity. This might be because they didn't want to learn these homophones or that the primary school students were not interested in the context clues, games and pictures. As a result the students did not pay attention to do the exercises. Fifthly, the context clues, games and pictures were uninteresting or were too difficult. It's also possible that they want to play more games and sing more songs.

5.2 Pedagogical Implications

Based on the findings, using context clues, games and pictures can be an effective method to enhance students' learning homophones. Although, there is no perfect way to work with vocabulary learning/teaching, teachers need to use various teaching methods in class such as songs or stories. The teacher should provide students with materials that require them to rehearse the homophone items that were previously taught, thus, they are more likely to remember and recall the meaning and uses. The use of context clues can help students learn homophone items. Therefore, the teacher should provide/teach the homophone items in context.

The next chapter will provide the conclusion and the limitations of the study, together with the recommendation for further study.

CHAPTER 6

CONCLUSION

In this chapter, the conclusion of the study, the limitations of the study and the suggestions for further studies are presented, respectively.

6.1 Conclusion

This study aimed to examine whether using context clues, games and pictures could help the students homophones effectively. The study comprised 30 subjects of Pratom Suksa 6 students at Ban Nonbak Mittraparb 83 School, Bunthatik, Ubon Ratchathani.

The results of the study indicated that using context clues, games and pictures helped the students learn homophones effectively. The findings of the study may give some ideas for the ESL teachers who would like to promote the students' vocabulary development.

6.2 Limitations of the study

The study may contain some limitations elaborated below:

One limitation may exist the amount of time spent in the experiment. Six periods of 1 hour each appears to be too short for the subjects to practice using context clues or learn homophones in contexts. Moreover, most of the subjects' vocabulary was very limited. This may interfere with the students' choosing the correct homophones.

Beyond this is the issue of the number of the target words tested. Since the study consisted of fifteen pairs; thirty-two words in six lesson plans, it was possible that learners were overwhelmed and confused with the newly encountered words when responding to the tasks.

6.3 Recommendations for further studies

According to the limitations mentioned above, it is suggested that further studies should provide longer experimental period. It is also suggested that the study should be constructed with the target words including other confusing words. Finally, the number of target words tested should be adjusted to the academic level of the primary school learners, especially in remote area.

It would also be interesting to conduct other types of instruction to teach homophone vocabulary and spelling in order to enhance achievement in learning vocabulary and spelling. Moreover, it is beneficial for EFL teachers to develop innovative methods e.g. e-learning lessons or CAI program to motivate the students in their study of vocabulary.

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APPENDICES

APPENDIX A
HOMOPHONE LESSON PLAN

Appendix A

Homophone Lesson Plan

Lesson Plan 1

Title: Understanding Homophones

Learner Level: Primary Learners (Pratom Suksa 6)

Estimated Lesson Time: 1 hour

Objectives:

Students will be able to:

- 1) learn the definition of homophones.
- 2) identify the words that are homophones.
- 3) recognize and give examples of several common homophones.

Definition of term :

Homophones are words that are pronounced the same but they differ in meaning or spelling.

Lesson Procedures:

Warm up

Presentation

1. Teacher stimulates interest by asking “ Does anyone know what a homophone is?” หรือถามเป็นภาษาไทยว่า “ใครทราบบ้างว่าคำพ้องเสียงหมายถึงอะไร”

2. If students are not sure what the term means, then the teacher explains the definition of homophones. Homophones are words that sound alike but have different meanings and spellings. Note the root word *phone*, which means sound

Practice

3. Teacher asks “Can anyone give me an example of homophones?” Then the teacher lists several examples and illustrates the meaning of each word in the homophone pair either on the board or have posters made before the lesson.

For example: Night and Knight-illustrate each with a picture of “night” (moons and stars) and “knight” (suit of armor)

4. Teacher asks students to brainstorm as many homophones as they can, out loud or together in small groups and generate their own examples of homophones,

then write them on chart paper or the board, for practice. Then each group shares with the class the meaning of each homophone, the teacher lets them use the dictionary.

5. Teacher discusses the meaning and spelling of each homophone with the students and points out that each homophone sounds the same but has a different meaning and spelling.

6. Teacher tells the students they are now going to illustrate a pair of homophones using cartoon and provides them with several examples.

“see/sea” you could have a picture of a man who is at the sea.

“sun/son” you could have a picture of the sun with a younger son standing beside him. Students will quickly catch on to the idea.

Production

7. Teacher has students share their “cartoons” with the rest of the class and explains the meaning of each homophone they have chosen.

8. Teacher summarizes what a homophone means. The teacher directs the students to look up the definitions of one pair of homophone, then lets the students display their cartoon homophone pairs.

Material:

1. Cartoon cards
2. Homophone cards

Assessment:

The teacher will observe the students’ performance to make sure each student writes the homophone definition and illustrates the meaning by using cartoons correctly or properly.

Lesson Plan 2

Title: Practicing Homophones

Learner Level: Primary Learners (Pratom Suksa 6)

Estimated Lesson Time: 1 hour

Objectives:

Students will be able to:

- 1) identify the words that are homophones.
- 2) use the correct homophones.

Vocabulary:

Homophones: Words are pronounced alike but differ in meaning or spelling.

Contents:

Four homophone pairs:

- 1) ate/eight
- 2) blue/blew
- 3) by/buy/bye
- 4) flour/flower

Procedures:

Warm up:

1. The teacher reviews the meaning of homophones. Homophones are words that has the same sound as one or more other words but differs in spelling, meaning, and origin.
2. The students work in teams-boy team and girl team.
3. The teacher asks each team to think of five homophone pairs and come up to write on a blackboard.

Presentation:

4. Without showing children the word in print, say "Can anyone tell me the meaning of the word *eight*?" "What else do you need to know before you can tell me the meaning of the word?" (The students need to see the word written down or hear it in a sentence.)

5. The students do the homophones spelling exercise by filling the letters in the blanks to build up the correct homophones which match the pictures of the homophones meaning.

6. The teacher explains to the students that they need more information in order to spell some correctly because some words sound the same but they are spelled differently. Then they can call these words homophones.

Practice:

7. The teacher explains how homophone is used in a sentence to determine how the words are spelled. If I say, "There are eight dogs at my house." You know I am talking about the number. Eight is spelled e-i-g-h-t. If I say, "I ate mango yesterday.", you know I am talking about the past form of verb-eat. This word is spelled a-t-e.

8. The teacher tells them to choose one pair and write them on the paper and use each in a sentence.

9. The teacher lets the students do homophone worksheet using correct homophone in a sentence including homophone.

Production:

10. The teacher lets the volunteers read each pair of sentences and underline the two homophones.

11. The teacher lets the students share their answers with their friends.

12. The teacher and the students discuss how to use homophones in a sentence. "We have to use context to tell what each homophone means in order to use correct homophones in a sentence."

Materials:

1. word cards
2. homophones worksheet

Assessments:

1. The teacher will observe to make sure each student writes the pairs of homophone correctly.
2. The teacher will grade the sentences and homophone worksheet.

Homophones Spelling Exercise

Direction: Fill in the correct letters in the blanks which match the pictures.



1. e ... ht



2. .. lue



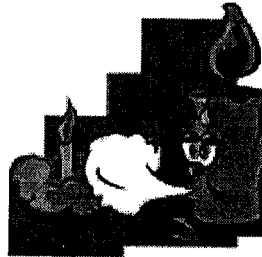
3. fl ... er



4. b .. y



5. a .. e



6. b ... w



7. f .. ou ..



8. ... e

Worksheet

Direction: Choose the correct homophones to complete these sentences.

1. Mum put some (flower / flour) in the cake mix.
2. A daffodil or a rose is a (flower / flour).
3. He has got..... (blew/blue) eyes and brown hair.
4. The wind.....(blew/blue) the tree over.
5. I go to school..... (buy/by/bye) bicycle.
6. I have..... (ate/eight) cats in my house.
7. My mother is going to..... (buy/by/bye) a new car.
8. Last night, I..... (ate/eight) two pieces of cake for dinner.
9. Good..... (buy/by/bye). Have a nice trip.

Answer Key

1. flour
2. flower
3. blue
4. blew
5. by
6. eight
7. buy
8. ate

Lesson Plan 3

Title: Homophones Practice

Learner Level: Primary Learners (Pratom Suksa 6)

Estimated Lesson Time: 1 hour

Objectives:

Students will be able to:

- 1) identify the words that are homophones
- 2) spell the correct homophones
- 3) use the correct homophones in the proper contexts

Vocabulary:

Homophones: words are pronounced the same but have different spelling and meaning.

Contents:

Four homophone pairs:

- 1) hear-here
- 2) knight-night
- 3) meat-meet
- 4) no-know

Procedures:

Warm up

1. The teacher reviews the previous 4 homophone pairs by using cartoon in order to tell the different spelling and meaning, for example:



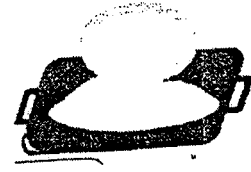
1. ate



2. eight



3. Flower



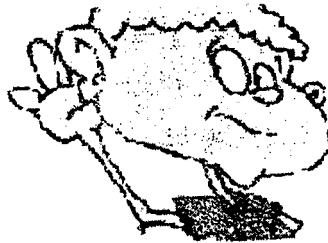
4. flour

Presentation

2. The students take the pre-activity before learning more 4 homophone pairs in this lesson.

Pre- activity

Direction: Circle the words that match the pictures.



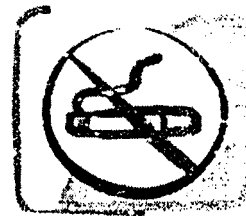
1. hear - here



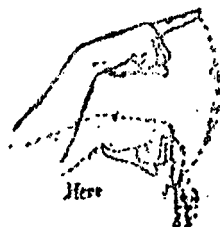
2. knight - night



3. meat - meet



4. no - know



5. hear - here



6. knight - night



7. meat – meet



8. no – know

3. The teacher and the students discuss the answer of the pre-activity and give the reasons.

4. The teacher explains more that they have already known that these words are pronounced the same, but have different spelling and meaning which we call they are homophones.

5. The teacher gives the examples of these homophones which are used in the sentences, for example:

- Tony *ate* all the cookies last night.
- There are *eight* people in my family.

6. The teacher asks for volunteers to give more examples, the teacher writes them on the board.

Practice

7. The students work in groups of 3, write the sentences by using these homophones in the sentences, for example:

- I'm glad to *meet* you.
- I want to buy a kilo of *meat*.

8. The teacher lets the students write the sentences using the homophone pairs.

Production

9. The teacher lets the volunteers read the sentences of each pair of homophones.

10. The teacher lets the students share their sentences with their friends.

11. The teacher asks the students how they use the pairs of homophones in the sentences. "We have to use the contexts to tell what correct homophones are in the sentences".

Materials:

1. Homophone cartoon cards
2. Pre-activity

Assessments:

1. The teacher will grade the pre-activity before the lesson.
2. The teacher will grade the sentences.
3. The teacher will observe and help the students when they write their own sentences.

Lesson Plan 4

Title: Homophones Practice

Learner Level: Primary Learners (Pratom Suksa 6)

Estimated Lesson Time: 1 hour

Objectives:

Students will be able to:

- 1) identify the words that are homophones
- 2) spell the correct homophone
- 3) use the correct homophones in the proper contexts

Vocabulary:

Homophones: words are pronounced the same but have different spelling and meaning.

Contents:

Four homophone pairs:

- 1) one-won
- 2) sea-see
- 3) hour-our
- 4) son-sun

Procedures:

Warm up:

1. Begin the lesson by playing a homophones game which is called "Homophones Teakettle". It is a fun game for learning homophones.

How to play Homophones Teakettle

Steps:

1. Explain to players that homophones are two words that sound the same, but have different spelling and meaning, such as "sun" and "son".
2. Take turns creating sentences that use a pair of homophones. Instead of saying the actual homophones in the sentences, insert the word "teakettle" in their places.
3. Have other players try to figure out what the homophones are.
4. Go to the next player when the current homophones are figured out.

5. The teacher will begin the game by creating the sentences that include the previous pairs of homophones, for example:

- Last night, I **teakettle** dinner at **teakettle** o'clock.

The students have to guess what the homophones are to replace the word "teakettle" in this sentence. The homophones in this sentence are "ate" and "eight".

6. When the students know how to play "Homophones teakettle" game, lets 2-3 volunteers create the sentences and the rest of the class try to figure out the words.

Presentation

7. The teacher introduces the next 4 pairs of homophones: hour/our, one/won, sea/see and son/sun. The teacher reads these homophones and the students repeat that to distinguish the sound.

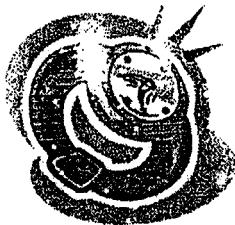
8. The teacher lets the students find the meaning of these homophones and illustrate the meaning by drawing the cartoon.

Practice

9. The students do the homophone worksheet: write the correct homophones which match the pictures.

Exercise 1

Direction: circle the correct homophones which match the pictures



1. hour - our



2. one - won



3. sea - see



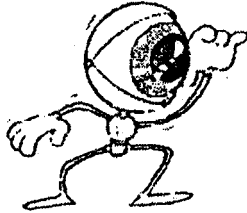
4. son - sun



5. hour - our



6. one - won



7. sea - see



8. son - sun

10. The teacher tells the students to write two sentences by selecting one pair of these homophones according to its definitions.

Production

11. The teacher asks for 2-3 volunteers read out each pair of sentences to the class, and share their sentences with their friends.

12. The teacher lets the students do the homophones worksheet by filling the correct homophones in the blanks.

Materials:

1. homophones cards
2. cartoon cards of homophones
3. homophones worksheet

Assessments:

1. The teacher will observe and correct the sentences that the students replace the homophones in the "Homophones Teakettle Game".
2. The teacher will grade the homophone worksheet, the sentences, and the illustrated cartoon meaning.

Homophones worksheet

Directions: fill in the blanks with right words.

1. I'm going to the (sea/see) next week
2. The (son/sun) rises in the east.
3. Can I (sea/see) your ticket?
4. (Hour/Our) house is big.
5. The train takes two..... (hours/ours) to Bangkok.
6. She (one/won) the running race.
7. My (son/sun) is 10 years old.
8. I am number(one/won).

Answer Key

1. sea
2. sun
3. see
4. Our
5. hours
6. won
7. son
8. one

Lesson Plan 5

Title: Homophones Practice

Learner Level: Primary Learners (Pratom Suksa 6)

Estimated Lesson Time: 1 hour

Objectives:

Students will be able to:

- 1) identify the words that are homophones
- 2) spell the correct homophones
- 3) use the correct homophones in the proper contexts

Vocabulary:

Homophones: words are pronounced the same but have different spelling and meaning.

Contents:

Three pairs of homophones:

- 1) to-too-two
- 2) where-wear
- 3) write-right

Procedures:

Warm up

1. The teacher reviews some homophone pairs in the previous lesson by using “Homophones Bingo” game. The teacher explains how to play this game. The students have to cross the correct homophones on the bingo boards when the sentences describing homophone are read.

Presentation

2. The teacher introduces the sentences which contain the often misused homophones in the wrong sentences, such as to, too, and two. For example:

- I am two years old.
- I want to go too.
- I walk to school.

3. The teacher lets the students discuss the meaning of these sentences, especially the homophones: to, too, and two.

To: toward

Too: also, very, more than is needed

Two: the number after one

4. The teacher lists the more misused homophones which are where-wear, write-right, and tells the students to find its meaning and write the sentences using these homophones in their proper contexts.

Practice

5. The students do the homophones worksheet by filling the correct homophones in the blanks according to its meaning and spelling.

Direction: fill in the blanks with the right words.

to, too, two, Where, wear, write, right

1. I like..... go shopping.
2. I have..... brothers.
3. It is..... hot, today.
4. are you going?
5. Which T-shirt are you going to..... ?
6. I am going to..... a letter to my friend.
7. Is that.....?

Answer Key

1. to
2. two
3. too
4. where
5. wear
6. write
7. right

Production

6. The teacher asks for 2-3 volunteers read out each pair of sentences to the class, and share their answers with their friends.

7. The teacher lets the students discuss how to spell the correct words and write the correct sentences using homophones in their proper contexts.

Materials:

1. Game boards
2. Word lists
3. homophones worksheet

Assessments:

1. The teacher will observe and give some suggestions when the students have problems about the meanings of the homophones, and the use of the homophones.

2. The teacher will grade the homophones worksheet.

Lesson Plan 6**Title:** Homophones Revision**Learner Level:** Primary Learners (Pratom Suksa 6)**Estimated Lesson Time:** 1 hour**Objectives:**

Students will be able to:

- 1) learn the correct definitions of misused homophones
- 2) identify the words that are homophones
- 3) recognize and give examples of several common homophones
- 4) demonstrate correct usage and spelling of different homophones
- 5) make homophones dictionary

Vocabulary:

Homophones: words are pronounced the same but have different spelling and meaning.

Contents:

The previous 15 pairs of homophones

1. ate/eight
2. blue/blew
3. by/buy/bye
4. flour/flower
5. no/know
6. hear/here
7. knight/night
8. meat/meet
9. one/won
10. hour/our
11. sea/see
12. son/sun
13. to/too/two
14. where/wear
15. write/right

Procedures:

Warm up

1. The teacher writes two or three sentences with incorrectly used homophones on the board, for example:

- Last night, I eight the ate bowls of noodles.
- The wind is blue my blew shirt fall.
- If we go too the beach, would you like to come, to?

2. The teacher asks the students to read the sentences and look for errors. Call on volunteers to come forward and make correction.

Presentation

3. The teacher tells the students when we use homophones incorrectly in the sentences. It makes the errors and it doesn't make sense. The teacher lets the students discuss the definition of homophones.

4. The teacher asks the students to identify the words that are homophones and examples.

5. The teacher lets them do the homophones spelling worksheet by writing the correct homophones which match the pictures according to their definitions.

Practice

6. The teacher asks the students to write sentences using the homophones that they have learned at least 10 pairs of homophones. The sentences may contain two homophones in the same sentences or two sentences of a pair of homophone, such as "I like to come here because I always hear the latest gossip.", "The sun is bright, today." or "My son is nine years old."

7. The teacher lets the students read out a few pairs of homophones and spell the homophones for each one, and then share their sentences with their friends.

Production

8. The teacher tells them to make their own homophone dictionary, illustrate the meaning with pictures and clarify the correct usage and spelling in the sentences.

9. The teacher discusses or concludes the homophones lesson including the definition, the spelling and the usages of the homophone pairs.

Materials:

1. The homophones lists
2. Homophones worksheet

Assessments:

1. The teacher will observe or give suggestions about the correct definition, spelling and use of the homophones.

Homophones Revision

Homophones are words which sound the same but are spelt differently, for example: I can *hear* the radio. *Here* is my book.

Direction: Match the correct homophones below.

Column A

ate

blue

by

flower

know

hear

night

meet

one

our

sea

son

two

wear

write

Column B

here

knight

won

see

sun

where

hour

flour

bye

too

meat

right

eight

blew

no

Homophones Spelling Exercise

Direction: Fill in the correct letters in the blanks which match the pictures.



1. e ... ht



2. .. luc



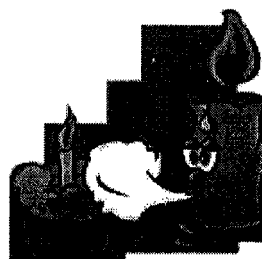
3. fl ... er



4. b .. y



5. a .. e



6. b ... w



7. f .. ou ..



8. ... e

APPENDIX B
PRE-TEST

Appendix B

Pre-test

Read the sentences, then write the correct words in the brackets to filling the gap.

1. Mr. Lee's (son/sun) is seven years old today.
2. Do you want (meat/meet) or cheese in your sandwich?
3. I am going to (right/write) a letter.
4. The (son/sun) is covered by clouds.
5. It's nice to (meat/meet) you.
6. I have black hair and (blew/blue) eyes.
7. The (knight/night) looked dashing in his armor.
8. Make a (right/write) turn on Weaver Street.
9. My mother put some (flour/flower) in the cake mix.
10. James didn't have a very good..... (knight/night) sleep.
11. Can you..... (hear/here) that noise?
12. There is only (one/won) piece of birthday cake on this table.
13. A sunflower or a rose is a(flour/flower)
14. Please come over (hear/here)
15. I (ate/eight) a very large piece of cake yesterday.
16. You should go to (sea/see) the doctor.
17. She (one/won) the running race.
18. He isn't going(to/too/two) work today.
19. I go swimming in the (sea/see) every holiday.
20. (wear/where) do you want to go tonight?
21. Do you want to play..... (to/too/two)?
22. The wind (blew/blue) the leaves.
23. Which T-shirt are you going to (wear/where)?
24. I have (to/too/two) cats.
25. There are 60 minutes in an (hour/our).
26. I go to school (buy/by/bye) bicycle.

27. Do you (know/no) where this bus stop is?
28. This is (hour/our) house.
29. Good....., (buy/by/bye) see you later.
30. I have (know/no) time to talk now.
31. I want to (buy/by/bye) a kilo of pork.
32. There are (ate/eight) people in my family.

Answer Key

- | | |
|------------|-----------|
| 1. son | 17. won |
| 2. meat | 18. to |
| 3. write | 19. sea |
| 4. sun | 20. where |
| 5. meet | 21. too |
| 6. blue | 22. blew |
| 7. knight | 23. wear |
| 8. right | 24. two |
| 9. flour | 25. hour |
| 10. night | 26. by |
| 11. hear | 27. know |
| 12. one | 28. our |
| 13. flower | 29. bye |
| 14. here | 30. no |
| 15. ate | 31. buy |
| 16. see | 32. eight |

APPENDIX C
POST-TEST

Appendix C

Post-test

Read the sentences, then write the correct words in the brackets to filling the gap.

1. I have black hair and (blew/blue) eyes.
2. The (knight/night) looked dashing in his armor.
3. Make a (right/write) turn on Weaver Street.
4. My mother put some (flour/flower) in the cake mix.
5. Mr. Lee's (son/sun) is seven years old today.
6. Do you want (meat/meet) or cheese in your sandwich?
7. I am going to (right/write) a letter.
8. The (son/sun) is covered by clouds.
9. I (ate/eight) a very large piece of cake yesterday.
10. You should go to (sea/see) the doctor.
11. She (one/won) the running race.
12. He isn't going (to/too/two) work today.
13. Jame didn't have a very good.....(knight/night) sleep.
14. Can you..... (hear/here) that noise?
15. There is only (one/won) piece of birthday cake on this table.
16. A sunflower or a rose is a(flour/flower).
17. Please come over (hear/here)
18. I go swimming in the (sea/see) every holiday.
19.(wear/where) do you want to go tonight?
20. This is (hour/our) house.
21. Good..... (buy/by/bye) see you later.
22. I have (know/no) time to talk now.
23. I want to (buy/by/bye) a kilo of pork.
24. It's nice to (meat/meet) you.
25. There are (ate/eight) people in my family.
26. Do you want to play.....? (to/too/two)
27. The wind (blew/blue) the leaves.
28. Which T-shirt are you going to? (wear/where)

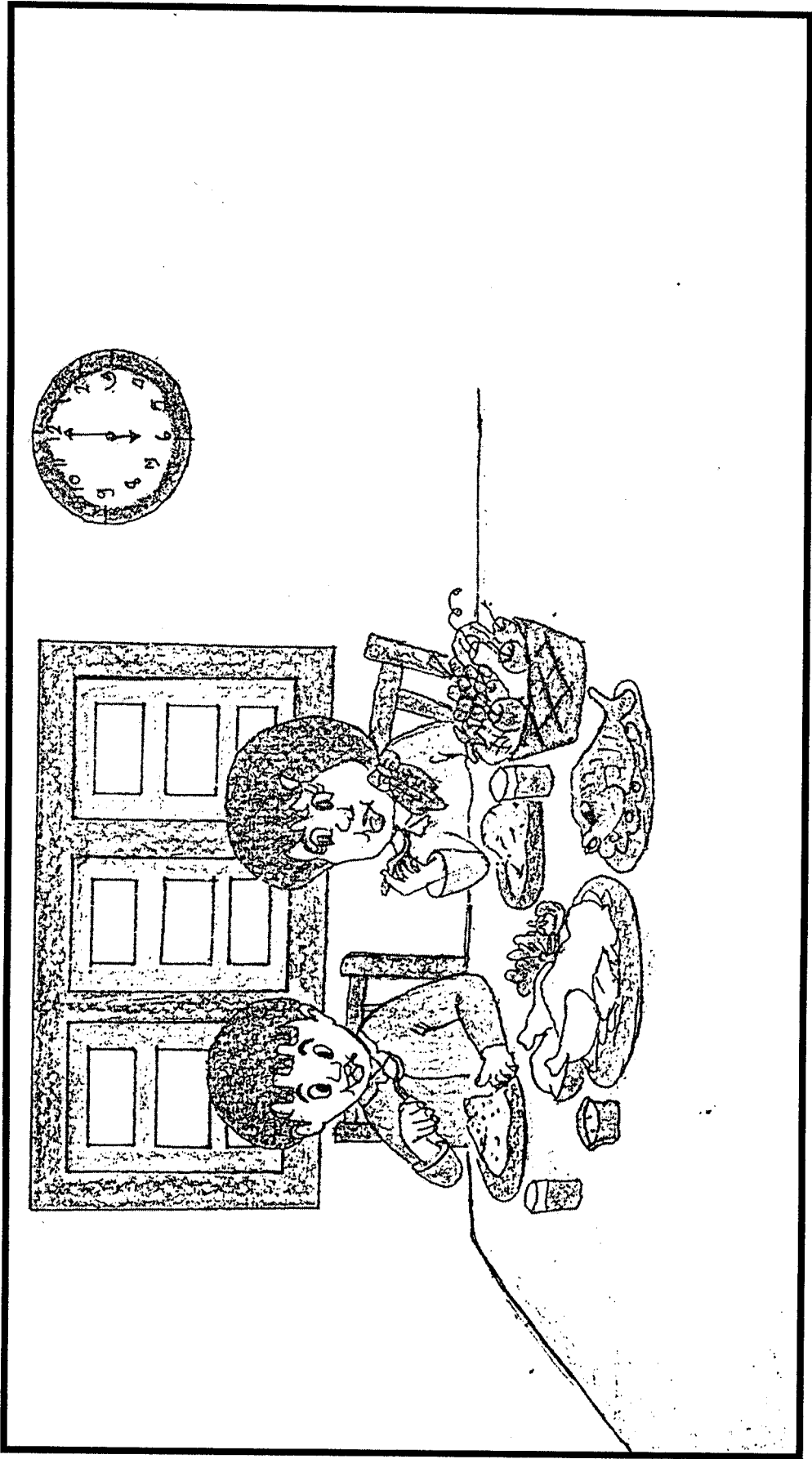
29. I have (to/too/two) cats.
 30. There are 60 minutes in an (hour/our)
 31. I go to school (buy/by/bye) bicycle.
 32. Do you (know/no) where this bus stop is?

Answer Key

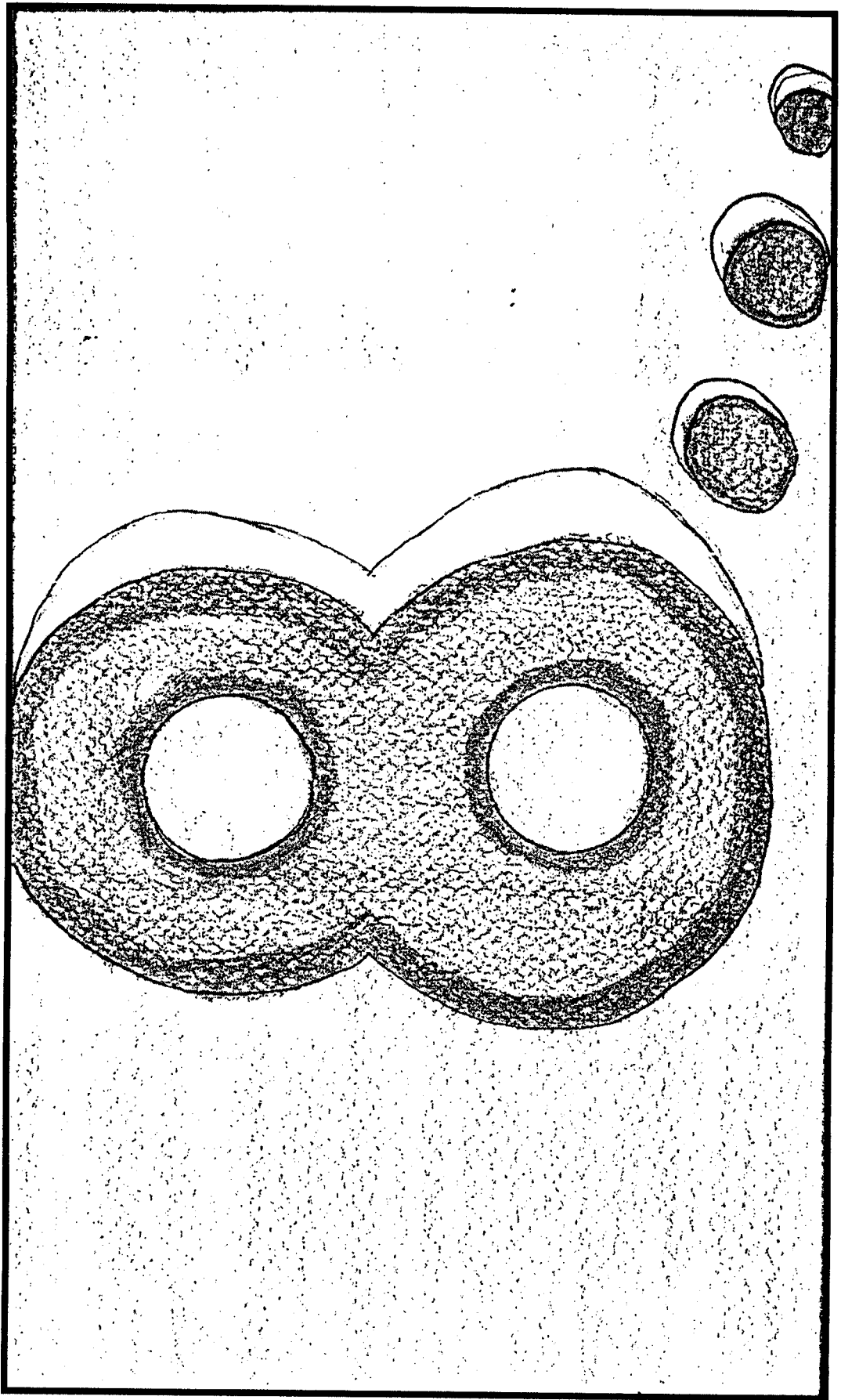
- | | |
|------------|-----------|
| 1. blue | 17. here |
| 2. knight | 18. sea |
| 3. right | 19. where |
| 4. flour | 20. our |
| 5. son | 21. bye |
| 6. meat | 22. no |
| 7. write | 23. buy |
| 8. sun | 24. meet |
| 9. ate | 25. eight |
| 10. see | 26. too |
| 11. won | 27. blew |
| 12. to | 28. wear |
| 13. night | 29. two |
| 14. hear | 30. hour |
| 15. one | 31. by |
| 16. flower | 32. know |

APPENDIX D
HOMOPHONE EXAMPLE

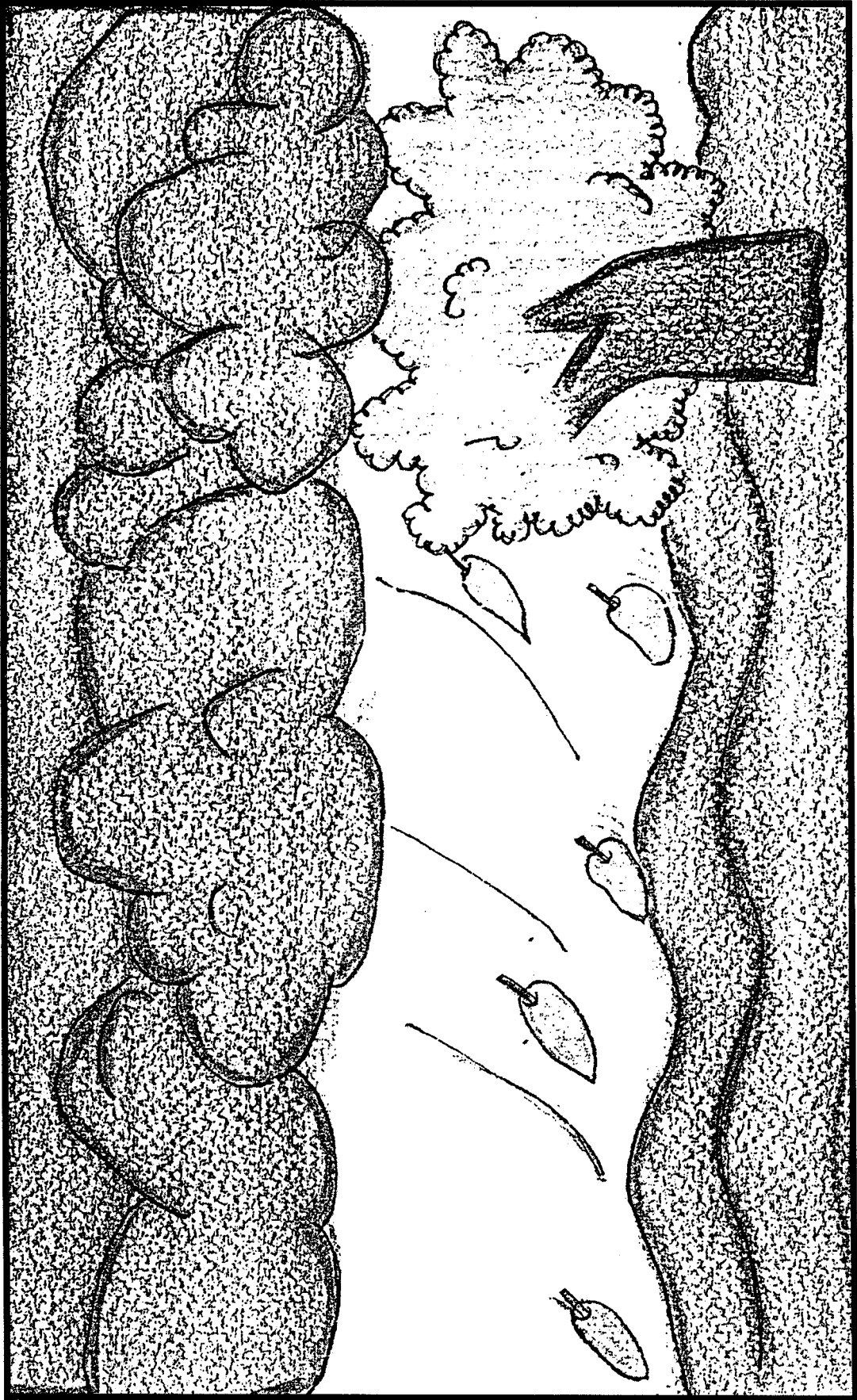
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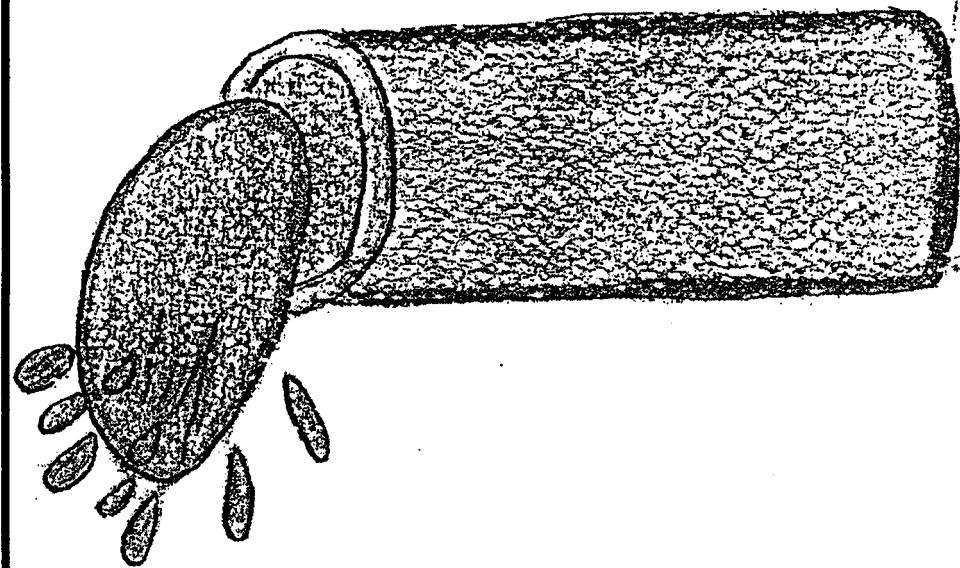
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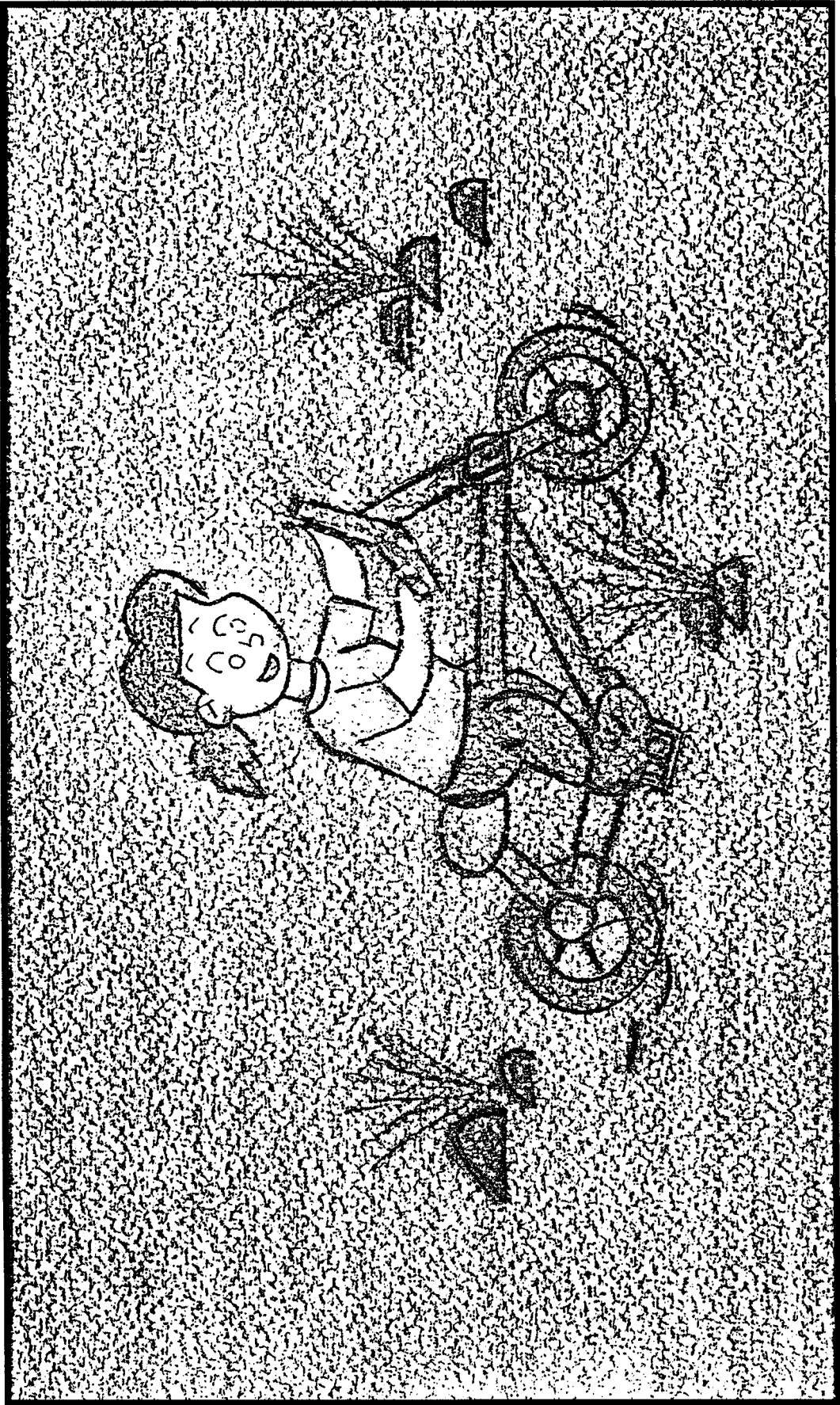
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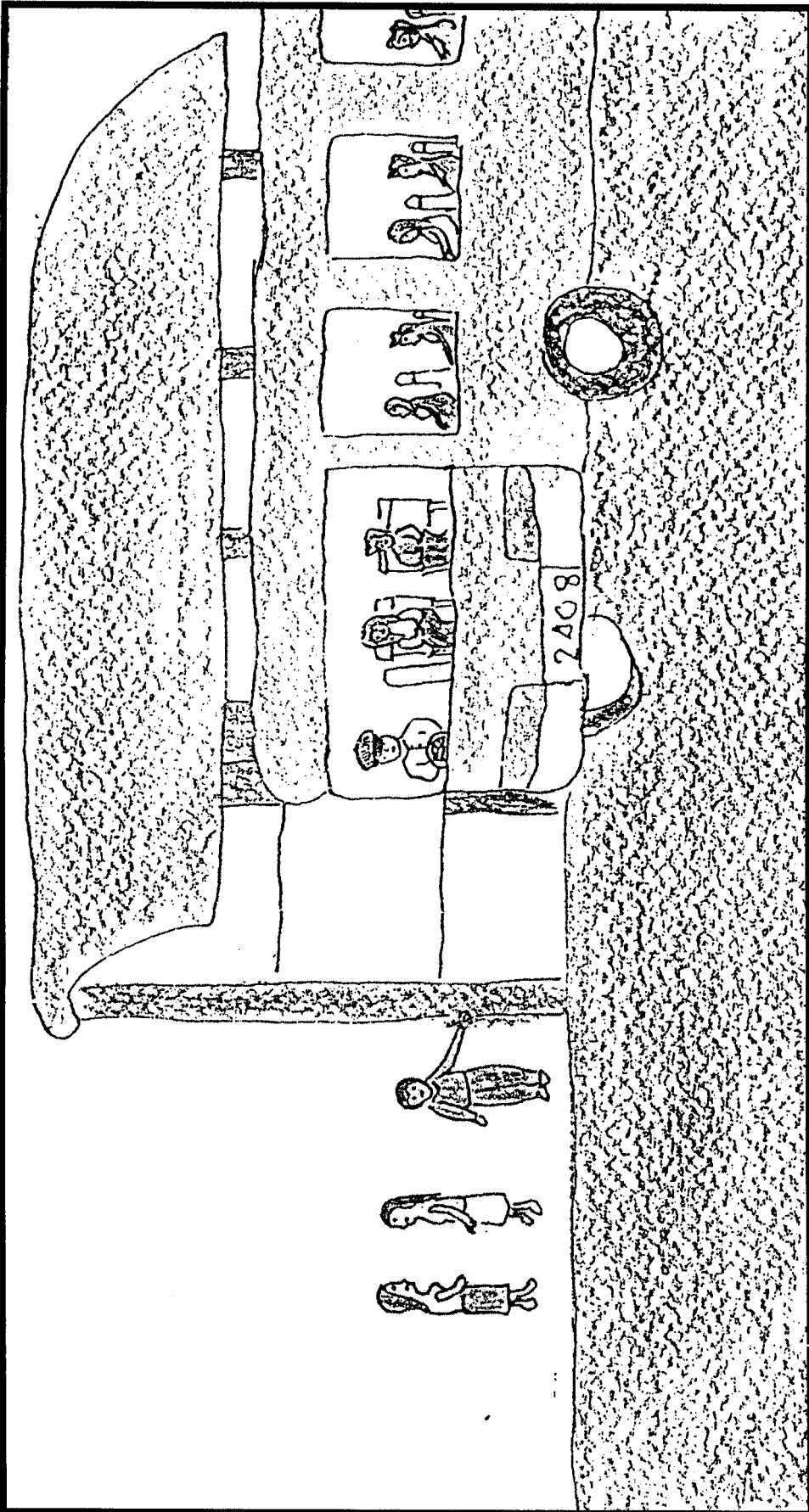
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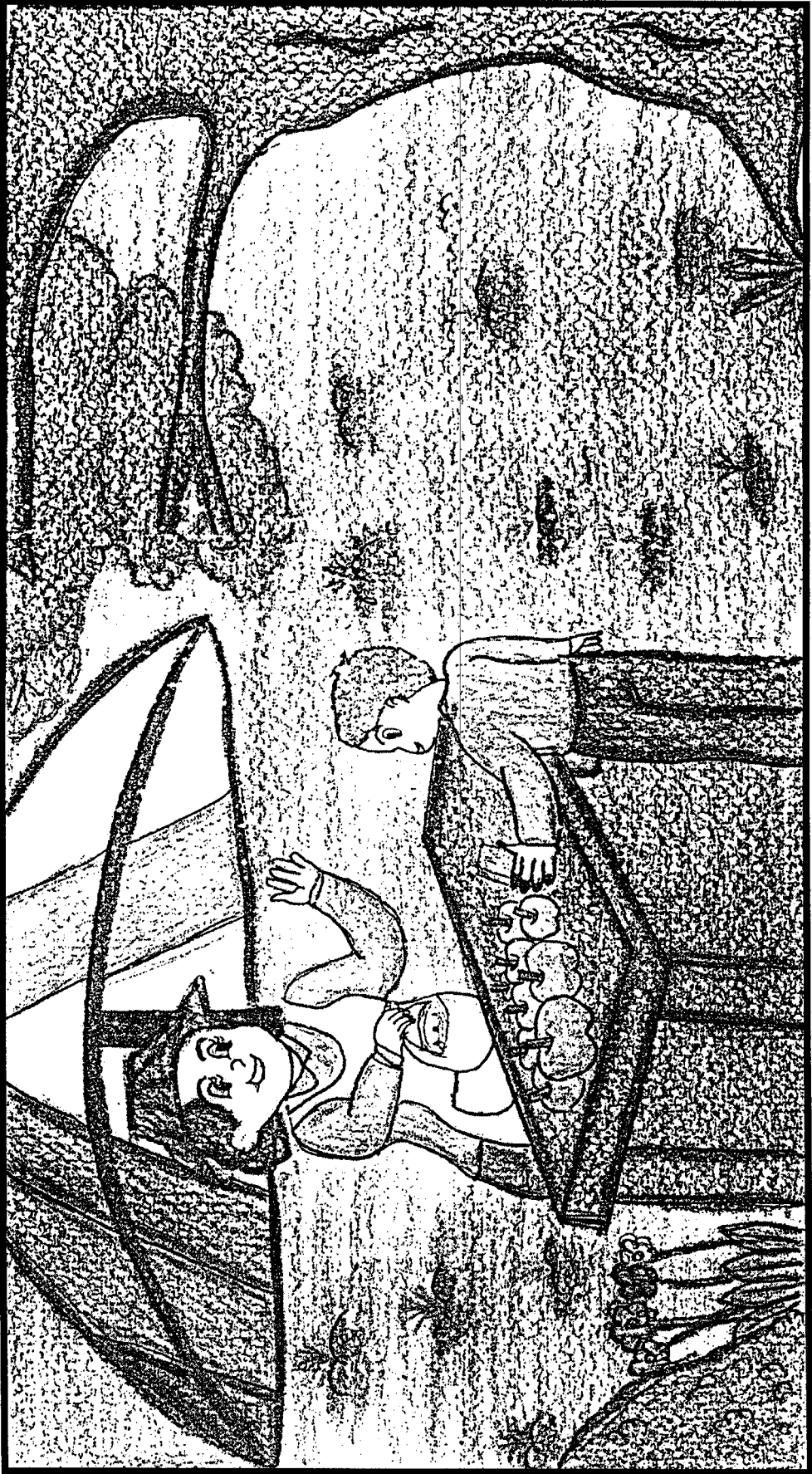
by



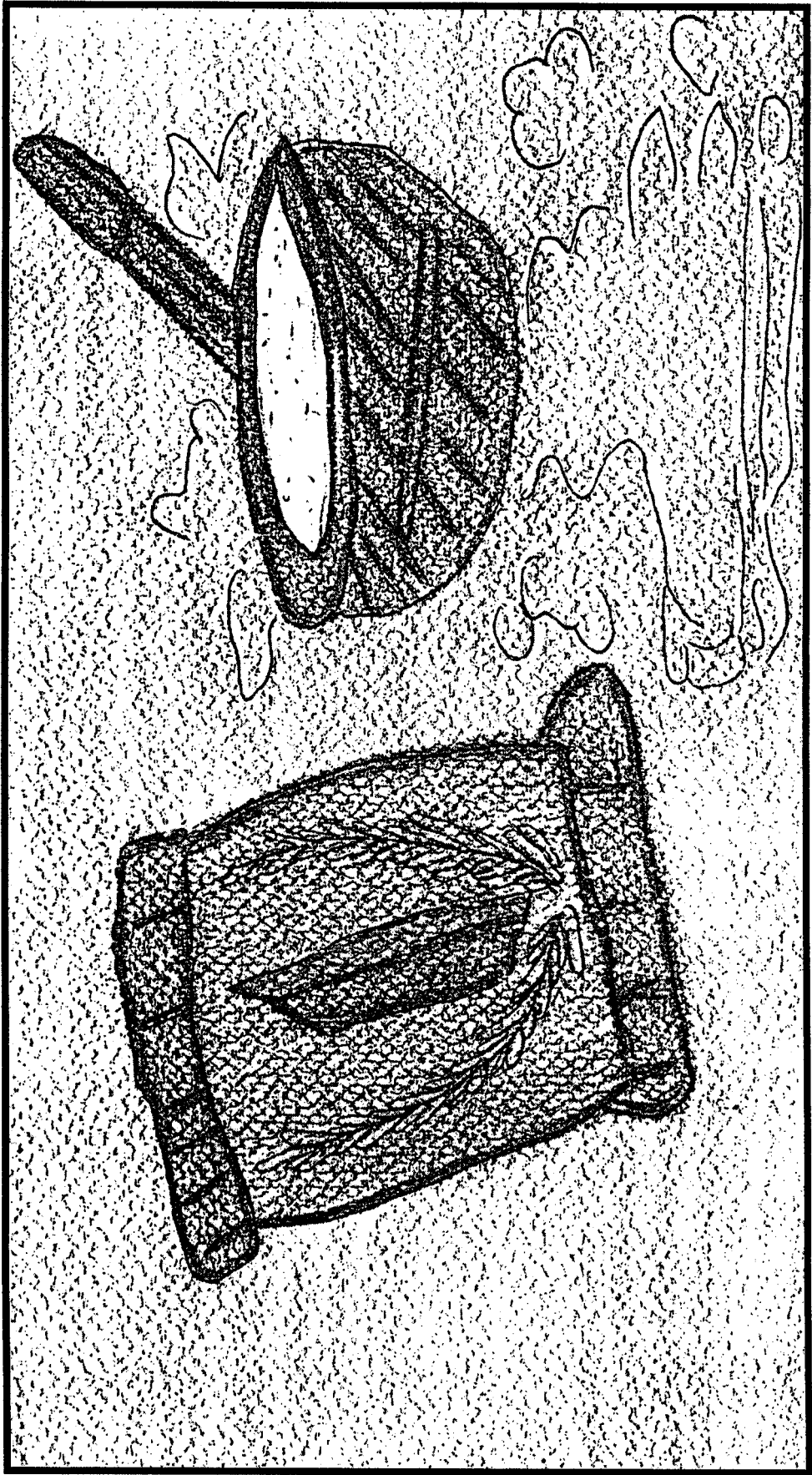
bye



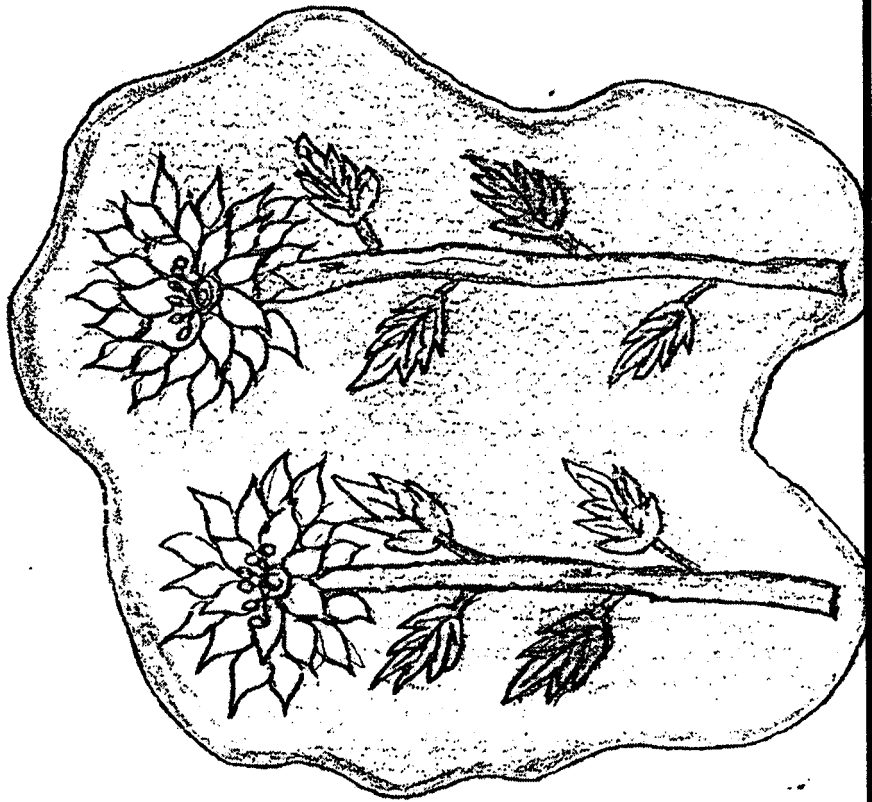
Buy



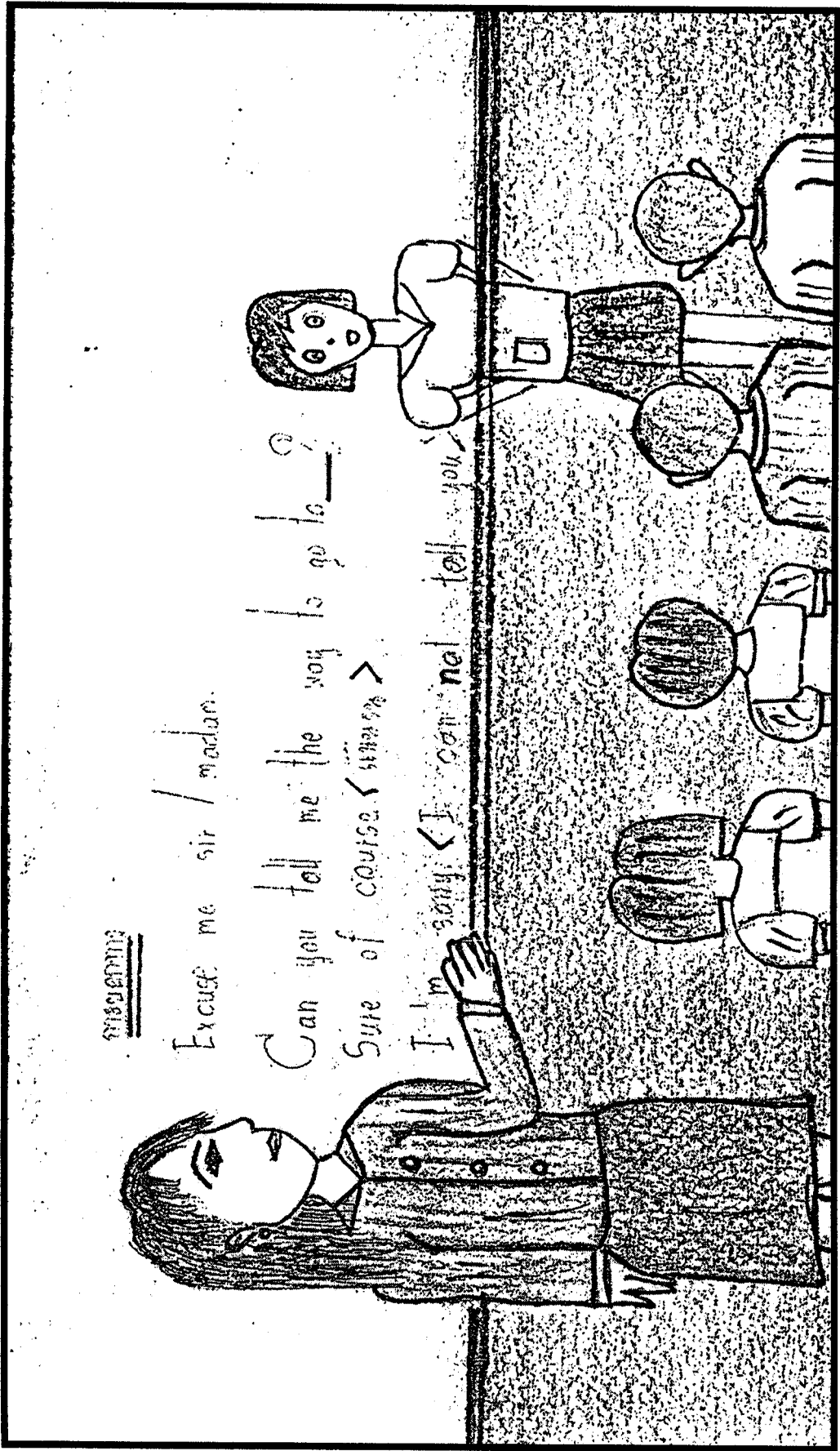
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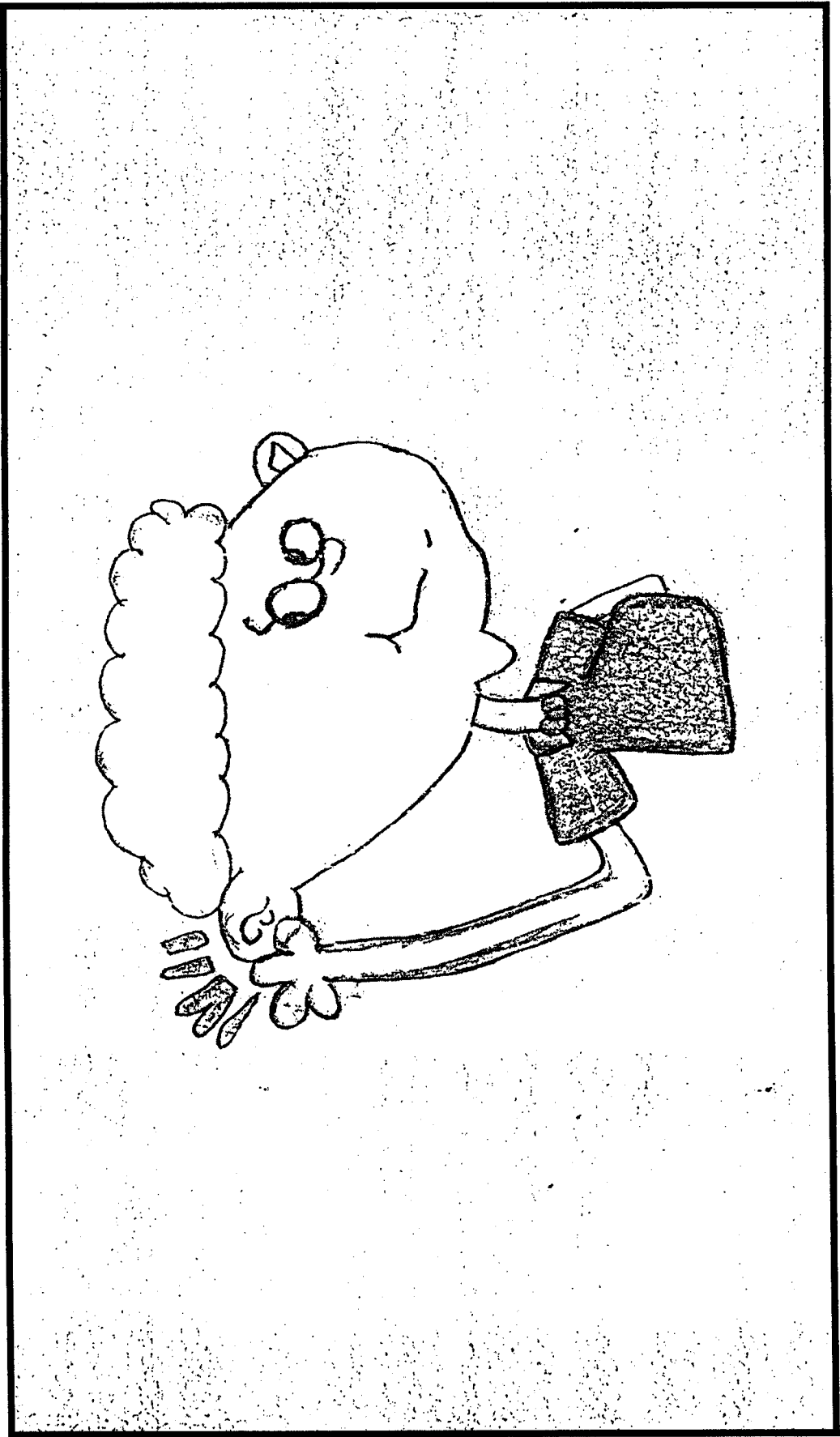
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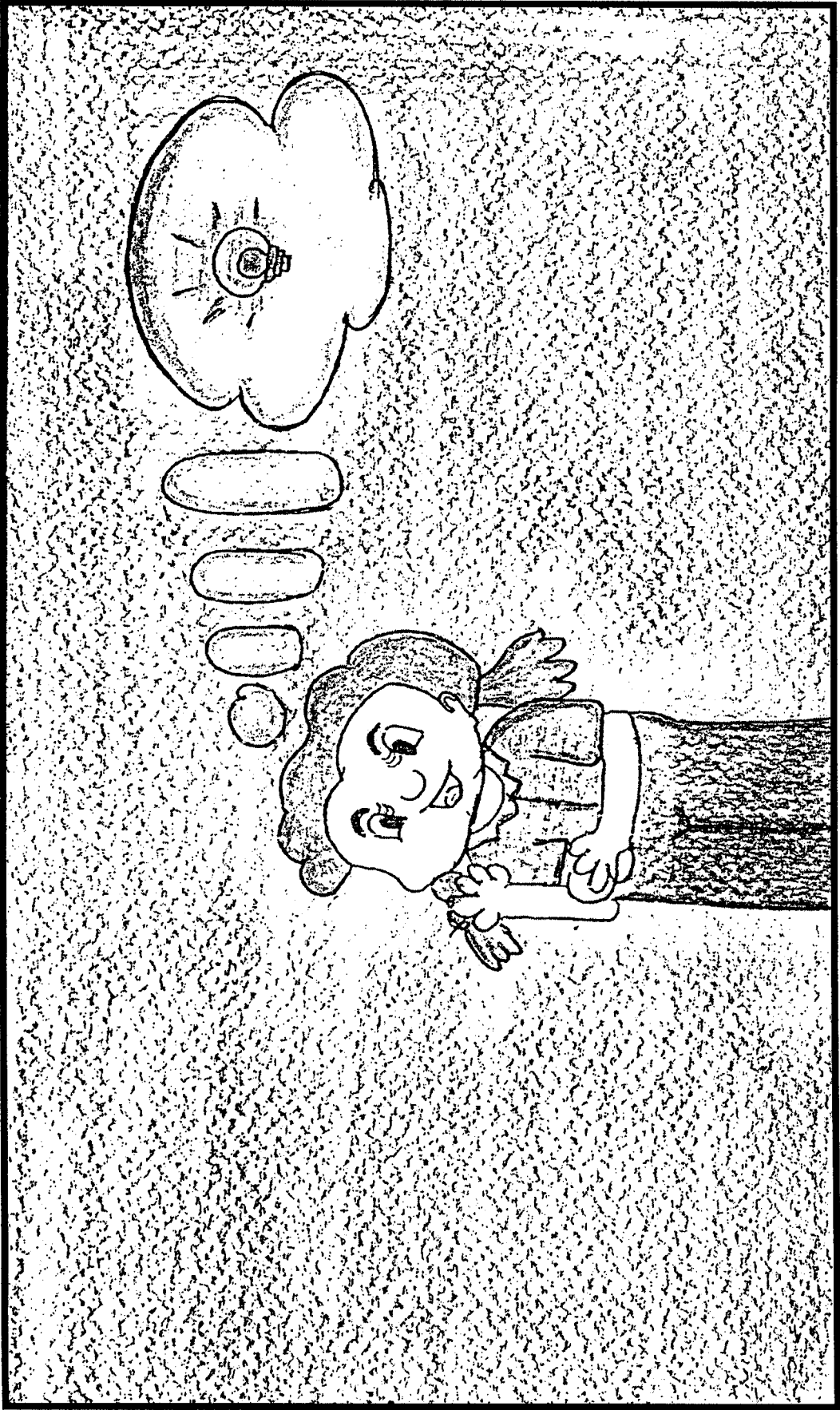
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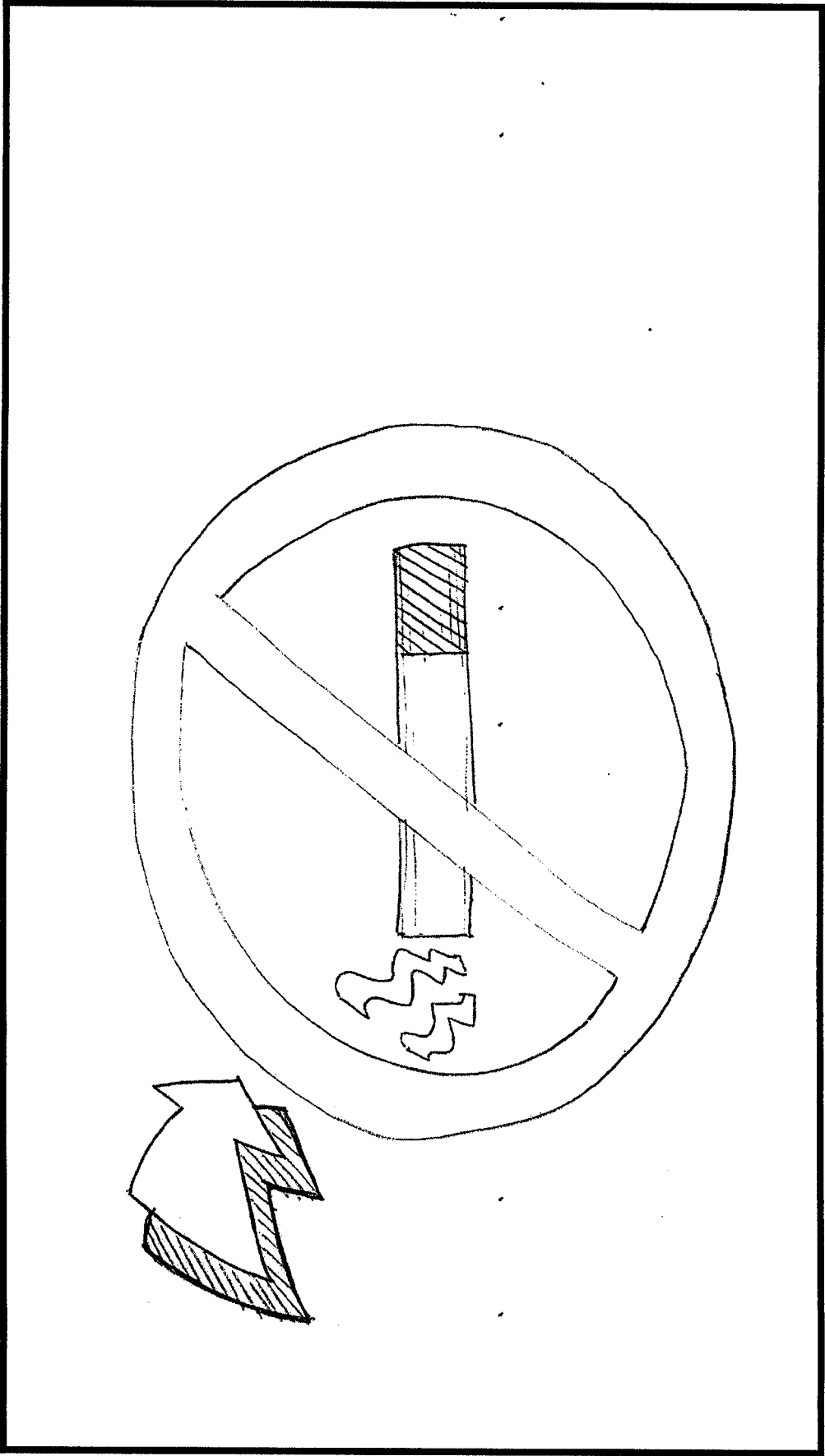
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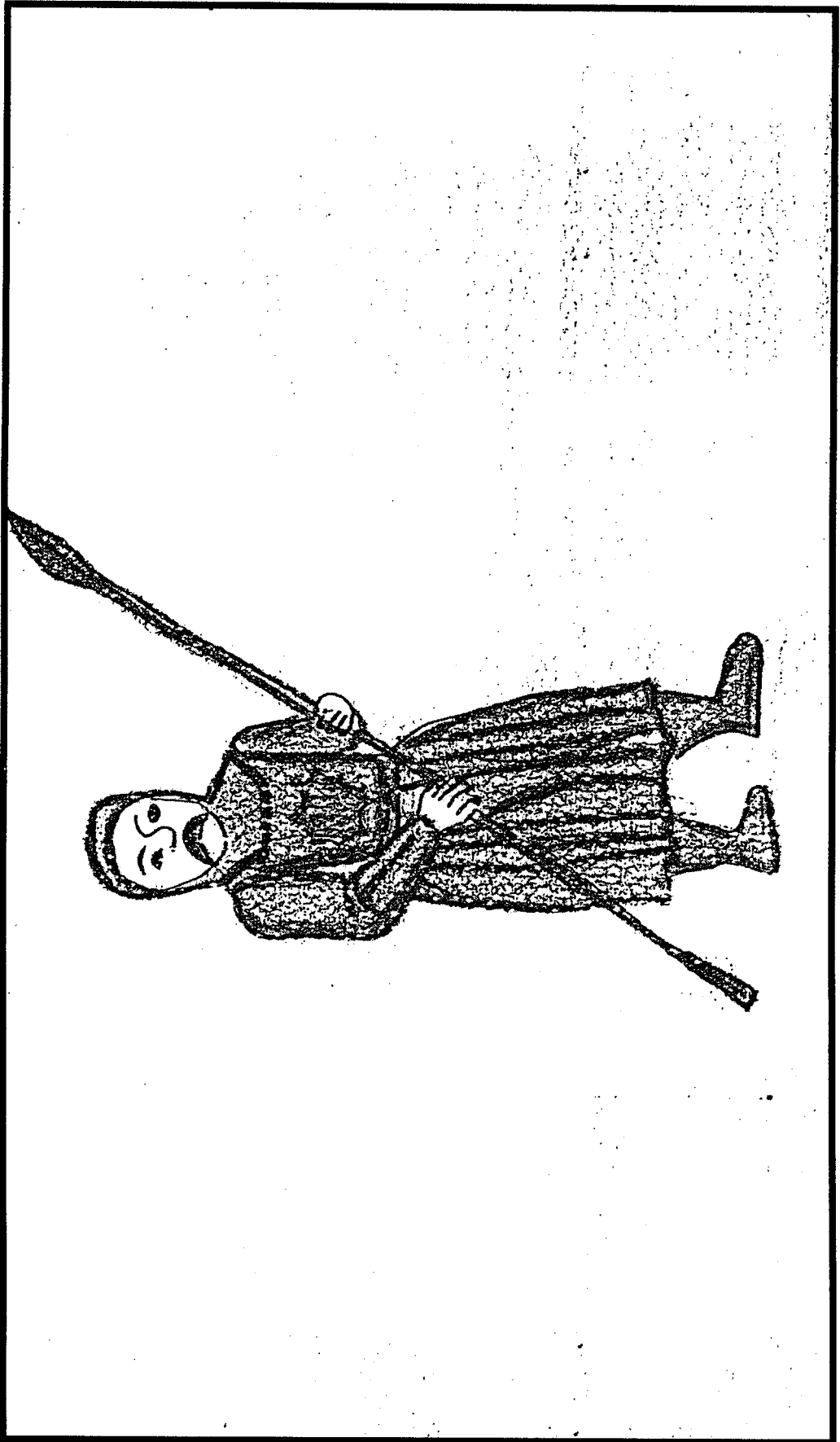
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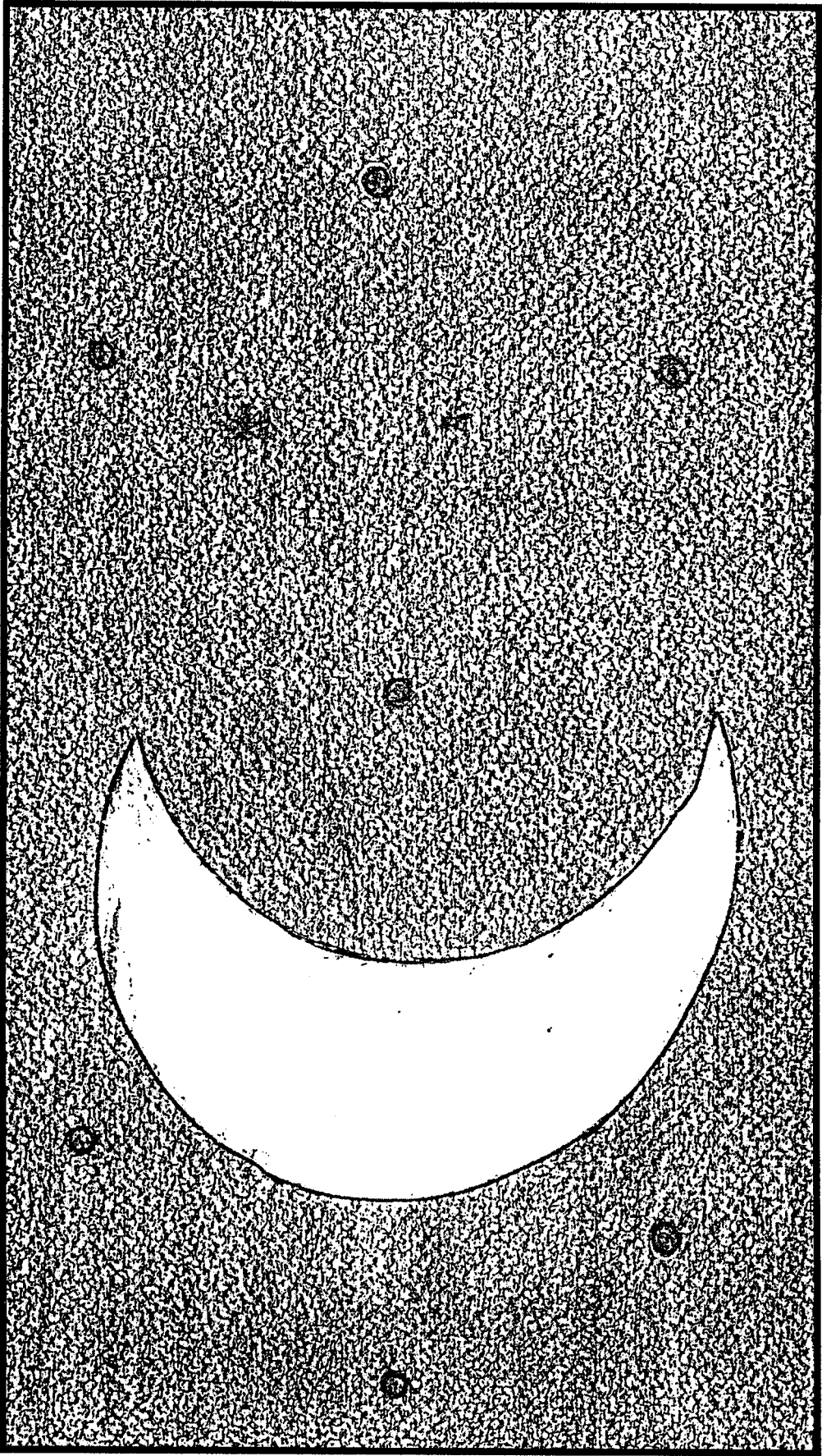
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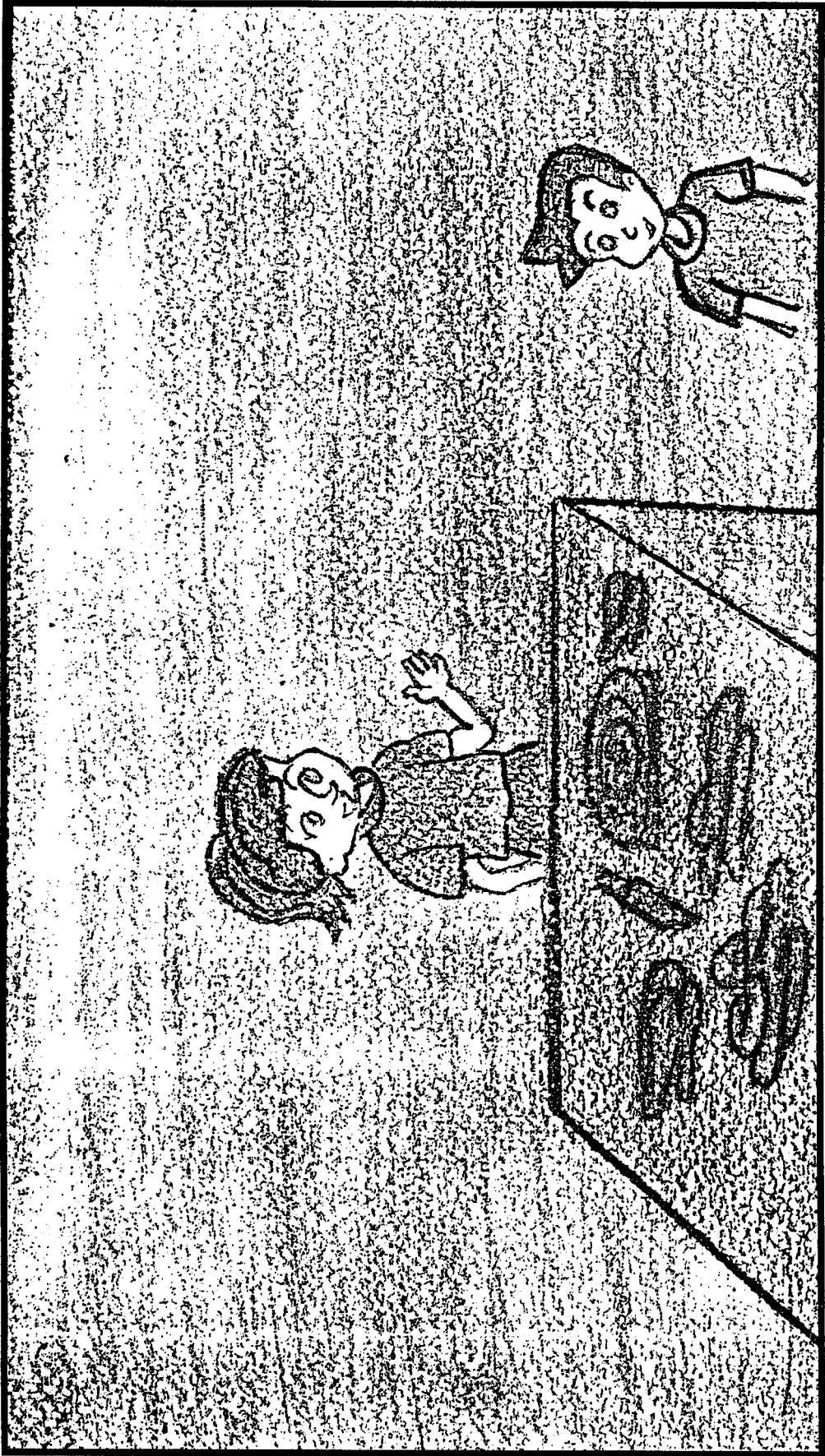
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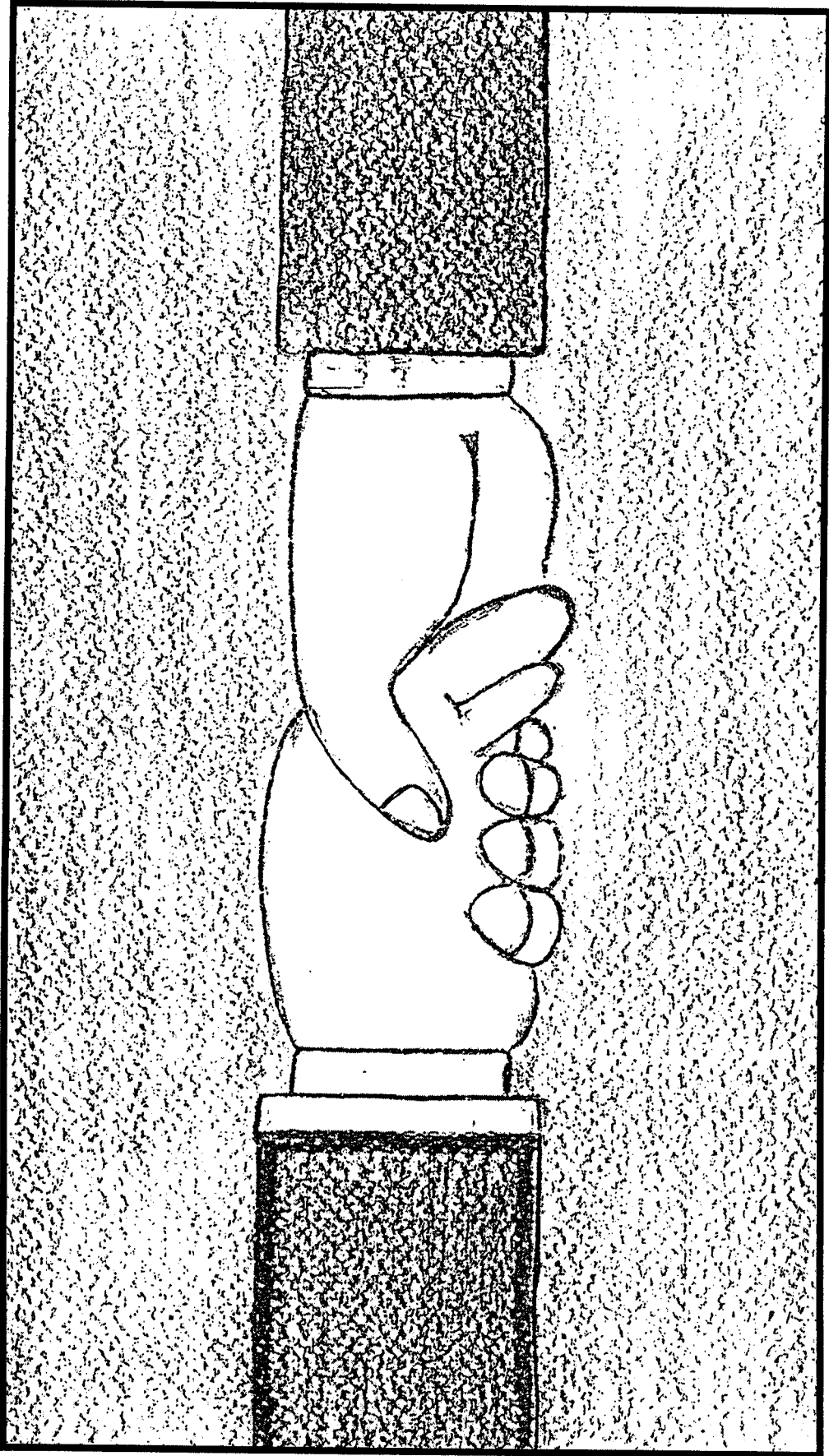
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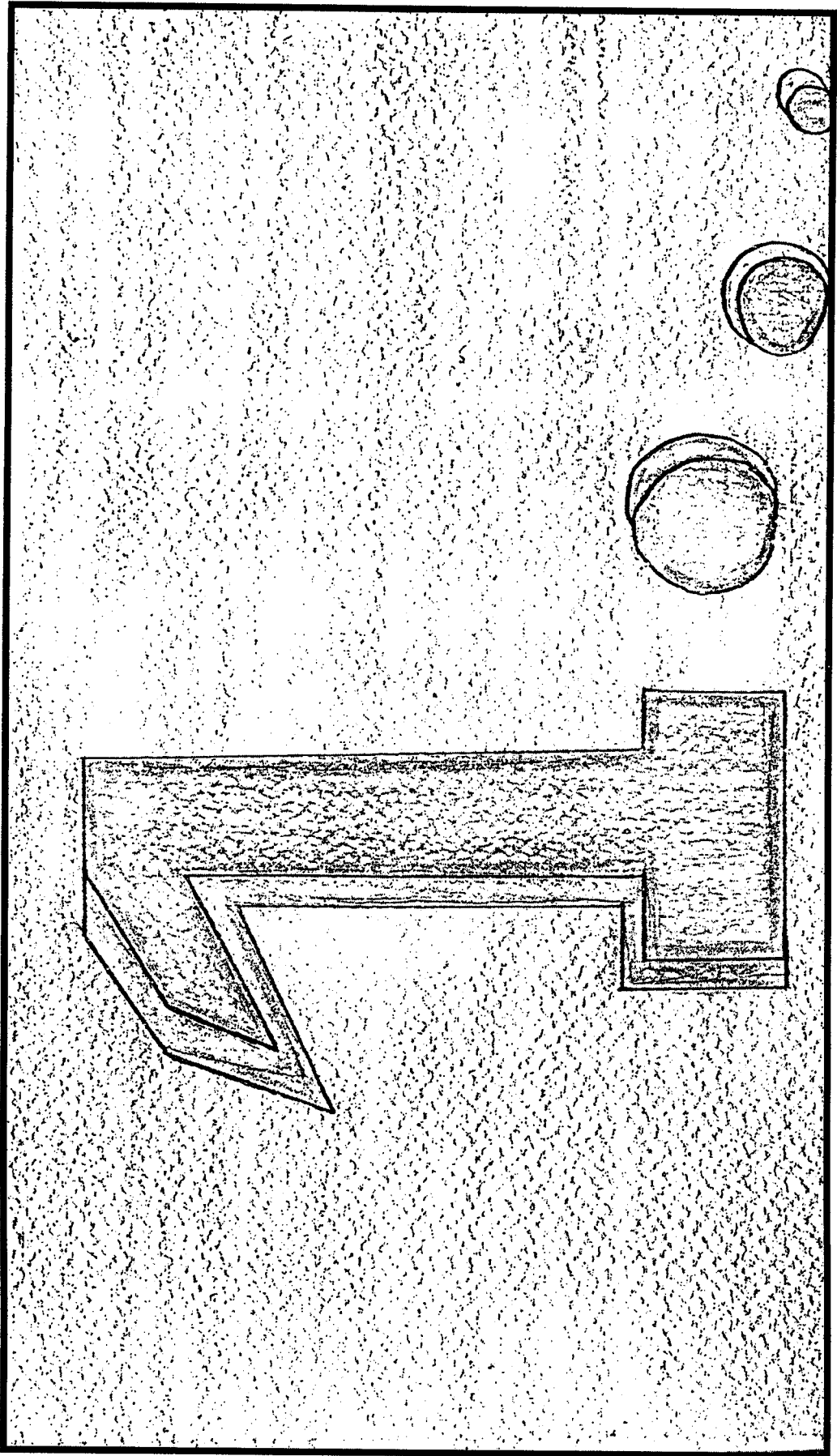
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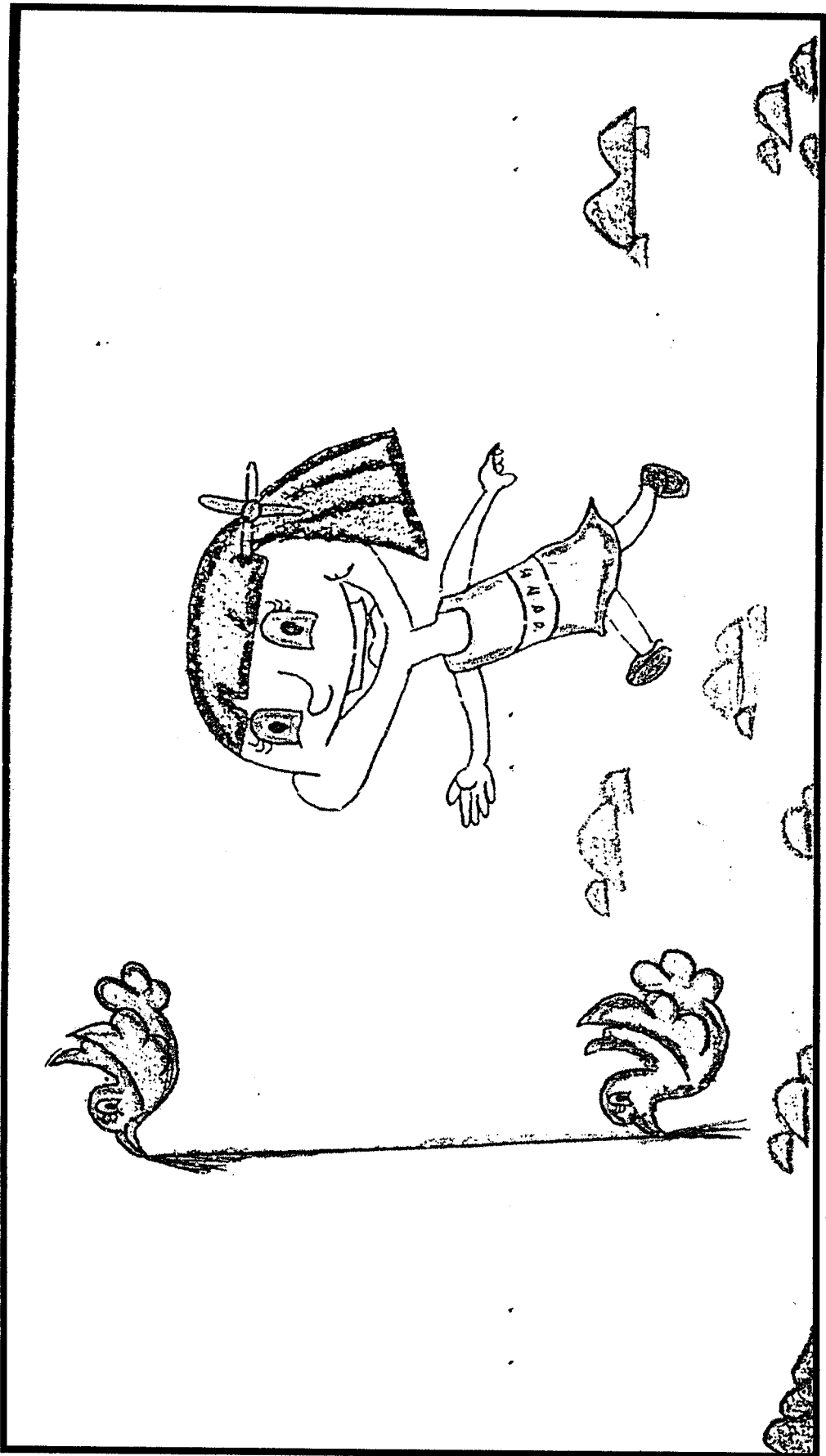
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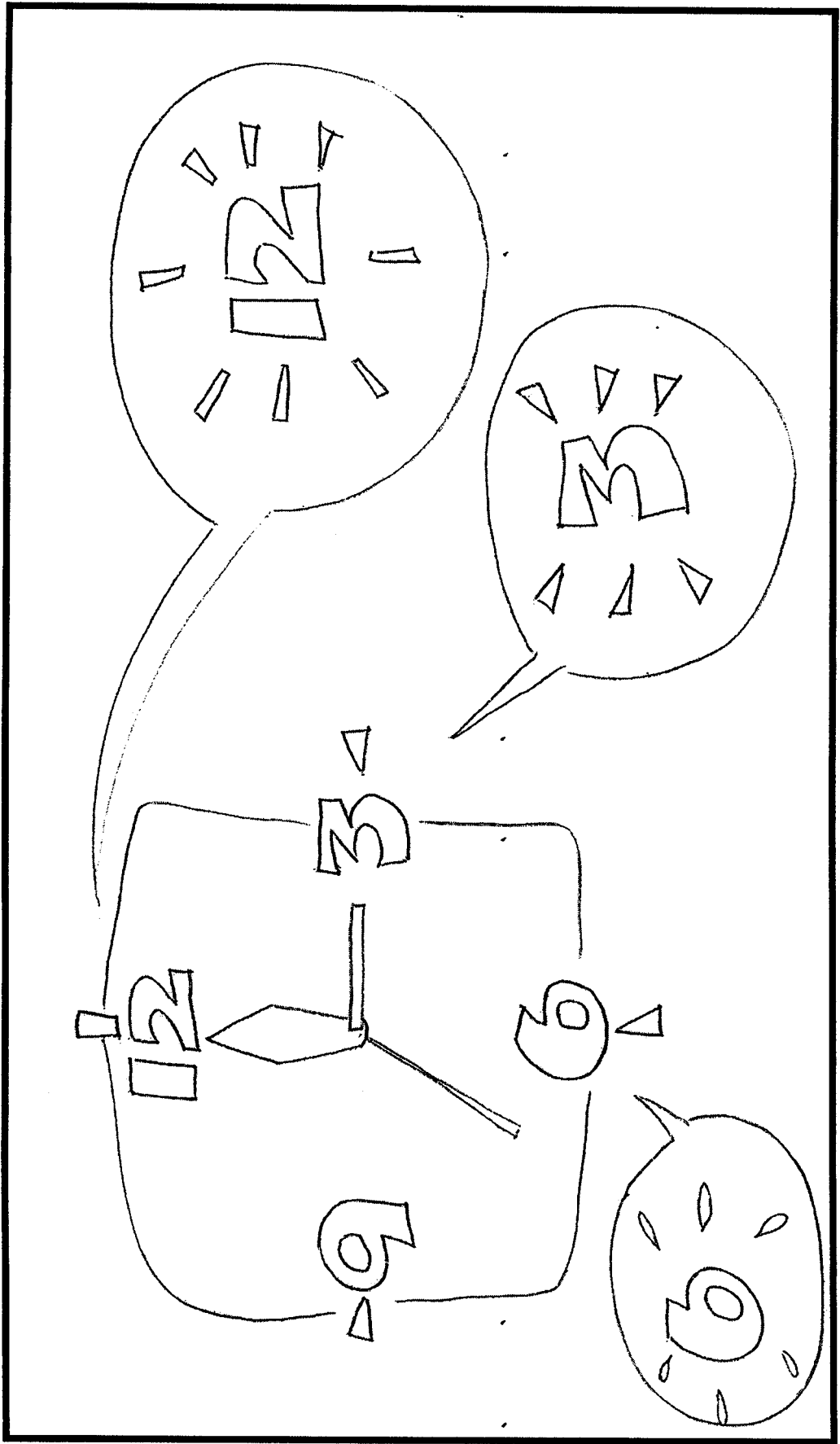
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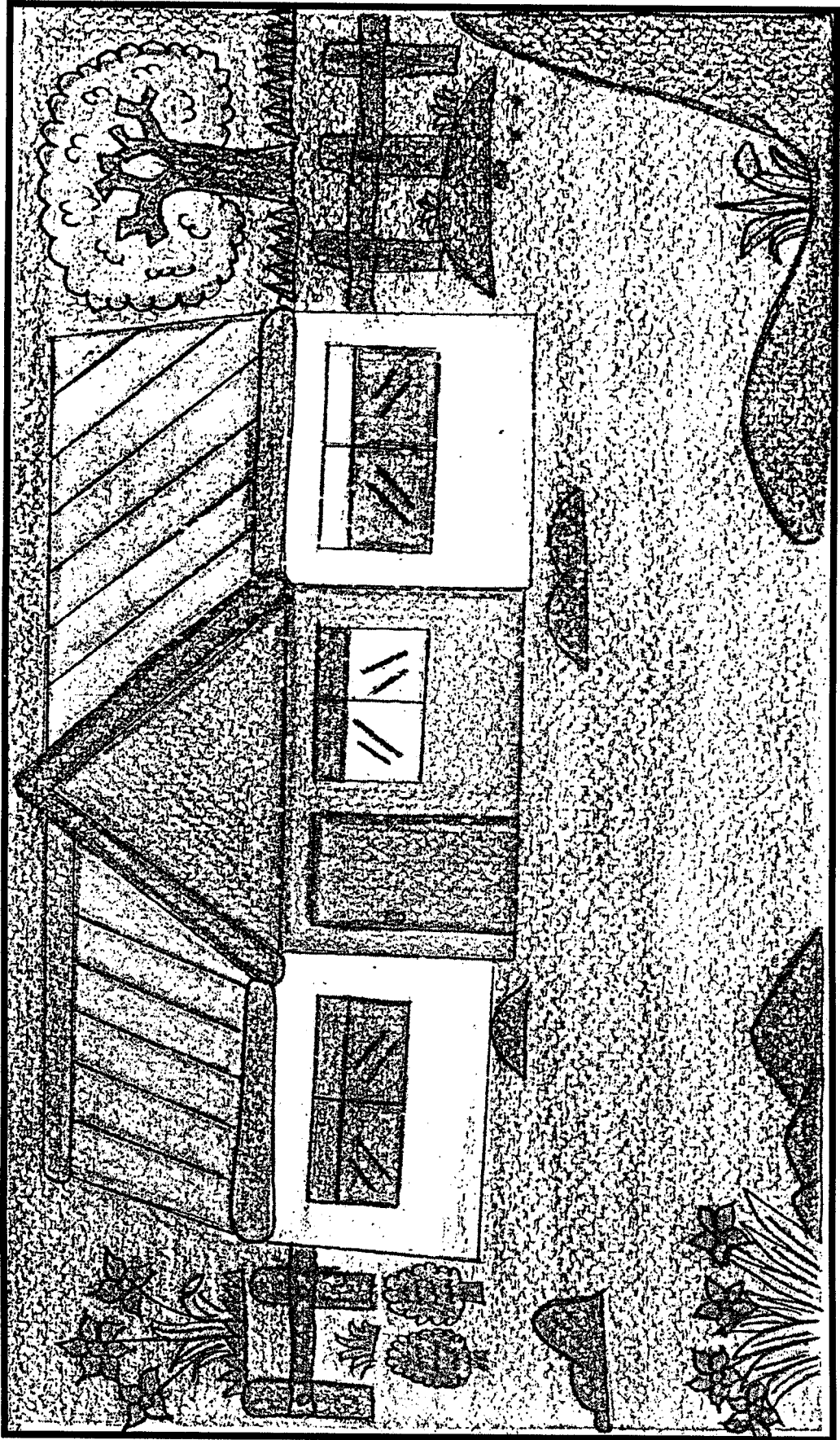
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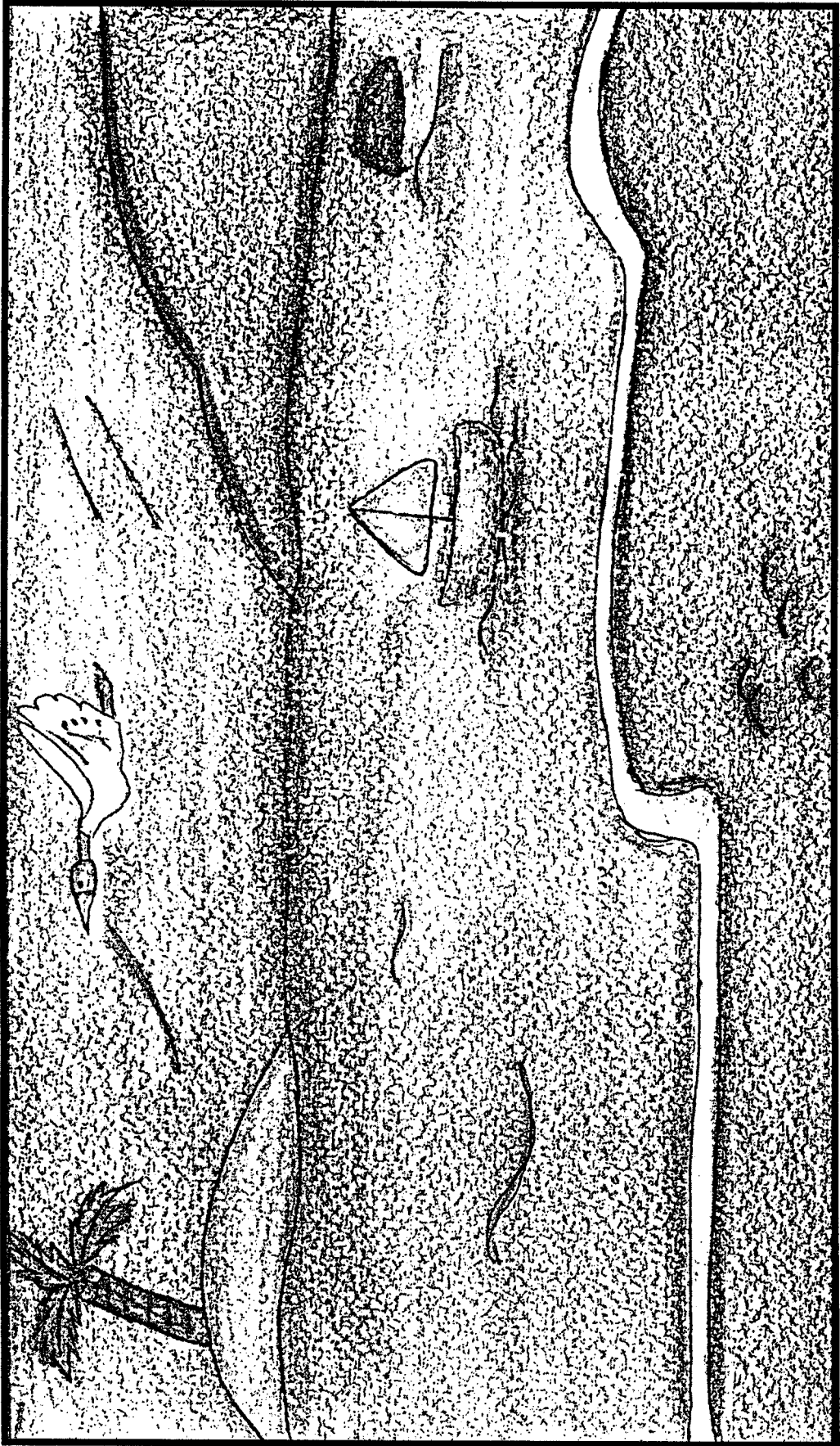
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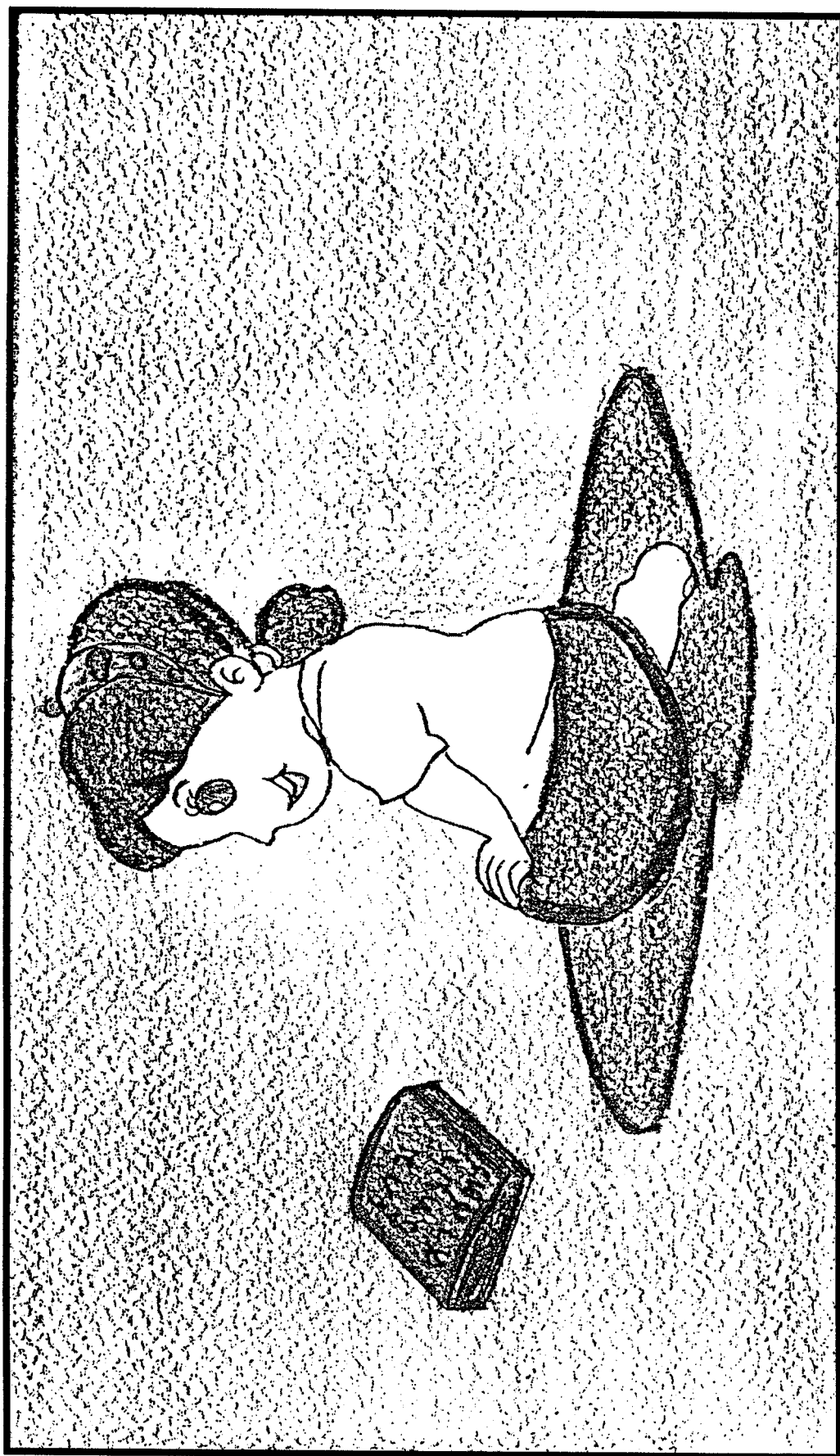
our



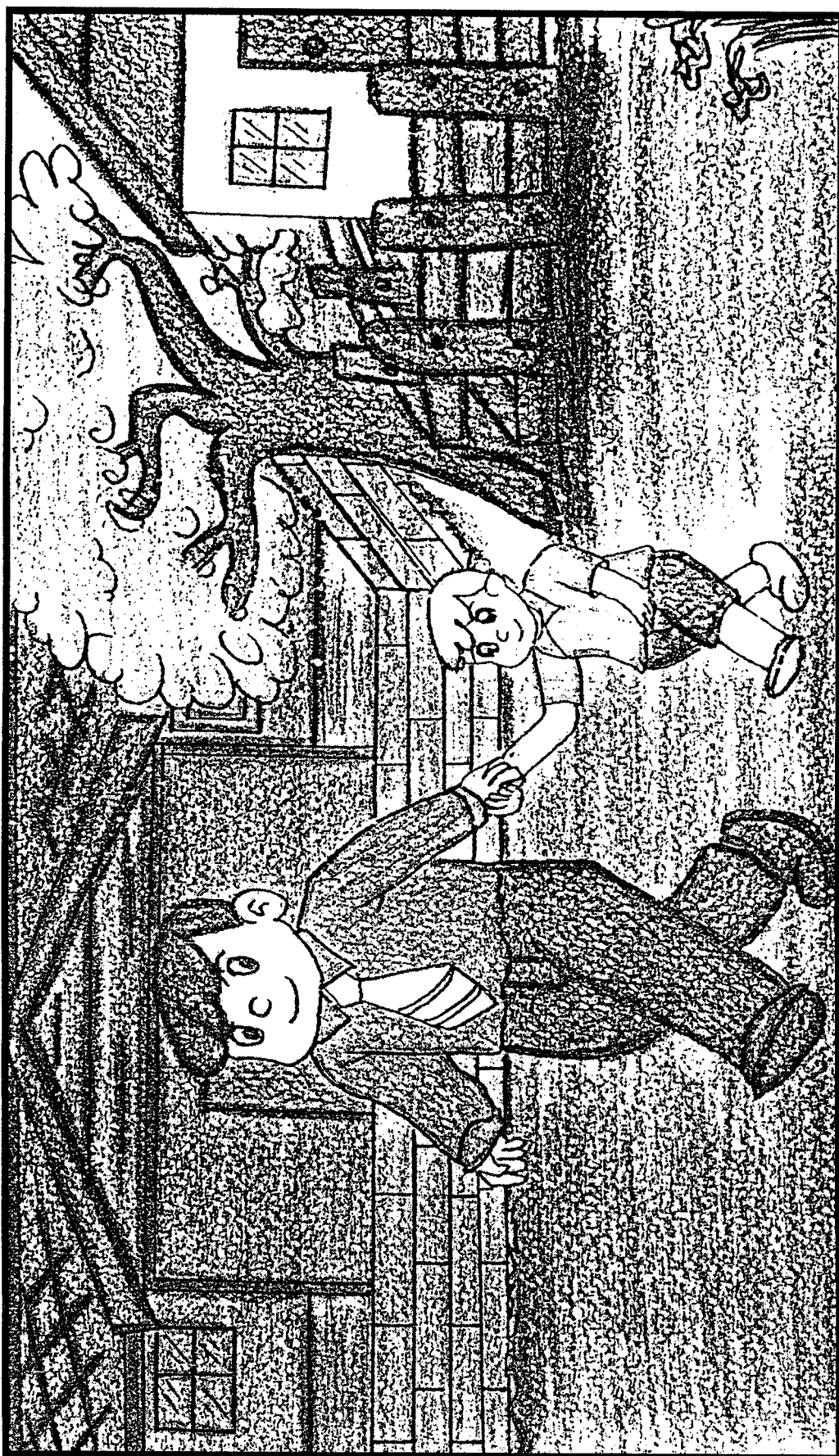
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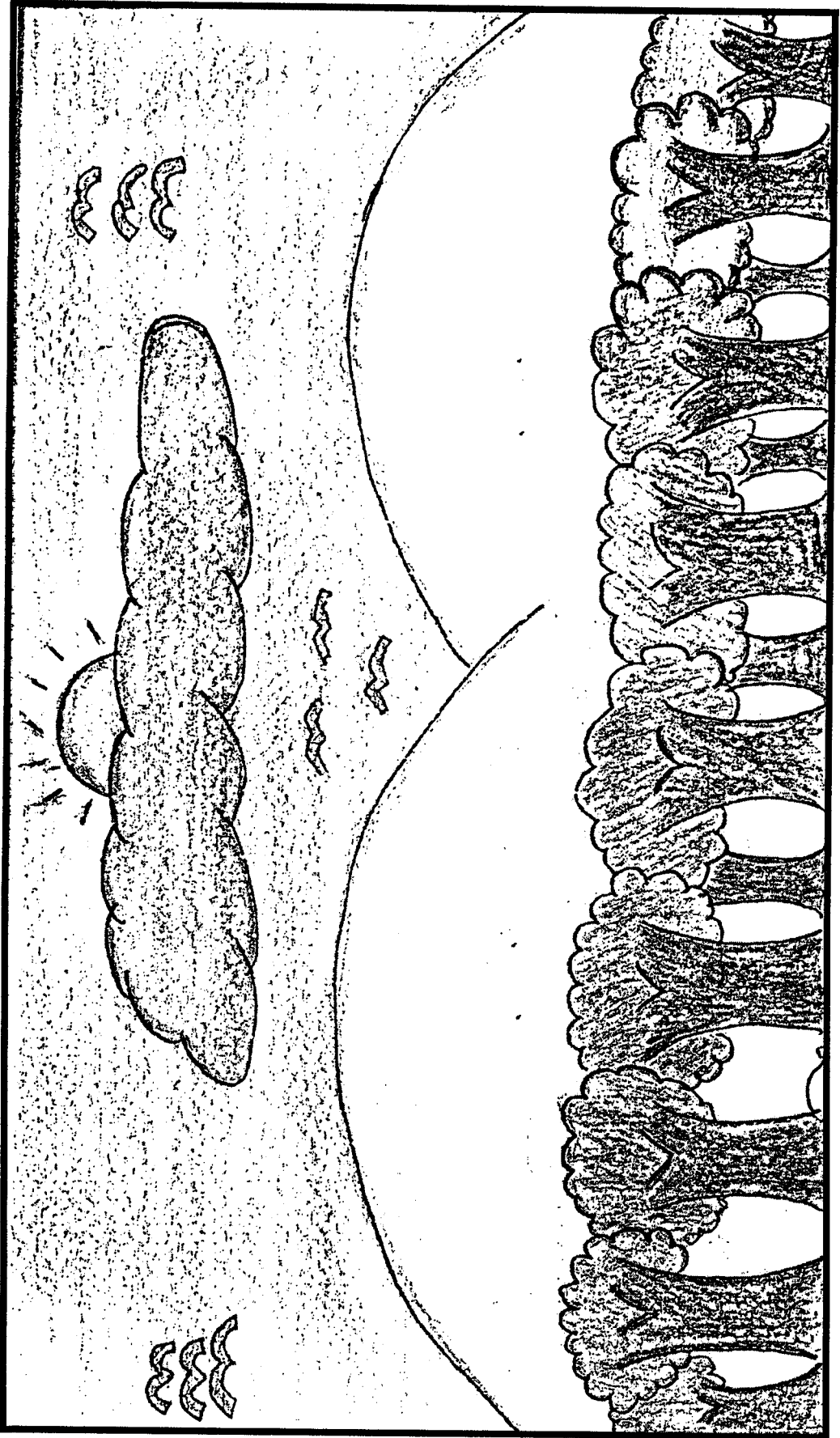
see



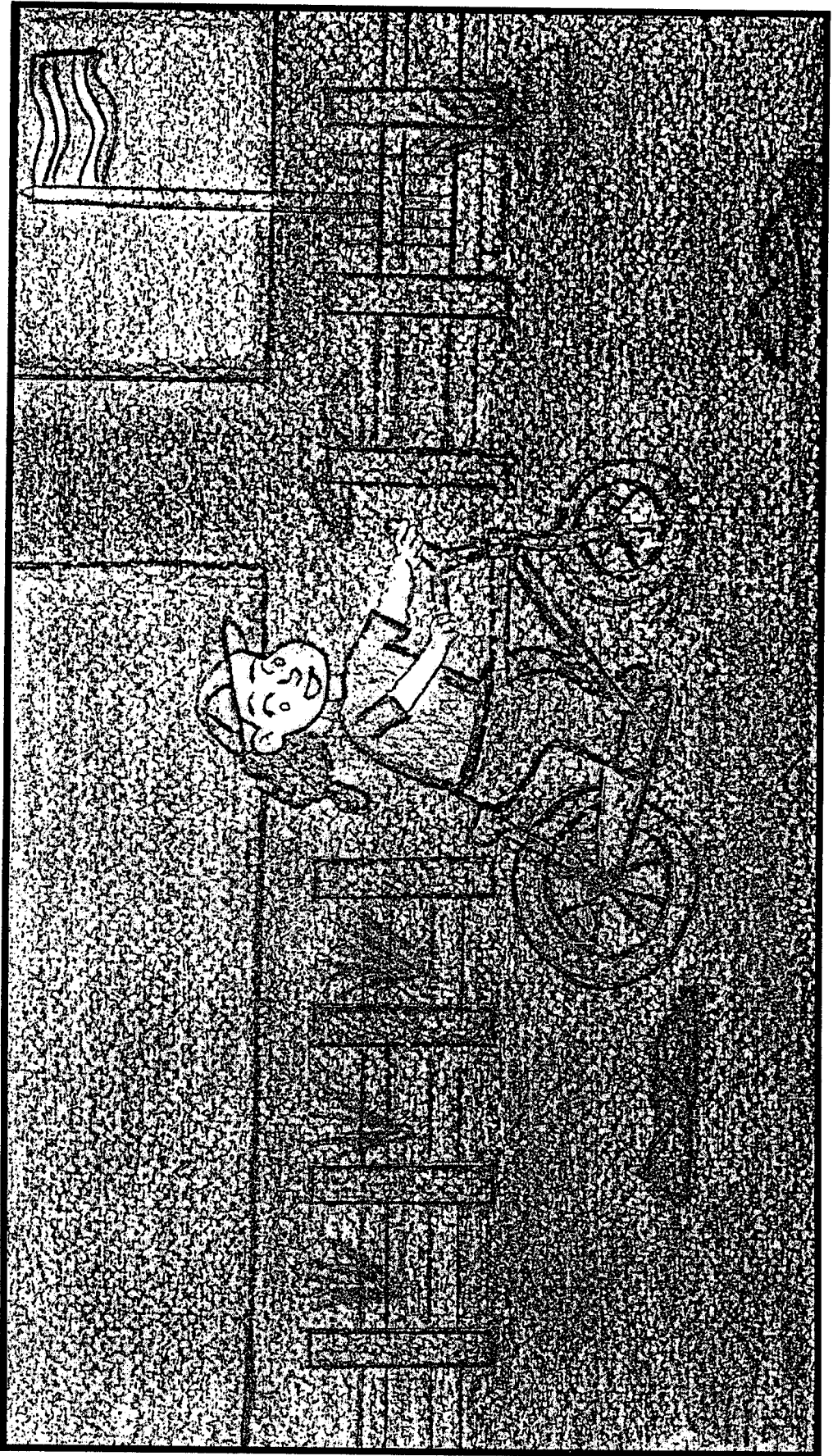
son



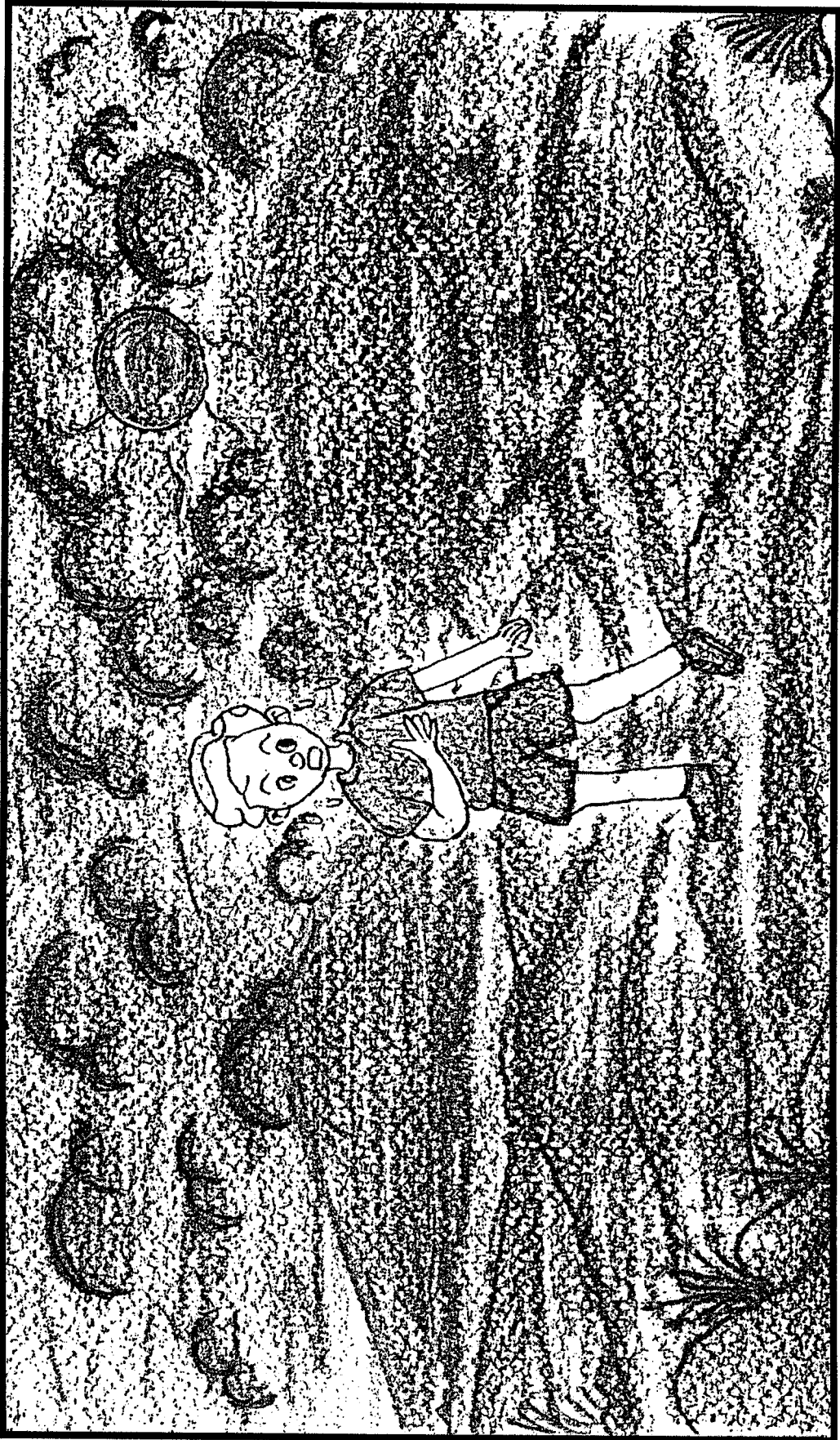
SUN



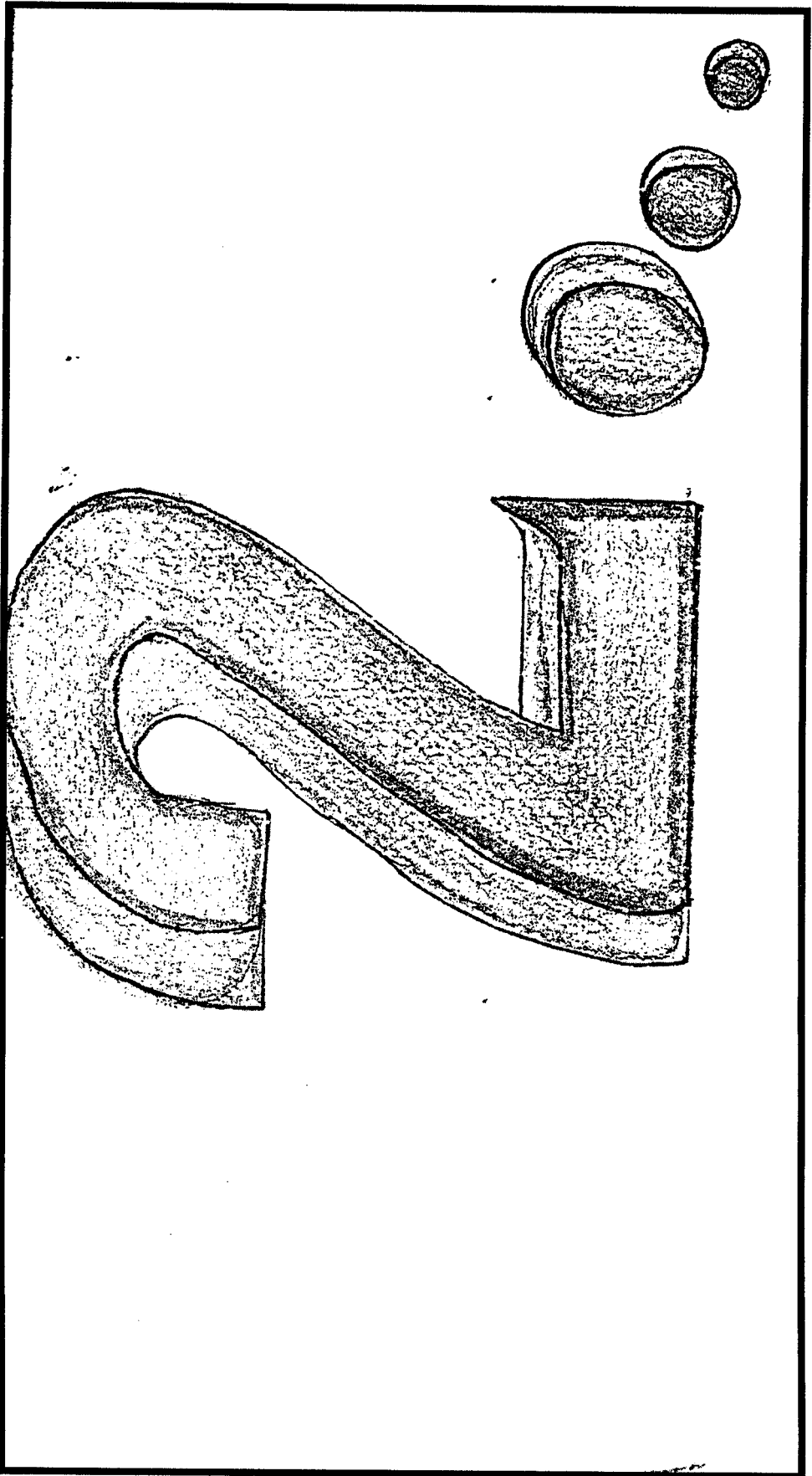
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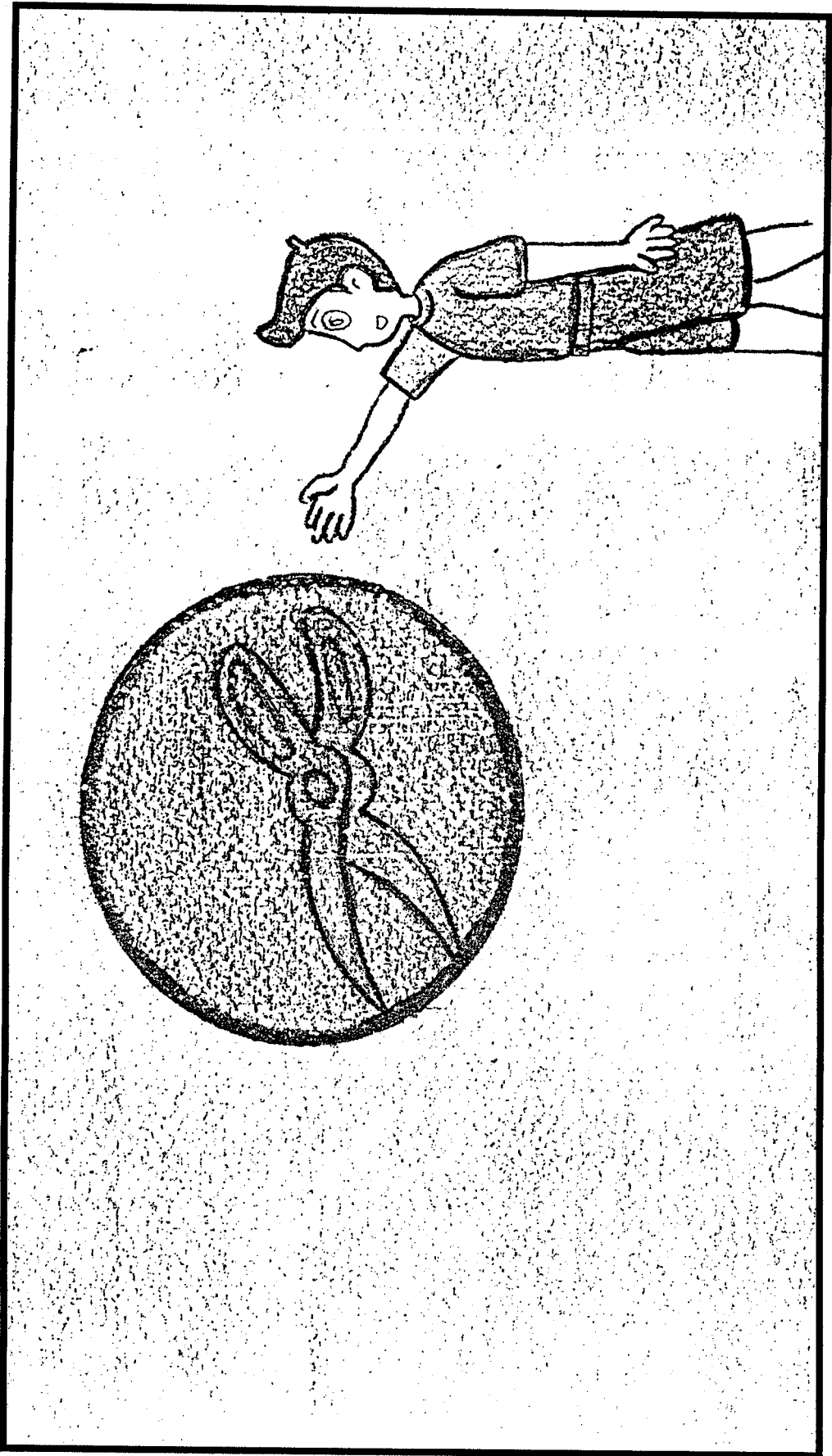
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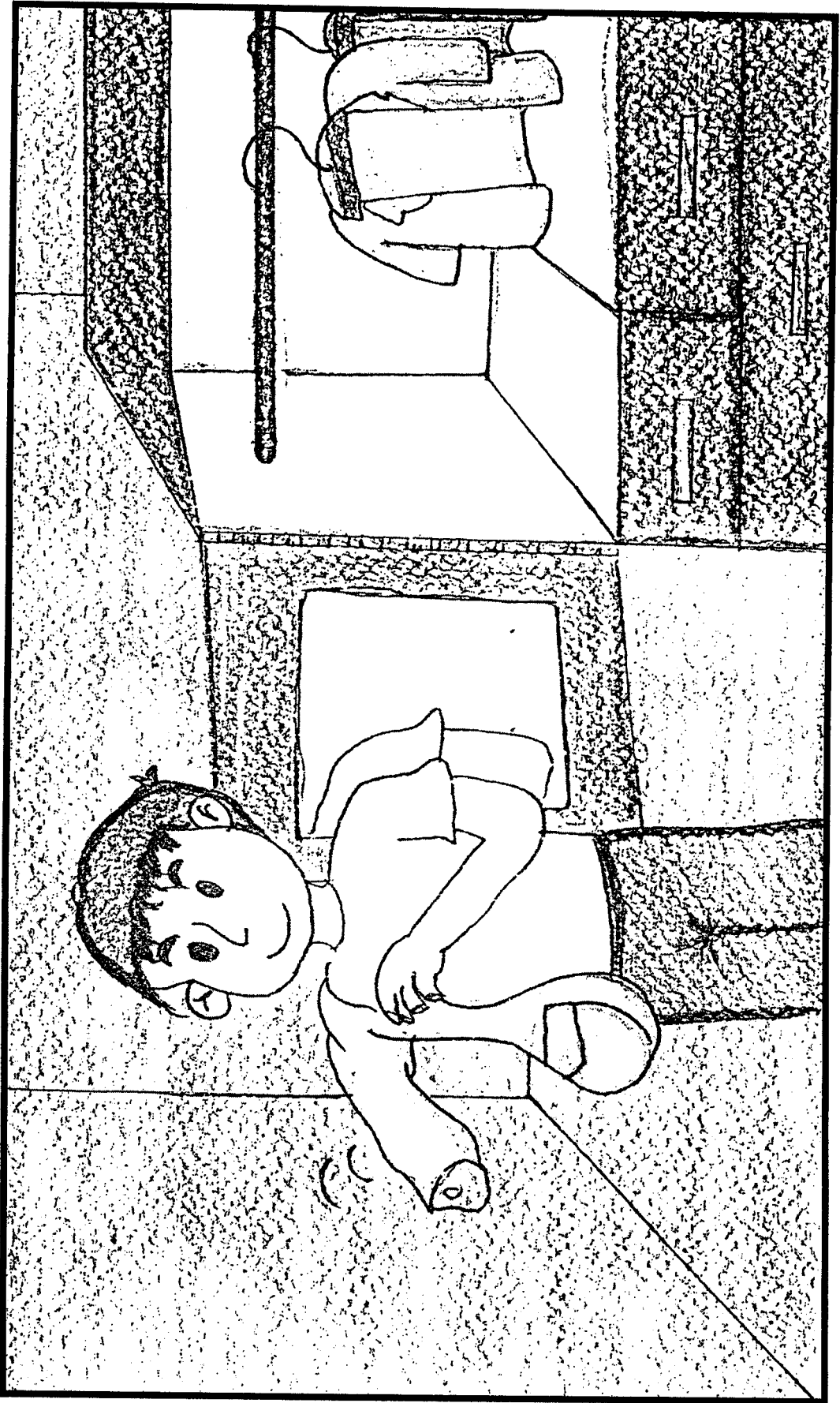
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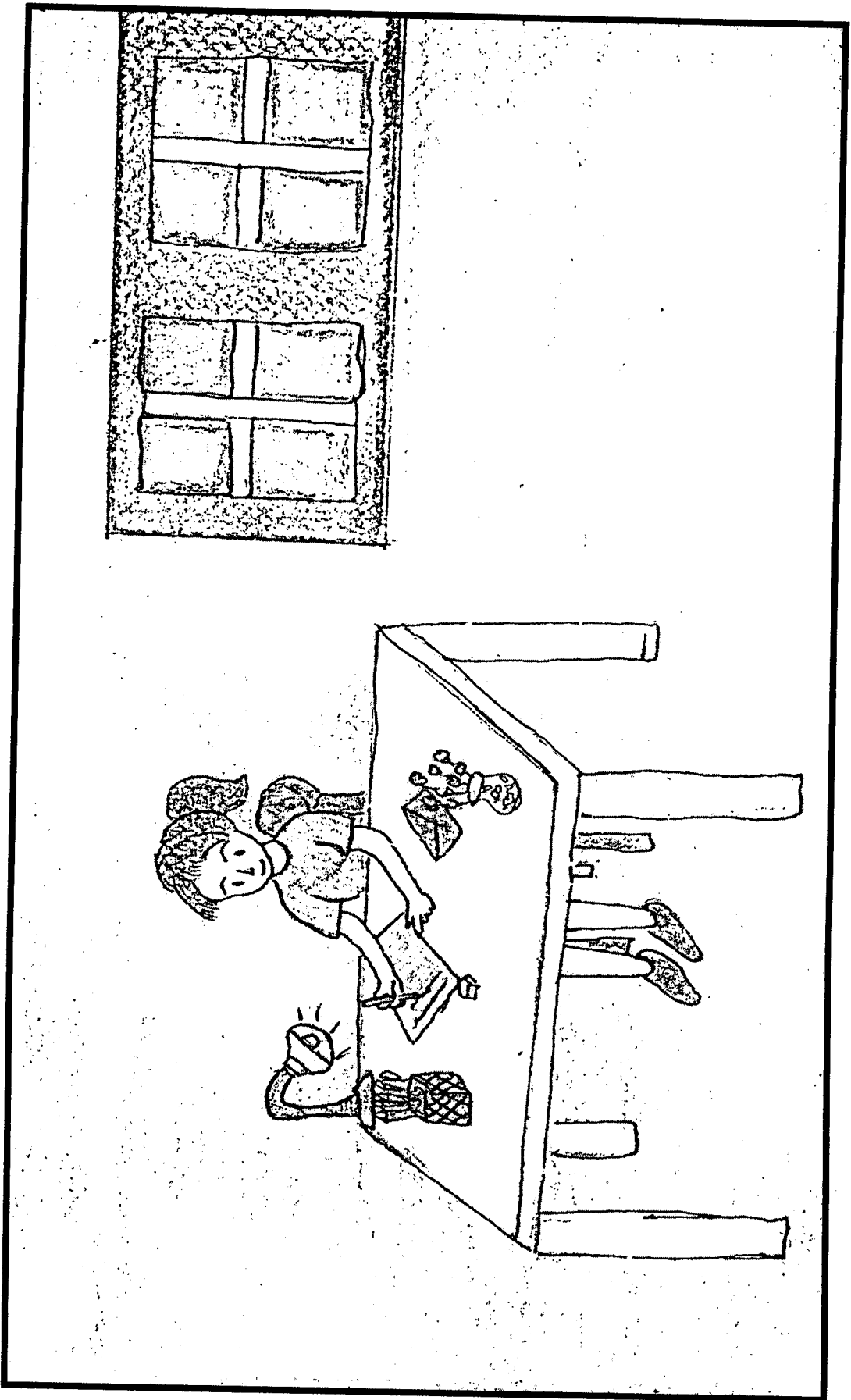
where



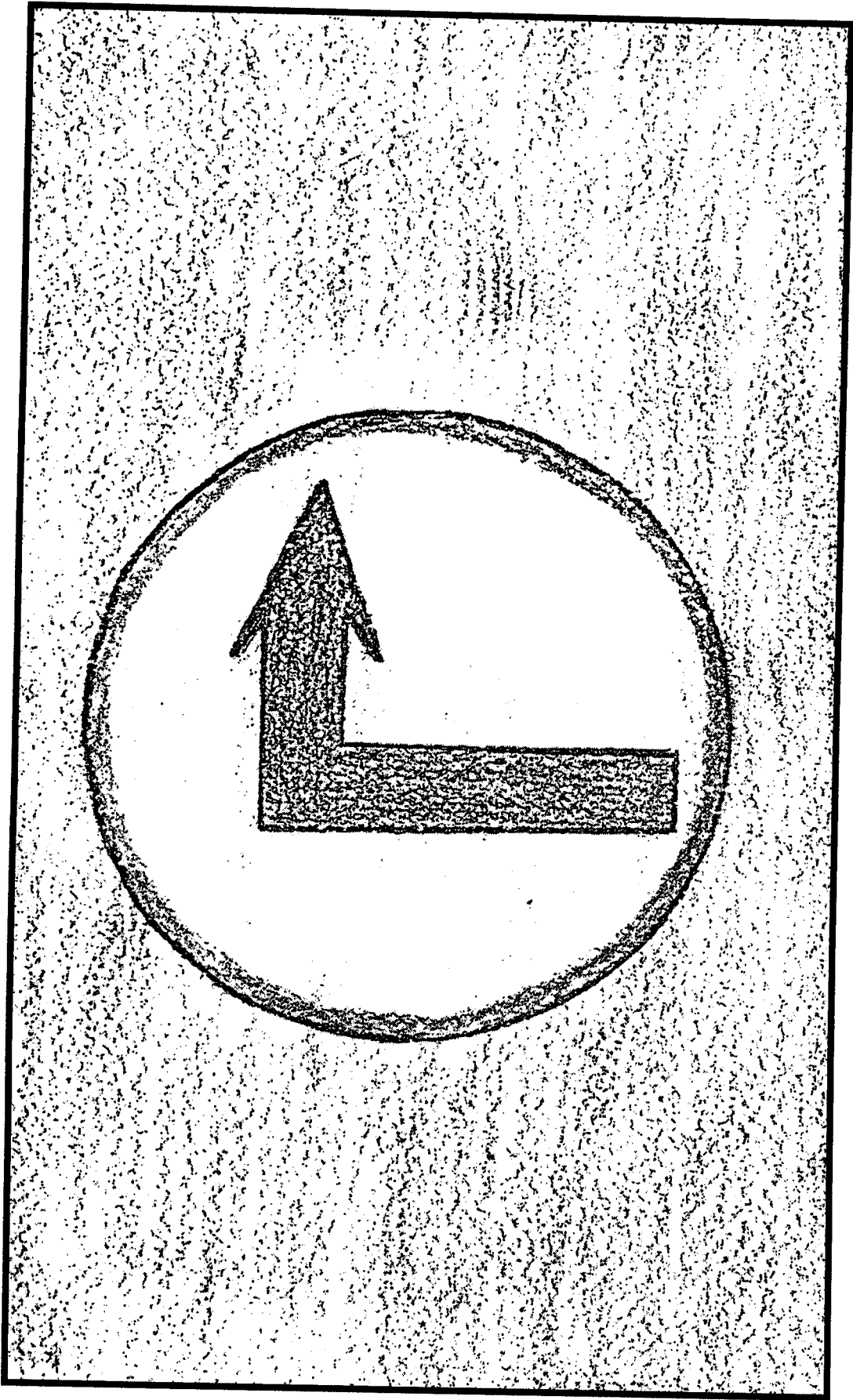
wear



write



right



VITAE

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2007	Master of Art, Ubon Rajathanee University