

## **ABSTRACT**

This case study investigates the effectiveness of teaching young EFL learners how to read and spell through two approaches, which are, the phonics approach and the word recognition approach. According to this research, there was a presumption that the phonics approach was the only effective approach towards teaching young learners to spell correctly. In the process of data collection, the subjects consisted of 20 EFL Kindergarten 3 students who were divided into two groups. According to the research instrument, both the groups had the opportunity to learn the set words through both phonics and word recognition approaches in order to find out and test their spelling abilities. Later, a post-test was conducted to see the long-term effects of both the approaches. The research findings obtained from the study concluded that on average the students taught through the phonics approach achieved a higher score than the students taught through the word recognition approach. However, for some particular words in the themes taught, the word recognition approach was much easier for students to understand and the score was higher than the other approach. It can be concluded that a mixture of different approaches should be used in teaching young children how to spell.