

**A six week Remedial Reading
Programme using the Phonetic
Approach to teach reading to
twelve students in Standard
1 at Holy Ghost School in
Dangriga Town**

**Submitted to the Principal
of Belize Teacher's College
in partial fulfillment of**

**The requirement for a
Trained teachers Certificate
By**

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14th December 2000**

ACKNOWLEDGEMENT

Firstly, I wish to express my sincere appreciation and gratitude to everyone who contributed to the completion of this study.

Special thanks to Mr. Leroy Green, my supervisor, who guided me through my study. To my husband and two sons who were always there to encourage me.

Special thanks to Marilyn Bautista (1993) research paper, which guided me through me study.

Lastly, to the twelve pupils of Holy Ghost School, who were very cooperative and participated in the success of this study.

Table of Contents	Page No.
Chapter 1	
Introduction	5
Background of the Study	6
Identification of the Problem	7
Purpose of the Study	7
Significance of the Study	7
Chapter 2	
Review of Literature	11
Chapter 3	
Research Method	19
Sample	19
Instrument for collecting Data	20
How Data was analyzed	20
Chapter 4	
Description of the Program	22
Evaluation of the Program	
Chapter 5	
Presentation and Analysis of Data	53
Chapter 6	
Conclusion and Recommendations	61
Bibliography	63
Appendix	

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Chapter 1

Introduction

Phonics is an instrumental means of helping pupils to acquire competence in letter-sound relationship. It entails the understanding as well as learning that printed language represents the spoken sounds that are heard when words are pronounced. It is teaching students the association of each sound that is represented by a particular letter or combination of letters.

Decoding, making connection and understanding how words are spelt is an important skill that pupils need to acquire which will enable them to communicate, read fluently and understand written information.

English is the language that is used in many schools throughout Belize. All of the reading textbook are written in English, regardless of the ethnic group of the children. Therefore, the child must learn how to read and communicate in English. This creates a problem to most children in Belize when confronted with the English language by the teacher.

In Belize various languages are spoken, such as Garifuna, Spanish, Maya (Ketchi and Mopan Maya) and the most famous dialect Creole. At schools most children speak the Creole dialect and it creates a problem in their writing, because children often write the way in which they speak. The Creole dialect has all the structure of the language but does not have a standard pronunciation key. This means words are different according to their manner of pronunciation.

A recent survey conducted by SPEAR indicates that there is a high percentage in the amount of Literacy found in Belize. According to the census that was taken in 1992 the results indicated that there is a high percentage Literacy in the villages. This resulted in children who work on various industries from an early age and do not attend school.

✓ Background of the Study

Teachers all over the country of Belize are finding out that our children today have a general problem in pronouncing unfamiliar words. The ability to pronounce and recognize words is one of the most important element in order for good reading to take place and the researcher found out that this is a lacking many schools. Children must learn how to read so that they can later read to learn, this begins by picture association and representation. the ability to read efficiently is a key tool for retaining and maintaining employable jobs. The following statement made by Terry D. Johnson (1973) concerning the teaching of reading is relevant to Belize. "The linguistic abilities of the child are very important in learning to read. It is obviously very difficult for one to see the relationship between the printed code and the language if one does not have a firm understanding of spoken language in the first place."

A good phonics programme will assist in providing a basic reading readiness for children in the classroom. The pupils will be stimulated through various meaningful activities and practices that will enhance in mastering these reading skills.

Identification of the Problem

Many schools in Belize stream children according to their ability. In a single class there maybe two or three groups of reading, this is a result of the reading disability that teachers are experiencing within the classroom. The children of Holy Ghost School were grouped according to their ability in reading, this was observed by the researcher in a Standard 1 Class.

During the months of September and November 1995, it was observed and noted that majority of the students showed little interest in reading. It was obvious that very few pupils were unable to read fluently, and were unable to read their text from the Lady Bird Series "On the Beach." Most of the time they would stop at an unfamiliar word to seek assistance in the pronunciation of the word, they would discontinue to read when the word has been pronounced properly for them because they felt embarrassed.

Based on the researcher's observation, there appeared to be lacked of understanding in the (structure, pronunciation, decoding, and association of words) phonetic skills in this Standard 1 Class.

Therefore, the researcher decided to implement a reading programme to determine if there will be any significant improvement in the reading ability of these pupils who will be involved in the programme.

Purpose of the Study

The researcher found out that the problem that children are encountering maybe a lack of the phonetic skills, so she decided that she will implement a programme based on the phonetic skill which she hope will motivate children to become good readers. This programme is designed to let children develop a love for reading and gain more reading skills.

To assist these pupils the researcher planned to implement a reading programme for six weeks using the Phonetic Approach.

The purpose of the study is to

1. Let pupils associate letters with sounds and objects,
2. Let pupils combine sounds to pronounce words,
3. Use consonants blends and diagraphs to identify their position in words and create new words using blends.
4. Have a basic knowledge of the generalization of vowels.
5. Gain skills to attack new words and pronounce them correctly.

Significance of the Study

The researcher feels that this study is relevant, because more attention is being taken by Belizean and Caribbean Education to improve the level of Literacy in our region.

Children could be viewed as the main beneficiary in that the programme will provide them with the foundation of their reading skills. If proven effective it is also hoped that it will be implemented in schools to improve their reading performance.

Teachers will have at their disposal a method which will be tested, and if faced with the similar problem would have some materials to assist them.

Curriculum Development Unit will be able to benefit from the ideas and activities used in the programme that could be incorporated in an activity pack to assist them in their planning.

Definition of Terms

Reading - the act of producing correct sounds from symbols

Blend - two or more consonants coming together; it can be at the beginning or at the end of a word.

Diagraph - two consonants coming together to make one sound.

Chapter 2

LITERATURE REVIEW

Topic: A six week remedial Reading Programme using the Phonetic Approach to teach reading to twelve students in Standard 1 at Holy Ghost School in Dangriga Town.

Reading is the ability to receive and comprehend language through written symbols. It is the key to the entire learning process in present day schooling. Performance in all subjects is dependent on the ability to read. Children must learn to read in order to read to learn. The teaching and learning of reading is a complex process which is so great that if it is not taught in the correct manner can frustrate the teacher and confuse the learner.

According to Arthur W. Heilan in Principles and Practices of Teaching Reading (1991) "Learning to read is a complicated process, and is sensitive to a variety of pressure, too much pressures or the wrong kind of pressures may result in non-learning." Reading is complicated for it involves speaking, listening, reading, and writing which are bound together. Lack of experience in one mode will affect learning in all the other skills that need to be mastered in reading. Heilman further states that "Reading involves more than the mechanical process." It involves group activities which are associated with reading to enhance the learning process and even though, it is true that learning is partly a social process, each child in a group who learns to read, learns as an individual.

Throughout many schools in Belize, children of different ethnic groups can be found. In many classrooms there are two or more children of different ethnic origin whose language and pronunciation varies. As a result of this it hinders the progress of children whose mother tongue is completely ignored by the teacher. The children is then placed

into a new environment (school) and is expected to speak and write in English when infact they are unable to speak and comprehend this strange unfamiliar language because they are accustom to their first language spoken at home which can be Creole, Garifuna Spanish or Maya. For example a Garifuna child when seeing books at school and is shown by the teacher to give the name of the object will say garada, and a Mestizo child will say libro. Webster R. (1991) in Principles and Practices of Teaching Reading states that “ children whose culture and language or dialect is differ from that of the school, difficulty in learning to read has been a major educational problem for some of these students.”

In many of the primary schools throughout the entire country of Belize, teachers are grouping children according to their ability in reading by providing them with a diagnostic test at the beginning of the term in the hope that it will improve their reading ability. According to Heilman (1991) he states that “ Dividing a class into three or more small groups on the basis of their reading abilities, may be a wise procedure, but this itself will not teach the children in the lowest group who have the common characteristics to become good readers.” However, if the teacher group children according to their ability and adjust learning situation to meet each child’s need with specific instruction, improvement of the reading will occur.

Phonics is the general foundation to the teaching and learning of reading, therefore, teaching reading to a poor reader should be done with utmost care to ensure that proper phonetic skills are learnt. However, most teachers fail to transmit these skills

that are required by the learner as a result the learner becomes frustrated develop less motivation and become poor readers.

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Edwards Fry in his book Teaching Faster Reading (1965) states that "Good readers should know something of the relationship between the latter that they read and the speech sound, which is called Phonics. Sometimes an unfamiliar printed word will become familiar when spoken; and learning new words will become familiar when spoken; and learning new words is often aided by pronouncing it as well as seeing it."

Based on the researcher's observation in the teaching of Phonics, teachers are satisfied when they constantly repeat the words until children are unable to hear or see the word anymore. The children then lack the opportunity to practice the use of the word in their experiences, and the word does not become a part of the child's vocabulary. The child will eventually forget the word and no learning will take place. To avoid such mistrial, it is important to construct meaningful lessons that will be accompanied by teaching aids and games to motivate children and to establish and maintain their interest. These will benefit the good readers as well as the poor readers.

Language experts have broken down English into two categories which are vowels and consonants. there is a disagreement at times about the difference between a vowel and a consonant. One distinct characteristic of a vowel is that it uses the vocal cords, example a as in and e as in me. Based on the researcher's observation some teachers are unable to differentiate between the vocal and nasal sound, and lack the intrinsic motivation in researching to enhance their knowledge. This is an important

element in the learning and teaching of reading since the twenty-six letters of the alphabet do not have the same sound. A consonant may or may not use the vocal cords. The sound by f as in fit or t as in top do not use the vocal cords. Another distinction is that a vowel is relatively open and flowing that can be elongated as desired. This does not always apply to consonants, for example, the t sound must be made short and quick. The passage of air through the speaker's mouth is often twisted and contorted in making consonants where as the mouth is relatively open in vowel sound. Although most young children can tell the difference between print and picture, and distinguish from other graphic symbols, an essential understanding for continued literacy growth is the concept that print represents meaningful language in reading. While children can understand the meaning of features in print when they come to school, others do not see any connection between oral language and print. To provide opportunities for children, teachers should let children focus on the concept that the print represents messages and these messages must be sensible as spoken language and it will enhance the development of children that the concept which is printed is meaningful.

Marion Monroe and Bernice Rogers in Foundation for Reading (1964) categorize the causes of difficulties in learning to read as follows. "A child's emotional balance or unbalance has an effect upon his ability to learn, and retain what he has learnt. Emotionally disturb children are under pressure when they are placed in reading situation. Anxieties, hostilities and withdrawals are some factors that contribute to children experiences that hinder their progress in reading."

- (ii) Visual Defects of various kinds may retard learning to read. One is myopia-near sightedness. Children are not usually aware of the visual defects since they believe that everyone sees just like they do.
- (iii) Hearing Defects - is one of the many infectious illness to which children are prone and may result in hearing loss. Some children sometimes go through periods of temporary hearing loss just at a period when the learning tasks require hearing activity. A teacher should be on the alert to identify children who are even temporary, hard of hearing and give them chair near enough to hear his/her voice in the classroom.
- (iv) Problems resulting from change hand reference Serious Reading problems may develop if a child who naturally prefer his right hand has been pressured into using his left instead. His/Her whole system of motor coordination may be affected as well as his/her perception of space.
- (v) Neurological Problem since they are more difficult to identify their problems of vision or hearing frequently go diagnosed. A child must have an adequate organized central nervous system in order to coordinate and link visual symbols with their meaning. These association take place in the central nervous system where association fibers between the sense areas of the brain are coordinated with each and motor responses. If the brain has been damaged by birth, injuries or illness so that the association fibers are injured, there may be an organic basic for a child's difficulty in learning to read.

It is important that the teachers are familiar with all the causes of reading difficulties. It will enhance their development and they will be able to recognize who is affected by one of the problem stated above. Teachers in Belize school will maximize their alertness in identifying these children by working with individuals rather than in large groups and will administer help and seek the need for a specialist if it is required.

The researcher has observed that in many schools throughout Belize the "Look and Say" approach is adapted - in this approach it presents the word "as a whole and is frequently associated by illustration or real objects. The words are usually repeated in several different meaningful contexts. However, this approach should not be used for children whose first language is not English because it tends to involve children learning words in isolation with little or no link to other words and it offers no real word recognition as it ignores letters in words and it offers no real word attack skills for unknown words.

Donald and Louis M. Moyle In Modern Innovation in the Teaching of Reading (1965) considers that " The sounding of letters is far too abstract an activity during the early stages of reading." Teachers should provide children with charts, flash cards, pictures or even real objects to enhance and motivate them to read, these will stimulate their interest.

A pre-requisite to become a good reader is to know the relationship between oral and written language. In actuality this is taking the concept of awareness of print one step further. Children must be able to recognize that speech symbols can be translated into spoken words. The knowledge would enable children to begin to understand the symbol

system of our language. It follows, therefore, that young children and beginning readers should be exposed to a variety of printed materials and related oral language. This exposure will help children to develop a sense of print and language that will enhance their cognitive development and start them on the road to being successful readers.

Chapter 3

Research Method

After looking at the problems that were directly affecting the pupils at Holy Ghost School, the researcher designed a reading programme that assisted them. The programme lasted for six weeks and also was administered on 18th September to the 27th October 2000. At the beginning of the programme a pre-test was given and at the end of the programme a post-test was given.

The areas that the researcher covered were consonants sounds, short and long vowels sound, blends and diagraphs.

The instructional lessons were taught four days a week from 10 o'clock to 10:30a.m. Thirty minutes per day from Monday to Thursday, and on Friday a test was given to sum up the units for each week which was recorded on a table but was not used as a part of the data analysis.

The grades from the pre-test and post-test were recorded to be used in the data analysis.

Sample

The sample for this study consisted of 12 out of 18 standard one pupils at Holy Ghost School. The pupils age ranged from 7 to 11 years. The sample included pupils who had great difficulty in reading and problem in decoding new words when they encountered them.

Three of the pupils were repeaters. The pupils in the sample are referred to as subjects.

Instruments

Weekly tests were given after each unit was completed but was not used in the data analysis, this information was used to check pupils progress.

The pre-test and the post-test that were given were used to analyze data based on their results. These can be seen on a table chart on figure 3.1 and a bar graph on figure 3.2.

How data was analyzed

The data was analyzed using the results of the pre-test and the post-test. The numbers on the graph and chart indicates a clear interpretation of the data collected; indicating test difference in percentage of each subject. A table chart and a bar graph was used to illustrate the difference between the subjects pre-test and post-test scores.

Chapter 4

Description of the Programme

The programme lasted six weeks. Each lesson was taught for a period of 30 minutes, four days a week. On Friday a test was given to sum up each unit.

The following is a summary of the programme.

Week 1 - Day 1

Topic - Initial Consonants

Objectives - Pupils will be able to give different sounds of consonants and identify them.

Using pictures as clues pupils will be able to complete a word by writing the initial consonants, getting at least 7 out of 10 correct.

Materials - Worksheets, consonants card, picture cards, surprise box.

Activities - Have a student walk around the class with a surprise box and have students select a consonant card. Pupils who are given the card will stand and arrange themselves in alphabetical order, give the sound of the letter that they selected and choose a word that begins with the letter, and tell the class the word. The child will be rewarded with a clap and will sit. Teacher will place pupils in groups of three and will distribute picture cards to the groups and let pupils select from a box the initial consonant of each picture and arrange them in the order then pin them on the chalkboard. Pupils will be given a sheet of paper and will write the initial consonant to the corresponding pictures to complete the words.

Evaluation - Pupils were able to identify some of the consonants, the pictures and give the initial consonants to complete the words. A few pupils wrote C fork. The activities were interesting to them and they enjoyed the lesson.

e.g.

____og

____in

____up

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Week 1 - Day 2

Topic - Medial Consonants

Objective - Using pictures as clues pupils will be able to identify the middle consonant sound in a word, by inserting the letter of the sound in the medial position of words, getting at least 7 out of 10 correct.

Materials - Objects, pictures, flash cards, flipchart.

Activities - Have pupils show the class pictures and the teacher writes the picture's name on the flipchart. Let pupils look at the word and give the similarities in the letter and their position. Pupils will identify only the medial consonants in each word. Pupils will be placed in pairs and they will match objects with their names by using tapes and place the flash cards on the objects and circle the medial consonants.

Pupils will be given a worksheet to complete by using the pictures as clues and write the medial consonants on the blank space provided.

Evaluation - Not all pupils were able to give the correct consonants. Many of them wrote any letter for the picture.

e.g. se__en

ca__el

bo__es

Week 1 - Day 3

Topic - Final Consonants

Objective - Using picture illustration and letter for clues pupils will be able to identify the final consonants by coloring the pictures and complete the words getting at least 7 out of 10 words correct.

Materials - Surprise bag, work cards, objects, worksheet, flash card.

Activities - Teacher will present pupils with a surprise bag. Have pupils select an object from the bag, tell the class what the object is and find a flash card to match the picture. Pupils will be asked what are the similarities between the words; pupils will be asked to give the final consonants of each word. Each pupil will be given a workcard with pictures and will circle the pictures that end with a consonant and read the words to the class. Pupils will circle the pictures that contain a consonant in the last word and will complete each word.

Evaluation - Most pupils were able to identify and color the correct pictures, and complete each word. It was shown that there was a significant improvement in their grades.

e.g

moo__

eg__

ba__

kit__

Week 1 - Day 4

Topic - Consonant in initial, medial and final position.

Objective - Children will be able to recognize the consonant sound in all three position, by providing consonants in the initial, medial and final position getting at least 7 out of 10 correct.

Material - Worksheet, game (Puss in the Tree), flash cards.

Activities - Have pupils play the game "Puss in the Tree." Let pupils take two flash cards from a box and write their names on the card placing the initial, medial and final position of each word and place it in the center of the tree until they can reach the puss. The person to place the last card and place it correctly will get the Puss and inside the package will have many Kittens. Children who got both words correct will get a Kitten. Pupils will be given a worksheet to insert initial, medial and final consonants.

Evaluation - Some pupils still had difficulty in inserting the medial position. There were few pupils who had difficulty in inserting the letter to the final position of the word. The initial insertion of letter was improved significantly.

Week 1 - Day 5

Topic - Test on Consonants

Objective - Provided with a worksheet pupils will be able to place words correctly according to their position getting at least seven out of twelve correct.

Materials - Worksheet, puzzle

Activities - Have pupils complete a puzzle by rearranging letters selecting only the consonants and placing them in the puzzle with the pictures.

Evaluation - Most pupils were unable to place the consonants in their medial positions.

This resulted in a low grade in their performance; only four pupils were able to obtain sixty percent passing mark.

<u>Initial</u>	<u>Medial</u>	<u>Final</u>
Five	Wagon	Fan
Bun	Spider	Bun
Nut	Camel	Nut

Week 2 - Day 1

Topic - Short "A" vowel sound

Objective - Pupils will be able to circle words that contain the short "a" vowel sound
getting at least eight out of ten correct.

Materials - Pictures, worksheet, flipchart, chart.

Activities - Teacher will have pupils present pictures and let the class name them and she
will record the names on the flipchart. Teacher will elicit from pupils through
questioning what letter is common to each word after they have pronounced the
words. Using a chart, pupils will identify the vowel "a", sound it out, and will
underline the word that the short "a" sound is in. Provided with a worksheet,
pupils will identify the short "a" vowel sound by circling the words.

Evaluation - Children enjoyed looking at the pictures and identifying the letters. This
assisted them in pronouncing words.

bag

apple

cane

plane

Week 2 - Day 2

Topic - Short "e" and "i" vowel sound

Objective - Pupils will be able to identify words that contain short "e" and "i" vowel sound using picture clues and pronunciation of words by underlining the words getting at least seven out of ten correct

Materials - Shop paper, markers, worksheet.

Activities - Have pupils place themselves in groups of three and provide each group with a shop paper and marker. Have the leader of the group write ten words that has the letter "e" and ten that has the letter "i". Let pupils identify the words that have the short "e" and "i" sound and circle them. The leader will present to the class the words and pronounce them.

Evaluation - Pupils enjoyed working in groups and being assigned to a position they were able to come up with many words and this helped in expanding their vocabulary.

Week 2 - Day 3

Topic - Short "o" vowel sound

Objective - Using pictures and objects, pupils will be able to select short "o" vowel sound getting at least seven out of ten correct.

Materials - Pictures, real objects.

Activities - Have pupils say the vowels and give the short sound of each.

- Have pupils give words that contain the short "o" sound and let the others pronounced it.

- Teacher will have an oral test with pupils by having them name ten objects with pictures and let them select the ones that has a short "o" vowel sound.

Evaluation - This was not a difficult lesson for the pupils. They were able to name the objects and pictures and had less difficulty in giving the names of objects that has short "o" vowel sound.

Week 2 - Day 4

Topic - Short "u" sound

Objective - Pupils will be able to identify the short "u" vowel sound in words by circling the correct picture and naming the picture by circling the correct alternative.

Materials - Flash cards, chart, worksheet.

Activities - Have pupils select a flash card from a box and let them use the two underlined letters to build new words on it.

e.g. Sun Bun Fun

- Have students read sentences and let them identify all the short "u" vowel sound words and write them in their note book.

- Provided with a worksheet pupils will circle the picture that contain the short "u" vowel sound and circle the correct name.

Evaluation - Most pupils were able to circle the correct picture and name them by circling the correct word.

e.g.	cap	sun
	can	sum
	cup	bum

Week 3 - Day 1

Topic - Long "a" vowel sound

Objective - Pupils will be able to give the long sound of vowel "a". Identify words with the long vowel sound "a" through visual and auditory clues and apply the rule in order to form long "a" vowel sound word getting at least seven out of ten correct.

Materials - picture cards, puzzle, worksheet, pocket chart.

Activities - have pupils identify picture cards with pictures that contain the long "a" vowel sound. The child who identify the picture will select the corresponding flash card and place it in the pocket chart. Children will identify the long "a" vowel sound and use the words to create the rule. Pupils will apply the rule to find five words in a short puzzle in five minutes. Have pupils form words using the short "a" vowel in words.

Evaluation - Pupils enjoyed the activities especially the puzzle. This help them in applying the rule. Only three of them got below passing mark.

e.g. can _____

plan _____

tap _____

Week 3 - Day 2

Topic - Long vowel sound "e" and "i"

Objective - Pupils will be able to identify the long vowel sound of "e" and "i" using the long vowel sound rule by circling the name of the given picture getting at least seven out of ten correct.

Materials - Flipchart, sentence strips, worksheet, objects.

Activities - Have pupils identify three objects and write the names of the objects on the flipchart. Have them identify the vowel and use it to form the rules of the long vowel sound. Present sentence strips and put pupils in pairs to identify the long "e" and "i" vowel sound in them and let them present to the class.

- Have pupils circle pictures that contain the long "e" and "i" vowel sound

Evaluation - Pupils work attentively in pairs and were able to identify long "e" and "i" vowel sound in them. Most were able to do the exercises.

e.g.

pin

bik

pal

pine

bike

pail

Week 3 - Day 3

Topic - Long vowel sound of "o"

Objective - Pupils will be able to identify the long vowel sound of "o" by choosing the correct word for the pictures to complete each sentence.

Material - word chains, glue, tape, picture worksheet.

Objective - Teacher will present each pupils with a piece of bristol board and pupils will write a word that has the long "o" sound. They will glue the end of both ends of the paper and will form a chain. Teacher will ask a pupil to select five words. Have pupils identify the similarities between the words and let them create their own rules. Have pupils say what the pictures is and state whether it has a long "o" vowel sound. Have pupils complete sentences by selecting the correct picture.

Evaluation - Pupils were motivated by the word chain. Most pupils choose the corresponding picture and completed each sentence correctly.

e.g. rope e.g. John bought a new _____.

ripe

bote

John went fishing in a _____.

boat

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Week 3 - Day 4

Topic - Long vowel sound of "u".

Objective - Pupils will be able to identify the long vowel sound of "u" by using auditory and visual clues.

Materials - Balloon, string (twine), pictures, worksheet.

Activities - Have pupils sit and wait attentively as another student walks in the classroom who will be a balloon salesman. On each balloon will be marked the letter "u". The student ask the class to give the long vowel sound of "u". Then will explain to them that if they give him a word that has a long vowel sound they will be given a balloon. Each pupils will be given two chances to get a balloon.

Have pupils tell which picture has a long "u" vowel sound when it is spelt. Have pupils complete words with the correct picture using the long "u" vowel sound.

Evaluation - Pupils were able to give words that begins with the letter "u" and contains the letter "u" in them; identify pictures quickly and complete each blank using the pictures.

e.g cub _____

 tub _____

Week 3 - Day 5

Topic - Test on long vowel sounds

Objective - Pupils will be able to identify the long vowel sound in words using the picture clue and will color the pictures getting at least seven out of eleven correct.

Materials - Worksheet.

Activity - Have pupils review the long sound of all the vowels. Have pupils play a game using the vowels. Provided with worksheet have pupils color the picture that has the long vowel sound.

Evaluation - many pupils were confused with the long vowel sounds and colored all the pictures including the ones with long vowel sound. Only four of them were able to meet the objective of the test.

e.g. long a.

whale

jam

mice

pig

Week 4 - Day 1

Topic - Vowel Diagraph "ee" and "ea".

Objective - Pupils will be able to identify words that contain the long "e" vowel sound that is represented by "ee" and "ea" by circling pictures getting at least seven out of ten correct.

Materials - Flash cards, pocket chart, worksheet. newspaper.

Activities - Pupils will pronounce words that are placed in given pocket chart. Identify the similarities between the words which is "ee" and "ea", and give what words it stands for.

- Have children identify at least five words on one sheet of newspaper that has "ee" and "ea" in them, and let them add it to their list of words.
- Provided with worksheet, pupils will identify the long "e" sound in words by circling the correct word that names each picture.

Evaluation - Pupils were able to identify only some words, but had difficulty identifying words in which all three contains the same letter to the corresponding picture.

e.g.	sell	eat
	seal	each
	seed	ear

Week 4 - Day 2

Topic - Vowel diagraph "ai" and "ay".

Objective - Pupils will be able to identify words that contain the long "a" vowel sound and is represented by "ai" and "ay" by matching words to corresponding pictures getting at least seven out of ten correct.

Materials - Flash cards, worksheet, work cards, gifts.

Activities - Have pupils give each other gifts, inside each gift is a flash card. Pupils will open the gifts take out the card pronounce the word and place it on the chalkboard. Have pupils read and tell what sound "ai" and "ay" make in the words. Given work cards, pupils will place consonants at the beginning and end of long "i" vowel sound to form new words.

e.g. ---ai--- (n.cl) nail

- provided with worksheets pupils will match pictures to the corresponding words that carries the long a vowel sound.

Evaluation - The lesson was motivating and pupils were involved in the activities that were presented to them. They indicated a considerable improvement in their performance.

e.g.	sail	hay
	tail	pay
	tray	chain

Week 4 - Day 3

Topic - Vowel diagraph "oa" and "oe".

Objective - Pupils will be able to identify words in a short passage that has the long "o" sound that is represented by "oa" and "oe" and draw pictures of each words.

Materials - Work cards, pictures, worksheet, chart.

Activities - Have pupils volunteer by reading sentences on the chalkboard and circling the correct alternative and compare each answer to see the consistency in the sound of the vowel. Pupils will tell what vowel sound is represented by "oa" and "oe". Using work cards pupils will solve riddles by writing it on their cards and sharing it with the class.

Evaluation - Pupils did not have much difficulty in identifying words but in pronouncing that was where the difficulty came, and this reflects in the pictures that were being drawn.

e.g. My Dad, Joe, And I went to the store. We bought some soap. My Dad needed to buy a hoe.

Week 4 - Day 4

Topic - Dithong "ou" and "ow".

Objective - Pupils will be able to print and place "x" beside each word that contain the long vowel sound "o" getting at least seven out of ten correct.

Materials - Work cards, flash cards, worksheet, pictures.

Activities - Have pupils identify pictures by naming them and matching them to the flash cards. Have pupils pronounce words and identify what is common to them and discuss it.

- Have pupils build new words using the dithong "ou" and "ow".

- Have pupils pronounce words and have them place an "x" beside each word that has the long "o" vowel sound in them.

Evaluation - Some pupils put an "x" for any word; this resulted because they were unable to pronounce some of the words. While others were able to do well.

e.g. ___ how ___ town

___ low ___ house

___ blow ___ south

Week 4 - Day 5

Topic - Test on Vowel diagraph and diphthong.

Objective - Pupils will be able to identify a diphthong or diagraph in a word using pictures for clues and write on the blank the long sound that is made by the underlined word.

Materials - Worksheet, flash cards, pictures.

Activities - Have pupils identify pictures. Then select a flash card that names the picture and tell what long vowel sound is made.

- Have pupils underline the names of each picture and write on the blank what long sound is heard when the word is pronounced.

Evaluation - Most pupils were able to do well in this test. The picture was a sort of motivation that helped them.

e.g.

feet

lean

feed _____

leaf _____

feel

leak

lie

tie _____

toe

Week 5 - Day 1

Topic - "R" blend.

Objective - Pupils will be able to identify pictures, read riddles, choose the correct "r" blend word to complete each sentence.

Materials - Box with objects, flash cards, worksheet.

Activities - Teacher will read clues to pupils and they will answer the clues by selecting the correct object from the box to answer each clue. The name of the object selected will be placed on the chalkboard. Have pupils tell what is common to the words and let pupils use the words orally in sentences. Provided with worksheets, have pupils identify pictures, read riddles, then choose the correct word and insert it on the blank space.

Evaluation - Pupils were interested when clues were read and were all eager to find object in box. They sound out the blends without much help; but had difficulty in identifying pictures on worksheets.

e.g. broom crow frame

(1) I am a blackbird

I am a _____.

(2) You sweep the floor with me.

I am a _____.

Week 5 - Day 2

Topic - "L" blend words

Objective - Pupils will be able to identify pictures and circle the correct blend that stands for the beginning sound in each picture getting at least seven out of ten correct.

Materials - Objects, flipchart, worksheet.

Activities - Teacher will present objects e.g. a plant and a glass and have pupils write them and give the sound of the initial letter. Write them on the chalkboard and ask what is alike to the words and let pupil identify the letter that is in the initial position and state what kind of letter it is. Pupils will put both letters together and will pronounce it.

Teacher will explain to pupils that two consonants coming together forms a blend.

Provided with worksheet, pupils will identify pictures and circle the blend that stands for the beginning sound, meaning the picture.

Evaluation - Most pupils were able to perform well on the activities by identifying the picture and circling the correct "l" blend.

e.g.	bl	pl	cl
	fl	bl	bl
	gl	cl	gl

Week 5 - Day 4

Topic - Final blend in words.

Objective - Pupils will be able to compare words using picture for clues and circling the correct words getting at least seven out of ten correct.

Materials - Objects, chart, flipchart, worksheet, flash cards.

Activities - Teacher will have pupils identify objects that are taken from a surprise box and write the name on the chalkboard. Pupils will identify blends at the end of each word and circle it. Teacher will produce a chart and let pupils use flash cards by writing the correct blend on them and read them to the class. Have pupils circle the correct word that names each picture and underline the final blend.

Evaluation - Ten out of twelve pupils were able to maintain a passing mark. The additional two were given more drills in words who did not obtain a passing mark.

e.g.

plank
plant

hand
hang

mast
mask

Week 5 - Day 5

Topic - Test on Blends.

Objective - Pupils will be able to read sentences and complete each by inserting the correct word that contains the blends on the line getting at least seven out of ten correct.

Materials - Worksheet, puzzle.

Activities - Have pupils work in pairs to circle the words that contain any blend in them and list all the blends that can be found in the words. Pupils read word and incomplete sentences and write the correct word to complete the sentence.

Evaluation - Pupils were not quite successful on this test as a result only three of them were able to obtain a passing mark.

e.g. scrub prince Fred

1. The boy name is Fred.

2. The son of a King is a Prince.

Week 6 - Day 1

Topic - Consonants digraph (kn, th, ch, sh).

Objective - Pupils will be able to read each word, identify the consonant Digraph in each word by circling them getting at least seven out of ten correct.

Materials - Flash cards, work cards, worksheet.

Activities - Have pupils take four flash cards, pronounce the digraph. Have them think of words that contain the digraph, then form groups of three. Each group will be given a set of flash cards and will write words on them that contain the digraph kn, ch, th and sh. Have pupils present their words to the class by reading them. Provided with worksheets, pupils will identify consonants by circling the digraph in each word.

Evaluation - Most pupils perform well and were able to circle the consonant digraph on each word. They also form the words when placed in groups to use the digraphs to create new words.

e.g.	s ch eme	ch oke	e ch o
	nor th	kn it	write

Week 6 - Day 2

Topic - Consonant diagraph (ph, wh, gh).

Objective - Pupils will be able to read words with consonant diagraph and insert missing words to complete sentences.

Materials - Towels, objects, worksheet.

Activities - Have children play a game by blind folding a child with a towel and let him feel objects, give the name of it and the diagraph it contains. If the response is correct the child will be awarded. The response will be written on the chalkboard. Have children create new words using the diagraph and give oral sentences using them. Have pupils read sentences and words and complete each sentences by inserting words to complete each sentence.

Evaluation - Pupils were able to identify some objects. Pupils had difficulty in spelling words that begins with "ph" as "f". this was corrected.

e.g. Chirping laughed sigh

The birds were chirping.

He laughed as he walked.

Week 6 - Day 3

Topic - Consonant diagraph.

Objective - Pupils will be able to insert consonant diagraph to complete a word and write sentences using the diagraph.

Materials - Puppet, puppet theater, worksheet.

Activities - Have two pupils go into the puppet theater and use the puppets to say words.

Those children who are seated will give the response to the puppets. The puppets will say "Bench" then will call on a pupil to give the consonant diagraph in the word and if the answer is correct, will be rewarded with a praise. Pupils will complete words by inserting the correct diagraph and form a sentence using it.

Evaluation - Pupils had fun in using the puppet theater, and interesting in learning.

Written exercise was done correctly to an extent. Two pupils were unable to complete the four sentences.

e.g.

watch

I have a watch.

Week 6 - Day 5

Topic - Post test

Objective - Pupils will be able to complete each word by inserting correct letters on the blank that names each picture.

Materials - Worksheet.

Activities - Have pupils complete words that names each picture by inserting letters on the blank space. Pupils will go to the teacher individually, points at the picture and name it.

Evaluation - More than half the amount of pupils were able to get sixty percent and over.

Two of them obtained ninety percent. Four pupils were able to obtain less than the passing mark required by the school. One pupil got forty percent, which was the lowest percent.

Week 6 - Day 4

Topic - Test Blends and Diagraph.

Objective - Pupils will be able to read sentences given as clues and select the correct word for the given clue.

Materials - Worksheet, 3 cardboard house.

Activities - Have children learn what should be done in order to play the game by telling them. Have the class divided into three rows. Each row will have four students. Give each row a box, the pupil can only pass the box to the person sitting in front of them who can give another word that contains a consonant blend or consonant diagraph. Pupils will read sentences given clues and select will the correct word for each clue.

Evaluation - Some pupils had difficulty in reading sentences. Only about half the amount of pupils were able to obtain a passing mark.

e.g. Your mother's son is your _____.

A _____ is used to tell time.

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Chapter 5

Presentation and Analysis of Data

Presentation and Data Analysis

The researcher would like to state that the pupils who participated in the program conducted in Standard 1 class at Holy Ghost School will be referred to as Subjects. The table below shows the individual and overall mean scores of the Pre and Posttest and the difference of scores obtained in the program.

Figure 3.1

Table chart-Pre-test, Post test and Difference

Subject	Pre-test	Post-test	Difference
A	60	90	30
B	55	75	20
C	35	45	10
D	50	70	20
E	55	80	25
F	45	55	10
G	40	65	15
H	30	45	15
I	25	40	15
J	50	75	25
K	55	70	15
L	60	90	30
Overall Mean	46.6	66.6	20

Figure 3.3

Table Chart - Subject Weekly test results at the end of each unit.

Subjects	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	MEAN
A	65	75	65	70	60	90	71
B	60	70	65	45	30	60	55
C	65	20	45	65	45	50	48
D	30	45	60	90	65	70	60
E	45	40	60	65	40	A	50
F	50	55	60	65	30	60	53
G	55	55	25	70	55	A	52
H	50	A	45	70	50	A	54
I	20	30	25	15	A	30	24
J	35	60	A	65	55	70	57
K	45	A	60	40	45	75	53
L	65	70	55	60	75	90	69
Unit Mean	49	52	51	60	50	66	

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Overall the researcher felt that the program was a success although some pupils demonstrated very slow progress. To indicate the pupils performance the Pre-test and Post test scores were compared on the table chart there was an improvement in every child's level of performance and each benefited from the program.

The average passing mark of the school is sixty percentage. The data on the table 3.1 shows that in the Pre-test there was an overall mean score of forty-six point six percent. This suggest that at the beginning of the school year only two pupils were able to obtain the passing ark subject A and L, the other ten pupils were below the passing mark of the school. The data go on to show however, that after the implementation of the program, the Post test mean score was sixty-six percent, some difference of six point six percent above the passing mark and eight pupils were able to obtain the it.

The mean difference between the Pre-test and the Post test was twenty percent. Overall, it was seen that the program showed some kind of achievement in pupils' learning activities.

It can be considered that the program was successful, but also pupils gained a difference of scores which ranged from ten percent to thirty percent. This would seem to suggest that each student develop some relatively good reading skills.

The differences of the subjects were remarkable, with subject A and L obtaining the highest difference of thirty percent. Subject A did not contributed much in class discussion because she was shy, however she was a good listener and participated in class activities. Subject L had short attention span, for he was a new student who had recently been transferred and was more into socializing. The researcher believes that because of the change of environment and the fact that he had little phonetic skills and was more

into social interaction he did not perform any better. These factors affected subject L level of performance and hence his learning.

Subject I made a difference of fifteen percent. He did not function well, he was constantly being called to be attentive because he sleeps a lot during classes. he claims that he often goes to sleep late, and that he sleeps because he is always hungry.

Subject E and J scored a difference of twenty-five percent. Both subjects contributed a lot to class discussion and were actively engaged in activities that were prepared. Subject E was much more attentive than subject J and was a good listener. Subject J readily took leadership roles in the groups that he was place in and function as the leader. He has good leadership qualities.

Subject B and D scored a difference of twenty percent. Subject B is an attentive, but shy child. He gave answers and participated in class only when called upon. Subject D is a repeater and has behavioral problems, this however did not interrupt with his learning totally.

Subject G,H,I and K made a difference of fifteen percent. Subject G actively participated in the lessons and displays a lot of interest. She likes to do her work very fast, and doesn't stop to check and make corrections as a result she often makes unintentional errors. Subject H speaks Garifuna and has a limited knowledge of the English language. This made learning quite difficult for him since teaching and learning was done in English Language. Subject I was a repeater and was often absent for the lessons, prior to this, she was unable to complete two test on the units. Despite the fact that she was absent, because of her illness, she was still able to improve her performance. Subject K was not attentive, she was more concerned with the students need in the classroom by

sharing her materials with them, this lessens the time that she often spend on her activities and her work is often incomplete.

Subject C and F both made a difference of ten percent. Subject C had difficulty understanding and applying the explanations of the lessons. She was a slow learner and needed individual attention. It was difficult for this subject to cope with the lesson due to the duration. Subject F is also a repeater, he has short attention span and behavioral problem. When called upon to answer n class he answers very quickly without thinking. He raised his hand for nearly every question but rarely give a correct reply.

It should be noted here that all subjects benefited from the program because each made a significant difference. Subjects A, L, E, J, B and D obtained the maximum benefit since they made the highest difference of thirty, thirty, twenty-five, twenty-five, twenty and twenty percent respectively.

Figure 3.2 shows a bar graph with the scores of subject Pre-test and Post test results. Figure 3.3 is a table chart presenting the weekly test results after the completion of each unit. It indicated the subjects weekly test means of each subject and the mean of each unit covered. For evaluation purposes the researcher used a sixty percent grade to determine the success of the subjects similar to the school.

In week one when consonant sound were tested, subjects A, B, C and L were able to obtain the required sixty percent or over. These pupils participated actively in nearly all the lessons. Subject I was below forty percent. This subject was easily distracted and was inattentive. The problem that the researcher found was consistent in these subjects activities was they were unable to identify consonants in the medial position.

In week two, short vowel sound were tested. This week's results showed that four out of the twelve subjects did very good with two being absent. One subject was able to obtain a forty percent below average. Subject D and J showed an increase when compared to the last week.

In week three, long vowel sounds were tested. This week's result showed that six subjects did very good. Subject K was absent from the test. Subject G showed extreme decrease in this week when compared to the last two weeks. Subject I and J were given individual assistance. Subjects D, E and F continued to improve.

In week four, vowel diagraphs were tested. Nine subjects obtained a passing mark and over. Subject D surprisingly scored the highest in this unit compared to the rest. Three subjects failed with subject I scoring the lowest as he did in week one. Subject E continued to improve, while subject B showed a decrease.

In week five, blends were tested. Three subjects scored sixty percent and over. The activities on this test indicated that it was above the level of the pupils. To assist the subjects the researcher reviewed each item indicating to pupils the correct answers and why the answers were selected. Pupils were able to demonstrate their understanding by giving examples.

In the final week, the unit covered was consonant Diagraph. Subjects E, G, and H were absent. Seven out of the nine subjects who took the test showed a remarkable progress with two grades of ninety percent, the highest recorded in this unit. Subject I scored the lowest, he was able to maintain the lowest grade throughout the entire program.

Taking a closer analysis of the pupils grades, the researcher concluded that most of them did not do very well in the short vowel unit done in the second week and blends done in the fifth week. These were the lowest scores recorded. This was probably because little practice was done in identifying and listing words with vowel sound. The researcher would like to state that overall the program showed some kind of improvement with a mean increase in the Pre and Post test of twenty percent.

Chapter 6

Conclusions and Recommendations

The aims of the program was to build pupils' confidence, develop positive thoughts towards reading, to decrease some of the difficulties that they encounter in reading such as identifying unfamiliar words.

During the program, the researcher evaluated to what extent did the Phonics Approach aided children to improve their reading. A closer analysis of the test scores and observations made indicates that the program was a success. On figure 3.1; the table chart ^{شعار} shows the increase of percentages between the Pre and Post test of each pupil.

There was a relatively moderate improvement in some pupils performance. The fact that two pupils were able to score thirty percent increase on the Post test, and the lowest increase on the Pre-test, and the lowest increase was ten percent indicated that each pupil benefited from the program.

Despite the fact that pupils were unable to obtain the sixty percent passing mark required by the school, they too have achieved the objective to a certain extent.

The activities and materials used in the lessons were effective but, the researcher thinks that the period to aid slow readers is very short. Additional topics could have been dealt with to improve reading, including activities and materials. However, with the time span that was allocated, pupils were still able to demonstrate satisfactory work. This shoed that pupils can learn to read. With a resourceful teacher, the ideal method and activities used, this can impact children and let them become intrinsically motivated to become excellent readers.

The researcher wish to recommend that the Phonetic Approach be used as early as the latter year of the pre-school stage whereby large pictures and real objects can be

given to children to describe orally, to prepare them for Primary school. The researcher would like also to recommend that teacher should large pictures, large prints, present a variety of interesting games such as puzzles, use as many real objects as possible, display charts and games where they are easily accessible for children and most of all display pupils work; this builds their self esteem and their self confidence.

The researcher would like to recommend that teachers encountering problems in reading with slow learners to make use of this program. They will have at their disposal program that has been tested and had proven to work.

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