

A six week Remedial Programme using the Phonetic Approach as an aid in assisting a group of Standard I students weak in the areas of oral reading and comprehension at St. Isabella R.C. School in Bermudian Landing.

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By*

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CHAPTER 1

Introduction

Although all schools in Belize have English as the official language of instructions, most children come to school equipped with their mother tongue, which is not English. In some areas we find Spanish speakers, Garifuna speakers and Maya speakers. However, the most common medium of communication is the Creole dialect. This affects them in their writing; primarily because children often write the way they speak. The creole dialect has all the structure of the language but does not have a standard pronunciation key. This means that words are different according to their manner of pronunciation.

Phonics is an instrumental means of helping pupils to acquire the competence they need 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 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.

Background of the study

Teachers all over the country of Belize are finding out that the children today have a general problem in pronouncing unfamiliar words. This ability to pronounce and recognize words is one of the most important elements in order for good reading and this researcher found out that this is lacking from many schools. Children must learn how to read so 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 good relationships and jobs.

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 the reading skills that render successful reading.

Identification of the Problem

Many schools in Belize stream children according to their ability. In a single class there may be two or three groups of reading, this is a result of the reading disability that teachers are experiencing within the classroom. The researcher observed that the children at St. Isabella R.C. School were in one large group for reading.

After several visits to the school it was observed by this researcher that majority of the students showed little interest in reading. It was obvious that very few pupils were able to read fluently and were unable to read their text from the First Aid in English Reader, "What a Fright". 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 this researchers' observation, there appeared to be a lack of understanding in the phonetic skills (structure, pronunciation, decoding and association of words) in this Standard I Class.

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

Purpose of the Study

This researcher found out that the problem that children are encountering may be a lack of the phonetic skills, so he decided that he would implement a programme based on the phonetic skills that he hoped would motivate children to become good readers. This programme was designed to let children develop good reading skills and is not afraid to attack any book and will be able to develop a love for reading.

To assist these pupils, this 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 Educators 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 children reading performance.

Definition of Terms

Reading - the act 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 Programme using the Phonetic Approach as an aid in assisting a group of Standard I students at St. Isabella R.C. School in Bermudian Landing weak in the areas of oral reading and comprehension.

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 author, W. Heilan in Principles and Practices of Teaching Reading (1991), "Learning to read is a complicated process, and is sensitive to a variety of pressures or the wrong kind of pressures may result in non-learning." Reading is complicated, for it involves speaking, listening, reading and writing which need each other. Heilman further states that "Reading involves more than the mechanical process." It involves group activities 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 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 origins whose languages 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 are then placed in a new school environment and is expected to speak in English when, in fact, they are unable to speak and comprehend this unfamiliar language because they are accustomed to their first language spoken at home which can be Creole, Garifuna, Spanish or Maya .

This researcher feels that a gap has been formed between the children's first language and that of Standard Language, as much effort is not being made on the part of many teachers to associate one with the other for the benefit of the children. This then leads to difficulties in the children's speaking and, more importantly, their reading activities.

Jon Shapiro (1991) reminds us that reading and writing were traditionally considered to be opposing processes as reading was seen as passive while writing was seen as an active and expressive activity.

However, the researcher feels that the skills of reading and writing should not be separated but should be treated as complimentary, each skill assisting the other for the enhancement of literacy. This is so because an individual who engages in comprehension and composing must construct meaning through the written word.

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 learners; as a result, learners become frustrated, less motivated and hence, become poor readers.

Edward Fry in his book, Teacher 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 word is often aided by pronounced it as well as seeing it."

Based on the researchers' observation in the teaching of phonics, teachers repeat words constantly until children are unable to hear them or see them. This gets children confused. The children then lack the opportunity to practice the use of the word in their experiences, and the word does not become part of the child's vocabulary. The child will eventually forget the word and no learning will take place. To avoid such mishaps, it is important to construct meaningful lessons that will be accompanied by teaching aids and games to motivate children.

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, for example a as in all, e as in he. 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 letters of the alphabet have different sounds. 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. These messages must be sensible as spoken language and it will enhance the development in children that the concept which is printed 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 effort upon his ability to learn, and retain what he has learnt.

- (i) Emotionally disturb children are under pressure when they are placed in reading situations. 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, as they believe that everyone sees just like they do.
- (iii) Hearing Defects is one of the many infectious illnesses 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 temporarily hard of hearing and give them seats near enough for them 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 prefers his right hand has been pressured into using his left hand 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 to diagnosed. A child must have an adequate, organized central nervous system in order to coordinate and link visual symbols with their meaning. These associations take place in the central nervous system where association fibres 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 fibres are injured, there may be an organic basis 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 problems stated above. Teachers should step up their ability and alertness in identifying 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.

CHAPTER 3

Research Method

After meeting with the class teacher of St. Isabella R.C. School, the researcher became familiar with the problems affecting the pupils of that school. As this researcher was once a teacher at this school, he decided to design a programme that would assist them. The programme lasted for six weeks and was administered on January 18 to February 26, 1999. 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 were covered by the Std.I class teacher were consonants sounds, short and long vowel sound, blends and diagraphs. This was done because many of the children had problems using consonants to form blends.

The researcher and the class teacher came up with the idea that instructional lessons were taught four days a week for thirty minutes per day (10:00 a.m. to 10:30 a.m.), from Monday to Thursday. On Friday, a test was given to sum the units for each week. This 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 12 out of Standard I pupils at St. Isabella R.C. School. The pupils' age ranged from 8 to 11 years old. The sample included pupils who had great difficulty in reading and problem in decoding new words when they encountered them.

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 less 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

Objective -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 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 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. The activities were interesting to them and they enjoyed the lesson.

e.g.

___og

___in

___up

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 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 places 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

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 work card with pictures and will circle the pictures that ends 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.

spoo__

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 positions, 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.

e.g.

__un

__oat

ta__le

Week 1 - Day 5

Topic -Test on Consonants

Objective - Provide 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 arranging 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>
hive	wagon	man
fun	spider	fun
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 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" vowel sound by circling the words.

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

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 pronounce 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 -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 notebook.

-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 2 - Day 5

Topic - Test on short vowels

Objective- Pupils will be able to form words using consonant letters as clues by placing vowels on the missing blank getting seven out of then correct.

Material - Tape recorder (song), cassette, worksheet

Activities- Have pupils listen to a song on a tape recorder about vowels then have them sing the song with the recorder. Teacher will stop the tape and ask five students to give five words with short "a" sound; this process will continue until all vowels are completed.

- Pupils will form words by placing the correct vowels on the blank space.

Evaluation - Five pupils were unable to obtain a passing mark. Most of them were unable to insert the same beginning consonants and vowel in section two. They changed the entire word by placing any consonant or vowel in the blank space.

E.g._	<u>New beginning consonant</u>	<u>New ending consonant</u>	<u>New Vowel</u>
Pen	H___	___t	___i___
Bad	H___	___g	___j___
Ham	J___	___d	___i___
Run	B___	___g	___a___

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 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 identifies 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 will help them in applying the rule. Only three of them got below passing mark.

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.

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

pale

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 pupil 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

ripe

The _____ is very long.

bote

boat

Can you row the _____?

Week 3 - Day 4

Topic - Long vowel sound of "u"

Objective - Pupils will be able to identify the long vowel sound "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 asks 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 pupil 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 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 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 are "ee" and "ea", and give what words they stand 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 contained the same letter to the corresponding picture.

e.g.

sell
seal
seed

eat
each
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.

pail
sail
tail
tray

rain
hay
pay
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.

Week 4 - Day 4

Topic - Dipthong "ou" and "ow"

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

Materials - Work cards, flash cards, worksheets, 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	
	pie----	
	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 - Bow 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 pit 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 circle the correct "l" blend.

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

Week 5 - Day 3

Topic - "S' blend words

Objective - Pupils will be able to identify the correct "s" blend by circling the word that names each picture getting at least seven out of ten correct.

Materials - Flipchart, work cards, worksheet

Activities - Have pupils read riddle from work card. Children will respond and it will be written on the flipchart. Have children identify the blends and let them form new words and give oral sentences using words in them. Provided with worksheets, pupils will circle the corresponding picture.

Evaluation - Most pupils were able to pronounce the "s" blend correctly and all them obtained an above average passing mark.

e.g.	sn	sm	sw
	sl	sw	sm
	sm	sn	sp

Week 5 - Day 4

Topic - Final blend in words

Objective - Pupils will be unable 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 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	hand	mast
	plant	hang	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. Pupil 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 price bread

1. Put the sandwich spread on the _____.
2. The _____ of the pants is fifteen dollars

Week 6 - Day 1

Topic - Consonant diagraph (kn, th, ch, sh)

Objective - Pupils will be able to read each word, identify the consonant diagraph 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 diagraph. Have them think of words that contain the diagraph, then form groups of three. Each group will be given a set of flash cards and will write words on them that contain the diagraph 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 diagraphs in each word.

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

E.g. s(ch)eme chair e(ch)o
 south knot 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 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 sighed

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 theatre, worksheet

Activities - Have two pupils go into the puppet theatre 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 prize. Pupils will complete words by inserting the correct diagraph and form a sentence using it.

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

Written exercis 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 4

Topic - Test Blends and Diagraphs

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

Materials - Worksheet, 3 cardboard houses

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 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. I use my _____ to tell time.

We all use our _____ to think with.

Week 6 - Day 5

Topic - Post Test

Objective - Pupils will be able to complete words 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, point at the picture and name it.

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

Two pupils obtained ninety percent. Four pupils obtained less than the passing mark required by the school. One pupil got forty percent, which was the lowest grade.

Over all, the researcher felt that the programme was a success although some pupils demonstrated very slow progress. This, the researcher believes, is due to the fact that the subjects use different language which they are accustomed to at home and in the playground. The subjects tend to speak and respond to teachers in a broader form when using the Creole and English language. 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 programme.

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

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

It can be considered that the programme was successful, pupils obtained differences of scores that 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. Mrs. Castillo mentioned that Subject A did not contribute much in class discussion because she was shy, however, she was a good listener and participated in class activities. Subject L on the other hand was more interesting in socializing. This could be a factor that contributed to his poor performance.

Subject I made a difference of fifteen percent. He did not function too well. He was always complaining about being tired and sleepy. He claimed that he was over-worked at home.

Subjects 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 also a good listener. Mrs. Castillo stated that Subject J was someone who was always ready to take up leadership roles in group activities.

Subject B and D scored a difference of twenty percent. Subject B was an attentive person. He used to give answers and participated in class only when called upon. Subject D was one who had the tendency to give trouble in class. This, however, did not interrupt his learning totally.

Subject G, H, I and K made a difference of fifteen percent. Subject G was one who relatively participated in lessons and displays a lot of interests. She likes to do her work quickly and does not stop to check and make corrections, as a result, she often makes errors that were unintentional. Subject H was a Salvadoran refugee; he was from the village of Scotland Halfmoon, which is about a mile from the school. He had limited

knowledge of the English language. This made learning quite difficult for him, since teaching and learning was done in English. Subject I was almost always absent from class for the lessons. She was unable to complete two tests on the units because of problems she had at home. However, she still managed to improve her performance. Subject K was not attentively, she was more concerned with students behaviour and actions in the classroom. She liked to complain a lot. This lessens her time and attention in completing her work.

Subject C and F both made a difference of ten percent. Subject C had difficulty with explanations. Mrs. Castillo said she was a slow learner which in turn having her repeat the explanations and instruction of the lesson repeatedly. Subject F was a student who had short attention span and behaviour problems. When called upon to answer in class he answers very quickly without thinking mentioned Mrs. Castillo. He raised his hand for nearly every question but rarely give a correct reply.

It should be noted 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 respectively.

Figure 3.2 shows a bar graph with the scores of subjects 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. The researcher used a sixty percent grade to determine the success of the subjects similar to the school, for his evaluation purposes.

In one week 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 not attentively.

In week two, short vowel sounds were tested. This week's results showed that four out of 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 results showed that six subjects did very good. Subject K was absent from the test. Subject G showed a decrease in this week when compared to the last two weeks. Subject I and J were given needed individual attention said Mrs. Castillo. Subjects D, E and F continued to improved throughout the week. In week four, vowel diagraphs were tested. Nine subjects obtained a passing mark and exceeded the average. 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. In the final week, the unit covered was consonant diagraph, Subject E, G and H were absent. Seven out of 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 maintained the lowest grade throughout the entire programme.

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

CHAPTER 5

(Presentation and Analysis of Data)

Presentation and Data Analysis

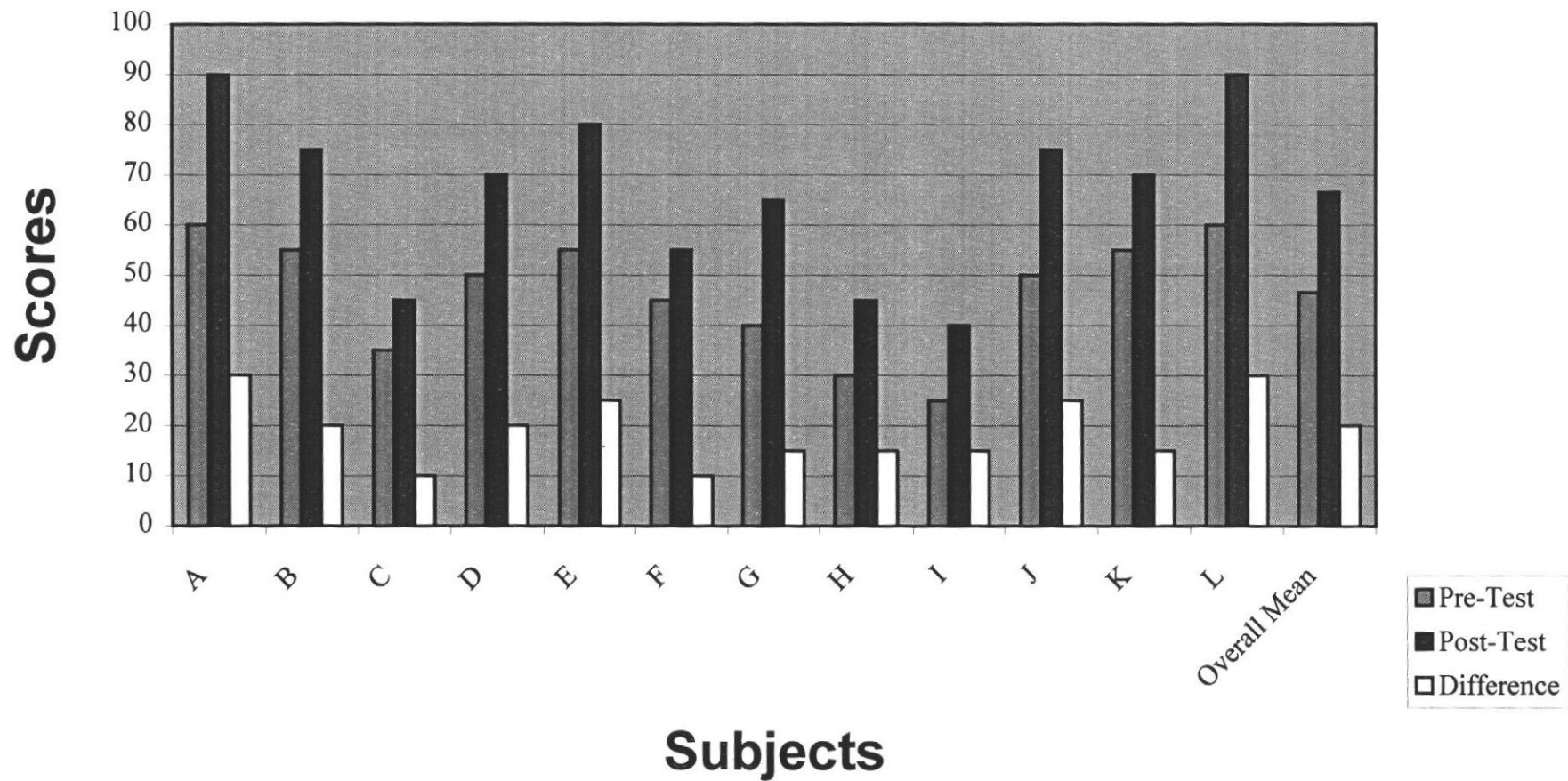
The researcher would like to state that the pupils who participated in the programme conducted in Standard I Class at St. Isabella R.C. School will be referred to as Subjects.

The table below shows the individual and overall mean scores of the Pre and Post-Test and the difference of scores obtained in the programme. Figure 3.1

Table Chart: Pre-Test, Post-Test Difference

<u>Subject</u>	<u>Pre-Test</u>	<u>Post-Test</u>	<u>Difference</u>
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

Bar graph representing subjects Pre and Post test results



CHAPTER 6

Conclusion and Recommendations

The aims of the programme was to build pupil's confidence, develop positive thoughts towards reading, decrease some of the difficulties that they encountered in reading such as identifying unfamiliar words.

While implementing the programme, the researcher felt that he needed to use some sort of method that would help the subjects, since they were from the village and were considered to be forgotten pupils, when it comes to getting information from educational sources access was not very easy.

During the programme, the researcher evaluated to what extent the Phonics approach aided children in improving their reading skills. A closer analysis of the test scores and observations made indications that the programme was a success. On figure 3.1, the table chart shows the increase of percentage 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 programme.

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

The researcher would like to also recommend that teachers:

- (i) use large pictures,
- (ii) use large prints,
- (iii) present a variety of interesting games such as puzzles,
- (iv) use as many real objects as possible,
- (v) display charts and games where they are easily accessible
for children and, most of all,
- (vi) display pupils' work (which will help to build self-
esteem and self confidence).

The researcher also believes that since this is a village school, more efforts should be put in to reading; such as having spelling and reading competitions with surrounding villages from the early stages of children's education.

The researcher also would like to recommend that teachers encountering problems in reading with slow learners to make use of this programme.

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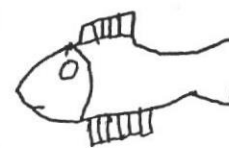
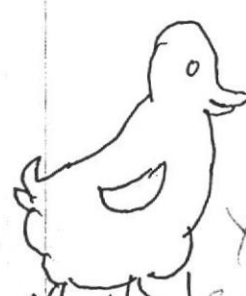
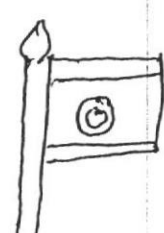
APPENDIX

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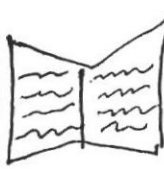
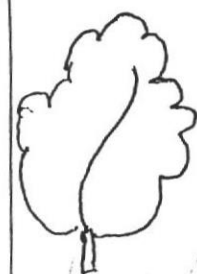
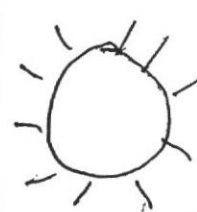
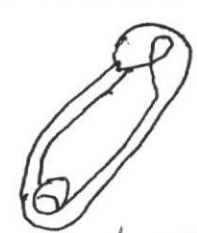
Phonics Pre-Test

Complete the word that names each picture.

Subject F = 45%

 cup	 grape	 lamp	 fish	 ball
 duck	 church	 flag	 clock	 nine

Write the word that names each picture.

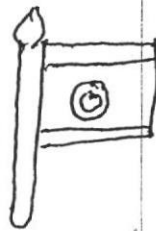
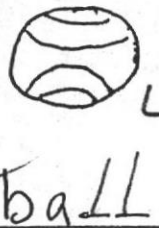
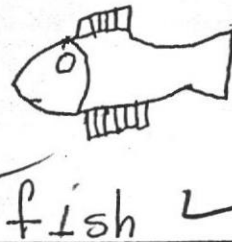
 book	 sailboat	 pencil	 flower	 leaf
 sun	 hand	 tree	 bone	 pin

Name Leon Date _____

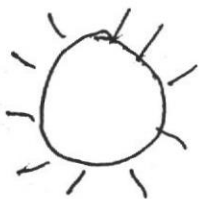
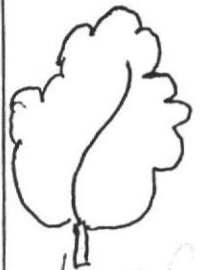
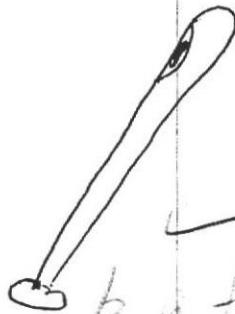
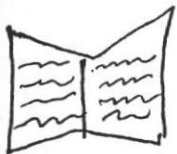
Phonics Post-Test

Complete the word that names each picture.

Subject F = 55%



Write the word that names each picture.

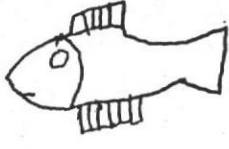
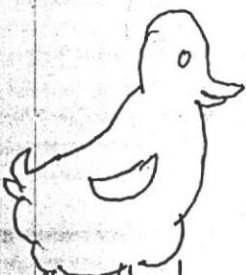


Name Alex Date _____

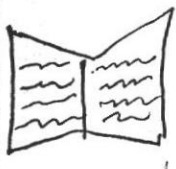
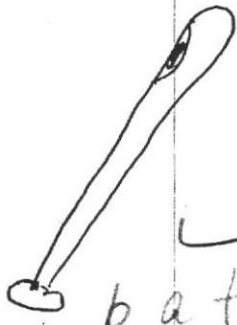
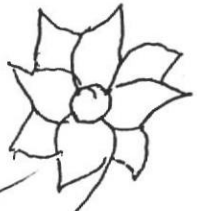
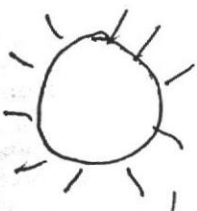
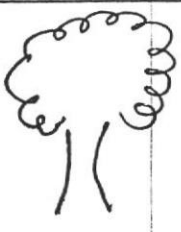
Phonics

Complete the word that names each picture.

Subject A = 60 %

 ✓ cup	 ✓ grape	 ✓ lamp	 ✓ fish	 ✓ ball
 ✗ deck	 ✗ church	 ✗ flag	 ✓ clock	 ✓ nine

Write the word that names each picture.

 ✓ Book	 ✗ boat	 ✓ bat	 ✓ flow	 ✗ leaf
 ✓ sun	 ✗ hand	 ✓ tree	 ✓ bone	 ✓ pin

Name Alex Date _____

Phonics

Complete the word that names each picture.
Subject A = 90%



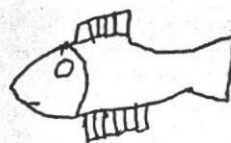
cup



grape



lamp



fish



ball



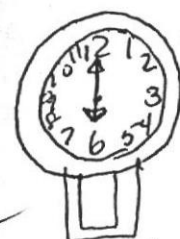
duck



church



flag

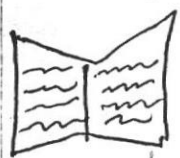


clock



nine

Write the word that names each picture.



book



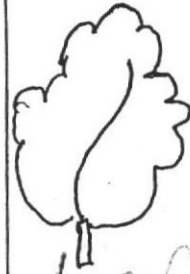
boat



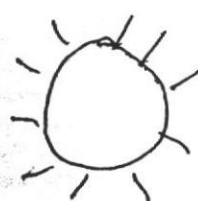
bat



flower



leaf



sun



hand



tree



bone



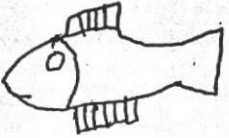
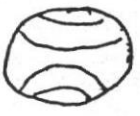
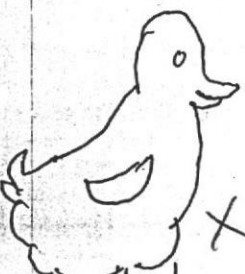
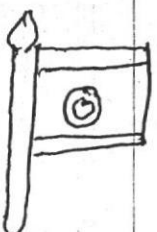
pin

Name Paul Jr. Date

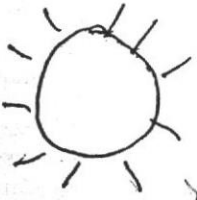
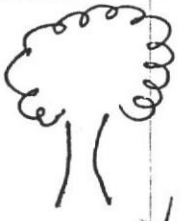
258 Phonics Pre-Test

Complete the word that names each picture.

Subject I

 k <u>u</u> p x	 gr <u>o</u> p <u>e</u> t	 l <u>a</u> mp	 f <u>i</u> sh x	 b <u>a</u> ll ✓
 d <u>o</u> ck x	 ch <u>u</u> rch x	 f <u>l</u> ag ✓	 cl <u>o</u> ck x	 n <u>i</u> ne ✓

Write the word that names each picture.

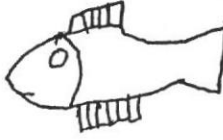
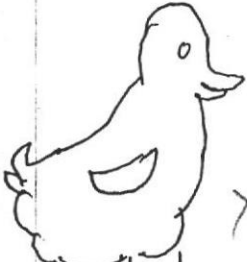
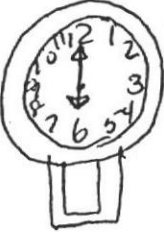
 d <u>o</u> o <u>k</u> x	 b <u>o</u> at x	 b <u>a</u> t	 c <u>r</u> oss	 l <u>e</u> ft x
 s <u>e</u> n x	 h <u>a</u> nd x	 f <u>o</u> ot x	 d <u>o</u> nt x	 p <u>i</u> t x

Name Paul Jr Date _____

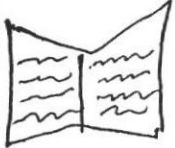
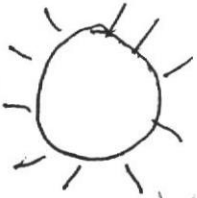
Phonics Post-Test

Complete the word that names each picture.

Subject I = 40%

 cup	 grape	 lamp	 fish	 ball
 duck	 church	 flag	 clock	 line

Write the word that names each picture.

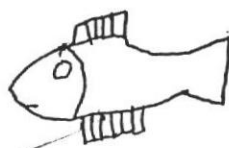
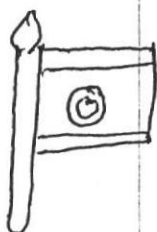
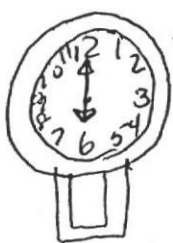
 book	 boat	 bat	 rose	 leaf
 sun	 hand	 tree	 bone	 pin

Name Warren Date _____

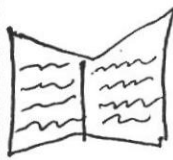
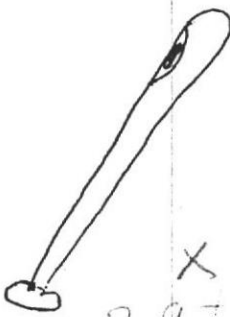
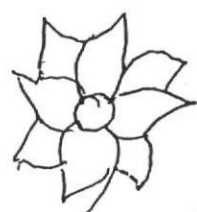
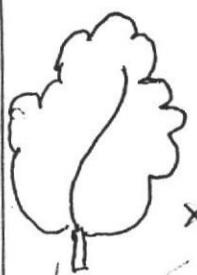
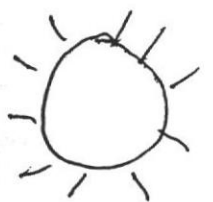
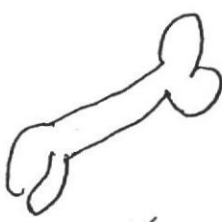
Phonics Pre-Test

Complete the word that names each picture.

Subject G - 40%

 cup	 grape	 l-mp	 fish	 ball
 duck	 church	 flag	 clock	 nine

Write the word that names each picture.

 book	 boat	 pencil	 flower	 leaf
 sun	 hand	 tree	 bone	 pen

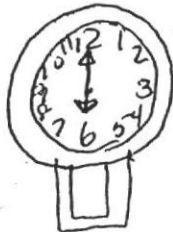
Name Warren Date 658

Phonics

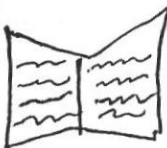
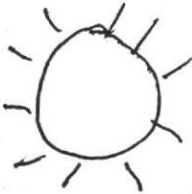
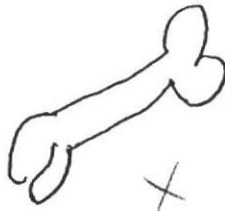
Complete the word that names each picture.

Subject G

Post-Test

 <u>cup</u>	 <u>grape</u>	 <u>lamp</u>	 <u>fish</u>	 <u>ball</u>
 duck	 church	 <u>flag</u>	 clock	 <u>nine</u>

Write the word that names each picture.

 <u>book</u>	 <u>boat</u>	 <u>bat</u>	 <u>rose</u>	 <u>leaf</u>
 <u>sun</u>	 <u>hand</u>	 <u>tree</u>	 <u>bone</u>	 <u>pin</u>