*English Language & Literature Teaching*, Vol. 17, No. 1 Spring 2011

# A Study on Promoting Early Reading Ability through an Explicit High-frequency Sight Word Instruction*

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**Huh, Keun. (2011). A study on promoting early reading ability through an explicit high-frequency sight word instruction. *English Language & Literature Teaching, 17*(1), 17-35.**

The purpose of this study was to explore the effect of an explicit word instruction for EFL beginning readers and their perception on the learning experience. Data were attained from 16 fourth graders who took English class as a development activity. Data include the results of pre- and post-test of high frequency sight word recognition, oral reading ability, students' survey responses, and teacher observation. The descriptive statistics were obtained for the result of the pre- and post-test. The findings from the student survey and teacher observation were also provided and interpreted to better understand the result of project and students' perception on the learning experience. The followings are the results of this study. The word recognition ability of the students was dramatically improved after the project. The students were satisfied with the overall learning experience perceiving it as helpful and fun learning. They expressed that the explicit word instruction helped their word recognition and reading ability. The results also supported that the confidence of students on their reading ability were heightened. Several suggestions are made for teachers and researchers on the word instruction for young EFL learners who are beginning readers.

**[a word instruction/sight words/high frequency words]**

## I. INTRODUCTION

Since 1997, English education in elementary schools has primarily focused on teaching students' oral skills. However, the revised national English curriculum in 2008 reinforces literacy education. It increases English classes from once to twice a week for the 3rd and 4th graders in 2010, and from twice to three times a week for the 5th and 6th graders in 2011.

* This study has been supported by the 2011 Hannam University Research Fund.

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However, they do not have enough opportunities to be literate because revised curriculum still focuses more on listening and speaking. In particular, as the beginning readers, 3rd and 4th graders should build up early literacy in effective ways.

To date, research findings have constantly shown that word identification skill is one of the important skills for early learners to read (Johnston, 2000; Wang and Koda, 2007). To be successful readers, students have to recognize a high proportion of the vocabulary without consciously thinking about it (Paran, 1996). Therefore, word-level processes such as word recognition practices should be more emphasized in beginning reading instruction (Pressley, 2006).

According to Koda (2007), good readers recognize many words instantly and access their meanings and sounds holistically without processing individual letters. In other words, fluent reading requires rapid and effortless access to word meanings. For these reasons, it is useful to teach children the most frequent words explicitly and to provide them with sufficient opportunities to practice the words. By doing so, beginning readers can meet their needs in early literacy stage while identifying the words automatically (Cunningham, 2009; Scanlon, Anderson, & Sweeney, 2010). In addition, beginning readers can pay more attention to decoding and spelling less frequent words if they learn to recognize and automatically spell the most frequent words (Cunningham, 2009). Therefore, frequently used sight words are important and essential materials that can enhance early reading ability. In this perspective, a high frequency sight words instruction would contribute to young EFL students' reading comprehension since successful comprehension is strongly related to knowledge of individual word.

The current study aims to explore the effect of an explicit high frequency sight words instruction on word reading ability of beginning readers. The research questions are as follows:

1. What are the effects of the explicit high frequency sight words instruction on 4th graders' word reading ability?
2. How do 4th graders perceive the explicit high frequency sight words instruction?

## II. LITERATURE REVIEW

### 1. Reading Development and Beginning Reading Instruction

Reading is an important language skill and many teachers and researchers have tried to help children acquire students' reading skills. They have used numerous instructions to improve their students' reading skills. However, there is a still ongoing debate over which method of teaching reading is the most effective. In spite of various reading instruction

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available to language learners, providing a specific way of word instruction can be one of the most effective avenues to promote early reading ability.

Researchers have pointed out that identifying words is one of the important early skills for learning to read. They have argued that failure to acquire this skill results in reading difficulties in young children (Adams, 1990; Perfetti & Hart, 2001). As mentioned earlier, automatic or immediate word recognition makes it possible to read fluently and to devote attention to comprehension rather than to figure out unknown words. Therefore, beginning readers need to be taught how to learn words through reliable means of words instruction.

It has been known that fluent reading requires rapid and effortless access to word meanings because reading comprehension can be improved if words are quickly recognized by sight. In other words, good readers recognize many words instantly and access their meanings and sounds holistically without processing individual letters (Koda, 2007). Tan and Nicholson (1997) also argued that if children can read word quickly and easily, their reading comprehension will be improved dramatically. One of early experiences to develop good reading comprehension is vocabulary development. The ability for identifying a word is a primary source of information that can be used for reading comprehension (Lane et al., 2009). High correlations between vocabulary knowledge and reading comprehension have been consistently reported in many studies (Baumann, Kame'enui, & Ash, 2003; Hu & Nation, 2000; Koda, 2005; Qian, 1998).

Wagner at al. (1997) noted that the inability to fluently decode text at the single-word level is an evidence of a reading problem. Inefficient decoding skills can impede comprehension by increasing the time requirements for remembering the reading material (Armbruster et al., 2001). Therefore, ability to fluently decode text at the single-word level must be considered as an important barometer of a reading ability. Students would understand better if a text contains familiar words as frequency words (Paran, 1996). For example, children can identify frequently used words more quickly than the less frequently use ones. Therefore, teachers need to provide concrete and explicit instructions to language learners.

According to Simmons (1992), a lack of sight word vocabulary in beginning readers can decrease comprehension and motivation of readers. Reading can be slow without knowledge of high frequency sight words (Monroe & Staunton, 2000). High frequency sight word instruction can be effective in teaching reading since sight word reading is fast and automatic process (Ehri, 1995).

In Korea, single word reading based on English curriculum is taught in 4$^{th}$ grade first, and the students who have reading difficulties tend to increase in upper grades. In order to prevent the increasing number of at-risk students in reading, and to help them prepare to be more competent readers, explicit word instructions are required (Norman & Wood, 2008; Scanlon, Anderson, & Sweeney, 2010). Therefore, the constant practice for identifying and

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spelling high frequency words should be included in English curriculum as a particular emphasis for beginning readers (Park, 2010; Smith, 1994).

## 2. High-frequency Sight Words Instruction

High-frequency words are those that occur very often in print and in spoken language. For instance, the words—the, of, and, a, to, in, is, you, that, and it—are high-frequency words. They account for almost one quarter of all the words we read and write (Fry, Fountoukidis, & Polk, 1985). Another term for the high-frequency words is sight words and the two terms are often used interchangeable (Cunningham, 2009). In 1936, Dolch produced a basic sight vocabulary of 220 words. In 1980, Fry also determined high-frequency words. Similarly, Eeds (1985) compiled the very high-frequency words for children. More recently, Scanlon et al. (2010) suggested some word lists that should be considered for early word instruction.

In general, sight words are defined as memorized words that require no thought about its structure and meaning. They refer to the process of reading words by accessing them in memory (Ehri, 1995, p. 116). They are the lists of words that are recognized without mediation or phonetic analysis (Browder & Lalli, 1991). Some researchers claim that high-frequency words and sight words are not synonymous in that sight words contain many words that occur with less frequency (Scanlon, Anderson, & Sweeney, 2010). Sight words include many high-frequency words, but are not limited to them. Bear et al. (2008) mention that any word can be a sight word if the word is stored completely in memory to be recognized in and out of context. In spite of the discrepancy on the concept, they have been used as a same term in the current study because many of the words taught in this study are from the list of first 100 high frequency words and basic sight words.

Sight words have been used for teaching the students who are developmental disabilities or reading retardation children (Burns, 2007; Fossett & Mirenda, 2006; Mistrett, 2004). However, increasing number of studies has been done for typical, at-risk young children, and beginning readers (Meadan, Stoner, & Parette, 2008). In particular, for English language learners (ELLs) sight word reading instruction might be crucial in that teaching ELLs how to read commonly used words may enhance their reading skills and their attitude toward learning to read English (Harris & Sipay, 1985). Furthermore, it has the potential for enhancing ELLs' literacy skills (Bliss, Skinner, & Adams, 2006).

In the current study, high frequency sight word instruction was applied with the idea that more organized and sophisticated word recognition processes make young readers develop their skills for word recognition. In addition, conducting many trials of successfully sounding out a word can increase the connections between the letter patterns defining the word and the word in memory (Adams, 1990; Ehri, 1992; Pressley, 2006). Therefore, it is

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suggested that strong exposure to commonly encountered sight word is needed for beginning readers' development of automatic word recognition which becomes ground work of reading comprehension.

Even though sight word instruction does not exactly focus on teaching reading skill, it can help English learners' reading improvement by providing strong vocabulary bases and enhancing their reading motivations. In addition, it has been reported that students must be able to identify high-frequency words to be successful readers (Monroe & Staunton, 2000). There is also a large gap between students who have sight word proficiency and students who have not yet mastered this skill. According to the previous research, poor sight word recognition negatively affected students' reading skills (Kourea et al., 2007; Monroe & Staunton, 2000; Simmons, 1992).

In fact, many sight words refer to abstractions (Scanlon, Anderson, & Sweeney, 2010). As a result, they are relatively difficult to teach and learn, and difficult to identify through the use of contextual cues. In addition, most sight words are not entirely decodable. For these reasons, it is useful to explicitly teach the sight words by providing sufficient opportunities to practice. It makes students have ability to identify them automatically. Therefore, various activities with instructional materials were used in the current study in order to improve students' understanding and to support their word learning process.

## III. METHOD

The purpose of this study was to explore the effectiveness of explicit word instruction for beginning readers. For this purpose, the study employs a specific high frequency sight word instruction. The study also explores the students' perceptions on the learning experiences through the word instruction.

### 1. Participants and Settings

The participants of this study were sixteen fourth graders attending the school located in a large metropolitan city in Korea. Sixteen participants were composed with five girls and eleven boys. They were all Korean-speaking EFL students. All of them were from low-income families. Three of them had experience learning English in private institute while others only received English lessons at school. They took an extra English class, called 'development activity' once a week for a semester. Each lesson lasted 40 minutes.

### 2. The Words

It is clear that second or foreign language learners are familiar with a limited number of

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words compared to skilled native readers. Therefore, words that are high frequency for native readers may be less frequent to Korean elementary students, especially the beginning learners such as 3rd and 4th graders. In addition, Korean elementary students' knowledge of spoken language is also limited in comparison to that of native English speaking children. Therefore, simply applying the sight words instruction might not have same effect on Korean young learner's reading development as it does for native English readers. With the understanding of Korean learners' English learning context, this study employed a context-specific word list for Korean elementary students. i.e., 40 words that are the most frequently found in Korean elementary English textbook. This study also included the words in the list of first hundred Fry's (1980) high-frequency words and Dolch's (1936) basic sight word list. The specific criteria for selecting the high-frequency words were as follows:

- Eeds's (1985) list of very high-frequency words
- Fry's (1980) high frequency-words
- Dolch's (1936) basic sight word list
- Words in use in Korean National English textbook for 4th grade
- The words expected to learn in 5th grade

## 3. The Procedure

The project lasted for seventeen weeks. During the study period, students were given a list of words and asked to repeatedly read them along with a teacher. Words were introduced with flash cards and on the board. They were also printed by hand on index cards. Different colored cards were used to differentiate each set. In the beginning of each class, words were shown to whole class. Students reread them aloud prior to daily training sessions.

For the first week, the students were asked to take pre-test and received orientation about the instruction. The teacher explained why learning to recognize the words quickly would help them when reading. The teacher explicitly explained that the more words they can recognize right away, the easier it will be to read stories and to write things using the words. From the second to the sixteenth week, the students were given the explicit word instruction. A student survey was implemented in the seventeenth week to investigate their perception on the learning experience. At the end of the project, the students were given a posttest of targeted high frequency sight words. The specific activities for each weak of study period are shown in table 1.

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**TABLE 1**
**Weekly activities**

| Week | Phase | Word sets | Activities (Materials) |
|---|---|---|---|
| 1 | | Pre-test | Pre-test & Orientation |
| 2 | I | Set1 | Read-aloud (index cards, picture cards) |
| 3 | II | | Flashcard / ppt / Games (snatching/ flying swatter) |
| 4 | III | | Tracing / Word puzzle |
| 5 | I | Set2 | Read-aloud (index cards, picture cards) |
| 6 | II | | Games / Story reading: word recognition |
| 7 | III | | Book making (wordbank) |
| 8 | I | Set3 | Read-aloud / Games (Bingo) |
| 9 | II | | Tracing / Poem reading |
| 10 | III | | in-phrases activities / Story completion |
| 11 | I | Set4 | Worksheet / Internet-based activities |
| 12 | II | | Tracing / Games (hangman) |
| 13 | III | | in-phrases activities / Book making |
| 14 | I | Set 5 | Read-aloud |
| 15 | II | | Internet-based activities |
| 16 | III | | Speed reading / Story completion |
| 17 | | | Post-test & survey |

Each week the teacher observed the students' acquisition of high frequency sight words and recorded them using an observation chart (Appendix C). The form allowed a teacher to check individual student's learning progress or difficulties over time throughout the project.

The word instruction was organized by three phases: presentation, understanding, and reinforcement according to Kim's (2002) suggestion. During the first phase, a set of new words was presented using flash cards. Students worked with the words mainly through reading aloud and game activities. In every first phase, students were introduced one new set of words explicitly in isolation and in context. For example, the teacher said the word aloud for the students a couple of times with flashcards. Students repeated the word. They also practiced the word with choral reading in groups. The teacher pointed to the targeted word in the text that was read. The teacher asked the student find the words in the text. Students traced the word on a worksheet and played word games. In addition, they were involved with several activities individually, in pairs and in groups. In the second phase, the students worked with the prior set of words with a variety of activities that help their remembering, understanding, and confirming the words. In the last phase, reinforcement, the activities that promote words practice were employed with individual worksheets, story making, and other activities (Table 2).

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**TABLE 2**
**Instruction Phases**

| Phase | Activities | Materials |
|---|---|---|
| I. Presentation | reading aloud<br>Games<br>Word puzzle | index cards<br>flash cards<br>word bank |
| II. Understanding | Games<br>readings<br>writing | worksheets<br>Storybooks<br>online materials |
| III. Reinforcement | In-phrase activities<br>Quiz<br>Book making | worksheets<br>flash cards<br>Individual word bank |

## 4. The Instrument and Data Collection

In order to measure the students' word reading readiness, forty high frequency sight words were used for the pre-and post test (Appendix A). The pre-test of oral reading fluency was conducted to identify the students' current word reading level. Post-test included the same words to measure how much words they acquired throughout the activities. The results of post-test were compared with the result of pre-test. For both tests, students were asked to read each word silently and mark 'o' if they think they know the word. During the test, the students were instructed to do their best to read each word without making any mistake.

In the oral fluency test, oral reading performance of students were recorded and scored by a native English teacher. Students were given 3 seconds to respond the words that were presented one at a time on index cards. The students' responses were scored as correct if they accurately pronounced a word within 3 seconds of its presentation. In addition, semi-structured student survey questionnaire was conducted to investigate their perception on the explicit word instruction (Appendix B). The students were asked to complete the survey questionnaire at the end of the study. Teacher's observation data were also collected in order to triangulate the data collection and analysis. The teacher observed the students at all times during the class, and the observation checklist was completed after each class. The teacher's anecdotal notes were included in the checklist.

## 5. Data Analysis

Descriptive statistics were employed for the first research question. The word

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recognition data were analyzed based on the students' mark. Teachers counted the total number of word marked. For oral word reading test, students' oral responses were scored as incorrect if the participant's vocal response did not match the word displayed on the card or the participant failed to respond within 3 seconds of the presentation. Raw scores of the tests were converted to percentages. The survey responses were analyzed to understand how the students perceive the word learning experience. In addition, a teacher's observation checklist for each student was analyzed as supplements.

## IV. RESULTS AND DISCUSSION

### 1. Word Recognition

Table 3 includes the result of self word recognition test. It shows the total number of words that the students perceived as known words and read correctly. According to the result, seven out of sixteen students (i.e., S2, S4, S5, S6, S9, S10, S14) answered correctly 55 percent more questions in the post-test. They answered 26 words correctly they did not

**TABLE 3**
**Students' word recognition**

| The student | Pre-test | Post-test | Number of words gained |
|---|---|---|---|
| | Correction (%) | Correction (%) | Improvement (%) |
| S1 | 21 (52.5%) | 39(97.5%) | 18 (45%) |
| S2 | 13 (32.5%) | 39 (97.5%) | 26 (65%)* |
| S3 | 26 (65%) | 40 (100%) | 14 (35%) |
| S4 | 9 (22.5%) | 37 (81.6%) | 28 (70%)* |
| S5 | 14 (35%) | 40 (100%) | 26 (65%)* |
| S6 | 10 (25%) | 40 (100%) | 30 (75%)* |
| S7 | 7 (17.5%) | 19 (47.5%) | 12 (30%) |
| S8 | 11 (27.5%) | 33 (82.5%) | 22 (30.2%) |
| S9 | 12 (30%) | 36 (90%) | 24 (60%)* |
| S10 | 8 (20%) | 31 (77.5%) | 23 (57.5%)* |
| S11 | 3 (7.5%) | 14 (35%) | 11 (27.5%) |
| S12 | 5 (12.5%) | 27 (67.5%) | 22 (30.2%) |
| S13 | 4 (10%) | 21 (52.5%) | 17 (42.5%) |
| S14 | 6 (30.5%) | 29 (72.5%) | 23 (57.5%)* |
| S15 | 9 (22.5%) | 31(77.5%) | 22 (30.2) |
| S16 | 27 (67.5%) | 40 (100%) | 13 (32.6) |
| Total average | 11.6 (29%) | 32.3 (80.6%) | 20.7 (51.7%) |

*more than 55% of improvement

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know at the beginning of the instruction. As a result, they improved their score dramatically in post-test, ranging from 23 to 28. The other students have also obtained the better scores in post-test although their improvements are not dramatic. The total average number of words that students perceived as acquired words through the instruction is 20.7. The result indicates that the students are able to recognize almost 21 more high frequency sight words than those of at the beginning. Although there are variations, the results clearly show that all students' word recognition ability was improved.

## 2. Oral Fluency

Table 4 presents the result of students' oral word reading scores. For the most students, the total number of corrected oral word reading was improved in their post-test. The pre- and post-test scores of individual student in their oral fluency exam are slightly lower than the scores in word recognition exam. It implies that the students are able to recognize a word whereas they don't know how to read it correctly. It also implied that students' perception on their own word recognition is different with their actual abilities. As shown in Table 4, the students' oral fluency greatly improved after the instruction, showing 21.1 words improvement in average.

**TABLE 4**
**Students' Oral Word Reading Fluency**

| The student | Pre-test | Post-test | Number of words gained |
|---|---|---|---|
| | Correction (%) | Correction (%) | Improvement (%) |
| S1 | 18 (45%) | 40 (100%) | 22 (55%)* |
| S2 | 9 (22.5%) | 29 (72.5%) | 20 (50%) |
| S3 | 15 (37.5%) | 38 (95%) | 23 (57.5%)* |
| S4 | 6 (15%) | 30 (75%) | 24 (60%)* |
| S5 | 13 (32.5%) | 39 (97.5%) | 26 (65%)* |
| S6 | 8 (20%) | 31(77.5%) | 23 (58%) |
| S7 | 4(10%) | 19 (47.5%) | 15 (38%) |
| S8 | 8 (20%) | 32 (80%) | 24 (60%)* |
| S9 | 9 (22.5%) | 34(85%) | 25 (62.5%)* |
| S10 | 3(7.5%) | 25 (62.5%) | 22 (55%) |
| S11 | 1 (2.5%) | 10 (25%) | 9 (22.5%) |
| S12 | 4 (10%) | 25 (62.5%) | 21 (52.5%) |
| S13 | 4 (10%) | 21 (52.5%) | 17 (42.5%) |
| S14 | 3 (7.5%) | 28 (70%) | 25 (62.5%)* |
| S15 | 5 (12.5%) | 29(72.5%) | 24 (60%)* |
| S16 | 22 (55%) | 40 (100%) | 18 (45%) |
| Total average | 8.3 (20.7%) | 29.4 (73.5%) | 21.1 (52.8%) |

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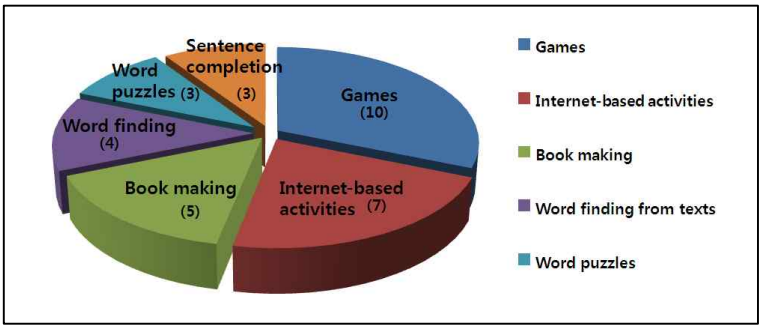
As to the analysis of participants' improvement in their oral word reading fluency, Eight of sixteen students (i.e., S1, S3, S4, S5, S8, S9, S14, S15) answered correctly 55 percent more questions in the post-test. They read 24 words correctly that they did not know how to read at the beginning of the instruction. Specifically, four students (S4, S5, S9, S14) showed a big improvement in both word recognition and oral word reading fluency tests.

In general, as oral reading skill increases, so does reading comprehension. Likewise, the result may imply that the improvement of oral word reading score is positively related to word recognition skills.

## 3. Student Survey

For the first question on the questionnaire, fourteen students responded that they had been satisfied with the learning experience. As shown in Figure 1, ten students responded that their favorite activity was games. They answered games are fun, interesting, and best method of English language learning. They also liked games because games allowed interaction with other students and made them feel interesting. In fact, games used in this study were designed to promote accuracy and automaticity in identifying high frequency sight words through repeated practices. As the data reflect, various types of games such as individual, pair, and small-group activities seem to provide students playful environments to practice the words. Some students, however, answered that games are not good learning-driven although they are fun.

**FIGIRE 1**
**Students' Favorite Activities**




Seven students perceived the Internet-based activities as their favorite activity. During the lesson, most of students paid high attention to the on-line activities. For example, the teacher's observation data show that students really enjoyed listening on-line stories and

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quizzes. Several Websites (i.e., Hubbard's Cupboard, Mrs. Perkins' Dolch Words, First School Years) provide useful materials and fun activities for spelling check, stories, and worksheets. However, it is important that Internet-based activity itself is not suitable or very effective for a certain group of students, especially when they had been provided without teacher proof.

Five students choose book making activity. They explained that individual small book making and reading activity as the opportunities to read and reread books. They indicated that the experiences allowed them to read books at an appropriate level of challenge and to read independently. In addition, the students were encouraged to accumulate handout stories and small books at their home. Therefore, they had a source of appropriately challenging reading materials. It is important in that it helps the students fully engage reading with the support of words. On the other hand, the students perceived difficulties on sentence or story completion activities. No one responded it as the best or second best activity. The response implies that the students have not been taught such reading and writing activities in the regular English classroom.

Regarding the third question, thirteen students perceived that their word recognition and reading abilities were improved throughout the instruction. They wrote as follows.

I felt that I learned more word from the instruction because:

- I am able to read English storybooks that I cannot before the lesson.
- I know many words through many activities now.
- I could review words many times.
- I had many opportunities to play with words.
- Many new words were getting familiar to me.
- I feel, I can read many word correctly.
- I get confidence in reading words and English storybooks.

However, one student responded that he did not learn many words from the instruction because he did not pay attention to the lesson. Other two students responded that they are not sure if they improved or not. Those responses imply that intrinsic motivation and learning awareness of students are critical elements in language learning.

In response to the fourth question, eleven students responded as follows.

I would like to participate in this kind of project in the future because:

- It was really fun.
- It provided me very helpful opportunities to learn words.
- I would like to learn more words
- I like the fun word activities

Three students, however, did not want to participate in the activity more. One student

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wrote that it was difficult to him. The other two students felt that the experience was enough because they have already learned how to study words. Their responses indicate that teachers should more carefully analyze students' individual needs and provide scaffold instruction to meet the needs for beginning readers. .

### 4. Teacher Observation

The teacher observation data reveals several findings. First, it shows that the students used several strategies to identify new words in addition to learn targeted words from the text materials. For example, they used picture clue to guess the meaning of sentences and stories. They also thought about the sounds in the word or reread the text. They even used the strategy of going back the beginning of the sentence and starting again. These strategies seem related to 'comprehension strategy' in reading (Duffy, 2003; Paris, Lipson, & Wixson, 1983). Therefore, it is important to note that teaching high-frequency words entails much more meaningful findings than the result from drill-type activities in most high-frequency words studies.

Second, the teacher observation date reveals that the students actively participating in the instruction were highly motivated and even requested additional work to do. For example, S1 said, "Can I have one more copy of this worksheet? I would like to practice it at home." Likewise, S6 said, "I want to try this again. Can you give me a chance to do this one more time?" when she got wrong in a word puzzle activity.

In sum, the findings in word recognition, oral frequency, student survey, and teacher observations all together suggest that the explicit high frequency sight word instruction benefits beginning readers. In particular, the findings reveal that teaching high frequency sight words helps elementary EFL students to be better readers. The explicit words instruction contributes their word recognition and oral reading skills. It would also help them build foundation of further literacy improvement for later years.

## V. CONCLUSION AND IMPLICATIONS

As noted earlier, insufficient attention has been paid to the development and evaluation of word instructions. Previous studies still debate whether word instructions are strongly related to reading comprehension or not. Therefore, the current study was designed to explore the effect of an explicit high frequency sight word instruction on beginning readers' reading ability, and examined their perception on the words instruction. The lists of sight words used in this study were selected from the elementary textbook. This is important because the word instruction related to English curriculum can provide

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repeated language input, and promote students' word recognition and oral fluency. As Krashen (1981) pointed out, providing students appropriate language input and task demands that fit their level of English language proficiency is crucial for successful language class.

The results of this study suggest that the explicit high frequency sight word instruction increases EFL children's word recognition and oral word reading ability. They support the position that a sight word instruction can be a viable way for EFL students in normal classroom settings. Therefore, English teachers at elementary school who have a special role to play as an early literacy developer of children must pay more attention on developing effective word instructions for their student.

Like most research, this study has a number of limitations. First, the most participants in this study were the students who are interested in learning English. Thus, they more likely have high motivation in the instruction. This may affect the results in this study. Second, the small number of participants limits the implication of findings. Third, the methods used in the study do not allow for a rigorous evaluation of students' sight words acquisition.

This study also raises several questions for future investigation. Future research should provide explicit guidelines for teaching various levels of beginning readers so that they can develop level-appropriate early reading ability. In addition, more studies have to pay attention on the selection and control of words and materials. They also should include an ongoing measure of oral reading to prove more meaningful result of generalization.

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## APPENDIX A

The list of sight words

| | Set 1 | Set2 | Set3 | Set4 | Set5 |
|---|---|---|---|---|---|
| 1 | a | are | your | two | all |
| 2 | is | you | there | three | from |
| 3 | one | to | in | at | do |
| 4 | he | have | of | for | up |
| 5 | can | some | this | time | how |
| 6 | for | come | she | what | like |
| 7 | the | it | my | go | when |
| 8 | I | on | with | now | get |

## APPENDIX B

Survey

1. How do you feel about the word learning experience? Mark one.

| Very satisfied | satisfied | Neutral | dissatisfied | Very dissatisfied |
|---|---|---|---|---|
| | | | | |

2. You were involved with several activities during the lesson. Which one was your favorite activity? Write a number in order of fun.

- ☐ Word puzzles ( )
- ☐ Book making ( )
- ☐ Reading: Word finding from texts ( )
- ☐ Writing: Sentence/ story completion ( )
- ☐ Games ( )
- ☐ Internet-based activities ( )

2-1. Why do you feel the activity marked 1 is the most fun? Explain.

2-2. Why do you feel the activity marked 5 is the least fun? Explain.

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♦ How do you feel about your English word ability? Mark one. (3-4).

3. I improved my word recognition and reading skills through the project.

Yes ( )

No ( )

I don't know. ( )

3-1. Explain why.

4. I would like to participate in these kinds of activity again in the future.

Yes ( )

No ( )

I don't know. ( )

## APPENDIX C

Teacher Observation Chart

| Name | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Week / Words | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| Set1 | a | | | | | | | | | | | | | | | |
| | is | | | | | | | | | | | | | | | |
| | one | | | | | | | | | | | | | | | |
| | he | | | | | | | | | | | | | | | |
| | can | | | | | | | | | | | | | | | |
| | for | | | | | | | | | | | | | | | |
| | the | | | | | | | | | | | | | | | |
| | I | | | | | | | | | | | | | | | |
| Set2 | are | | | | | | | | | | | | | | | |
| | you | | | | | | | | | | | | | | | |
| | to | | | | | | | | | | | | | | | |
| | have | | | | | | | | | | | | | | | |
| | some | | | | | | | | | | | | | | | |
| | come | | | | | | | | | | | | | | | |
| | it | | | | | | | | | | | | | | | |
| | on | | | | | | | | | | | | | | | |
| Set3 | your | | | | | | | | | | | | | | | |
| | there | | | | | | | | | | | | | | | |
| | in | | | | | | | | | | | | | | | |
| | of | | | | | | | | | | | | | | | |
| | this | | | | | | | | | | | | | | | |
| | she | | | | | | | | | | | | | | | |
| | my | | | | | | | | | | | | | | | |
| | with | | | | | | | | | | | | | | | |

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| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Set4 | two | | | | | | | | | | | | | | |
| | three | | | | | | | | | | | | | | |
| | at | | | | | | | | | | | | | | |
| | for | | | | | | | | | | | | | | |
| | time | | | | | | | | | | | | | | |
| | what | | | | | | | | | | | | | | |
| | go | | | | | | | | | | | | | | |
| | now | | | | | | | | | | | | | | |
| Set5 | all | | | | | | | | | | | | | | |
| | from | | | | | | | | | | | | | | |
| | do | | | | | | | | | | | | | | |
| | up | | | | | | | | | | | | | | |
| | how | | | | | | | | | | | | | | |
| | like | | | | | | | | | | | | | | |
| | when | | | | | | | | | | | | | | |
| | get | | | | | | | | | | | | | | |
| note | | | | | | | | | | | | | | | |

**Examples in: English**

**Applicable Languages: English**

**Applicable Levels: Elementary**

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Received in January, 2011
Reviewed in February, 2011
Revised version received in March, 2011

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