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**THE EFFECT OF PHONEMIC SEGMENTATION ON WORD  
RECOGNITION THROUGH THE USE OF INTERACTIVE  
WHITEBOARD AMONG JORDANIAN ENGLISH AS A  
FOREIGN LANGUAGE (EFL) BEGINNING READERS**



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## Abstrak

Membina kemahiran membaca yang berkesan sangat penting dalam kalangan pelajar Bahasa Inggeris di sekolah rendah kerana ia akan mewujudkan kesedaran, khususnya, kesedaran fonemik. Di Jordan, kajian mendapati pencapaian yang lemah terhadap kemahiran membaca dalam kalangan murid sekolah rendah dan kebolehan pelajar muda mengecam perkataan. Kajian juga telah menunjukkan keupayaan untuk memenggal perkataan kepada fonem merupakan petunjuk kemahiran membaca yang paling berkesan pada mada hadapan. Walau bagaimanapun, kajian yang terhad tentang kemahiran penggalan fonemik telah member kesan terhadap pengecaman perkataan menggunakan papan putih interaktif (IWB) dalam kalangan pelajar Jordan yang merupakan pembaca peringkat awal Bahasa Inggeris sebagai bahasa asing (EFL). Kajian ini menyelidik kesan kemahiran penggalan fonemik terhadap pengecaman perkataan dalam kalangan pembaca peringkat awal warga Jordan dengan menggunakan bantuan papan putih interaktif (IWB). Ia juga mengkaji persepsi guru-guru mereka terhadap penggunaan penggalan fonemik dan penggunaan IWB. Instrumen kajian ialah ujian pengecaman perkataan dan soal selidik secara keratan rentas. Ujian-t sampel bebas berpasangan, ujian-*t* terikat, statistik deskriptif, dan ANOVA sehalu telah digunakan untuk menganalisis data. Ujian pra dan pos pengecaman perkataan telah diedarkan kepada 41 pembaca peringkat awal yang dibahagikan kepada kumpulan eksperimen dan kawalan. Kumpulan eksperimen didedahkan kepada penggunaan IWB selama empat minggu, manakala kumpulan kawalan diajar menggunakan papan hitam. Sementara itu, soal selidik telah diedarkan kepada 86 orang guru. Dapatan menunjukkan perbezaan yang signifikan dalam skor ujian pengecaman perkataan antara kumpulan eksperimen dan kumpulan kawalan. Dapatan juga menunjukkan bahawa tidak terdapat perbezaan statistik yang signifikan dalam persepsi guru pembaca peringkat awal EFL berdasarkan jantina dan pengalaman mengajar terhadap penggunaan penggalan fonemik dan IWB. Hasil kajian menjelaskan guru-guru EFL ini telah memberikan sokongan positif terhadap penggunaan penggalan fonemik dan IWB. Hasil kajian mencadangkan beberapa implikasi pedagogi untuk penggubal kurikulum dan guru-guru Bahasa Inggeris. Ini termasuk memberi latihan kepada para guru warga Jordan untuk menggabungkan penggalan fonemik dan IWB dalam pengajaran dan pembelajaran membaca.

**Kata kunci:** Kemahiran penggalan fonemik, Papan putih interaktif, Pembaca peringkat awal bahasa Inggeris sebagai bahasa asing, Pengecaman perkataan, Jordan

## Abstract

Developing effective reading skills is essential among primary learners of English given that this will create many types of awareness, in particular, phonemic awareness. In Jordan, studies have revealed that there is a weak performance in the skill of reading among primary school students and young learner's word-reading ability. Studies have also shown that the ability to segment words into phonemes is considered as the most powerful predictor of future reading skill. However, little is known about how phonemic segmentation skill affects word recognition among Jordanian English as a foreign language (EFL) beginning readers using the interactive whiteboard (IWB). This study investigated the effect of phonemic segmentation skill on word recognition among Jordanian EFL beginning readers by using IWB. It also examined their teachers' perception towards the use of phonemic segmentation and the use of IWB. The instruments used were word recognition test and cross-sectional questionnaire. The independent sample paired t-test, dependent t-test, descriptive statistics, and one way ANOVA were employed to analyse the data. The pre-tests and post-tests of word recognition were administered to 41 beginning readers in the experimental and control groups. The experimental group received the treatment for four weeks using IWB, whereas the control group was taught using the chalkboard. Meanwhile, the questionnaires were distributed to 86 teachers. The findings showed a significant difference in word recognition test scores between the experimental and control groups. The results also indicated that there was no statistically significant difference in the perceptions of EFL teachers of beginning readers based on gender and teaching experience in relation to the use of phonemic segmentation and IWB. The findings revealed that the EFL teachers provided positive support towards using phonemic segmentation and IWB. The findings propose some pedagogical implications for curriculum designers and English teachers. This includes training Jordanian teachers to integrate phonemic segmentation and IWB in the teaching and learning of reading.

**Keywords:** Phonemic segmentation skill, Interactive whiteboard, EFL Beginning readers, Word recognition, Jordan

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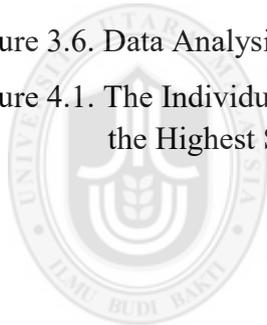
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## List of Abbreviations

IWB:	Interactive Whiteboard
L1:	First Language
L2:	Target Language
ANOVA:	Analysis of Variance
EFL:	English as a Foreign Language



# CHAPTER ONE

## INTRODUCTION

### 1.1 Overview of the Study

Reading is a vital skill that influences children's educational aspect in life. Recent research has proved that developing strong reading skills forms a critical cornerstone in the life of children in their beginning years of schools (Kucukoglu, 2013; Suggate, Schaughency, & Reese, 2013; Kern & Friedman, 2008) and leads to good academic outcomes (Senechal & LeFevre, 2002; Kern & Friedman, 2008; Stainthorp & Hughes, 2004). Research has also found that reading in English language is a complicated system of skills and knowledge in which all parts of that system work together and enhance one another (Senechal & LeFevre, 2002; Adams, 1994). For example, studies in the USA have found that this complicated system needs to have phonemic awareness, word recognition, background knowledge, fluency, comprehension strategies, and a motivation to read (Snow, Burns & Griffin, 1998; International Reading Association, 1999).

Thus, three considerable skills that will be addressed in this study work together within the process of learning to read in order to have better readers. These skills encompass phonemic awareness, word recognition (International Reading Association, 1999) and integrating interactive whiteboard as an instructional tool of technology (Ishtaiwa & Shana, 2011).

The first skill, phonemic awareness, refers to the ability to hear and manipulate the sounds in words and the ability to understand that these oral words and their syllables are made up of a series of sounds (Yopp, 1992). Phonemic awareness falls

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**APPENDIX A**  
**LETTER TO THE SCHOOL SUPERINTENDENT**

Mohammad Husam. A. Alhumsi

College of Arts and Sciences  
Universiti Utara Malaysia  
06010 UUM Sintok  
Kedah-MALAYSIA

February 2, 2015

Dear Superintendent,

I am a full-time Ph.D. candidate in the School of Education and Modern Languages Department at Universiti Utara Malaysia. I have completed my coursework and am continuing my dissertation research for a doctorate in applied linguistics. My major field of study is in working with students who are beginning readers.

I am requesting permission to conduct research for my study. The research involves students who are in the first grade. This investigation will commence in February 2015, second semester, at Jarash Primary School in the city of Jarash. This study will run for 4 weeks and will involve two intact first grade groups. I have already received approval from the school principal and the participating teacher.

I welcome the opportunity to discuss my research with you and answer any questions that you may have.

Respectfully yours,

Mohammad Husam. A. Alhumsi

[Husam\\_1001@yahoo.com](mailto:Husam_1001@yahoo.com)

**APPENDIX B**  
**LETTER TO THE SCHOOL PRINCIPAL**

Mohammad Husam. A. Alhumsi

College of Arts and Sciences  
Universiti Utara Malaysia  
06010 UUM Sintok  
Kedah-MALAYSIA

February 2, 2015

Dear Principal,

I am a full-time Ph.D. candidate in the School of Education and Modern Languages Department at Universiti Utara Malaysia. I have completed my coursework and am continuing my dissertation research for a doctorate in applied linguistics. My major field of study is in working with students who are beginning readers.

I am requesting permission to conduct research for my study. The research involves students who are in the first grade. This investigation will commence in February 2015 second semester at Jarash Primary School in the city of Jarash. This study will run for 4 weeks and will involve two intact first grade groups. I have already received approval from the participating teacher.

I welcome the opportunity to discuss my research with you and answer any questions that you may have.

Respectfully yours,

Mohammad Husam. A. Alhumsi

[Husam\\_1001@yahoo.com](mailto:Husam_1001@yahoo.com)

## APPENDIX C

### LETTER TO THE SCHOOL PARTICIPATING TEACHER

Mohammad Husam. A. Alhumsi

College of Arts and Sciences  
Universiti Utara Malaysia  
06010 UUM Sintok  
Kedah-MALAYSIA

February 2, 2015

Dear Teacher,

I am a full-time Ph.D. candidate in the School of Education and Modern Languages Department at Universiti Utara Malaysia. I have completed my coursework and am continuing my dissertation research for a doctorate in applied linguistics. My major field of study is in working with students who are beginning readers.

I am requesting permission to conduct research for my study. This investigation will commence in February 2015, second semester, at Jarash Primary School in the city of Jarash. This study will run for 4 weeks and will involve two intact first grade groups. I have already received approval from your principal.

I welcome the opportunity to discuss my research with you and answer any questions that you may have.

Respectfully yours,

Mohammad Husam. A. Alhumsi

[Husam\\_1001@yahoo.com](mailto:Husam_1001@yahoo.com)

**APPENDIX D**  
**CONSENT FORM – PARENTS**

Mohammad Husam. A. Alhumsi

College of Arts and Sciences  
Universiti Utara Malaysia  
06010 UUM Sintok  
Kedah-MALAYSIA

February 12, 2015

Dear Parents,

I am a full-time Ph.D. candidate in the School of Education and Modern Languages Department at Universiti Utara Malaysia. I have completed my coursework and am continuing my dissertation research for a doctorate in applied linguistics. My major field of study is in working with students who are beginning readers.

I am requesting permission to conduct research for my study. This investigation will commence in February 2015, second semester, at Jarash Primary School in the city of Jarash. This study will run for 4 weeks and will involve two intact first grade groups. I have already received approval from the superintendent, the school principal and a participating teacher.

Your child's class will be involved in an educational experiment over a four-week period. During this time, there will be a pretest and posttest of beginning readers' word recognition. In an effort to protect your child's confidentiality and anonymity, groups will be identified as either Group A or Group B.

I welcome the opportunity to discuss my research with you and answer any questions that you may have.

Respectfully yours,  
Mohammad Husam. A. Alhumsi

[Husam\\_1001@yahoo.com](mailto:Husam_1001@yahoo.com)

**APPENDIX E**  
**LETTER OF CONSENT – STUDENTS (ARABIC SCRIPT)**

Group#: \_\_\_\_\_ Date: February 8, 2015

I \_\_\_\_\_ agree to participate in this dissertation project.

Student Name

الفيق لفي المشارك في مشروع اطروحة الدكتوراة



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**APPENDIX F**  
**LETTER TO THE REFEREES**

Dear Sir,

I am a full-time Ph.D. candidate in the School of Education and Modern Languages Department at Universiti Utara Malaysia. I am conducting a research entitled **THE EFFECT OF PHONEMIC SEGMENTATION SKILL ON JORDANIAN EFL BEGINNING READERS' WORD RECOGNITION**. I would be more grateful if you could provide me with your valuable suggestions or modifications you think they could be appropriate regarding the questionnaire and the lesson plans in order to achieve the current goal of the study. With regard to the questionnaire, it should be noted that the answer alternatives paragraphs are (Strongly Disagree, Disagree /Undecided/Agree / Strongly Agree). Finally, lesson plans involve 12 sessions for experimental group and the same number of sessions is for control group.

Your kind cooperation and assistance are appreciated

Thank you

Best Regards

Mohammad Husam A. Alhumsi

---

**Comments:**

**APPENDIX G**  
**ARBITRATION COMMISSION**

No.	Name	Specialization	University / Directorate of Education
1.	Abdulla Sawalha	Applied Linguistics	Jerash Private University musa2000ca@yahoo.co.uk
2.	Mohammad Bataineh	Applied Linguistics	Jerash Private University
3.	Salem Shirah	Applied Linguistics	Jerash Private University
4.	Manar Almomani	Linguistics	Irbid National University Manar.almomani@gmail.com
5.	Basma Momani	Supervisor of English Language	Jerash Directorate of Education <a href="mailto:Md.Jerash@moe.gov.jo">Md.Jerash@moe.gov.jo</a>
6.	Asma Almomani	Supervisor of English Language	<a href="mailto:Md.Jerash@moe.gov.jo">Md.Jerash@moe.gov.jo</a>

Universiti Utara Malaysia

## APPENDIX H

### RECOMMENDATIONS OF ARBITRATION COMMISSION

Appendix H shows the recommendations of the judges in relation to the questionnaire and lesson plan before and after reviewing.

Research Instrument	Recommendations and suggestions
1-Questionnaire	Add a definition to interactive whiteboard in the cover page.
	Strongly Disagree should be changed into Strongly Agree as a reference to No.5.
	Add item 22-25 in the beginning in relation to Age.
	–A ticking one” changes to a tick in one.
2- Lesson Plan	Change experimental group to control group with respect to the introduction of the lesson No. 9 in the control group session.
	Change first session to second session in the introduction of the lesson No.9 in the control group session.

**APPENDIX I**  
**WORD TEST SCORE SHEET**

WORD READING SCORE SHEET Use any one list of words		
Name: _____		Date: _____
Age: _____	Date of birth: _____	TEST SCORE: <span style="border: 1px solid black; padding: 2px 10px;">/15</span>
Recorder: _____		STANINE GROUP: <span style="border: 1px solid black; display: inline-block; width: 30px; height: 20px; vertical-align: middle;"></span>
Record incorrect responses beside word		
LIST A	LIST B	LIST C
I mother are here me shouted am with car children help not too meet away	and to will look he up like in where Mr going big go let on	father come for a you at school went get we they ready this boys please

COMMENT:

**APPENDIX J**

**QUESTIONNAIRE BEFORE REVIEWING**





APRIL 2015

**Investigating the significant use of phonemic segmentation skill and the interactive whiteboard as an instructional tool in improving Jordanian EFL beginning readers' word recognition**

**Dear EFL beginning reader's teacher,**

You are invited to participate in this research about the effect of the use of phonemic segmentation skill on Jordanian EFL beginning readers' word recognition through the use of the interactive whiteboard. You have been selected as you are a teacher of EFL beginning readers.

**The purpose of this research** is to examine the significant use of phonemic segmentation skill and the interactive whiteboard as an instructional tool in improving EFL beginning readers' word recognition. Three terms should be clarified in this survey. First, *phonemic segmentation skill* is the ability to divide words into its individual sounds. Second, *Beginning readers* is a term used to refer to students who enroll in the first grade to which this research is involved. Finally, *word recognition* refers to the ability to recognize printed words.

Your contribution to this research is valuable and appreciated. There is no "right" or "wrong" answers to any of these items. Please note that your response will be private, anonymous and confidential. Individual respondents will not be identified in any data or reports and there will be no risk or discomfort if you agree to take part in this research and the returned questionnaire will be kept confidential. Once the research submitted and approved, all the questionnaires will be destroyed.

You may ask the researcher any question you are interested in. The researcher's name is Mohammad Husam Alhumsi. You may contact the researcher himself by phone: 0786904298 or via e-mail: [husam\\_1001@yahoo.com](mailto:husam_1001@yahoo.com). You can contact his advisor, Dr. Ahmad Affendi in the School of Education & Modern Languages at University Utara Malaysia by-email: [affendi@uum.edu.my](mailto:affendi@uum.edu.my), if you have any further concern and have the will to contact someone rather than the researcher.

Thank you for your assistance in completing this survey. Your prompt response is appreciated.

Best Regards,

Mohammad Husam Alhumsi

PhD Candidate, School of Education & Modern Languages, College of Arts and Sciences, University Utara Malaysia.

## First Grade Teacher Survey

Reading is a necessary skill that influences learning in the future. As a first grade teacher, you have an important role in affecting the beginning reading of a child. Thank you for helping our children enter the realm of literacy and become literate citizens. Kindly answer this questionnaire survey as accurately as possible. Once have completed, return it to the principal's office, please.

### I. Demographic Information:

Name (Optional)	
Degree	<input type="checkbox"/> Bachelor <input type="checkbox"/> Diploma <input type="checkbox"/> Master <input type="checkbox"/> PhD <input type="checkbox"/> Other
Years of Experience	<input type="checkbox"/> Less than 5 <input type="checkbox"/> 5-10 <input type="checkbox"/> 11-15 <input type="checkbox"/> 16-20 <input type="checkbox"/> More than 20
Age	<input type="checkbox"/> 25-34 <input type="checkbox"/> 35-44 <input type="checkbox"/> 45-55 <input type="checkbox"/> over 55
Gender	<input type="checkbox"/> Male <input type="checkbox"/> Female

### II. Perceptions of the significant use of phonemic segmentation skill

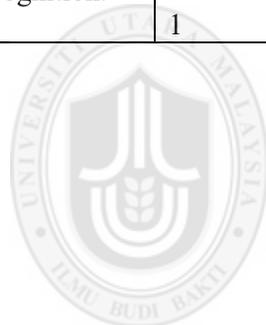
In this section, please indicate your response to the following statements by putting a ticking one of the boxes or by circling the number which rates your level of agreement from 1 to 5. Number 1 means you strongly disagree and number 5 means you strongly agree.

	Strongly Disagree 1	Disagree 2	Undecided 3	Agree 4	Strongly Agree 5
1. Phonemic segmentation skill is essential in developing EFL beginning readers' word recognition in the first grade.	1	2	3	4	5
2. Daily phonemic segmentation instruction is useful for predicting future reading difficulties.	1	2	3	4	5
3. Phonemic segmentation instruction can be used to prevent future reading difficulties.	1	2	3	4	5
4. Difficulties in word recognition in grade one are often the result of the lack of phonemic segmentation instructions.	1	2	3	4	5
5. EFL beginning readers should informally and incidentally learn phonemic segmentation skill in the first grade.	1	2	3	4	5
6. EFL beginning readers who experience difficulties in word recognition would benefit from phonemic segmentation instructions.	1	2	3	4	5
7. Teaching phonemic segmentation skill should come first before phonemic blending or manipulation skills.	1	2	3	4	5
8. Difficulties in word recognition cannot be inhibited in grade one.	1	2	3	4	5

9. Explicit phonemic segmentation instruction can decrease or eliminate early word recognition difficulties.	1	2	3	4	5
10. Phonemic segmentation instruction does not help learners recognize the printed words.	1	2	3	4	5
11. Difficulties in word recognition ability cannot be identified until grade two or later grades.	1	2	3	4	5
12. Daily phonemic segmentation instruction help young learners recognize words in print.	1	2	3	4	5
13. Phonemic segmentation instruction in grade one has an impact on word recognition in the later grades.	1	2	3	4	5
14. Phonemic segmentation skills should be explicitly taught with formal lessons to improve students' word recognition.	1	2	3	4	5
15. Word recognition involves segmenting sounds to say words.	1	2	3	4	5
16. Phonemic segmentation skill is easier than phoneme blending skill in learning word recognition.	1	2	3	4	5

III. Perceptions of the significant use of the interactive whiteboard					
For the following section, please indicate the extent to which you agree with the following statements by putting a tick in one of the boxes or by circling the number which rates your level of agreement from 1 to 5.					
	Strongly Disagree 1	Disagree 2	Undecided 3	Agree 4	Strongly Disagree 5
17. Using an interactive whiteboard enhances EFL beginning readers' motivation in word recognition.	1	2	3	4	5
18. Using a traditional white board enhances EFL beginning readers' motivation in word recognition.	1	2	3	4	5
19. Word recognition will be more fun if an interactive whiteboard is used.	1	2	3	4	5
20. Using an interactive whiteboard helps EFL beginning readers participate more in improving their word recognition.	1	2	3	4	5
21. Teachers may waste time when using an interactive whiteboard to improve EFL beginning readers' word recognition.	1	2	3	4	5
22. EFL beginning readers' word recognition should only be improved through an interactive white board instead of a traditional whiteboard.	1	2	3	4	5

23. Improving EFL beginning readers' word recognition requires teachers to do ongoing training when using an interactive whiteboard.	1	2	3	4	5
24. Improving EFL beginning readers' word recognition through using a traditional white board is easier than using an interactive whiteboard.	1	2	3	4	5
25. Using an interactive whiteboard reinforces EFL beginning readers' word recognition.	1	2	3	4	5
26. Using an interactive whiteboard may not suit the need of EFL beginning readers' word recognition.	1	2	3	4	5



THANK YOU

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## APPENDIX K

### Questionnaire after Reviewing



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APRIL 2015

**Investigating the significant use of phonemic segmentation skill and the interactive whiteboard as an instructional tool in improving Jordanian EFL beginning readers' word recognition**

**Dear EFL beginning reader's teacher,**

You are invited to participate in this research about the effect of the use of phonemic segmentation skill on Jordanian EFL beginning readers' word recognition through the use of the interactive whiteboard. You have been selected as you are a teacher of EFL beginning readers.

**The purpose of this research** is to examine the significant use of phonemic segmentation skill and the interactive whiteboard as an instructional tool in improving EFL beginning readers' word recognition. Three terms should be clarified in this survey. First, *phonemic segmentation skill* is the ability to divide words into its individual sounds. Second, *–Beginning readers*” is a term used to refer to students who enroll in the first grade to which this research is involved. Third, *word recognition* refers to the ability to recognize printed words. Finally, *–Interactive whiteboard*” is a large touch-sensitive board which is linked to a computer and a digital projector.

Your contribution to this research is valuable and appreciated. There is no *–right*” or *–wrong*” answers to any of these items. Please note that your response will be private, anonymous and confidential. Individual respondents will not be identified in any data or reports and there will be no risk or discomfort if you agree to take part in this research and the returned questionnaire will be kept confidential. Once the research submitted and approved, all the questionnaires will be destroyed.

You may ask the researcher any question you are interested in. The researcher's name is Mohammad Husam Alhumsi. You may contact the researcher himself by phone: 0786904298 or via e-mail: [husam\\_1001@yahoo.com](mailto:husam_1001@yahoo.com). You can contact his advisor, Dr. Ahmad Affendi in the School of Education & Modern Languages at University Utara Malaysia by-email: [affendi@uum.edu.my](mailto:affendi@uum.edu.my), if you have any further concern and have the will to contact someone rather than the researcher.

Thank you for your assistance in completing this survey. Your prompt response is appreciated.

Best Regards,

Mohammad Husam Alhumsi

PhD Candidate, School of Education & Modern Languages, College of Arts and Sciences, University Utara Malaysia.

### First Grade Teacher Survey

Reading is a necessary skill that influences learning in the future. As a first grade teacher, you have an important role in affecting the beginning reading of a child. Thank you for helping our children enter the realm of literacy and become literate citizens. Kindly answer this questionnaire survey as accurately as possible. Once have completed, return it to the principal's office, please.

#### I. Demographic Information:

Name (Optional)	
Degree	<input type="checkbox"/> Bachelor <input type="checkbox"/> Diploma <input type="checkbox"/> Master <input type="checkbox"/> PhD <input type="checkbox"/> Others
Years of Experience	<input type="checkbox"/> Less than 5 <input type="checkbox"/> 5-10 <input type="checkbox"/> 11-15 <input type="checkbox"/> 16-20 <input type="checkbox"/> More than 20
Age	<input type="checkbox"/> 22-24 <input type="checkbox"/> 25 -34 <input type="checkbox"/> 35-44 <input type="checkbox"/> 45-55 <input type="checkbox"/> over 55
Gender	<input type="checkbox"/> Male <input type="checkbox"/> Female

## II. Perceptions of the significant use of phonemic segmentation skill

In this section, please indicate your response to the following statements by putting a tick in one of the boxes or by circling the number which rates your level of agreement from 1 to 5. Number 1 means you Strongly Disagree and number 5 means you Strongly Agree.

	Strongly Disagree 1	Disagree 2	Undecided 3	Agree 4	Strongly Agree 5
1. Phonemic segmentation skill is essential in developing EFL beginning readers' word recognition in the first grade.	1	2	3	4	5
2. Daily phonemic segmentation instruction is useful for predicting future reading difficulties.	1	2	3	4	5
3. Phonemic segmentation instruction can be used to prevent future reading difficulties.	1	2	3	4	5
4. Difficulties in word recognition in grade one are often the result of the lack of phonemic segmentation instructions.	1	2	3	4	5
5. EFL beginning readers should informally and incidentally learn phonemic segmentation skill in the first grade.	1	2	3	4	5
6. EFL beginning readers who experience difficulties in word recognition would benefit from phonemic segmentation instructions.	1	2	3	4	5

7. Teaching phonemic segmentation skill should come first before phonemic blending or manipulation skills.	1	2	3	4	5
8. Difficulties in word recognition cannot be inhibited in grade one.	1	2	3	4	5
9. Explicit phonemic segmentation instruction can decrease or eliminate early word recognition difficulties.	1	2	3	4	5
10. Phonemic segmentation instruction does not help learners recognize the printed words.	1	2	3	4	5
11. Difficulties in word recognition ability cannot be identified until grade two or later grades.	1	2	3	4	5
12. Daily phonemic segmentation instruction help young learners recognize words in print.	1	2	3	4	5
13. Phonemic segmentation instruction in grade one has an impact on word recognition in the later grades.	1	2	3	4	5
14. Phonemic segmentation skills should be explicitly taught with formal lessons to improve students' word recognition.	1	2	3	4	5
15. Word recognition involves segmenting sounds to say words.	1	2	3	4	5

16. Phonemic segmentation skill is easier than phoneme blending skill in learning word recognition.

1                      2                      3                      4                      5

---

### III. Perceptions of the significant use of the interactive whiteboard

For the following section, please indicate the extent to which you agree with the following statements by putting a tick in one of the boxes or by circling the number which rates your level of agreement from 1 to 5.

	Strongly Disagree 1	Disagree 2	Undecided 3	Agree 4	Strongly Agree 5
17. Using an interactive whiteboard enhances EFL beginning readers' motivation in word recognition.	1	2	3	4	5
18. Using a traditional white board enhances EFL beginning readers' motivation in word recognition.	1	2	3	4	5
19. Word recognition will be more fun if an interactive whiteboard is used.	1	2	3	4	5
20. Using an interactive whiteboard helps EFL beginning readers participate more in improving their word recognition.	1	2	3	4	5

21. Teachers may waste time when using an interactive whiteboard to improve EFL beginning readers' word recognition.

1                      2                      3                      4                      5

22. EFL beginning readers' word recognition should only be improved through an interactive white board instead of a traditional whiteboard.

1                      2                      3                      4                      5

23. Improving EFL beginning readers' word recognition requires teachers to do ongoing training when using an interactive whiteboard.

1                      2                      3                      4                      5

24. Improving EFL beginning readers' word recognition through using a traditional white board is easier than using an interactive whiteboard.

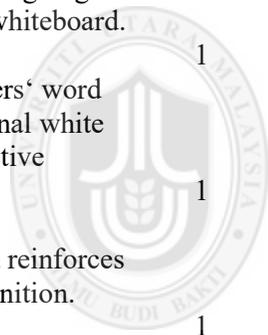
1                      2                      3                      4                      5

25. Using an interactive whiteboard reinforces EFL beginning readers' word recognition.

1                      2                      3                      4                      5

26. Using an interactive whiteboard may not suit the need of EFL beginning readers' word recognition.

1                      2                      3                      4                      5



THANK YOU



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**APPENDIX L**

**Universiti Utara Malaysia**

**Results of the Questionnaire in the Pilot Study**

### Descriptive Statistics

Items	N	Minimum	Maximum	Mean	Std. Deviation
1-Phonemic segmentation skill is essential in developing EFL beginning readers' word recognition in the first grade.	30	2	5	3.97	.809
2-Daily phonemic segmentation instruction is useful for predicting future reading difficulties.	30	2	5	4.20	.761
3-Phonemic segmentation instruction can be used to prevent future reading difficulties.	30	3	5	4.10	.759
4-Difficulties in word recognition in grade one are often the result of the lack of phonemic segmentation instructions.	30	2	5	3.93	.785
5-EFL beginning readers should informally and incidentally learn phonemic segmentation skill in the first grade.	30	1	4	2.57	.935

6-EFL beginning readers who experience difficulties in word recognition would benefit from phonemic segmentation instructions.	30	2	5	4.20	.847
7-Teaching phonemic segmentation skill should come first before phonemic blending or manipulation skills.	30	3	5	4.20	.551
8-Difficulties in word recognition cannot be inhibited in grade one.	30	1	5	2.63	.928
9-Explicit phonemic segmentation instruction can decrease or eliminate early word recognition difficulties.	30	2	5	3.97	.890
10-Phonemic segmentation instruction does not help learners recognize the printed words.	30	2	4	2.70	.837
11-Difficulties in word recognition ability cannot be identified until grade two or later grades.	30	2	4	2.50	.820
12-Daily phonemic segmentation instruction helps young learners recognize words in print.	30	2	5	4.10	.803

13-Phonemic segmentation instruction in grade one has an impact on word recognition in the later grades.	30	2	5	3.80	.997
14-Phonemic segmentation skills should be explicitly taught with formal lessons to improve students' word recognition.	30	2	5	4.00	.871
15-Word recognition involves segmenting sounds to say words.	30	3	5	4.27	.691
16-Phonemic segmentation skill is easier than phoneme blending skill in learning word recognition.	30	2	5	4.00	.910
17-Using an interactive whiteboard enhances EFL beginning readers' motivation in word recognition.	30	2	5	4.07	.980
18-Using a traditional white board enhances EFL beginning readers' motivation in word recognition.	30	1	5	2.27	.785
19-Word recognition will be more fun if an interactive whiteboard is used.	30	3	5	4.33	.606

20-Using an interactive whiteboard helps EFL beginning readers participate more in improving their word recognition.	30	2	5	4.33	.711
21-Teachers may waste time when using an interactive whiteboard to improve EFL beginning readers' word recognition.	30	1	5	2.63	.999
22-EFL beginning readers' word recognition should only be improved through an interactive white board instead of a traditional whiteboard.	30	2	5	3.47	.900
23-Improving EFL beginning readers' word recognition requires teachers to do ongoing training when using an interactive whiteboard.	30	3	5	4.23	.728
24-Improving EFL beginning readers' word recognition through using a traditional white board is easier than using an interactive whiteboard.	30	2	5	3.53	.937
25-Using an interactive whiteboard reinforces EFL beginning readers' word recognition.	30	2	5	4.07	.944

26-Using an interactive whiteboard may not suit the need of EFL beginning readers' word recognition.	30	1	5	2.90	.960
Valid N	30				

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## **APPENDIX M**

### **Lesson Plans of the Experimental Group**



Topic: Phonemic segmentation training Lesson Title: segmenting individual sounds Date: February 17 <sup>th</sup> , 2015	Lesson No. 1  Number of students: 21 (Experimental Group)	Duration: 10 minutes  Age: 7 years old Grade: 1 <sup>st</sup> Grade First Session
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The objectives of the lesson:

<p>1-Students will be able to identify the initial, middle and final sounds of the given words.</p> <p>2-To encourage students to recognize the concept of phonemic segmentation</p>
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The structure of the lesson:

Time:  10 min	Introduction:	Teaching Materials:
	-Warm up – Greet students	<ul style="list-style-type: none"> <li>-Elkonin boxes</li> <li>-Interactive whiteboard</li> <li>-Laptop</li> <li>-Data Show</li> <li>-List of words: Bed-horse-clock-lorry-desk-doll-deer-duck-fan-ball-sun</li> </ul>
	-The teacher uses the Elkonin boxes provided on the interactive whiteboard.	
	Procedures of the lesson:	
	a-Introduce the lesson: identifying the initial, middle and final sound in the provided words	
1- The teacher explains the sound parts in words.		
2- The teacher explains that words are made up of sounds and it is important to learn to hear the sound parts in words.		
3- The teacher introduces the concept of phonemic segmentation and illustrates how it will help us learn to read.		
4- The teacher lets the students listen carefully to hear the initial, middle and final sounds in words. For example, /d/, /u/and /k/ sounds represent the word “duck”.		
b- The teacher uses the interactive whiteboard to illustrate the activity of identifying initial, middle and final sounds in given words illustrated by the Elkonin boxes.		
Closure ( Assessment):		
At the end of the Power Point Presentation on the interactive whiteboard, some activities will be given in which the students have to identify the initial, middle and final sound of the given word.		

Topic: Phonemic segmentation training Lesson Title: segmenting individual sounds Date: February 18 <sup>th</sup> , 2015	Lesson No. 2 Number of students: 21 (Experimental Group)	Duration: 10 minutes Age: 7 years old Grade: 1 <sup>st</sup> Grade First Session
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The objective of the lesson:

1- Students will be able to identify the sounds of the given words.

The structure of the lesson:

Time: 10 min	Introduction:	Teaching Materials:
	-Warm up – Greet students	
	-The teacher uses the Elkonin boxes provided on the interactive whiteboard.	
	Procedures of the lesson:	
	a-Introduce the lesson: identifying sound parts in words 1- The teacher lets the students begin learning about sound parts in words. 2- The teacher lets them learn that words are made up of sounds and it is important to learn to hear the sound parts in words. 3- The teacher lets the students listen carefully to hear the sound parts in words. For example, ff aa nn <i>fan</i> b- The teacher uses the interactive whiteboard to illustrate the activity of identifying sounds parts in given words by the help of Elkonin boxes. 4- The teacher shows them how to do the activities.	
Closure ( Assessment):	-Elkonin boxes -Interactive whiteboard -Laptop -Data Show -List of words: Bed-horse-clock-lorry-desk-duck-fan-ball-bat	
	At the end of the Power Point Presentation on the interactive whiteboard, some activities will be given in which the students have to identify the right sound from the given picture.	

Topic: Phonemic segmentation training Lesson Title: segmenting individual sounds Date: February 19 <sup>th</sup> , 2015	Lesson No. 3 Number of students: 21 (Experimental Group)	Duration: 10 minutes Age: 7 years old Grade: 1 <sup>st</sup> Grade First Session
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The objective of the lesson:

1- Students will be able to pronounce a target word slowly, stretching it out by sound.

The structure of the lesson:

Time: 10 min	Introduction:	Teaching Materials:  -Elkonin boxes -Interactive whiteboard -List of words: bed-man-pin -Laptop -Data Show
	-Warm up – Greet students	
	-The teacher uses the Elkonin boxes provided on the interactive whiteboard.	
	Procedures of the lesson:	
	1- The teacher begins: Today we are going to do this on your own. I am going to give you a word and I want you to say the word slowly, so that you hear all the sounds. Some words will be easy and some may be a little tricky, but I know you can do it. It's going to be just like we did together just now. 2- The students click on one box then draw one box for each sound. After that, they insert the letter(s) for each sound. 3-There are lists of words. When I'm reading I want to be able to sound out the words and be able to break the word down into different sounds. I am going to say a word such as "pin." I am going to use these three boxes right here to segment the word into the different sounds. When I sound out the word I notice there are three sounds, /p/ /i/ /n/. As I'm slowly sounding out the word I click on the given three boxes.	
	Closure ( Assessment):	
At the end of the Power Point Presentation on the interactive whiteboard, I will then have a little activity in which the students have to pick out a word in a picture to stretch out the word slowly. Then I will have the students say different words on the interactive whiteboard.		

Topic: Phonemic segmentation training	Lesson No. 4	Duration: 10 minutes
Lesson Title: segmenting individual sounds	Number of students: 21 (Experimental Group)	Age: 7 years old
Date: February 24 <sup>th</sup> , 2015		Grade: 1 <sup>st</sup> Grade First Session

The objective of the lesson:

1- Students will be able to segment the individual sounds in each word.

The structure of the lesson:

Time: 10 min	Introduction:	Teaching Materials:
	-Warm up – Greet students	-Elkonin boxes -Interactive whiteboard -List of words: fish-man-cat -Laptop -Data Show
	-The teacher uses the Elkonin boxes provided on the interactive whiteboard.	
	Procedures of the lesson:	
	1- The teacher uses the interactive whiteboard to introduce the phoneme segmentation to some words. He shows some pictures. He also has some activities for the students to go to the interactive board and do these activities by giving them the right directions. E.g. <i>cat</i> kkk aaa ttt	
	2- The teacher gives a student a word and then he segments the phonemes while stretching out the word aloud and then he gives others a few more words. The amount of words given will depend on the timing and how well they are doing.	
	3- The teacher explains to the student that he does very well and he is very proud of all of his smart thinking.	
	4- The teacher tells the student that he can use this strategy when he is in class, doing homework, or reading independently.	
5- The teacher repeats the whole steps with other students.		
6- The teacher shows them how to do the exercise.		
Closure ( Assessment):		
At the end of the Power Point Presentation on the interactive whiteboard, I will then have some activities in which the students have to pick out a word in a picture to stretch out the word slowly using the interactive whiteboard.		

Topic: Phonemic segmentation training Lesson Title: segmenting individual sounds Date: February 25 <sup>th</sup> , 2015	Lesson No. 5 Number of students: 21 (Experimental Group)	Duration: 10 minutes Age: 7 years old Grade: 1 <sup>st</sup> Grade First Session
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The objective of the lesson:

1-Students will be able to recognize individual sounds in different words.
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The structure of the lesson:

Time: 10 min	Introduction:	Teaching Materials:
	- Greet the students. -The teacher uses the Elkonin boxes provided on the interactive whiteboard.	
	Procedures of the lesson:	
	1- The teacher lets the students see some pictures given on the interactive whiteboard. 2-The teacher lets them guess what these pictures are by saying the words they represent. 3-The teacher lets them listen to these sounds and see if they can figure out the word I'm saying: e.g. horse 4-The teacher asks them to identify the first sound. 5- The teacher shows his students how to do the exercise	
	Closure ( Assessment):	
	The students will do the given exercise on the interactive whiteboard.	-Elkonin boxes -Interactive whiteboard -Laptop -Data Show -List of words: pearl-cow-car-sheep-bee-banana-moon-horse-duck-zebra

Topic: Phonemic segmentation training Lesson Title: segmenting individual sounds Date: February 26 <sup>th</sup> , 2015	Lesson No. 6 Number of students: 21 (Experimental Group)	Duration: 10 minutes Age: 7 years old Grade: 1 <sup>st</sup> Grade First Session
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The objective of the lesson:

1-Students will be able to count the sounds in a word.
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The structure of the lesson:

Time: 10 min	Introduction:	Teaching Materials:
	-Warm up – Greet students	-Elkonin boxes -Interactive whiteboard -Laptop -Data Show -List of words: horse-van-water-cat-bed-fun-sat-sister—bike-clock
	-The teacher uses the Elkonin boxes provided on the interactive whiteboard.	
	Procedures of the lesson:	
	1-The teacher pronounces a target word slowly, stretching it out by sound. 2-The teacher asks the student to repeat the word. 3-The teacher drags "boxes" on the interactive whiteboard to match each particular box for each phoneme. 4-The teacher lets the student count the number of phonemes in the word, not necessarily the number of letters. For example, <i>van</i> has three phonemes and will use three boxes. /v/, /a/, /n/ 5-The teacher directs the student to drag one colored circle or corresponding letter in each cell of the Elkonin box as he repeats the word. 6-The teacher shows them how to do the exercise.	
	Closure ( Assessment):	
At the end of the Power Point Presentation on the interactive whiteboard, the students can correctly segment words into the appropriate boxes illustrated in the interactive whiteboard.		

Topic: Phonemic segmentation training Lesson Title: segmenting individual sounds Date: March 3 <sup>rd</sup> , 2015	Lesson No. 7 Number of students: 21 (Experimental Group)	Duration: 10 minutes Age: 7 years old Grade: 1 <sup>st</sup> Grade First Session
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The objectives of the lesson:

<p>1-Students will be able to identify the initial, middle and final sounds of the given words. 2- Students will be able to segment the individual sounds in each word using Elkonin boxes given on the interactive white board.</p>
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The structure of the lesson:

Time: 10 min	Introduction:	Teaching Materials:
	-Warm up – Greet students	
	-The teacher uses the Elkonin boxes provided on the interactive whiteboard.	
	Procedures of the lesson:	
	1-The teacher revises the previous lessons by having students saying the sounds parts in words. 2- The teacher lets students learn that words are made up of sounds and it is important to learn to hear the sound parts in words. 3- The teacher lets students learn that segment parts of words will help us learn to read as well as helping us figure out new words. e.g. <i>cat</i> kkk aaa ttt 4- The teacher lets students listen carefully to hear the sound parts in words. 5- The teacher shows them how to do the exercise.	
	Closure ( Assessment):	
	The students will practice doing the appropriate exercises given on the interactive board using Elkonin boxes.	

Topic: Phonemic segmentation training Lesson Title: segmenting individual sounds Date: March 4 <sup>th</sup> , 2015	Lesson No. 8 Number of students: 21 (Experimental Group)	Duration: 10 minutes Age: 7 years old Grade: 1 <sup>st</sup> Grade First Session
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The objective of the lesson:

1-The students will be able to build the concept of phonemic segmentation.

The structure of the lesson:

Time: 10 min	Introduction:	Teaching Materials:
	-Warm up – Greet students	<ul style="list-style-type: none"> <li>-Elkonin boxes</li> <li>-Interactive whiteboard</li> <li>-Laptop</li> <li>-Data Show</li> <li>-List of words: man-fish-dog-bed-egg-cat-wet-pet-red-ten-pen-nest-medal</li> </ul>
	-The teacher uses the Elkonin boxes provided on the interactive whiteboard.	
	Procedures of the lesson:	
	1- The teacher lets students say the sound parts in words by repeating after the teacher.	
	2- The teacher lets students practice some words. For example, medal-wet-pet-bed	
	3- The teacher introduces other words that have few sounds such as these words, e.g. —carnest- cat- egg-dog”	
4- The teacher lets the students put sounds together to make words. For example, mmmmaaannn: man		
5- The teacher lets the students use the Elkonin boxes that contain one sound per box on the interactive board.		
Closure ( Assessment):		
At the end of the Power Point Presentation on the interactive whiteboard, The students will go to the interactive whiteboard and click on the right picture		

Topic: Phonemic segmentation training Lesson Title: segmenting individual sounds Date: March 5 <sup>th</sup> , 2015	Lesson No. 9 Number of students: 21 (Experimental Group)	Duration: 10 minutes Age: 7 years old Grade: 1 <sup>st</sup> Grade First Session
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The objective of the lesson:

1-The students will be able to listen to sound parts in words.

The structure of the lesson:

Time: 10 min	Introduction:	Teaching Materials:
	-Warm up – Greet students	
	-The teacher uses the Elkonin boxes provided on the interactive whiteboard.	
	Procedures of the lesson:	
	1- The teacher reminds students that words are made of sounds. 2- The teacher lets them listen to sound parts in words. For example, pppiiinnn by using slow stretched pronunciation. 3- The teacher lets the students practice other words such as kkk aaatddd, mmm aaa nnn, kkk aaa rrr, kkk aaa ppp 4- The teacher shows them how to do the exercise.	
	Closure ( Assessment):	
	At the end of the Power Point Presentation on the interactive whiteboard, some activities will have been given in which the students click to the right pictures and say the words orally.	-Elkonin boxes -Interactive whiteboard -List of words: pin-cat-man-cap -Laptop -Data Show

Topic: Phonemic segmentation training Lesson Title: segmenting individual sounds Date: March 10 <sup>th</sup> , 2015	Lesson No. 10 Number of students: 21 (Experimental Group)	Duration: 10 minutes Age: 7 years old Grade: 1 <sup>st</sup> Grade First Session
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The objective of the lesson:

1-The students will be able to listen to more sound parts in words.
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The structure of the lesson:

Time: 10 min	Introduction:	Teaching Materials:
	-Warm up – Greet students	
	-The teacher uses the Elkonin boxes provided on the interactive whiteboard.	
	Procedures of the lesson:	
	1- The teacher lets his students listen to more sound parts in words. For example, the word bag /bbb aaa ggg/. The teacher uses slow stretched pronunciation and then students repeat after him. 2- The teacher lets them practice other words such as sh sh sh ee ppp, kkk aaa tttt, mmm aaa nnn, kkk aaa rrr, kkk aaa ppp, ddd ooo ggg. 3- The teacher lets them repeat after him slow movement in saying words.	
	Closure ( Assessment):	
At the end of the Power Point Presentation on the interactive whiteboard, The students match the right pictures with right word. Then they say the words orally.		

Topic: Phonemic segmentation training Lesson Title: segmenting individual sounds Date: March 11 <sup>th</sup> , 2015	Lesson No. 11 Number of students: 21 (Experimental Group)	Duration: 10 minutes Age: 7 years old Grade: 1 <sup>st</sup> Grade First Session
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The objective of the lesson:

1-The students will be able to figure out the oral and printed word.

The structure of the lesson:

Time: 10 min	Introduction:	Teaching Materials:
	-Warm up – Greet students	
	-The teacher uses the Elkonin boxes provided on the interactive whiteboard.	
	Procedures of the lesson:	
	1-The teacher lets the students use the Elkonin boxes that contain one sound per box illustrated in the interactive whiteboard 2-The teacher lets them practice using the different sounds in words. 3-The teacher lets them figure out the new sound parts in words. For example, kkk aaa nnn /k/a/n/ 4-The teacher lets them to use the slow stretched pronunciation for the given words. 5-The teacher shows them how to do the exercise.	
	Closure ( Assessment):	
	The students do the given exercises illustrated in the interactive whiteboard to expand the word orally to hear all the separate phonemes by using the Elkonin boxes.	

Topic: Phonemic segmentation training Lesson Title: segmenting individual sounds Date: March 12 <sup>th</sup> , 2015	Lesson No. 12 Number of students: 21 (Experimental Group)	Duration: 10 minutes Age: 7 years old Grade: 1 <sup>st</sup> Grade First Session
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The objective of the lesson:

1-The students will be able to figure out the oral and printed word. Revision
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The structure of the lesson:

Time: 10 min	Introduction:	Teaching Materials:
	-Warm up – Greet students	
	-The teacher uses the Elkonin boxes provided on the interactive whiteboard.	
	Procedures of the lesson:	
	1-The teacher reminds the students that words are made of sounds. 2- The teacher lets them the Elkonin boxes that contain one sound per box illustrated in the interactive whiteboard 3- The teacher lets them practice using the different sounds in words. 4- The teacher lets them figure out the new sound parts in words. For example, /b/ /ee/, /k/ /a/ /n/ 5- The teacher shows them how to do the exercise.	
	Closure ( Assessment):	
	At the end of the Power Point Presentation on the interactive whiteboard, The students do the given exercises illustrated in the interactive whiteboard to say the word orally.	

## **APPENDIX N**

### **Lesson Plans of the Control Group**



Topic: Phonemic segmentation training Lesson Title: segmenting individual sounds Date: February 17th , 2015	Lesson No. 1  Number of students: 20 (Control Group)	Duration: 10 minutes  Age: 7 years old Grade: 1 <sup>st</sup> Grade Second Session
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The objectives of the lesson:

<p>1-Students will be able to identify the initial, middle and final sounds of the given words.</p> <p>2-To encourage students to recognize the concept of phonemic segmentation</p>
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The structure of the lesson:

Time:  10 min	Introduction:	Teaching Materials:
	-Warm up – Greet students	<ul style="list-style-type: none"> <li>-Elkonin boxes</li> <li>-Traditional board</li> <li>-List of words: cat-bed-ball-bat- Bed-clock-lorry-desk-fan-ball-sun</li> </ul>
	-The teacher uses the Elkonin boxes provided on the traditional board.	
	Procedures of the lesson:	
	a-Introduce the lesson: identifying the initial, middle and final sound in the provided words	
	1- The teacher explains the sound parts in words.	
2- The teacher explains that words are made up of sounds and it is important to learn to hear the sound parts in words.		
3- The teacher introduces the concept of phonemic segmentation and illustrates how it will help us learn to read.		
4- Let the students listen carefully to hear the initial, middle and final sounds in words. For example, /k/, /a/and /t/ sounds represent the word “cat”.		
b- The teacher will use the traditional board to illustrate the activity of identifying initial, middle and final sounds in given words illustrated by the Elkonin boxes.		
Closure ( Assessment):		
At the end of the lesson, some activities will be given in which the students have to identify the initial, middle and final sound of the given word.		

Topic: Phonemic segmentation training Lesson Title: segmenting individual sounds Date: February 18 <sup>th</sup> , 2015	Lesson No. 2 Number of students: 20 (Control Group)	Duration: 10 minutes Age: 7 years old Grade: 1 <sup>st</sup> Grade Second Session
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The objective of the lesson:

1- Students will be able to identify the sounds of the given words.
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The structure of the lesson:

Time: 10 min	Introduction:	Teaching Materials:
	-Warm up – Greet students	Elkonin boxes -Traditional board -List of words: cat-bed-ball-bat- Bed-clock-lorry-desk-fan-ball-sun-man
	-The teacher uses the Elkonin boxes provided on the traditional board.	
	Procedures of the lesson:	
	a-Introduce the lesson: identifying sound parts in words	
	1- Let the students begin learning about sound parts in words.	
	2- Let them learn that words are made up of sounds and it is important to learn to hear the sound parts in words.	
3- Let the students listen carefully to hear the sound parts in words. For example, man /mmm aaa nnn/		
b- The teacher uses the traditional board to illustrate the activity of identifying sounds parts in given words by the help of Elkonin boxes.		
4- Show them how to do the activities.		
Closure ( Assessment):		
The students have to identify the right sound from the given word on the traditional board.		

Topic: Phonemic segmentation training Lesson Title: segmenting individual sounds Date: February 19 <sup>th</sup> , 2015	Lesson No. 3  Number of students: 20 (Control Group)	Duration: 10 minutes  Age: 7 years old Grade: 1 <sup>st</sup> Grade Second Session
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The objective of the lesson:

1- Students will be able to pronounce a target word slowly, stretching it out by sound.
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The structure of the lesson:

Time:  10 min	<b>Introduction:</b>	<b>Teaching Materials:</b>  Elkonin boxes -Traditional board -List of words :cat-cup-cow-dog-doll-ball
	-Warm up – Greet students	
	-The teacher uses the Elkonin boxes provided on the traditional board.	
	<b>Procedures of the lesson:</b>	
	1- The teacher begins: Today we are going to do this on your own. I am going to give you a word and I want you to say the word slowly, so that you hear all the sounds. Some words will be easy and some may be a little tricky, but I know you can do it. It's going to be just like we did together just now.	
	2- The students point at one box that represents the sound. After that, they say each sound.	
	3-There are lists of words. When I'm reading I want to be able to sound out the words and be able to break the word down into different sounds. I am going to say a word such as —dog I am going to use these three boxes right here to segment the word into the different sounds. When I sound out the word I notice there are three sounds, /d/ /o/ /g/.	
<b>Closure ( Assessment):</b>		
The students have to stretch out the word slowly. Then the teacher will have the students say different words on the traditional board.		

Topic: Phonemic segmentation training	Lesson No. 4	Duration: 10 minutes
Lesson Title: segmenting individual sounds	Number of students: 20 (Control Group)	Age: 7 years old
Date: February 24 <sup>th</sup> , 2015		Grade: 1 <sup>st</sup> Grade Second Session

The objective of the lesson:

1- Students will be able to segment the individual sounds in each word.

The structure of the lesson:

Time: 10 min	Introduction:	Teaching Materials:
	-Warm up – Greet students	Elkonin boxes -Traditional board -List of words: dog-doll-duck-feet-cat-cow-corn-cup
	-The teacher uses the Elkonin boxes provided on the traditional board.	
	Procedures of the lesson:	
	1- The teacher uses the traditional board to introduce the phonemic segmentation to some words. He draws the boxes. He also has some activities for the students to go to the board and do these activities by giving them the right directions. E.g. <i>cat</i> kkk aaa ttt	
	2- The teacher gives a student a word and then he segments the phonemes while stretching out the word aloud and then he gives others a few more words. The amount of words given will depend on the timing and how well they are doing.	
3- The teacher explains to the student that he does very well and he is very proud of all of his smart thinking.		
4- The teacher tells the student that he can use this strategy when he is in class, doing homework, or reading independently.		
5- The teacher repeats the whole steps with other students.		
6- The teacher shows them how to do the exercise.		
Closure ( Assessment):		
The students have to stretch out the word slowly by doing some activities.		

Topic: Phonemic segmentation training Lesson Title: segmenting individual sounds Date: February 25 <sup>th</sup> , 2015	Lesson No. 5 Number of students: 20 (Control Group)	Duration: 10 minutes Age: 7 years old Grade: 1 <sup>st</sup> Grade Second Session
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The objective of the lesson:

1-Students will be able to recognize individual sounds in different words.
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The structure of the lesson:

Time: 10 min	Introduction:	Teaching Materials:  Elkonin boxes -Traditional board -List of words: dog-doll-duck-feet-cat-cow-corn-cup-dog
	- Greet the students. -The teacher uses the Elkonin boxes provided on the traditional board.	
	Procedures of the lesson:	
	1- The teacher let the students see some words given on the traditional board. 2-The teacher lets them guess the sounds of the given words. 3-The teacher lets them listen to these sounds and see if they can figure out the word I'm saying: e.g. duck 4-The teacher asks them to repeat the words orally. 5- The teacher shows his students how to do the exercise	
	Closure ( Assessment):	
	The students will do the given exercise on the traditional board.	

Topic: Phonemic segmentation training Lesson Title: segmenting individual sounds Date: February 26 <sup>th</sup> , 2015	Lesson No. 6 Number of students: 20 (Control Group)	Duration: 10 minutes Age: 7 years old Grade: 1 <sup>st</sup> Grade Second Session
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The objective of the lesson:

1-Students will be able to count the sounds in a word.
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The structure of the lesson:

Time: 10 min	Introduction:	Teaching Materials:  Elkonin boxes -Traditional board -List of words: dog-doll-duck-feet-pen-nut-ring-sun-tent-bed-bat-ant-ball
	-Warm up – Greet students	
	-The teacher uses the Elkonin boxes provided on the traditional board.	
	Procedures of the lesson:	
	1-The teacher pronounces a target word slowly, stretching it out by sound. 2-The teacher asks the student to repeat the word. 3-The teacher draws the circles that represent each single sound to match each particular box for each phoneme (sound). 4-The teacher lets the student count the number of phonemes in the word, not necessarily the number of letters. For example, ball has three phonemes (sounds) and will use three boxes. /b/, /a/, /l/ 5-The teacher directs the student to draw one circle or corresponding letter in each cell of the Elkonin box as he repeats the word.(circle the first sound. 6-The teacher shows them how to do the exercise.	
	Closure ( Assessment):	
	The students are able to correctly segment words into the appropriate boxes illustrated in the traditional board.	

Topic: Phonemic segmentation training Lesson Title: segmenting individual sounds Date: March 3 <sup>rd</sup> , 2015	Lesson No. 7 Number of students: 20 (Control Group)	Duration: 10 minutes Age: 7 years old Grade: 1 <sup>st</sup> Grade Second Session
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The objectives of the lesson:

<p>1-Students will be able to identify the initial, middle and final sounds of the given words.</p> <p>2- Students will be able to segment the individual sounds in each word using Elkonin boxes given on the traditional board.</p>
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The structure of the lesson:

Time: 10 min	Introduction:	Teaching Materials:
	-Warm up – Greet students	Elkonin boxes -Traditional board -List of words: bed- ball-moon-ball
	-The teacher uses the Elkonin boxes provided on the traditional board.	
	Procedures of the lesson:	
	1-The teacher revises the previous lessons by having students saying the sounds parts in words.	
	2- Let students learn that words are made up of sounds and it is important to learn to hear the sound parts in words.	
3- Let students learn that segment parts of words will help us learn to read as well as helping us figure out new words. e.g. <i>bed</i> bbb eee ddd		
4-Let students listen carefully to hear the sound parts in words.		
5- Show them how to do the exercise.		
Closure ( Assessment):		
The students will practice doing the appropriate exercises given on the traditional board using Elkonin boxes.		

Topic: Phonemic segmentation training Lesson Title: segmenting individual sounds Date: March 4 <sup>th</sup> , 2015	Lesson No. 8 Number of students: 20 (Control Group)	Duration: 10 minutes Age: 7 years old Grade: 1 <sup>st</sup> Grade Second Session
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The objective of the lesson:

1-The students will be able to build the concept of phonemic segmentation.

The structure of the lesson:

Time: 10 min	Introduction:	Teaching Materials:
	-Warm up – Greet students	-Elkonin boxes -Traditional board -List of words: dog-doll-duck-feet-pen-nut-ring-sun-tent-bed-bat-ant-ball-red
	-The teacher uses the Elkonin boxes provided on the traditional board.	
	Procedures of the lesson:	
	1- The teacher lets students say the sound parts in words by repeating after the teacher.	
	2- The teacher lets students practice some words	
	3- The teacher introduces other words that have few sounds such as these words, e.g. —ddl bed- ball-red”	
4- The teacher lets the students put sounds together to make words. For example, mmmmaannn: man		
5- The teacher lets the students use the Elkonin boxes that contain one sound per box on the traditional board.		
Closure ( Assessment):		
At the end the lesson, the students will go to the traditional board and point to the right sound of the given word.		

Topic: Phonemic segmentation training Lesson Title: segmenting individual sounds Date: March 5 <sup>th</sup> , 2015	Lesson No. 9 Number of students: 20 (Control Group)	Duration: 10 minutes Age: 7 years old Grade: 1 <sup>st</sup> Grade Second Session
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The objective of the lesson:

1-The students will be able to listen to sound parts in words.
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The structure of the lesson:

Time: 10 min	Introduction:	Teaching Materials:
	-Warm up – Greet students	-Elkonin boxes -Traditional board -List of words: goat-cow-cup- pen-pot-fish-cat- frog
	-The teacher uses the Elkonin boxes provided on the traditional board.	
	Procedures of the lesson:	
	1- The teacher reminds students that words are made of sounds.	
	2- The teacher lets them listen to sound parts in words. For example, pppiiinnn by using slow stretched pronunciation.	
3- The teacher lets the students practice other words such as kkk aaatttt, fff iii sh, kkk aaa ttt, ppp eee nnn		
4- The teacher shows them how to do the exercise.		
Closure ( Assessment):		
The students say the words orally.		

Topic: Phonemic segmentation training Lesson Title: segmenting individual sounds Date: March 10 <sup>th</sup> , 2015	Lesson No. 10 Number of students: 20 (Control Group)	Duration: 10 minutes Age: 7 years old Grade: 1 <sup>st</sup> Grade Second Session
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The objective of the lesson:

1-The students will be able to listen to more sound parts in words.
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The structure of the lesson:

Time: 10 min	Introduction:	Teaching Materials:
	-Warm up – Greet students	-Elkonin boxes -Traditional board -List of words: nut-pen-pot-dog-doll-duck-feet
	-The teacher uses the Elkonin boxes provided on the traditional board.	
	Procedures of the lesson:	
	1- The teacher lets his students listen to more sound parts in words. For example, the word dog /ddd ooo ggg/. The teacher uses slow stretched pronunciation and then students repeat after him. 2- The teacher lets them practice other words such as ddd ooo ggg, ppp ooo ttt, ppp eee nnn, ddd ooo lll, nnn uuu ttt. 3- The teacher lets them repeat after him slow movement in saying words.	
Closure ( Assessment):		
	The students match the right sounds with the right word. Then they say the words orally.	

Topic: Phonemic segmentation training Lesson Title: segmenting individual sounds Date: March 11 <sup>th</sup> , 2015	Lesson No. 11 Number of students: 20 (Control Group)	Duration: 10 minutes Age: 7 years old Grade: 1 <sup>st</sup> Grade Second Session
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The objective of the lesson:

1-The students will be able to figure out the oral and printed word.
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The structure of the lesson:

Time: 10 min	Introduction:	Teaching Materials:
	-Warm up – Greet students	-Elkonin boxes -Traditional board -List of words: bee-boat-book-bell-bus-box-sun-can-hat-bake
	-The teacher uses the Elkonin boxes provided on the traditional board.	
	Procedures of the lesson:	
	1-The teacher lets the students use the Elkonin boxes that contain one sound per box illustrated in the traditional board.	
	2-The teacher lets them practice using the different sounds in words.	
3-The teacher lets them figure out the new sound parts in words. For example, bbb ooo kkk /b/o/k/		
4-The teacher lets them to use the slow stretched pronunciation for the given words.		
5-The teacher shows them how to do the exercise.		
Closure ( Assessment):		
The students do the given exercises illustrated in the traditional board to hear all the separate phonemes by using the Elkonin boxes.		

Topic: Phonemic segmentation training Lesson Title: segmenting individual sounds Date: March 12 <sup>th</sup> , 2015	Lesson No. 12 Number of students: 20 (Control Group)	Duration: 10 minutes Age: 7 years old Grade: 1 <sup>st</sup> Grade Second Session
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The objective of the lesson:

1-The students will be able to figure out the oral and printed word. Revision
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The structure of the lesson:

Time: 10 min	Introduction:	Teaching Materials:
	-Warm up – Greet students	-Elkonin boxes -Traditional board -List of words: cat-corn-cow-pot
	-The teacher uses the Elkonin boxes provided on the traditional board.	
	Procedures of the lesson:	
	1-The teacher reminds the students that words are made of sounds.	
	2- The teacher lets them the Elkonin boxes that contain one sound per box illustrated in the traditional board.	
3- The teacher lets them practice using the different sounds in words.		
4- The teacher lets them figure out the new sound parts in words. For example, /p/ /o/ /t/: pot		
5- The teacher shows them how to do the exercise.		
Closure ( Assessment):		
The students do the given exercises illustrated in the traditional board to say the word orally given on a sheet of paper.		

**APPENDIX O**  
**INTERACTIVE WHITEBOARD (IWB)**



**APPENDIX P**  
**A LESSON ON IWB**





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APPENDIX Q  
COVER PAGE OF ACTION PACK 1

