

**The Influence of Sight Words Instruction in Reading
Fluency in Blended Learning Context.**

تأثير تعليم الكلمات المرئية في طلاقة القراءة في سياق التعلم المدمج

by

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**Dissertation submitted in partial fulfilment
of the requirements for the degree of**

MASTER OF EDUCATION

at

The British University in Dubai

June 2022

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ABSTRACT IN ENGLISH

The action research takes a mixed method strategy to carry out demonstration and examination the effects of Sight words instruction in reading skills in blended learning context with year three students. The sub- objective was to demonstrate primary English teachers' opinion in sight word instructions. The study context was in a private school in Ras Al Khaimah, and it focus with the primary section. The sample size was thirty participants: twenty -two English primary teachers and eight students. The data collection that was used are questionnaire, Semi-Structured interviews, and artefacts. The data collection was done through triangulation to enhance validity and reliability. The major findings were: 1) Using sight words instructions improve reading skills especially comprehension and fluency skills. 2) Sight words instructions enhance the confidence in year three students. 3) Many English teachers in the UAE believe in the effects of sight word instructions. 4) Sight word instructions is ineffective if there is no support from other language teaching approach. Finally, the study's limits are depicted, and further implications are supplied.

الملخص

يتخذ البحث الإجرائي استراتيجيات ذات منهج مختلط لإجراء العرض التوضيحي وفحص آثار تعليم الكلمات المرئية في مهارات القراءة في سياق التعلم المدمج مع طلاب السنة الثالثة. كان الهدف الفرعي هو إظهار رأي معلمي اللغة الإنجليزية الأساسيين في تعليمات الكلمات المرئية. كان سياق الدراسة في مدرسة خاصة في رأس الخيمة، وتركز على القسم الابتدائي. بلغ حجم العينة ثلاثين مشاركاً: اثنان وعشرون معلماً ابتدائياً للغة الإنجليزية وثمانية طلاب. جمع البيانات الذي تم استخدامه هو الاستبانة والمقابلات شبه المنظمة والمصنوعات اليدوية. تم جمع البيانات من خلال التثليث لتعزيز الصحة والموثوقية. وكانت النتائج الرئيسية هي: (1) استخدام تعليمات الكلمات المرئية يحسن مهارات القراءة وخاصة مهارات الفهم والطلاقة. (2) تعليمات الكلمات المرئية تعزز الثقة لدى طلاب الصف الثالث. (3) يؤمن الكثير من مدرسي اللغة الإنجليزية في الإمارات بآثار تعليمات الكلمات المرئية. (4) تعليمات الكلمات المرئية غير فعالة إذا لم يكن هناك دعم من نهج تعليم اللغة الأخرى. أخيراً، تم توضيح حدود الدراسة، وتم توفير المزيد من الآثار.

ACKNOWLEDGEMENTS

I would like to start by expressing my profound gratitude to my dissertation supervisor, Dr. Tendai Charles, for his unending support, advice, and guidance in academic concerns. I want to express my gratitude to the lecturers and support personnel at The British University in Dubai for all the lessons I have acquired through the workshops and lectures. Additionally, without the ongoing encouragement and support I received from my mother, husband, and siblings, I would not have been able to complete this dissertation. Finally, I'd want to express my gratitude to the participants and the school for agreeing to take part in this study.

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LIST OF ABBREVIATIONS

BL: Blended Learning

DCT- Dual Coding Theory

ELL- English-language learner

FTT- Fuzzy Trace Theory

NGRT- New Group Reading Test

PPP- Presentation-Practice-Production

RQ- Research Question

SAS- Standard Age Score

SLA- Second Language Acquisition

SW: Sight Word

TL- Target Language

TPR- Total Physical Responses

UAE- United Arabs of Emirates

ZPD- The Zone of Proximal Development

CHAPTER 1: INTRODUCTION

1.1 Significant of the Research:

Language acquisition is one of the main popular departments in education. Many studies done in language acquisition in different context. The teaching and learning theories show great interests in language acquisition especially in second language acquisitions. The language acquisitions challenges inspire many researchers and educators to find the most suitable way to improve the language acquisitions especially in certain skills, for instance, reading, writing, listening, and speaking. Government Policy, educators and discussion makers have all reached the technology-based context is becoming more significant and it is making the process of learning and teaching effective, especially during language acquisitions.

Sight words often known as the commonly used word. In some language classes young children often encourage to memorize as a whole so children. Commonly, many sight words viewed are words that do not follow spelling rules or the six types of syllables, such as come, does, or who. Westwood (2004) defined the term basic sight vocabulary or word refers to a child's understanding of the hundred or more most often appearing (high-frequency) words. Many of these highly frequent words do not have 'regular' sound-to-letter translations and must be learned through visual memory. Young learners might find decoding or writing these words difficult. For young students, decoding these words can be extremely difficult. Spector (2011) defined approach to teach word recognition, known as, sight word instruction, a whole word has a long tradition in programs especially for students with significant cognitive disabilities. Teach the students to memorize these words as whole by sight becoming commonly in younger learners' language classes. Hayes (2016) stated, Learning to read is a difficult task for some kids. Therefore, it will require more assistance and instruction to become adequate readers. The

sight word Instruction is a beneficial method to apply with all students, but especially with those struggling readers.

It is essential factor of speed and automaticity in reading is recognizing much vocabulary or having rich vocabulary. When the child recognizes the word and not decoding the word, child become more fluent reader. A wide vocabulary of words recognized rapidly by sight is an important component of reading speed and automaticity. These terms are also known as 'sight words' or 'sight vocabulary.' The ability to read multiple words instantly by sight adds significantly to fluent reading and is the most effective technique to decipher any text's content. Reading a word by sight, on the other hand, does not always mean that the entire word is preserved as a full image, but rather that key clusters of letters typical of that word are stored and can lead to its quick identification (Westwood 2004).

When the child gets interacted with sight word many times, practicing more frequently sight word, word might be recognized in the long-term memory. Westwood (2004) claimed regular exposures to high frequency words result in children retaining the main components of each word's orthographic pattern in long-term memory. When the words are met again in related literature, they are promptly recognized based on a sense of important letter sequences within the word. Another perspective about sight word and how it related to the memory Sprenger (2013) explained that Semantic memory is concerned with facts and concepts, whereas episodic memory is concerned with our experiences, such as time, places, people, and events. The "how" of reading is the semantic memory system. It entails the decoding and comprehension procedures that we teach our kids. Permanent results from practice. Decoding abilities, memorizing sight and high-frequency words, fluency, some vocabulary, and reading methods that help us grasp what we're reading all need to become part of procedural memory in the case

of reading. In other words, they must become automatic in order to provide the brain with the necessary time and space to interpret text (Sprenger 2013).

Although, the child practices the word as whole in the sight word instruction, it is essential that child become familiar with the phonics rules, hence, it will support the effectiveness of the sight word instructions. Gunning (2000) claimed Children with phonic knowledge appear to learn sight words considerably more easily than children who just employ the 'look-and-say' approach. The ability to recognize letters clearly assists in the memorization of orthographic patterns.

As many studies are conducted about sight word instruction, especially in special education sector, however, there is might lack of studies conducted in the United Arabs of Emirates. Therefore, it encourages to conduct a sight word instruction research in the United Arabs of Emirates with second language speaker. In addition, there is a lack of given different perspective about the sight word instructions. Furthermore, there are rarely research conduct about sight word instruction in blended learning context or online learning.

The influence of sight word reading instructions in reading skills have been chosen for many reasons, firstly from the teaching practice experience over five years in teaching language in different primary schools in UAE found many learners are struggling with learning second language especially mastering reading and spelling skills. Therefore, examine sight word instructions might slightly solve the issue. Secondly, it seems that improving second language department in education sector in the UAE at all levels of education is a top priority of the UAE. The current action research might support the education department or give a view or a solution about struggling students in reading.

The objective of the current action research aims to carry out demonstration and examination the effects of Sight words instruction in reading skills in blended learning context with year

three students. The sub- objective was to demonstrate primary English teachers' opinion in sight word instructions.

1.2 Context of the Research

As it mentioned previously, Sight word instructions have not been given enough from different opinions. In addition, there was a lack of studied that conducted about sight word instructions in the context of the United Arab Emirates (UAE). Therefore, this study conducted in Private school in Ras Al Khaimah which follows the British curriculum “ Collins” skills based curriculum which aims to understand many perspective on sight word instructions. The English department (colleagues) in this privet school come up with sight word program that aimed to improve students' English language. The program was conducted to the students from first stage (Pre-kindergarten) to year nine (grade eight) students, however the study focused with year three students (grade 2). During conducting the research, the school followed blended learning method. After understanding the opinions of the educators and analysing the data of this study, the objective of this study to curry out investigation of the effects of the sight word instructions in reading skills. Also, to come up with a conclusion based on the results found from the data.

This study is considered as action research as it focuses on reflection process of one specific section of the school and its relevant participants. In other words, year three students is the focus and it involves primary teachers in both cycle one and two. English Teacher participants took a survey on explaining their thought and reflect their experience in using sight word instructions, while three of these teachers accepted to give further explanation about their opinion and reflective in semi-structured interview. All students in year three took the assessment while the only eight students' participants their test got analysed in this action research. Finally, this study gathered knowledge from three four distinct views on the topic.

1.3 Origination and summarize of the chapters.

This section discussed a summary of all the research chapter and the ways in which they are organized in research.

Chapter one -Introduction: This chapter describes how this study concept came to be, as well as crucial points, linkages, and gaps in earlier studies. It also specifies the study's objectives and objective. It also describes the study and how it may assist students and teachers.

Chapter two -Literature Review: This chapter defining the operational definitions, then discussing reading and second language acquisition theories. Models and approaches in teaching Sight word instructions were highlighted, such as TPR, PPP and flash cards. It also empathised with the background of sight word instructions. Also, it examines practice theories related to sight word instruction. Finally, it ends up with looking at different opinions about Sight word instructions.

Chapter three -Methodology: This chapter present the research questions, describing the sampling method and the number of participants, a brief description of the study context, an explanation of the collection and analysis of data, ethics considerations also addressed and, Validity and reliability measurements were also addressed.

Chapter four- Result: This chapter demonstrate the results of the students' questionnaire replies and the responses of the teachers in the semi-structured interviews and illustration of the students' artefacts.

Chapter five- Discussion: This chapter discussed and analyzed the results of this study in consideration of the studies and theories presented in the literature review chapter. Also providing the combination between qualitative data and quantitatively data with ensuring to answers the four research questions Finally, the critical concluding ideas are formed with the study's limits and further implications.

1.4 Key Word:

Sight Word Instructions – Second Language Acquisitions - Flash Card – Second Language
Learners- Fluency- Accuracy

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction:

Many researchers have done studies about different strategies regarding language acquisition. Some of these studies were specialists in second language acquisition. Reading is one of the skills that might have an impact during language acquisition, especially in the early levels. There are many strategies and methods to teach language, many theories are based to support language educators to help pupils to learn and acquire the language. One of the modules that used in teaching language is sight words. Sight words are common words that must be recognized without having to hear them out. A recent study (Ceprano1981) found that many experts believe that youngsters should learn to read with a strong foundation of sight words.

This literature review will begin with defining the operational definitions, followed by discussing reading and second language acquisition. In addition, it will empathise models and approaches in teaching Sight word instructions. Furthermore, there is an examination of theories related to sight word instruction, followed by an in-depth look at studies involving Sight word instructions. It will also go through studies that individually demonstrate the opinions about Sight word instructions.

2.2 Operational Definitions

In this action research, there are four main definitions of sight word instructions:

- *Second language acquisition:* The process that a child/learner goes through in learning more than one language. In other words, Learning and acquisition of a second language once the mother language is already established (Ellis 1989).
- *Comprehensible input:* Individuals learning a new language must get understandable second language instruction in order to improve. To put it another

way, their instructional input must be understandable to them at their current learning level of learning (Loschky1994).

- *Reading Fluency*: Promotes accurate and automatic word identification, as well as components like phonemic awareness and letter–sound correspondences that help pupils identify words rapidly and effectively (Wolf& Katzir-Cohen 2001).
- *Accuracy*: During the reading process, the automated process of interpreting and integrating acceptable expressions or words with minimal utilization of required resources to communicate meaning. Although accuracy in decoding words is important, the major goal is to guarantee that words are decoded automatically and with minimal effort during reading (Wolf& Katzir-Cohen 2001).

2.3 Second Language Acquisition

Learning to understand and use language is a gradual and ongoing process that begins at birth and continues through the early childhood year and beyond. Researchers and learning language specialists have proposed several ideas to simplify language acquisition in learners, particularly those learning a second language. When the mother tongue language is established, the second language is acquired. Stephen Krashen developed Second Language Acquisition Theory, in which he introduced key concepts and theories in SLA research (Krashen, 2010). Alhamadi (2019) identified the acquisition learning hypothesis is one of six hypotheses in Krashen theory. The process of acquiring the native language involves the subconscious acceptance of knowledge in which information is stored in the brain through the use of communication. The monitor hypothesis describes how the mentoring system is used in the acquisition system, and how the mentor focuses on slowing down to achieve language accuracy (Alhamadi 2019). Schütz (2007) identified the Natural Order hypothesis is based on research findings (Dulay & Burt, 1974; Fathman, 1975; Makino, 1980 cited in Krashen, 1987) that

suggested that the acquisition of grammatical structures follows a predictable 'natural order.' Some grammatical structures in a given language are learned early, while others are learned later. This order appeared to be independent of the learners' age, L1 background, or exposure conditions. It was recently found that “Krashen's Input hypothesis attempts to explain how a learner acquires a second language. In other words, this is Krashen's explanation for how second language acquisition occurs. As a result, the Input hypothesis is only concerned with 'acquisition' rather than 'learning” (Schütz 2007).

2.3.1 Errors and Misconception

Errors and misconceptions during second language acquisition might occur. Song (2018) discovered that second language speakers make errors that are influenced by their native language. He discussed how the first language can influence the second language by causing errors while the second language speaker is using the language (Song, 2018). Khansir 2012 mentioned that the interference of his mother tongue, which is described as the negative and positive transfer between the mother tongue and the target language, is one of the causes of learner errors. Negative transfer occurs when the forms of the target language and those of the learner's mother tongue differ, whereas positive transfer occurs when the forms of the mother tongue and the target language are similar. He went on to say that after correcting his students' written compositions and collecting their common errors in a notebook, a teacher can plan remedial instruction.

2.3.2 Syllabus Design

The role of syllabus design in language teaching has grown in importance in recent years. Many people are aware of the benefits of using a syllabus in teaching and learning, particularly in language acquisition. Many educators and researchers support the importance of the syllabus; however, there is some confusion among educators about the syllabus and other aspects such

as textbooks, teaching strategies, and curriculum. Many education systems believed that the textbook was the most important resource used in the teaching and learning procedure; it is known as the highest and most important resource as a curriculum design; however, studies show that the textbook is only one part of the resources document that supports the curriculum Stabback (2016). During the implementation of sight word instructions some of syllabus took a place during the implementation. Richards (2001) identified the syllabus as potentially being integrated into the teaching and learning framework.

A syllabus is an expression of one's thoughts on the nature of language and learning; it serves as a guide for both teacher and learner by outlining some objectives to be met. To put it another way A syllabus, in its most basic form, is a statement of what is to be learned. Language and linguistic performance are reflected in it. This is a more traditional interpretation of syllabus, emphasizing outcomes rather than process. A syllabus, on the other hand, can be viewed as a "summary of the content to which learners will be exposed." It is regarded as a rough approximation of what will be taught and cannot accurately predict what will be learned (Nunan , Candlin and Widdowson 1988). Riviere et al. (2016) mentioned a syllabus establishes an initial point of contact and connection between a student and an instructor, as well as describes the teacher's beliefs about the educational process. It is possible to state that A learning-cantered syllabus focuses on the students' needs and learning process. This post contains resources to help you create the best syllabus for your course. It is possible to design a syllabus using the syllabus framework shown in Figure 1.

<i>approach:</i>	Specification of underlying theories of language, and of language learning and teaching.
<i>design:</i>	Specification of syllabus (defined here as selection and organisation of course content), of objectives, and of types of classroom activities; as well as definition of the role of learners, of teachers and of teaching materials.
<i>procedure:</i>	Specification of exactly how the teaching activities are carried out in the classroom.

Figure 1: Summary of Syllabus Framework (Riviere et al. 2016)

There are many syllabuses could be used during designing curriculum Before creating the implementation of the syllabus, educators typically choose one or more syllabus to develop.

Railley (1988) Suggested that skills Based syllabus was designed in the curriculum before implementing sight word instructions. Skill-based characteristics are things that people must be able to do in order to be competent in a language, regardless of the situation or setting in which the language use can occur. The skill-based language teaching content is a collection of specific abilities that may play a role in using language.

2.4 Sight Word Instruction Background

Many researchers and educators define sight word instruction as the word easy to recognize. Schuster , Griffen and Wolery (1992) explained reading words presented in isolation must be recognized quickly and effortlessly for successful reading. Sight words are words that a student can recognize without hesitation or analysis and sight-word instruction may be especially beneficial for children with disabilities because it provides a comprehensive foundation for functional academics.

Many young learners have lack functional reading skills and have not mastered critical survival vocabulary (e.g., informational, warning, and safety signs) that is relevant to daily living. The ability to read these words may aid in the development of speech and language, gainful employment, and more independent community functioning. Students should learn to recognize and comprehend certain survival words to promote community independence (Cuvo, and Klatt 1992).

Rawlins and Invernizzi (2019) offer five assertions about sight word learning applicable to all early readers: The term "sight words" does not simply that these words are only learned by sight, words that are concrete, high-imagery nouns, adjectives, or action verbs are easier to learn, words chosen for sight word learning should include more than just high-frequency words; they should be chosen with care from the texts that students are reading, words are remembered by carefully mapping pronunciations to meaning through spelling and sight word learning necessitates a variety of instructional activities, depending on the situation. Ehri (2005) criticized the term "sight word" because it implies that words are only learned by sight. Metsala and Ehri (1998) highlighted that words become sight words after repeated exposure to the process of recoding letters into sounds and assigning meaning to the combined sounds.

Sight word instructions are important to avoid difficulty with overall literacy skills. Flanigan (2007) demonstrated that students who do not understand the distinction between letters, syllables, and words in print have difficulty matching spoken words to written words in context and, as a result, have difficulty remembering them out of context. Remembering words out of context is necessary for developing an early automatic reading vocabulary, also known as sight word vocabulary: words whose pronunciation and meaning students can access from memory without having to sound them out (Ehri 2005).

2.5 Language Teaching Approaches Related to Sight Word Instructions

Many studies have been conducted to define the differences between the three terms approach, method, and technique. Richards and Rodgers (2001) classified the three terms as a hierarchical model. The level at which and beliefs about language and language learning are specified is called the approach, while the level at which theory is put into practice and specific skills are made to be taught is called the method, and the level at which classroom procedures are described is called the technique.

A background of teaching language approaches There are approaches that were used in the past but no longer exist one of which few teachers today are familiar with is the oral approach and situational language teaching. Richards and Rodgers (2001) mentioned an oral approach is one in which materials are taught orally before being illustrated in written form. An oral approach also focuses on language in the classroom.

The familiar approaches that are used today are frequently referred to as alternative approaches and methods. Richards and Rodgers (2001) claim that there was a shift in language teaching from the 1970s to the 1980s, with more innovative approaches and. Total Physical Responses, Silent Way, Counselling Learning, Suggestopedia, and Multiple Intelligences are the innovative approaches described. Since the 1960s, language teaching has evolved in response to the need to redesign instruction in order to achieve communication as a general goal of instruction. The structural approach made no sense when communication was the goal of language teaching. Why disassemble discourse into individual components to reassemble it for communication? The emphasis on communication highlighted the importance of redefining language learning outcomes in terms of communicative purposes. This was done for practical reasons, so that learners in transit, migrants, or refugees could gain functional knowledge of a language in as little time as possible in order to communicate and work in new communities.

The table below contains a summary of the changes. The analysis is a commentary on teaching languages for communicative purposes (Mickan 2011).

Teaching approach	Features	Analysis
Grammatical	Grammar & words out of context	Language items & exercises without meaning
Situational language	Contrived dialogues in pretend situations	Dialogues unnatural, written sentences
Audio-visual & audio-lingual	Simulated dialogues with slides & recordings	Repetitive imitation of artificial dialogues
Communicative	Authentic texts & communicative phrases but grammar focus	Focus on meanings for communication but also fictitious conversations
Task-based	Language for performing tasks	Inconsistency of relationship of language to tasks; pretend roles & tasks
Genre-based	Authentic models of genres in context	Linguistic focus on components of genre
Text-based	Authentic text-types for experience of texts in social practices	Social purpose of texts is focus for analysis of lexico-grammar

Table 1: Summary of changes in language teaching approaches (Mickan 2011).

2.5.1 Total Physical Response

One of the teaching approaches could be used especially with young learners' total physical response. Total physical response involved physical movement to express the language. Vidović and Drakulić (2012) mentioned, total physical response was developed in the 1970s by American Psychologist Dr. James Asher and is regarded as one of the most appropriate methods for teaching a foreign/second language to children of early primary school age. Asher (1966) discovered that total physical response is based on body movement conservation, such as when you ask a child to jump, the child will jump, and when you ask a child to wiggle his/her

fingers the child will wiggle. Asher and Price (1967) claimed, children learn foreign languages better than adults because they learn via play activities in which they make action reactions. Duan (2021) indicated, both adults and children might learn a second language using the TPR approach. Widodo (2015) claimed listening skills develop before speaking skills, so when the child decodes the language, the child reproduces the language. This is similar to how Asher defined Total Physical Responses: the child listens to the second language and gives physical responses to what he or she hears. TPR followed the learner's natural process of language learning, making learning easier and more successful by not requiring pupils to speak in a target language with which they are not yet comfortable (Duan 2021).

Al Harrasi (2014) found in his research in Oman TPR appears to be appealing and good for children's early learning since it is exciting, stress-free, meaningful, and purposeful, furthermore, it establishes a solid basis of language and instructions.

2.5.2 Presentation, Practice, and production

A deductive method that seems to fit more in language lesson called presentation, practice, and Production it mostly known as PPP. Criado (2013) defined the three Ps stand for presentation (P1), practice (P2), and production (P3), in that sequence. As a result, the simplest and clearest explanation of this model emerges as a strategy to teaching language objects that follows a sequence of presentation of the topic, practice the topic, and then production (i.e., usage) of the topic.

Lagalo (2013) identified, through this approach, the instructor explains and demonstrates the target language to the students in communicative learning instruction. The pupils will then practice the language in a controlled environment before moving on to the production stage. The presentation step is presenting the goal of the class so that students understand what they will learn and why. Teachers can utilize a song, game, or narrative to make a successful

presentation. The purpose of the practice stage is to assist pupils in using the new language. To demonstrate that pupils understand how to use the language appropriately, the instructor might have them create sentences or answer questions. This stage can assist drive pupils to communicate meaning in a new language. Students should be able to explore with the language. As a result, PPP is an effective way for teaching English, particularly speaking skills (Lagalo 2013). Pazmiño (2021) mentioned Students are provided opportunity to generate through engaging activities once they have studied the language or vocabulary learnt. Maftoon and Sarem (2012) argued language is viewed as a sequence of goods that may be obtained successively as accumulating entities through PPP. However, SLA research has revealed that learners do not learn a language in this manner. Rather, they build a sequence of interlanguage systems that are increasingly grammaticized and reorganized as learners add new elements.

2.5.3 Strategies in Teaching Sight Word Instructions

In the previous paragraph approaches could be used during teaching sight word instructions were highlighted, also it is possible to mention some of the strategies could be used during the implementation of sight word instructions. Beginning with flash card as it shown in many research that support teaching sight word instructions. Kupzyk et al. (2011) highlighted, it has been demonstrated that flash cards may be used to teach sight-word reading. To date, incremental rehearsal is the most successful flash-card education approach (IR). The teacher uses this strategy by interspersing unknown stimulus items within the presentation of known stimulus items. During discriminating training, flash cards are a handy, simple, and popular method for delivering discrete stimulus objects (e.g., sight words). While the teacher provides prompts, encouragement, and remedial feedback, sight words can be given individually. Each repeat of the three-term contingency (display of the flash card, learner answer, and instructor

consequence) increases future responding in the presence of the relevant antecedent (Kupzyk et al. 2011).

Another strategy that kind of similar to flashcard is a picture-embedded method. Elliott and Zhang (1998) mentioned there is a focus on the method of pairing vocabulary words with related visuals to assist youngsters build a link between the written word and its meaning. Pictures may boost a sight word's relevance and children's drive to learn it, as well as give an extra clue that aids learners in discerning the word's meaning. Picture – embedded method is consistent with dual coding theory as it is, using pictures in teaching sight vocabulary is briefly reviewed, and a possible resolution suggested (Sadoski 2005).

Sadoski (2005) claimed despite the apparent advantages of using pictures in teaching sight words, most studies on this strategy's effectiveness have in fact found that placing pictures next to sight words provides no learning benefit, and can often be detrimental to learning, in comparison to teaching written words alone.

2.6 Theoretical Framework for Sight Word Instructions

Learning is the process of the knowledge acquisition. Pritchard (2017) defined learning as the individual process of creating understanding based on a variety of experiences. Slavin (2018, P.23) explained development refers to how individuals grow, adapt, and change throughout their lives through personal development, socioemotional development, cognitive development, and linguistic development.

There are many learning theories that support sight word instruction, the following paragraph will explain what the theories are and how they are related.

2.6.1 Cognitivism Theories

Cognitivism learning theory focuses and discusses how information is received, organized, stored, and retrieved by mind. According to Slavin (2018, P.23) “The two major

theorist of cognitive development whose ideas are widely accepted: Jean Piaget and Lev Vygotsky". Fischer (1980) mentioned that by merging behavioral and cognitive developmental principles, skill theory tries to give tools for the prediction of developmental sequences and synchronies in any area at any moment in development.

2.6.1.1 Jean Piaget's Theory

Babakr, Mohamedamin and Kakamad, (2019) suggested all children, according to Piaget, go through the sensorimotor, preoperational, concrete operations, and formal operations phases of development. Children's cognitive abilities alter qualitatively as they go from one stage to the next. Piaget also thought that cognitive development is a continuous process and that all children, regardless of environmental context or cultural variety, follow the same cognitive development sequence (Slavin 2018, P.23). Slavin (2018, P.32) suggested Piaget theories focused attention on the idea of development appropriate education- an education with environments, curriculum, materials and instruction that are suitable for students in terms of their physical and cognitive abilities and their social and emotional needs.

Ghazi. et al. (2014) stated that the construction and composition of thinking processes is the cognitive development process. Sensorimotor (0 - 2 years), Preoperations (2 - 7 years), Concrete operations (7 - 11 years), and Formal operations (12 - up years) are the cognitive development stages according to Piaget's theory. Infants develop information during the sensorimotor stage (0 - 2 years) by sensory activities with various objects, whereas children receive knowledge during the preoperational stage (2 - 7 years) through imagination play. They try to utilize their senses to form opinions about other individuals. Children begin to think more logically during the concrete operational stage (7 to 11 years), yet their thinking may be rigid. Children make an effort to think abstractly and theoretically. Piaget's cognitive development

theory's formal operational stage (12 - 16 years) involves a rise in sense or intelligence, the ability to exercise deductive reasoning, and understanding of conceptual notions.

2.6.1.2 The Zone of Proximal development

What students are capable of within their level, and with the assistance of their peers or instructors and environment tools, they can accomplish a new skill or a skill that was difficult to be accomplished alone. Zone of proximal development theory developed by Vygotsky's zone of proximal development. Figure 2 shows another example of Vygotsky's ZPD in action in the classroom: Vygotsky proposed measuring two levels of psychological growth. The first is the child's actual developmental level. This refers to mental functions that have been developed as a result of completed developmental cycles. The second stage is potential development, which is a child's success with the help of others. The difference between these two levels is referred to by Vygotsky as the 'zone of proximal development' (ZPD), which is defined as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined by problem solving under adult guidance or in collaboration with a more capable peer (Rutland and Campbell 1996). Shabani, Khatib and Ebadi (2010) noted that Vygotsky had to overcome two sorts of reductionism to get to this position: biological, which is the natural maturation of the physical brain, and sociological, which is the learner's appropriation of society's cultural assets (language, etc.) pushed upon it by adults. Vygotsky put his ZPD in this latter category, claiming that rather than lagging in social progress, education should "race ahead as the adult aids the student to take the next step.

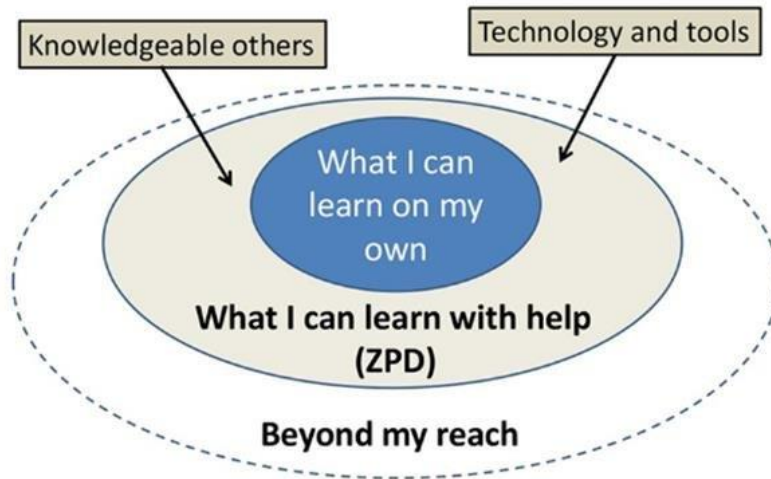


Figure 2: The Zone of Proximal Development (Leong et al. 2018).

2.6.2 Dual Coding Theory

Dual coding theory (DCT) describes human behavior and experience in terms of dynamic associative processes that act on a complex network of modality-specific verbal and nonverbal (or visual) representations (Clark and Paivio 1991). (Paivio 1991) mentioned Dual Coding theory proposed by Allan Paivio, the origin and development of DCT from 1963 to 1986. Sadoski and Paivio (2013) indicated DCT as a Scientific Theory. DCT shares all the characteristics of other theories in the realm of science. Scientific theory contrasts with other uses of the term theory such as literary theory, critical theory, postmodern theory and so on. Mohammed |(2019.) defined the hypothesis of dual coding comprises three types of processing: Type 1 refers to representational processing, which is the direct activation of verbal or nonverbal representations; type 2 refers to referential processing, which is the activation of the verbal system by the nonverbal system or vice versa; and type 3 is associative processing, which is the activation of representations within the same verbal or nonverbal system. Any given work may need one or more of the three types of processing. The dual coding hypothesis depicted in figure 3 above has been applied to a variety of cognitive processes, including mnemonics, problem solving, idea acquisition, and language Mohammed |(2019.) Since ancient times,

people have been fascinated by the workings of the mind while reading and writing, and the roles performed by mental images and language have long been sources of intrigue. However, the objective rigor afforded by scientific cognition research is a comparatively recent historical development. This chapter's theory of cognition in literacy is a specific application of a scientific theory of general cognition, DCT (Sadoski and Paivio 2013).

Sadoski (2005) mentioned that along with word decodability, the use of concrete, high-imagery words and both verbal and nonverbal contexts has been demonstrated to be essential elements in teaching sight vocabulary.

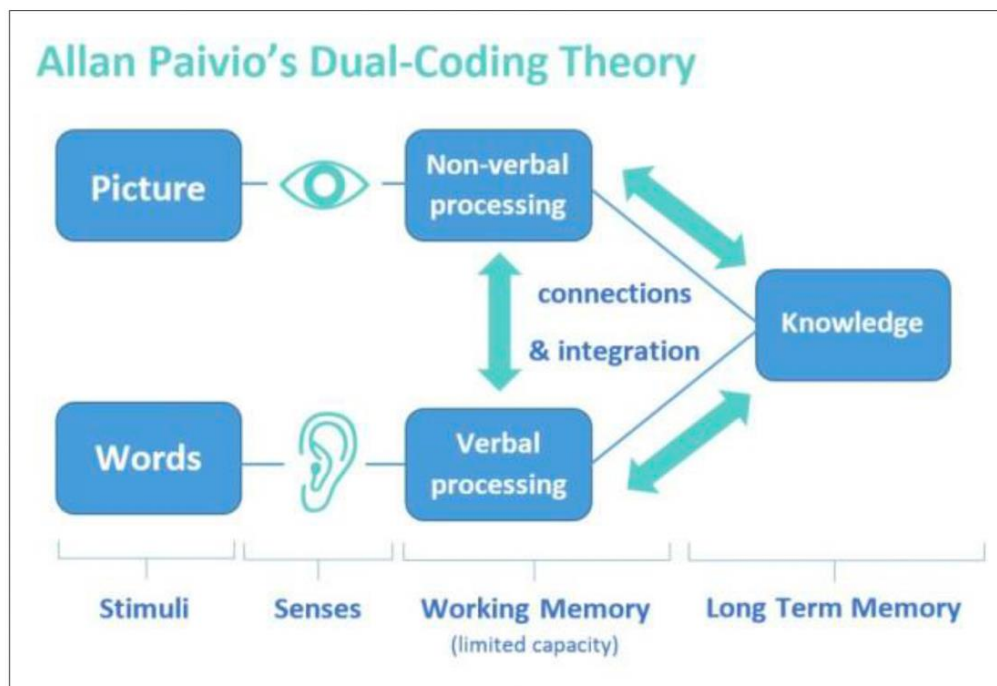


Figure 3: Dual Coding Theory by Allan Paivio (Mohammed 2019).

2.6.3 Fuzzy Memory Trace Theory

Memory Trace Theory explains how the more frequently information is traced, the stronger the memory (Brainerd and Reyna 1998). Memory trace theory, as defined by Wolfe, Reyna,

and Brainerd (2005), was proposed in 1990 by Valerie F. Reyna and Charles Brainerd to explain the relationship between memory and higher cognitive processes such as thinking, understanding, and decision making. Reyna (2012) defined the perennially popular issue of intuition may be tackled in a new way by combining meaning, memory, and development. Fuzzy-trace theory unifies these issues by distinguishing between meaning-based gist representations that facilitate fuzzy (yet advanced) intuition and superficial verbatim information representations that support exact analysis. Reyna et al. (2016) noted that FTT differentiates verbatim memory from metacognitive monitoring and reaction inhibition; response inhibition is incorporated in response bias factors in recognition models.

2.6.4 Connectivism Theory

Connectivism theory is discussing learning in the digital age, as the context of the research is on blended learning, it is fair to discuss and explain connectivism theory. Rank (2018) described that Connectivism is found as "actionable knowledge, where knowing where to go for knowledge may be more significant than knowing how or what that knowledge entails." Connectivism has also been discovered to give insight into the learning abilities and activities required for learners to thrive in the digital age.

A learning community is portrayed as a node in the connectivism theory, and it is always part of a larger network. Nodes are formed from network connecting points. A network is made up of two or more nodes that are connected together in order to exchange resources. Nodes can fluctuate in size and intensity based on the concentration of information and the amount of people passing through them (Kop and Hill 2008). A recent study found Duke Harper and Johnston (2013) Connectivism as learning theory is defined as the improvement of a student's learning with the information and perspective obtained via the integration of a personal

network. Only via these personal networks can the learner gain the perspective and diversity of opinion required to make key judgments.

2.7 Blended Learning Context

Tayebinik and Puteh (2013) explained blended learning is defined as a mix of teaching methods, Delialioglu and Yildirim (2007), on the other hand, suggested that the systematic and strategic integration of ICT technologies into academic courses brings a new approach to instructional aims. Blended learning, mediated learning, hybrid education, web-assisted instruction, and web-enhanced instruction are all names for this instructional style.

As a practice of blended learning Sharma (2010) illustrated one of the most important considerations in running a BL course is the 'appropriateness' of each medium of course delivery and the corresponding matching of the delivery type to the learning activity. Thus, the in-person component of the course may improve student fluency through in-class conversation, and the internet bulletin board component may improve learners' critical thinking abilities. In practice, however, students may prefer one of the delivery modes (face-to-face or online) over the other. Figure 4 explains the various approaches to Blended Learning Practice.

- Teachers can issue learners with a password to their class VLE or 'wiki' (an editable website that can be used for collaborative activities), allowing 24/7 access to digital materials that support classroom work: a 'dual track' approach.
- A teacher could set homework assignments based on a CD Rom that accompanies the coursebook. Students use technology to do specific tasks between the face-to-face classes, to prepare or consolidate: an 'integrated' approach.

Figure 4: Blended Learning Approaches (Sharma 2010).

2.8 Sight Word Instructions Argument

As with any teaching methodology, approach or technique, sight word instructions have researchers who support (advantages of sight word) and researchers who are against sight word instruction (a shortcoming of sight word). The following paragraph will explain the advantages and the weakness of sight word instructions.

2.8.1 Advantages of Sight Word Instructions

In recent research Noblel (2019) found that there is positive improvement in reading mode sight word automaticity and written sight word knowledge. Students may gain sight word automaticity in the reading mode by specifically teaching sight words in the writing mode. Hayes (2016) found Sight word instructions improves overall reading ability, he gave further explanation; early literacy abilities, such as sight words, should be taught to pupils as early as preschool. When a learner begins to acquire sight words, they will gain confidence in their reading ability, which will minimize the frustration that comes with learning to read. Alberto et al. (2013) discovered that "sight word training is the predominant style of reading education for individuals with mild to severe intellectual impairments. Reading ability increases with a sight word repertoire. Monroe and Staunton (2000) noted that when words can be identified rapidly by sight, meaning is preserved and understanding increases. Ehri (1997) identified Sight word instructions improves fluency as it is a fast-acting process, faster than other process of word reading. Solomon (2016) argued that, building accuracy and fluency while reading sight words is crucial for later reading success, primarily because, unlike other words, some of these frequently used words do not adhere to standard phonological norms. Furthermore, being able to read these words allows kids to focus on fluency rather than decoding when reading. It is critical to provide chances for regular practice in order to appropriately assist students' improvement in fluency and understanding.

According to Alberto *et al.* (2013) “The presentation of a controlled vocabulary and sight words allows for an understanding of the purpose of reading, the structured introduction of words based on a logical purpose of reading (i.e., to gain information), progression which allows for a systematic increase in the number of words read within a connected text format, implicit teaching of print knowledge skills (i.e., text directionality), and the manipulation of words within phrases.”

2.8.2 Shortcomings of Sight Word Instructions

The literature contains several critiques of sight word training. Spector (2011) argued, in sight word students are taught to recognize words as logographs without explicit study of the link between the letters and sounds in the word in sight word teaching. The technique contrasts with a phonics-based approach that emphasizes phonemic awareness (the recognition and manipulation of sounds within spoken words) and education in letter-sound correspondences. Two discuss the shortcomings of a whole-word vs phonics method to teaching beginning readers. For starters, if pupils are taught to recognize words as wholes without regard for letter-sound correspondences, they will only be able to identify terms that have been expressly taught to them. Second, unless students pay attention to individual letters inside words, they are likely to mistake words with similar orthographic patterns (Ehri 2005). Koppenhaver and Erickson 2009 found that, the repercussions of focusing solely on word recognition at the expense of other aspects of reading Many school programs for kids with cognitive impairments have historically overemphasized sight word recognition, neglecting comprehension—a vital necessity for all students.

Hayes (2016) argued that although sight word training is tremendously valuable for pupils, it should not be the sole literacy education they get. A pupil must work on other aspects of literacy in order to become an adequate reader. The data reviewed for the Hayes’s study

revealed that sight word training was not the sole literacy instruction required or obtained by the students during the study.

2.9 Summary

This chapter began with defining the operational definitions, followed by discussing reading and second language acquisition theories focusing on the Syllabus and the standard errors and misconceptions during language acquisition. Models and approaches in teaching Sight word instructions were highlighted, such as TPR, PPP and flash cards. It also empathised with the background of sight word instructions and explained carefully. Furthermore, there was an examination of practice theories related to sight word instruction like Cognitivism theories, the Dual Coding theory, Fuzzy Memory theory and Connectivism Theory. Finally, it ends up with looking at different opinions about Sight word instructions.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 Introduction:

Having reviewed that sight word researches are not has been much done in the United Arabs of Emirates especially in Ras Al-Khaimah schools. Because of the virality of the curriculum and beliefs in the education sector in the UAE. Therefore, it is possible to conduct an action research regarding to the sight word instructions with specific curriculum and within a specific context. Action research is a process where researchers examine their educational practice systematically and carefully, using the techniques of research. Action research is depending on a reflective process (Ferrance 2000). This research was action Recherche to reflect the observations, examine and investigate during the action research process. There are many purposes of action research, which are improving teaching, innovating students work, making learning environment helper, developing reflective practice, and providing positive changes in the school environment (Hine 2013)

As the action research is reflective process there is a much needed of high details. That is why the research developed with mixed approach method to conduct the result of the research. This type of mixed research combining between qualitative and quantitative approaches. The mixed method can refer as collecting, an analyzing and mixing both qualitative and quantitative data and methods. According to Doyle, Brady& Byrne (2009) “Mixed methods may be defined as ‘research in which the investigator collects and analyses data, integrates the findings and draws inferences using both qualitative and quantitative approaches or methods in a single study.’”

The research will meet mixed method through using different data instruments that support the quality and the quantity of the research. This is possible to say the research followed

the triangulation method within the mixed method research. There is equal emphasized for the quality and quantity data. Triangulation means using multiple data collections instruments or data resources. The type of triangulation that used is method triangulation which involves the use of multiple methods of data collection in the same study (Triangulation 2014). The uses of triangulation might support the validity and reliability of the current study.

This study aims to investigate the effect of sight word instruction in reading fluency of grade 2 students in a British curriculum school in the united Arabs Emirates (UAE) in Blended Learning Context. The experiment took the first term of the academic year 2020 to 2021. The independent variable of the study was the teaching language methodology “Sight word instructions”. The students reading performance is the dependent variable of the study. The sight word program was implemented during whole the academic year 2020 to 2021, however the study focused in the first term of this academic year.

3.2 Research questions:

It seems that one of the important stages in the research is the research questions as the research questions could show the purpose of the study itself. The research questions have to be reliable and be able to answers through the result of the study. The research questions help to link the literature review to the kind of the data that will be collected (Bryman 2007).

A research question must be answerable which means that research questions need to be supportable in the research. The purpose is to have question that is so all-embracing that it would be impossible to answer it within the boundaries of a research project, however with more details (Andrews 2004). In contrast research question has to be answers with observed evidences because it is not a variable question. The research questions answer with evidence in the result stage or chapter of the dissertation, sometimes linking the literature review with the research question drive to more accurate and empirical answer. Boden et al. (2007) identify

having a research question focuses in the analysis and forces the researchers to have an argument that runs through the study procedure, it is essential to protect from the temptation of indulging in pure description without trying to achieve the deeper understanding reached by theorizing what are done in the study.

In order to answer the research questions, it is possible to follow a certain step; formulating the research question is coming up after deciding the research topic. The formulated open questions that give the opportunity to have a long answer. Research question formulating might depend on the research approach; qualitative, quantitative or mixed method. As this study followed the mixed method research the questions will start with what, how and why.

The research study was initiated based on the following research questions:

Research Question 1: To what extent does the use of sight word instruction affect students reading skills?

Research Question 2: How many students improved their reading skills after implementing the sight word instruction?

Research Question 3: To what extent educators believe in the effects of sight word instruction?

Research Question 4: Why do educators believe in the effects of the use of sight word instructions?

3.3 Participants

Many studies have the participants as a major part of the study, as the data collections recorded from the participants behavior and beliefs. Some researchers deal with the participants subjectively which mean dealing with the perspective of an individual, and emphasizes the importance of personal perspectives and interpretations. On the other hand, dealing with

participants objectively claims that it is based on measurement of the performance, behavior or any other needed of the research.

The size of the participants is kind of conversional in the research field. It is usually depending on the type of the research; some researchers believe much participants the research involved much accurate the research is otherwise some researchers believe the opposite of this thought. Dworkin (2012) empathized the sample size used in quantitative research method is often bigger than that used in the qualitative research.

The reason behind is qualitative research methods are often concerned with garnering an in-depth understanding of a phenomenon or are focused on meaning, which are often centered on the how and why of a particular issue, process, situation, subculture, scene or set of social interactions. As this study followed mixed research method, so it seems to be essential to have fair size of sample. Therefore, the current study involved thirty participants. Twenty-Two participants were participating in the survey three of them had an interview. There were 8 students the study was the focused on (sample size, however the sight word program was conduct to Forty- Seven year three students. Their age is between seven to eight, they are boys and girls. The participants students are speaking English as second language, they have different native language like, Urdu, Arabic, Russian and Arminian.

There are different ways to select the research participants in other word sampling methods. Some of the methods are; random sampling, systematic sampling, stratified sampling, cluster sampling, multistage sampling, convenience sampling, quota sampling and referral sampling. The sampling method that were used during the collection of the data is convenience sampling. Regarding to the survey, it sent to different English teachers around the UAE and who available complete the survey, regarding to interview it was the same procedure who were available from the survey participants asked to be interviewed. According to the students as the

submission were online it compared between who submitted all their videos and assignment regarding to the sight word program. During the pandemic time and the current situation of the study convenience sampling were the most fit sampling method option.

3.4 Research Context

In the education field, most of the research, the research will be conduct in educational institution. Research context is where the research was conduct or the location of the research. Usually the researchers will conduct their research's in specified institutions, however due the pandemic, the virtual context or online is the most appropriate way. The research was conduct in one of the British curriculum school in RAS Al-Khaimah with year 3 students; seven to eight years old. As the research was conducting during the pandemic time ,so the context was blended with 80% of online platforms 20% in the school itself.

3.5 Data Collection

As it mentioned previously this study is designed as action research with triangulation, using a mixed method approach. The qualitative aspect of this study was applied to the data collection method through the teachers' participations, however, the students' participation classified as a quantitative approach. Creswell (1999) empathized mixed method study is one in which the research uses at least one quantitative method and one qualitative method to collect, analyze and report the findings of a single study. To collect data for the research as well answering the research questions, three instruments were used. The three instruments are questionnaire, Interview with teachers and students' artefacts. There was triangulation approach used to ensure validity and reliability (Mors et al. 2002).

3.5.1 Questionnaire

An online questionnaire was distributed to the educators' participants to provide their thoughts and experience regarding to using sight word instruction for reading fluency. It was

decided that this questionnaire be completed by linguistic teachers as they most have experience with sight word. The online questionnaire was designed in Google Form, to gather more participants around the United Arabs of Emirates. In general, using digital form support in gathering more responds also, it supports in analysis the data. Google form has the feature in showing the results with charts, so it is simplifying the data analysis.

The questionnaires affect the qualitative part in the research as it is not allowed to have further clarification. As it mentioned earlier the questionnaire was designed digitally, also it consisted of thirteen questions: seven closed questions and three opened questions. It designed as short survey to make sure the participants complete the survey.

3.5.2 Semi-Structured Interviews

To gather valuable data, the study used interviews as a qualitative data collection method. As it mentioned the study used survey as another tool, interview was need it to have farther answers and reflections regarding the study.

Cohen, Manion, and Morrison (2000) identified the number of the interviews quaintly a function of the sources , some of the types that mentioned are: structured, semi-structured, in-depth interviews, ethnographic interviews, elite interviews, life history interviews, focus groups and unstructured interviews. In unstructured interviews, there is generally no set format to follow, which allows the interviewer to pursue points of interest as they emerge. When conducting structured interviews, the interviewer may even rate and score possible answers for appropriateness in advance, as well as list the questions and acceptable responses. The semi-structured interview refers to a meeting in which the interviewer does not strictly follow a list of specific questions. Rather, they ask more open-ended questions, which allow the interviewee to discuss their answers rather than just asking questions.

As for this study the interviewees take part in the semi- structured interviews. The semi-structured type was employed to allow sharing more additional details might benefit the study. Furthermore, the action research is depending on more detailed, therefore semi-structured interviews. The semi- structured interview was conducted virtually using Zoom meeting and google meet applications. The interviews lasted from fifteen to twenty-five minutes, with additional clarification questions after the structured questions. Additionally, there are a total of three interviewees due the lack of participation due the adaption to the new work environment.

3.5.3 Students' Artefacts

The study used official artefacts or in other word documents to provide a comprehensive understanding of the research problem and expand on collected data from valuable resources. Taking videos, pictures and records all of these are under tool called artefact. Artefacts are written and visual sources of data that contribute to our understanding of what is happening in my classroom during shared reading (Mills 2011). After taking permission from the parents and the school principal regarding the participation to study and to use the tests data in the study, collection of artefact was applied . This tool was complete during conducting the diagnosis tests and final term exams . Bibo (2018) identify artefacts have more facilities of reflexivity by reflecting in the process. As action research required reflective details therefore artefacts support. The action research involved artefacts shows the comparative between their level before the sight word program and after. The artefacts involved documents for instance new group reading test, cognitive ability, and English progress test.

3.6 Data Analysis

An analysis of data is a systematic process of applying statistical and/or logical techniques to describe, illustrate, summarize, and evaluate the data. It seems nowadays

analyzing data become more easier due the recent technology developments. As there are many platforms support analyzing data. Therefore, many recent researchers tend to use online platform to support data analysis. As the current study designed as action research data analysis is very essential stage in the research. Many researchers recommended in data analysis cumbersome data requires time and effort to analysis. The researchers also believe that generalizations and prejudgments shouldn't be made before examining the data. Liu (2016) empathized inductive coding is recommended, and deductive coding is discouraged. During inductive coding, codes are created by the researcher based on the data, while deductive coding relies on a code book the researcher has prepared before data analysis. Inductive coding is better because it can record more information than what is necessary for the action research, as opposed to deductive coding, which might not contain the same ideas and could result in the loss of critical information.

Govaert (2008) explained there are many types of data analysis; cluster analysis, cohort analysis and regression analysis . Cluster analysis is the act of grouping a set of elements so that they are more similar (in a particular sense) to each other than to those in other groups. Cohort analysis means the analysis method examines and compares historical data with a segment of users' behaviour, which can then be grouped with others of the same type. In regression analysis, historical data is used to understand how a dependent variable's value is affected by a change in an independent variable (linear regression) or several independent variables (multiple regression).

A good advantage is some of data collection are easier to analyse such as questionnaire. As the questionnaire is mostly quantitative data usually it is easier to analyse it. In this research there was uses for software platform to analyse the data. As it used Google forms, the results of student participants can be analysed using Microsoft Excel, as it can transfer data from

Google forms to an Excel sheet. Typically, numeric data can be generated using Microsoft Excel as it is sufficient program for this. It can also create graphs and visuals that are easy to analyse.

3.7 Ethical Consideration

It could be said research without ethics is ineffective study as it affects the rights of the participants or even the study context itself. Many researchers discussed the important of research ethics as it is an individual's code of conduct based on respect for oneself, others, and the environment and governed by the assumptions or principles underpinning how they should behave. Showkat and Parveen (2017) explained as a concept, research ethics can be defined as doing what is morally and legally right. It is a set of rules for conduct that distinguishes between right and wrong, as well as acceptable and unacceptable behaviour.

There have been steps taken as a researcher considering ethics. A researcher's ethics considerations help him or her to appear more professional, avoid hurting anyone, even the participants, the research context, and even the researcher himself/herself. A researcher's ethics are how they interact with the individuals with whom they work with in a school setting (Mills, 2011).

Informed consent, freedom from harm, anonymity, confidentiality, and privacy were considered as ethical considerations. Before collecting the data, participants signed an informed consent letter (See appendix 1). A statement that explains the study and ensures that all participant data will remain anonymous is included in the informed contest. In addition, a statement explains how they can participate in the study without fear of retribution. Regarding to freedom of harm, Participants should not be exposed to any risk about themselves or their identity in order to avoid harm to any participant. Each stage was safe and did not cause harm to anyone. In terms of confidentiality and privacy, the data were used exclusively for the current

study. Moreover, participants are not publicly known. To keep the study confidential, all personal participant information will remain anonymous. In accordance with the privacy's requirements, all results will be used only for this study.

3.8 Validity& Reliability

Validity and reliability are measurement tools for the study. While reliability and validity are closely related, they have different meanings. It is possible for a measurement to be reliable without being valid. It is usually also reliable if a measurement is valid. A measurement method's reliability refers to how consistently it measures something. If the same result can be consistently achieved under the same conditions using the same methods, the measurement is considered reliable. Lakshmi and Mohideen (2013) argue that measuring accuracy is the degree to which they are error-free and thus produce consistent results. Generally, equipment designed for measuring has some degree of accuracy. When the tool consistently assigns the same score to individuals or objects with equal values, therefore this tool is considered reliable. As this study used triangulation method and triangulation source and it known that triangulation method increased the validity and reliability (Moon 2019). The study employs most of the data collection tools with different participants to measure the consistency of the result.

Validity refers to the accuracy with which a method measures what it is designed to measure. High validity means the results of the research are derived from properties, characteristics, and variation in the real world. Roberts and Priest (2006) highlighted External validity and internal validity are two broad measures of validity. External validity relates to the ability to apply the results of the study to other people and other situations and ensures that the conditions in which the study was conducted are representative of the times and situations to which the results are to be applied. However, Internal validity addresses the reasons for the

outcomes of the study, and helps to reduce other, often unanticipated, reasons for these outcomes. An example of validity in this research is through questionnaire, If the results accurately predict the later outcome of the questionnaire therefore the survey has high criterion validity. Furthermore, to improve the validity of the research some of the questionnaire questions that used in this study were refereed from previous studies to compare the validity of the study.

3.9 Summary

The chapter begins by presenting the research questions, followed by describing the sampling method and the number of participants. Afterwards, the study provided a brief description of the context in which it was conducted. A detailed explanation of the collection and analysis of data followed. Ethics considerations were also addressed. Finally, Validity and reliability measurements were also used to confirm the credibility of this study. The findings and results of the qualitative and quantitative data are presented in the following chapter.

CHAPTER FOUR: RESULT

4.1. Introduction

This chapter will highlight the findings of qualitative and quantitative data which include the result of the teachers' response to the questionnaire, students' documents results and the coding for the semi-structured interviews with teachers. As it mentioned in the methodology chapter the research will follow the inductive coding for the qualitative data. As it recommended by many researchers and expert to use inductive coding with qualitative data to limit the bias and the prejudice. Further reason inductive coding approach support the research data to be more unique. A recent study highlighted the fact that the inductive approach's main goal is to allow research findings to emerge from raw data's frequent, dominant, or noteworthy themes without the constraints imposed by organized approaches (Thomas & David 2006). For the quantitative aspect of this research, it uses digital numeric analysis as Microsoft Excel and Google form have this feature.

4.2. Teachers' Response to the questionnaire:

There are 24 English teachers who participated in the questionnaire in the Google forms. These primary teachers are experts in teaching second language speakers in different Gulf countries (Bahrain, Iraq, Kuwait, Oman, Qatar, Saudi Arabia, and the United Arab Emirates). The questionnaire was designed to collect information about the participant's opinion in a digital way. It had 13 questions: seven closed questions and three opened questions and was short enough to make sure that the participants complete it. The following pie chart represent the teachers' response to the questionnaire.

Figure 5: Regarding to the pie, it simply can be seen the vast majority of teachers (58.3%) believe that reading is the most important skill in language acquisition. On the other hand, one quarter of the teachers consider all the skills are the same in the importance. 8.2% of teachers believe listening and writing are the most important skills.

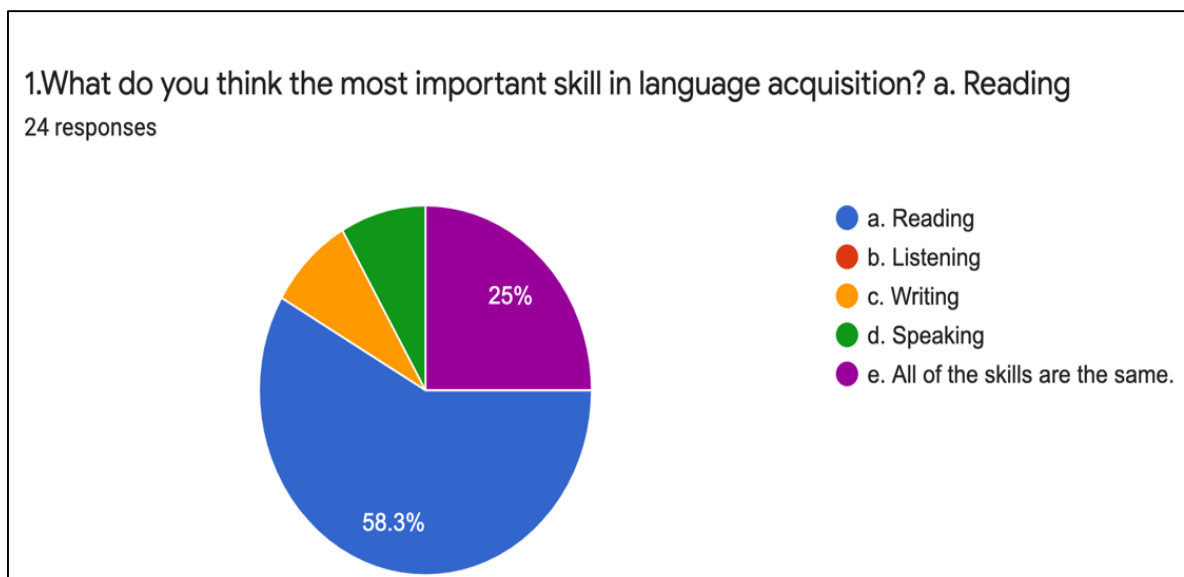


Figure 6: 37.5% of participants believe specializing 20 % to 30% of the classroom time for reading while 29.2 % of educators believe 11 % to 20 % is enough. 25% of teachers claims 30% to 40% of the classroom time should be specialized for reading.

2.As a teacher, what percentage of your classroom time is spent specializing in reading?

24 responses

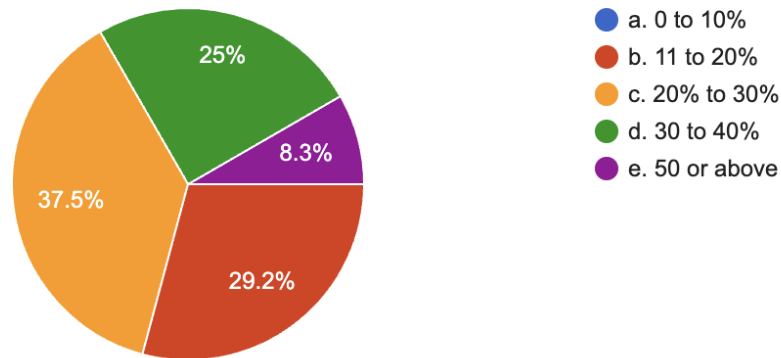


Figure 7: 95.8 % which is the vast majority of teachers used sight word instructions as part of their language lesson.

3.Have you ever used sight words as part of your lesson in teaching language?

24 responses

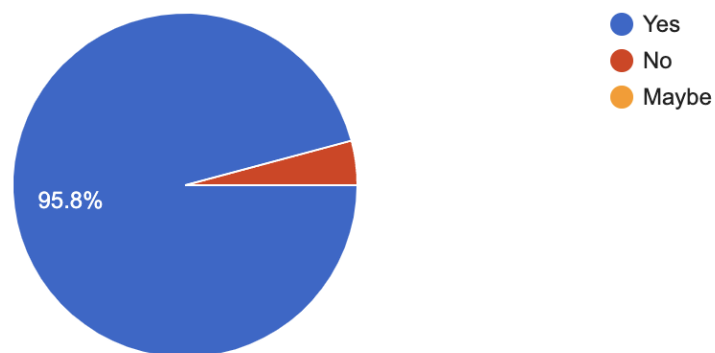


Figure 8: 45.8% of teachers mentioned they focuses once a week with sight word while 29.2% of teachers teach sight word every day.

4. How many periods do you focus with sight words instructions?

24 responses

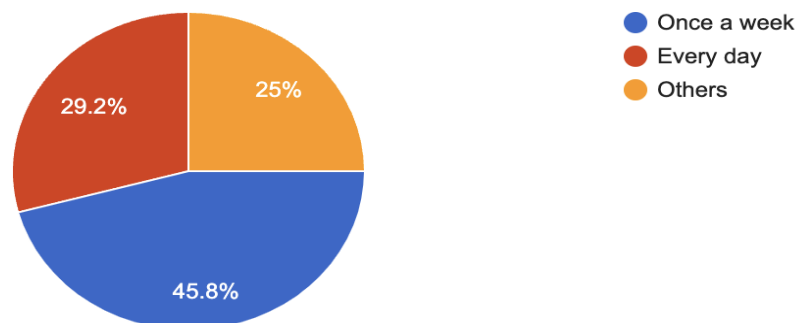


Figure 9: 54.2% of teachers are known Communicative Language Teaching approach, while 16.7% are familiar with reading approach and total physical responses. It could be seen that 8.3% are using other approaches. 4.2% of the teachers are using direct way. None of the teachers claims that they are familiar or using the grammar translation approach.

5. Which approach of teaching language are you familiar with?

24 responses

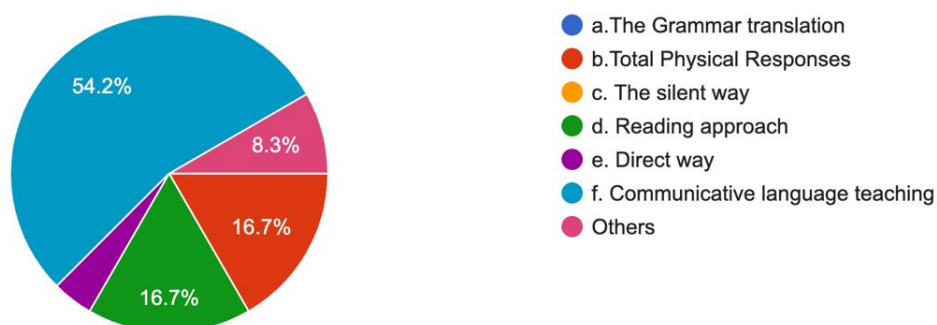


Figure 10: Sight word instructions was the most preferred to be used to support reading skills 58.3% of teachers pick that. Followed by writing journals picked by 25% of the participants. 12.5% argued spelling skills literatures will support more. a negligible amount believe reading comprehension will be more affected.

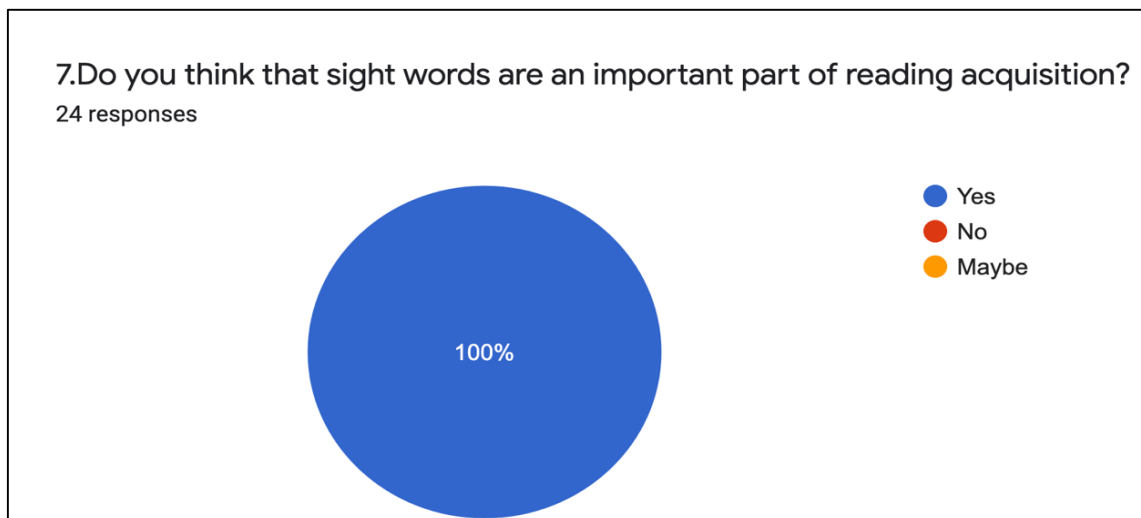


Figure 11: All the participants claimed that sight word instructions are important part of reading acquisition.

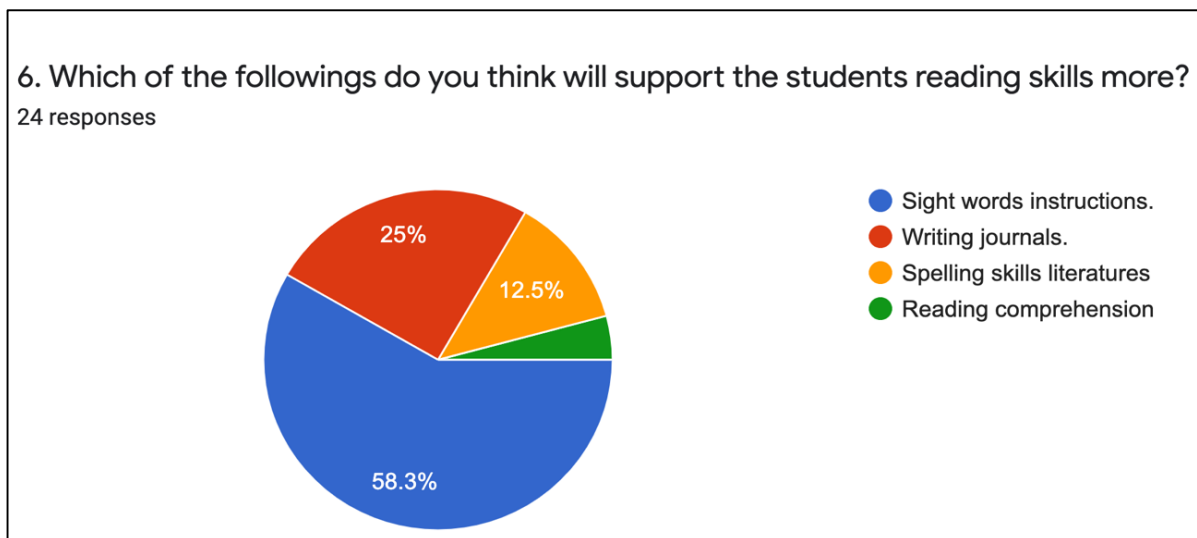


Figure 12: The following chart present the thematical system for an open -end question. The question was a flow up explanation question for the previous question. 53% of the teachers explained sight word instructions are important because it support the fluently and the efficiency. On the other hand, 26% of the teachers highlighted sight word increased reading

speed and confidence. 11% of educators mentioned it support pronunciation and blending, while 10 % of teachers believe sight word improves reading comprehension skills.

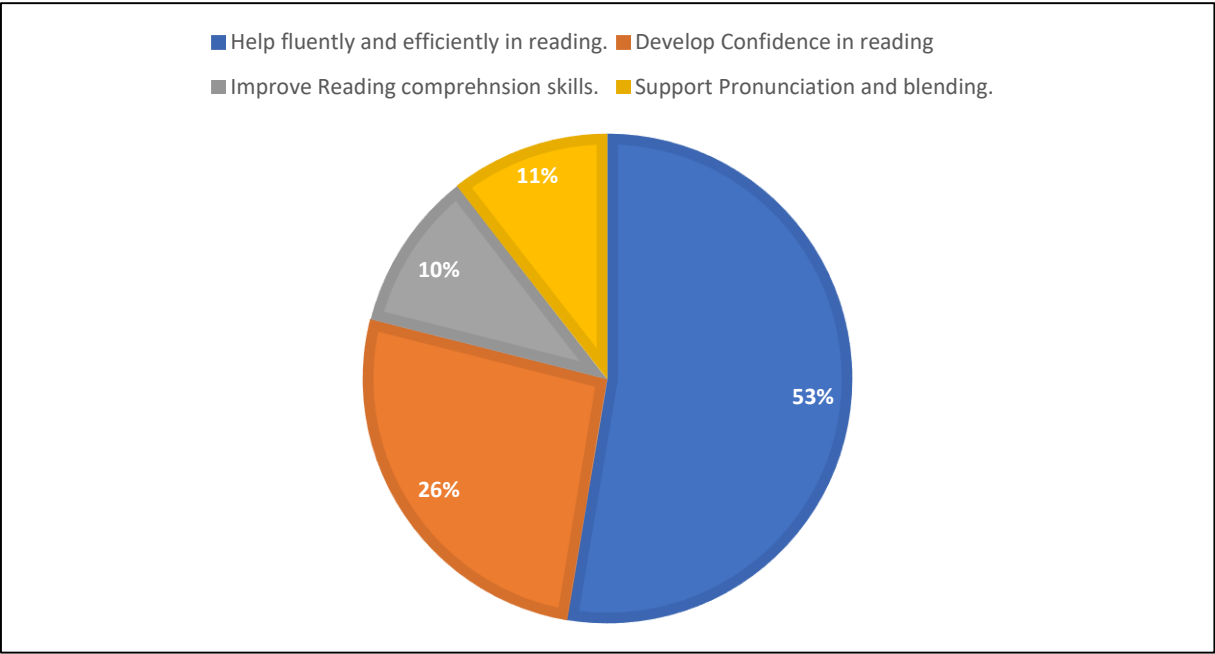


Figure 13: The vast majority of the teachers picked reading skills will be most affected positively when sight word instruction takes a place during language acquisition. However, 8.3% of the educators believe writing will be most improved. Listening and writing had the same proportion of votes which is 4.2%.

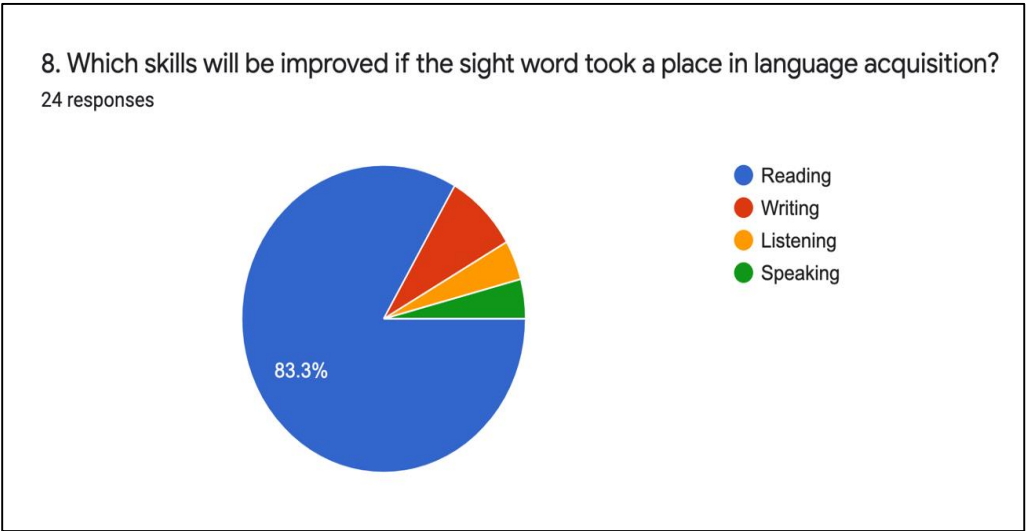
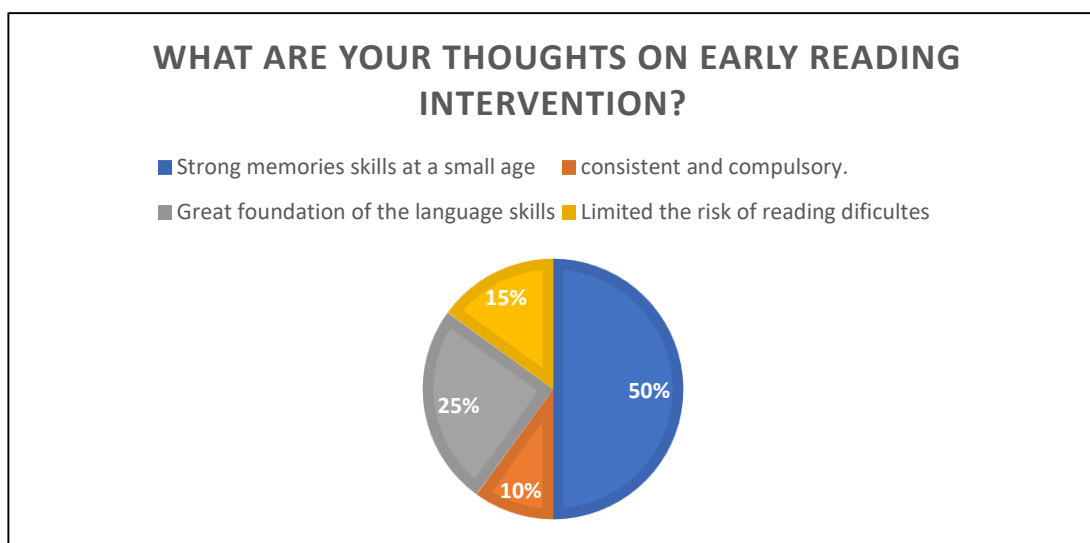


Figure 14: The thematical system for an open-ended question is shown in the diagram below. 50% of the teachers suggested children at a young age have a stronger ability to memories, so they will make significant changes to support the child to learn fast and develop. 25% of the educators believe early reading intervention allow to have a great foundation of the language skills which will support more the complex structure in their advanced stages in learning acquisition. 15% of the teacher believe it will limit the risks of reading difficulties while, 10% of the teachers claimed it is consistent and compulsory in earlier stages.



4.3 Inductive coding

The interviews were analyzed to extract the multiple themes that emerged from the responses. The names of the participating teachers are not disclosed, but they are referred to as "Teacher one , "Teacher two," and "Teacher three." The following subsection represent the summarize of the direct narratives of the teachers and the extracted themes from those quotes.

4.3.1 Quotations

As the introduction of the interview the first question was asked “What are the effects of using sight words instructions?”

Teacher one: “sight word instruction improved students' overall reading abilities, sight word instruction improved students' confidence in reading, and sight word instruction alone is not beneficial without other literacy instruction.”

Teacher 2: Sight words have many effects on the students' language acquisition. One of the essential effects is giving the learner confidence to continue to learn a second language. However, sight word instruction depends on how the educator teaches the sight words. If the teacher teaches without revising the learned sight word, the benefit of the sight word instruction will be less.

Teacher three: When young learners learn about sight words it affects positively their fluency and language comprehension. Sight words support the students' speaking and reading fluency. As the students will be rich with vocabulary so it will be easier for them to do full conversation with other in English.

Following the introduction question, the participants gave a general answer about the effects of the sight word instructions. Therefore, the participants were directly asked the following question: “To what extent using sight word instructions affect students reading skills?”

Teacher one: “Sight words help promote reading comprehension; Sight words provide clues to the context of the text. If your child is familiar with the sight words, she or he may be able to decode the meaning of the paragraph or sentence by reading the sight words”

Teacher two: “Sight words had a great affect in the students reading especially in their early stages of learning reading skills. As the students will be familiar with approximately fifty% of the vocabulary so they will be more fluent and confident in reading.

Teacher Three: I think sight words had great effects in young learners reading comprehension, it helps them to be aware about what they are reading and encourage them to read more because usually young learners get motivated to complete the task when they are aware about what they are doing and less struggling.

As the participants didn't mention the effects of the sight on the overall literacy skills so they were asked the following question "How sight words affect students' literacy skills?"

Teacher one: As I mentioned in the previous question it helped improved the overall reading ability, when the learners had many sections in learning sight word students will be allowed to master the skills without knowing especially reading fluency.

Teacher two: In my opinion sight words it doesn't only support reading, it could be supporting all overall literacy skills especially spelling and reading, from my own experience, I found my students who were struggling a lot in spelling, they were improving after sight word take a place in my language classes. The low ability achiever students were showing more interest and confident in learning language. Both my students and I were satisfying with level of improvement in their language when sight word takes a place in my class.

Teacher three: I think sight words mostly help young learner in reading, when they reading it help them to comprehend the whole text. So, it doesn't make them block vocabulary words because sometimes students get stuck when they read because they didn't understand the vocabulary. However, when the sight word takes a place in learning, it is really help them with reading comprehension.

4.3.2 Extracted Theme

Following a review of the general texts submitted by the participants in the semi-structured interview, the most common replies were classified and assigned to theme groups, as shown in the table below:

Texts	Respondent/s	Codes	Themes
<p>“...improved students' overall reading abilities.”</p> <p>“...had a great affect in the students reading especially in their early stages of learning reading skills.”</p> <p>“...words mostly help young learner in reading.”</p>	<p>Teacher One</p> <p>Teacher Two</p> <p>Teacher Three</p>	<p>Improved reading abilities</p> <p>A great affect in learning reading skills</p> <p>Help in reading</p>	<p>Sight words improve the reading skills of young learners.</p>
<p>“...improved students' confidence in reading.”:</p> <p>“...giving the learner confidence to continue learning.”</p>	<p>Teacher One</p>	<p>Improved students confident</p>	<p>Sight word instruction support the students to be more confident.</p>

<p>“The low ability achiever students were showing more interest and confident in learning language.”</p> <p>“... so they will be more fluent and confident in reading.”</p> <p>“...it helps them to be aware about what they are reading and encourage them to read more.”</p>	Teacher Two	Confidence	
	Teacher Two	Showing more interest and confident	
	Teacher Two	Confident in reading	
	Teacher Three	To be aware about what they are reading and encourage them.	

<p>“...sight word instruction alone is not beneficial without other literacy instruction.”</p> <p>“...the benefit of the sight word instruction will be less.”</p>	Teacher one	Is not beneficial	Sight word instruction alone is ineffective.
	Teacher Two	The benefit of the sight word instruction will be less	
<p>“...affects positively their reading fluency.”</p>	Teacher Three	Positively their reading fluency.”	Sight word instruction enhance reading fluency skills.
<p>“...will be more fluent and confident in reading.”</p>	Teacher Two	More fluent	
<p>“...be allowed to master the skills without knowing especially reading fluency.”</p>	Teacher One		

		Master the skills especially reading fluency.”	
“...Sight words help promote reading comprehension; Sight words provide clues to the context of the text.”	Teacher One	Promote reading comprehension Provide clues to the context of the text	Reading comprehension skills are aided by sight words.
“...great effects in young learners reading comprehension, it helps them to be aware about what they are reading.”	Teacher Three	Reading comprehension Aware about what they are reading.	
	Teacher One		

<p>“...may be able to decode the meaning of the paragraph or sentence by reading the sight words.”</p>		<p>Decode the meaning of the paragraph</p>	
<p>“...when they reading it help them to comprehend the whole text.”</p>	Teacher Three	<p>Comprehend the whole text</p>	
<p>“...improves overall literacy skills especially spelling and reading, from my own experience, I found my students who were struggling a lot in spelling, they were improving after sight word take a place in my language classes.”</p>	Teacher Two	<p>Improves overall literacy skills especially spelling.</p>	<p>When sight word instructions are given, spelling skills are built.</p>
<p>“Sight words support the students’ speaking and reading fluency. As the students will be rich with vocabulary so it will be easier for them to do full conversation with other in English.”</p>	Teacher Three	<p>Support the students’ speaking</p>	<p>Sight words help with speaking fluency.</p>

		do full conversation with other in English	
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4.4 Students Artefact

The official document findings result from the student's diagnosis and summative assessments. The artefacts involved documents, for instance, the new group reading test (NGRT), cognitive Ability, and English progress test. The names of the participating students are anonymous, but they are referred to as "student one, student two, student three, student four, student five, student six, student seven and student eight. The following figure present the summary of the student's results in the assignments. Most participating students show good progress regarding the New Group Reading skills (NGRT). It can be seen seven students showed improvement both in the overall and the reading age; however, student four didn't show any improvement as both results are the same.

On the other hand, some students during English final exams showed progress while others did not. For Example, student one got sixty-five in term one while in term two got seventy. However, students two got ninety in term one and eighty – five in term two. Student six demonstrates the most progress among the participating students. Student six got ninety in term one while in term two got hundred (full mark). There was no comparing data for cognitive Ability as it has been done once in two years.

	New Group Reading Test Form A		New Group Reading Test Form B		English Final Exam		Cognitive Ability	
Particpa nt	SAS	Reading Age	SAS	Reading Age	Term one	Term Two	Verb al SAS	Verbal Stanin e
Student 1	92	6:02	100	7:01	65	70	90	4
Student 2	113	9:07	133	12:08	95	90	98	5
Student 3	89	6:06	98	7:05	70	77	93	4
Student 4	137	15:02	138	15:02	100	100	138	9
Student 5	98	7:05	109	8:10	98	94	93	4
Student 6	121	10:05	127	11:10	90	100	141	9
Student 7	134	14:00	137	15:01	100	100	99	5
Student 8	96	6:11	114	7:05	86	86	100	5

Figure 15: Summary of the students result

4.5 Summary

The results of the teachers' questionnaire replies and the responses of the teachers in the semi-structured interviews were presented in this chapter. The inductive codes of the major ideas from the interview sections were also supplied. It also displays the artefacts created by

the pupils. The findings of this study will be reviewed in the next chapter in comparison to the current studies that were emphasized in the literature review chapter.

CHAPTER 5: DISCUSSION

5.1 Introduction

In this chapter, the results of this study are discussed and analyzed in consideration of the studies and theories presented in the literature review chapter. Fundamentally, the first section highlighted the individual qualitative analysis data from the semi-structured interview. This was followed by the second section containing the quantitative analysis data from the survey and the students' artefacts. It is fair to discuss the mixed-method data from the three research instruments. Within exploring and analyzing the data, answers to the research questions are provided in light of the results of this study. Finally, the critical concluding ideas are formed and described in the next part, the study's limits are depicted, and further implications are supplied.

Before begging with the discussion, it is better to revise the research questions.

Research Question 1: To what extent does the use of sight word instruction affect students reading skills?

Research Question 2: How many students improved their reading skills after implementing the sight word instruction?

Research Question 3: To what extent educators believe in the effects of sight word instruction?

Research Question 4: Why do educators believe in the effects of the use of sight word instructions?

5.2 Quantitative Analysis Data

5.2.1 Questionnaire Discussion

The qualitative data from the questionnaire presented teachers' experience reflection and teachers' opinion. To answer the research question three: To what extent educators believe in the effects of sight word instruction? In the questionnaire it appears most of the participant believe in the positive impact of the sight word instructions in language acquisitions. Question three, question four, question six and question seven. In question three 95.8% of the teachers used sight word instruction as part of their lesson, while in question four most of teacher focuses on sight word instruction at least once a week. In question six 58.3% of the teachers believe the sight word instructions will support reading skills more the other mentioned strategies. In question seven educators make it obvious that they believe in the importance of sight word as all the educator participants agree with the importance of sight word instructions on learning reading skills. Wolery and Griffen (1992) mentioned that the recognition of reading words in isolation is very important for successful reading.

A follow-up question was part of question seven asked to give further explanation. The follow-up question relates to research question four: Why do educators believe in the effects of the use of sight word instructions? The answers were summarized into four themes; help fluency and efficiency in reading, developing confidence in reading, improving reading comprehension skills, and supporting pronunciation and blending. 53% of the teachers' quotes were themed under sight word instructions to help fluency and efficiency in the reading. One of the teachers explained, " Sight words are frequently used in many texts. Once students acquire sight words, their reading ability will improve." This quote corresponds with Solomon (2016), who mentioned that building fluency and accuracy while reading sight words is crucial for later reading success. It's also important to note that some of these words do not follow standard

phonological norms. Furthermore 25% of the participant teachers believe sight word instructions is important in language because it is developing confidence in reading. Hayas (2016) indicated that, being able to read sight words will help students develop their confidence in their abilities to read. Being a good reader is not only a requirement for a person to be successful in life, but it is also a necessary part of being an adult.

The final question in the questionnaire was open-ended question and asked about educators thought about the early reading intervention. Half (50%) of the participants' teachers of the teachers suggested children at a young age have a stronger ability to memories, so they will make significant changes to support the child to learn fast and develop. Simmering (2012) found children have higher capacity of memory than adult; The results revealed that 3- and 4-year-olds could perform the modified task effectively, and that capacity rose essentially linearly, from 2 or 3 items during this period to 3 or 4 items between 5 and 7 years (Simmering 2012). Twenty-Five percent of the participants' educator believe early reading intervention allow to have a great foundation of the language skills which will support more the complex structure in their advanced stages in learning acquisition. Amendum, Vernon-Feagans and Ginsberg (2011) highlighted struggling students may demonstrate reading improvement when early reading intervention support provided.

5.2.2 Students' Artefacts Discussion

Students' results of different assessments were provided while analyzing students' artefacts. Students Artefact answer the second research question: How many students improved their reading skills after implementing the sight word instruction?

Regarding New Group Reading Test Forms, A and B, each test form was done in a separate school term. It appears that many participants' students show improvement in both standard age score (SAS) and Reading Age. It could be seen student one improved eight scores

from the first form to the second form and a whole year in reading age. Student one struggled to meet his reading age; However, form B seems to meet his reading age. Student two shows a significant improvement in both SAS and reading age; in SAS, the child shows twenty scores improvement while, two-years improvement in the reading age. However, it could be seen student four didn't demonstrate any improvement in reading age while improved one score in SAS result.

Regarding the English final Exam (tested overall literacy skills), student two showed a decrease in the result of terms one and two. In contrast, student one shows an improvement five-point difference. Student six showed the most improvement in the final English Exam, and the difference was ten points. Overall, answering research question two is simplified as, it seems many students show the improving in their reading skills after implementing sight word instructions. A study conducted on children revealed that they were able to improve their sight word automaticity and their written knowledge by implementing strategies that involved teaching them sight words in the writing mode (Noble 2019).

5.3 Qualitative Analysis Data

The qualitative data represent the teacher's perspective and philosophies about sight word instructions and covers answers to the research questions. In the semi-structured interview data, inductive coding was established through which the following were generated from the participants' educators' interview data: 1) Sight words improve the reading skills of young learners 2) Sight word instruction supports the students to be more confident 3) Sight word instruction alone is ineffective 4) Sight word instruction enhance reading fluency skills 5) sight words support Reading comprehension skill, 6) When sight word instructions are given, spelling skills are built ,and 7) Sight words help with speaking fluency.

5.3.1 Reading Skills

Participants' educators believe sight word instructions improves reading skills, especially in the early stages of reading development. All the three participants' teachers believe in sight word instructions improves reading skills. They mentioned this during answering interview questions. As sight word are frequently used students will be able to recognize the word. There are many sight words used in the passages so students therefor, will be able to read most of the given passage. Metsala and Ehri (1998) claimed that words become sight words after frequent exposure to the process of recoding letters into sounds and giving meaning to the combined sounds. The trace memory meet with the thoughts of practicing a skill frequently, the skill will be master. Brainerd and Reyna (1998) defined memory trace theory outlines how the stronger the memory becomes the more frequently information is traced It is the same as sight word used frequently students will be able to have a growth in reading skills. Remembering words out of context is essential for building an early automatic reading vocabulary, also known as sight word vocabulary: words whose pronunciation and meaning pupils can retrieve from memory without having to sound them out (Ehri 2005).

5.3.2 Student Reading's confident

When the student / child has the confident to learn the master and development of the skills might be more. It is important to enhance the confidence in teaching and learning environment. As Piaget mentioned in his theory child will continue process in development when the suitable environment provided. Slavin (2018, P.23) explained Piaget also believed that cognitive development is a continuous process and that all children, regardless of their environment or cultural background, follow the same cognitive development sequence. As it also as it mentioned in the quantitative analysis data; being able to read sight words will help students develop their confidence in their abilities to read (Hayes 2016). McGeown et.al (2015)

,stated children's reading attitudes, reading confidence, and enjoyment of learning to read were all connected to their word reading ability; however, only reading attitudes and reading confidence predicted variation in reading success.

5.3.3 Sight Word shortcomings

As teachers were agreed with sight word instructions, however in the interview they mentioned some of the limitations of sight word. Sight word instructions alone without other strategies is ineffective. Therefore, educator might use other teaching methods to enhance the effectiveness of sight word. Both of teacher one and two mentioned that sight word instructions needed to be support with other teaching language strategy to enhance the effectiveness. Hayes (2016) found without additional literacy instruction; sight word instruction is inefficient. He also emphasized that, while sight word training is extremely beneficial for students, it should not be the only literacy education they get. In order to become an adequate reader, a student needs focus on other components of literacy.

5.3.4 Reading Fluency

Sight word instructions support the child to avoid decoding the word; hence child becomes and sounds like a fluent reader. This is summarized from the participants' educators' point of view. It mentioned that when the students have sight word sessions more often, fluency reading skills will be mastered frequently. Solomon (2016) declared that developing accuracy and fluency in reading sight words is critical for subsequent reading success, mainly because, unlike other words, some of these commonly used words do not follow typical phonological norms. Furthermore, being able to read these words helps children to concentrate on fluency rather than decoding when reading. Helmanand and Burns (2008), summarized for young English-language learner (ELL) pupils, becoming skilled readers who not only decode but also understand what they are reading is a critical aim, and a sight word vocabulary that can be

employed in fluent reading is a key component of this competency. It is vital to give opportunities for frequent practice to support pupils' progress in fluency and understanding adequately. More practice of sight word instructions might more the student will have become. Ehri (1997) discovered. Sight word instruction enhances fluency since it is a quick-acting process that is faster than other methods.

5.3.5 Reading Comprehension

“Sight words had great effects in young learners reading comprehension, it helps them to be aware about what they are reading and encourage them to read more because usually young learners get motivated to complete the task when they are aware about what they are doing and less struggling.” This was a point of view of one of the educator’s participants. When the child is familiar with the meaning of the word in the passage, therefore, it will be easy to understand the paragraph. Monroe and Staunton (2000) observed that when words can be quickly recognised by sight, meaning is conserved and understanding improves. When the comprehension input is developed the child will effectively learn language or the given topic. Alberto et al. (2013) stated when the controlled vocabulary and sight words permits are presented, it allows for an understanding of the purpose of reading, the structured introduction of words based on a logical purpose of reading (i.e., to gain information), progression that allows for a methodical increase in the number of words read within a connected text format, implicit teaching of print knowledge skills (i.e., text directionality), and the manipulation of words within phrases.

5.3.6 Spelling Skills

As the young learners practicing sight word instructions, there is a part where the child practice writing sight word. Teacher two express her experience with implementation of sight word instruction; teacher found that students who struggling with spelling shows improvement.

It tends to be because most of sight word don't follow the spelling or the phonics rule therefore practicing theses word show the progress in the students' spelling skills. Quinn (1980) explained, there are common sight word that are not spelled as at is sound or phonetically for example; the word: when. As the sight word instructions established in language lessons, there will be automatically writing improvement. Nobel (2019) discovered that there is an improvement in reading mode sight word automaticity and written sight word knowledge. Students can achieve sight word automaticity in the reading mode by particularly teaching sight words in the writing mode.

5.3.7 Speaking Fluency

As the sight word are many and approximately three hundred of the words could be taught during the academic year therefore student will have rich vocabulary. As result of this students will be able to have fully conversation. Teacher three claimed that "Sight words support the students' speaking and reading fluency. As the students will be rich with vocabulary so it will be easier for them to do full conversation with other in English." Hanifa (2018) claimed when there is lack of a rich vocabulary, that can ruin confidence and cause the emergence of anxiety, therefore student will have difficulties in speaking in second language.

5.4 Mixed Method Analysis Data

Before ending the study, it is critical to assess both quantitative and qualitative data simultaneously in order to build a link between them. The quantitative data was collected first, followed by the qualitative data. It is also possible to ensure that all four action research questions are addressed and discussed.

The first action research question asked: **To what extent does the use of sight word instruction affect students reading skills?**

Through the questionnaire outcome, it shows that sight word instructions mainly affect reading skills as many students will be familiar with many vocabularies; therefore, students will enhance their reading skills. From the semi-structured interview, educators stated further reflection about their thoughts on sight words seems to improve reading skills.

As their reading fluency and reading comprehension skills also will be improved. When the child can read the passage quickly and understand the most words in the paragraph, therefore, the child will understand the purpose of the passage and be able to answer and give an opinion about the given passage. Regarding reading fluency, when the child is familiar with the frequent word, the child will avoid decoding and read faster and pronounce the word more accurately; therefore, he/she will be a more fluent reader.

According to students' artefact, it was seen that most of the students showed improvement in their score in the NGRT from the first assessment, which was applied before the implementation of sight word instructions and the second assessment, which involved sight word instruction implementation.

The second action research question asked: **How many students improved their reading skills after implementing the sight word instruction?**

Through the students' artefacts, it is shown that many students emphasized improvement in their reading skills through their results. Seven out of eight students show a significant increase in their assessment, while one of the students indicates slightly growth in the evaluations. From the educators' experience who implemented sight word, instructions found that many students show improvement in their reading skills. Participants' educators stated this in both the semi-structured interview and the questionnaire.

The third action research question asked: **To what extent educators believe in the effects of sight word instruction?**

Through the semi-structured interview, the teacher claimed that sight word instructions affect different literacy skills positively, such as reading skills, including fluency and accuracy, spelling skills, comprehension skills and speaking skills. Also, confidence skills were highlighted in both semi-structured interviews and questionnaires. It is mentioned as the child will be familiar with what they are learning and struggling less during the language lesson, so they will be more confident about themselves and show progress in language learning and acquisition. As the child will be familiar with many words that some of them didn't follow the spelling rules, students' skills will be improved. The main problem with students' comprehension skills is understanding the passage and having a lack of vocabulary, so might sight word instructions support that. Many English second language learners have problems with reading fluently as some of the words are not follow the phonic rules. As the participants' educators believe in the strength effects of sight word instructions, teachers consider it also essential to mention sight word weakness which is sight word instruction won't work effectively if there are no other practical teaching approaches and methodology implemented.

The fourth action research question asked: **Why do educators believe in the effects of using sight word instructions?**

It appears that educators believe in the effects of sight word instructions because of the many positive outcomes of using sight word instructions. As mentioned in the previous paragraph, the many positive impacts of sight word instructions. It is also a good strategy that could be used in the early reading intervention. It seems that it is essential to have early reading innervation to avoid reading disorders or lacks of reading skills in a more advanced level of second language acquisitions. Participants' teachers agree that early reading innervation is more effective as the child has more memory capacity. Amendum (2014) found the intervention offers continuing embedded professional development to teachers through coaching based on

an instructional framework of diagnostic methods to encourage rapid reading progress in challenging pupils.

5.6 Conclusion

Second language acquisition become more interesting from the last century. The United Arabas of Emirates made a lot of changes in education sector especially in English second language sector. The recent updates and news that his highness Shaikh Mohammed bin Zayed and Shaikh Mohammed bin Rashed announced about the new type of schools that will have international curriculum taught in English language for the primary learners for the upcoming academic year. AL Khaleej Times (2022) broadcasted in the UAE, a new school model that will provide free education has been revealed. His Majesty The 'Ajyal (generation) Schools' concept, according to Sheikh Mohammed bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE and Ruler of Dubai, would target around 14,000 children.

The objective of the action research was to demonstrate and examine the effects of Sight words instruction in reading skills in blended learning context with year three students. The sub- objective was to demonstrate primary English teachers' opinion in sight word instructions. As much as educators become more interesting in online learning and blended learning there is a lack of research done on this topic integrating with second language topics. Based on the result of the extracted them, students' artefacts, and survey; Sight word instructions are effective on students' literacy skills especially reading skills; however, sight word instructions need to be supported with other language teaching approaches and methods. Perhaps, this because sight word instructions focus only on vocabulary, so other skills like grammar and phonics need to be promoted. During sight word instructions students are taught to recognize words as logographs without learning the link between the letters and sounds in the word in sight word teaching (Spector 2011).

Furthermore, the action research design employed the mixed method approach and implementing three data collection instrument, questionnaire has close-ended and open-ended questions, semi-structured interviews and students official documents (students' artefacts) , these tools will address the action research questions. There were thirty participants. Twenty-Two participants were participating in the survey three of them had an interview. There were eight students the study was the focused on .The findings from the quantitative and qualitative data discovered ; firstly it appears that sight word instructions improve students reading skills, secondly it seems sight word instructions enhance confidence skills in the students , thirdly sight word instructions is might be effective if there was other useful teaching languages approaches are implemented and finally, Some of Primary educators believe in the strength of sight word instructions.

5.7 Limitations of the Study

This particular action research has some limitations that could affect the validity and reliability of the study. Therefore, in an endeavour to recognize the main three limitations of the study, solving the shortcomings would have been challenging considering the time limit of the study. As an example, the first limitation is that it would be seen that the study was conducted in a limited period also, as it was during the pandemic the changes and protocols affected the time.

Second, the sample size as the decision was up to the educators and parents; many educators and parents refused to participate in the study. For instance, many educators agreed to complete the survey as it doesn't consume a lot of time, while many refused to attend the semi-structured interview; therefore, this research is not generalizable. Even though there were twenty-two teachers' participants, however, if there were a minimum of fifty primary teachers, it would improve the validity and reliability. As the research focused only on eight students, it

is difficult to say all year three students reading skills will be enhanced through sight word instructions.

Third, the researcher could have used a software program to analyze the data instead of pen and paper to transcribe the interviews. This method was more efficient due to the time constraints and the slow response rate.

5.8 Implications for Further Research

Though the present study has contributed to the body of the Influences of sight word instructions on Reading skills in Blended Learning Context for year three students, it is possible to redo this study, and the researcher could conduct the research with more prominent participants' size with an extended period. Also, it is possible if the study covers more primary schools (bigger context). This might help to have more reliable research because the study will be measured more than once. An investigator triangulation method is a type of advanced research that involves multiple researchers.

Further, recommendation for further research is to conduct classroom observations using different language teaching approaches like PPP, communicative approach and TPR in implementing sight word instruction to measure the effects of each method in sight word instructions.

5.9 Summary

To sum up, the fifth chapter, present the results of this study are discussed and analyzed in consideration of the studies and theories presented in the literature review chapter. Followed by providing the combination between qualitative data and quantitatively data with ensuring to answers the four research questions Finally, the critical concluding ideas are formed and described, the study's limits are depicted, and further research implications are supplied.

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APPENDICES

Appendix A: Questionnaire

15/06/2022, 23:12

The Influence of Sight Words Instruction in Reading Fluency in Blended Learning Context.

2. 1.What is your gender? *

Mark only one oval.

- ☐ Female
☐ Male
☐ Prefer not to say

3. 2.Which level do you teach?

Mark only one oval.

- ☐ KG
☐ Grade 1 to 4
☐ Grade 5 to 8
☐ Grade 9 to 12
☐ University level

4. 3.What is your level of education?

Mark only one oval.

- ☐ Secondary school
☐ Diploma
☐ Bachelor Degree
☐ Master Degree or higher.

5. How long is your experience?

Mark only one oval.

- ☐ Less than 5 years
☐ 6–10
☐ 11–15
☐ 16–20
☐ More than 20 years

6. 1.What do you think the most important skill in language acquisition? a.
Reading

Mark only one oval.

- ☐ a. Reading
☐ b. Listening
☐ c. Writing
☐ d. Speaking
☐ e. All of the skills are the same.

7. 2.As a teacher, what percentage of your classroom time is spent specializing in reading?

Mark only one oval.

- ☐ a. 0 to 10%
☐ b. 11 to 20%
☐ c. 20% to 30%
☐ d. 30 to 40%
☐ e. 50 or above

8. 3.Have you ever used sight words as part of your lesson in teaching language?

Mark only one oval.

- ☐ Yes
☐ No
☐ Maybe

9. 4. How many periods do you focus with sight words instructions?

Mark only one oval.

- ☐ Once a week
☐ Every day
☐ Others

10. 5. Which approach of teaching language are you familiar with?

Mark only one oval.

- ☐ a. The Grammar translation
☐ b. Total Physical Responses
☐ c. The silent way
☐ d. Reading approach
☐ e. Direct way
☐ f. Communicative language teaching
☐ Others

11. 6. Which of the followings do you think will support the students reading skills more?

Mark only one oval.

- ☐ Sight words instructions.
☐ Writing journals.
☐ Spelling skills literatures
☐ Other: _____

12. 7. Do you think that sight words are an important part of reading acquisition?

Mark only one oval.

- ☐ Yes
☐ No
☐ Maybe

13. Explain your answer

14. 8. Which skills will be improved if the sight word took a place in language acquisition?

Mark only one oval.

- ☐ Reading
☐ Writing
☐ Listening
☐ Speaking

15. 9. What are your thoughts on early reading intervention?

Appendence B: Semi-Structured Interview

Question 1: What are the effects of using sight words instructions?

Question 2: To what extent using sight word instructions affect students reading skills?"

Question 3: How sight words affect students' literacy skills?

Consent form

Request for participation

Dear respected parent and student

My name is Aaesha Abdulla Almesafri, I am a postgraduate student (master of education) at BUID University. I have to conduct a research study about certain education topic and collect data for it, so I invite you to volunteer on my research and you are free to complete it.

The purpose of this research is to investigate the effects of Sight Words Instruction in Reading Fluency in Blended Learning Context.

The data will be used to write a master's thesis that might be published in the future. All the information will be treated with strict confidentiality.

Consent statement

By completing this paper I understand that:

- I participate in the research as a volunteer.
- I may choose to stop participating at any time. And my decision will not influence my relationship with researcher.
- The information that I give will be used only for this research not for other uses.
- I understand that my details will be kept anonymous.

participant name

Date

Participant signature



0559603507

E-mail: Aaesha.Almesafri@outlook.com **Address:** Ras Al Khaimah, Alhamham.

Consent form

Request for participation

Dear respondent,

My name is Aesha Abdulla Almesafri, I am a postgraduate student (master of education) at BUID University. I have to conduct a research study about certain education topic and collect data for it, so I invite you to volunteer on my research and you are free to complete it.

The purpose of this research is to investigate the effects of Sight Words Instruction in Reading Fluency in Blended Learning Context.

This survey is short and it should take 5 to 15 minutes to complete. Be sure that the information will be used to this research only. I am bound, as a postgraduate student of the British University in Dubai, by a special responsibility to observe the highest standards of personal, professional and ethical consideration. This survey ensures that informed consent will be obtained in regards of respecting participants' right to anonymity and confidentiality. Moreover, participants have the right to withdraw at any time without coercion or prejudice.

Consent statement

By completing this paper I understand that:

- I participate in the research as a volunteer.
- I may choose to stop participating at any time. And my decision will not influence my relationship with researcher.
- The information that I give will be used only for this research not for other uses.
- I understand that my details will be kept anonymous.

participant name

Date

Participant signature

 **0559603507** | **E-mail:** Aesha.Amesafri@outlook.com **Address:** Ras Al Khaimah, Alhamham.

