

Sight Words With English Language Learners

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The Problem

The hypothesis of the study is that Traditional Drill will support English Language Learners acquisition of sight words over Incremental Rehearsal.

Purpose of the Study

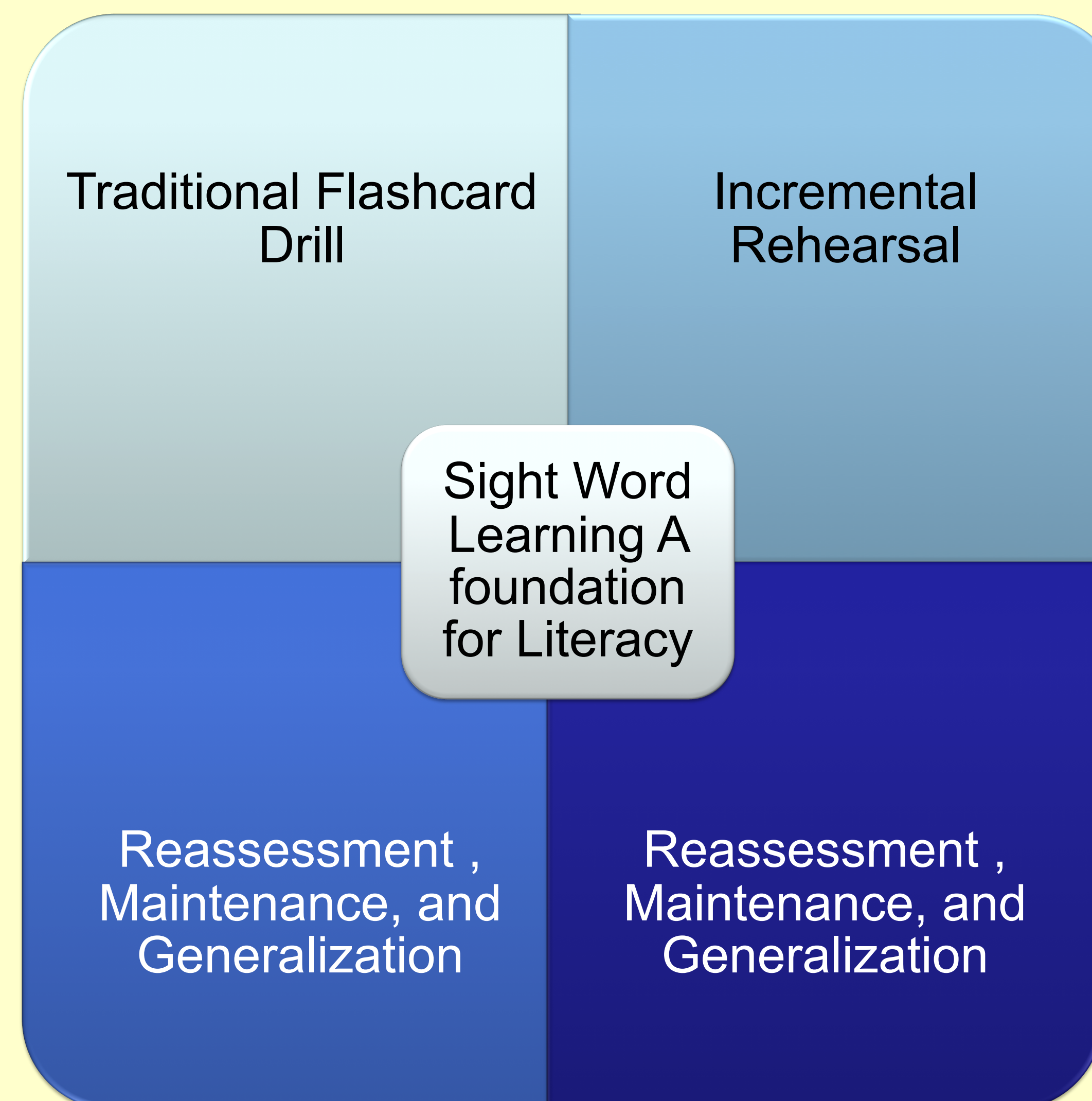
- Nearly two-thirds (64%) of fourth-grade students do not read proficiently. Of even greater concern is that early reading difficulties are likely to persist and may lead to such negative outcomes such as grade retention, school dropout, and emotional and behavioral problems” (January et al., 2016, p. 152). It is important that students learn sight words to support them with reading.
- The purpose of the study is to determine if Traditional Flashcard Drill or Incremental Rehearsal best support sight word acquisition for students who are English Language Learners.

Methodology

- Quantitative**, causal comparative study
- Participants** 6 students age range from 6-7 years old
- Setting** Participants were selected from three first grade classrooms at a title one elementary school in suburban Ca.
- Instrument** – measure of recall of sight words from two interventions
- Procedure**, Traditional flashcard drill and Incremental Rehearsal. Three students received the traditional flashcard drill intervention and three students received the incremental rehearsal intervention.

Results

The results of the study are pending further analysis. However upon observation it appears that Incremental Rehearsal is more beneficial to English Language Learners sight word acquisition than Incremental Flashcard Drill.



Implications

This study will support further research on sight words for English Linguage Learners. Sight words are a foundation to literacy and with a growing number of English Learners in U.S. schools it is important to support English Language Learners.

