

Sample of thesis English editing

Field of research: Linguistics

This chapter presents the results from integrating the decodable storybook with phonics instruction in a whole to parts framework into the English remedial program. These R results include documented qualitative data the results from documents, including early reading assessments and recordings of oral readings ~~recordings~~, interviews ~~from~~ with students and teachers, classroom observation notes, and the teaching journals. This chapter is divided into three parts. ~~First,~~ Changes in learners' ~~change on~~ early reading performance are ~~is~~ described and analyzed in the first part. The second part presents and analyzes attitudinal changes ~~Then, learners' attitude change~~ before and after ~~the~~ instruction ~~is presented and analyzed with~~ with reference to concrete examples ~~in the second part~~. The experiences of the decodable story-book instruction feature in the third part. Reference is made to the learners' feedback ~~Thirdly, learners' experiences toward the decodable story-book instruction were also presented, including their feedbacks~~ to both the teaching activities and the decodable reading materials to investigate the possible reasons for attitudinal and performance changes ~~why learners have change in performance and attitudes~~.

Comment [NPH1]: CHECK: It is unclear if these are separate items or what other kind of relationship they may have. Please make the relationship clearer.

Learners' Change on in the Early Reading Performance of Learners

Results from the Early Reading Assessments

~~For the answer of t~~ The first research question asks whether ~~is~~ there is any change in the reading performance of the second grade remedial learners ~~on early reading performance in the remedial instruction.?~~ ~~–~~ Early reading skill includes letter-sound recognition, word recognition, and visual blending ability. Learners' early reading performance before and after the remedial instruction is shown in two ways. First, it is from the analysis of scores and descriptive records about the scores of the early reading assessments. The second way includes ~~Also, the~~ results ~~from~~ of student interviews, classroom observation notes and ~~story~~ the recordings of the oral

reading [of stories](#).

Final text

This chapter presents the results from integrating the decodable storybook with phonics instruction in a whole to parts framework into the English remedial program. These results include documented qualitative data the results from documents, including early reading assessments and recordings of oral readings, interviews with students and teachers, classroom observation notes, and the teaching journals. This chapter is divided into three parts. Changes in learners' early reading performance are described and analyzed in the first part. The second part presents and analyzes attitudinal changes before and after instruction with reference to concrete examples. The experiences of the decodable storybook instruction feature in the third part. Reference is made to the learners' feedback to both the teaching activities and the decodable reading materials to investigate the possible reasons for attitudinal and performance changes.

Change in the Early Reading Performance of Learners

Results from the Early Reading Assessments

The first research question asks whether there is any change in the reading performance of the second grade remedial learners. Early reading skill includes letter-sound recognition, word recognition, and visual blending ability. Learners' early reading performance before and after the remedial instruction is shown in two ways. First, it is from the analysis of scores and descriptive records about the scores of the early reading assessments. The second way includes the results of student interviews, classroom observation notes and the recordings of the oral reading of stories.