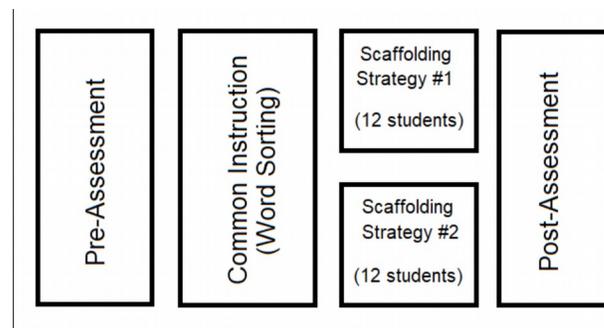


Semi Park  
EDG500\_Lab1 Topic

My research topic is to compare two scaffolding techniques (auditory vs. tactile) for phonetic instruction. The research will be administered to my first-grade classroom in a Korean and English dual language program. Because this research will be conducted during my class time, all students will get common instruction of word sorting (e.g., “Words Their Way” program), which I use every year and is required by my school’s curriculum. I am just adding one more learning strategy. Half of the class will receive auditory scaffolding (e.g., songs about vowels, digraphs, blends etc.) and the other half will get tactile scaffolding (e.g., board game, dice game). Pre- and post-assessment will allow measuring learning gains. This topic is important because it will allow me to determine which scaffolding technique (Marzano et al., 2000, Rosenshine, 2012) is more effective in improving English phonemic awareness skills such as blending and segmenting. Please view figure below.



References

Marzano, R., Gaddy, B., & Dean, C. (2000). *What works in classroom instruction*. Aurora, CO: Mid-continent Research for Education and Learning.

Rosenshine, B. (2012). Principles of instruction; Research-based strategies that all teachers should know. *American Educator*, Spring 2012, 12-19.