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Blended and Segmented Reading and Writing CVC Words in Kindergarten in Vietnam: Basis for an Action Plan

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Abstract*—This research investigates the effectiveness of a phonics intervention focused on reading and writing Consonant Vowel Consonant (CVC) words among kindergarteners in Vietnam. The study aims to address specific phonetic challenges where native Vietnamese speakers often struggle with final English consonants due to linguistic differences. By implementing a structured four-week program, the researcher sought to bridge the gap between native phonology and English literacy requirements. The methodology utilized a quantitative approach involving one hundred participants. Data collection occurred through pretest and posttest assessments measuring accuracy, segmentation, and fluency in both reading and writing domains. Statistical analysis included descriptive measures such as Mean and Standard Deviation alongside inferential t-tests for independent samples to determine the significance of the results. Results regarding reading performance showed a positive trajectory with the subscale mean for accuracy rising from 2.25 to 2.45. Students demonstrated proficiency in blending three phonemes and maintaining left to right progression. However, the computed p value of 0.481 indicates that the slight numerical improvement in reading was not statistically significant and likely falls within the margin of error. In contrast, writing performance exhibited a substantial and measurable improvement following the intervention. The subscale Mean score for correct spelling transitioned from a Developing status of 1.94 to a Proficient level of 2.21. With a p value of 0.001, the study found a statistically significant difference in how learners encode sounds into written text, successfully rejecting the null hypothesis for this domain. These findings provide empirical support for Ehri's Theory of Orthographic Mapping by showing how children connect phonemes to graphemes. While learners excelled in physical aspects like pencil grip and letter formation, they still faced challenges with the metacognitive process of self-checking their work. The data confirms that explicit instruction in segmenting sounds is vital for literacy equity among bilingual learners. To sustain these gains, a proposed Action Plan titled Bridge to Bilingual Literacy outlines an extended eight-week implementation. This plan prioritizes reading automaticity through high intensity drills and addresses the remaining weaknesses in self-monitoring during writing tasks. Continuous assessment and specialized teacher training are recommended to ensure long term success in bridging literacy achievement gaps.*

Keywords: *Phonics Intervention, CVC Words, Blending and Segmenting, Vietnamese Kindergarteners, Literacy Development*

I. INTRODUCTION

Learning to read and write is one of the most important milestones in a child's educational journey. Literacy is not an automatic skill; it develops gradually as children are exposed to spoken language, sounds, and printed words. Gillon (2020) explains that the earliest stages of literacy depend heavily on phonological awareness, the ability to recognize and manipulate the sounds of spoken language. This awareness acts as the gateway to understanding how sounds connect to letters and words. Without it, children are more likely to struggle when faced with reading tasks. Metsala and Walley (cited by Krenca et al., 2023) expand on this idea by noting that phonological awareness develops in stages, progressing from recognizing larger sound units, such as syllables, to more refined abilities, such as blending and segmenting phonemes. Both blending and segmenting are essential skills because they enable children to read unfamiliar words and write them accurately. Blending and segmenting are often described as two sides of the same coin. When children learn to blend, they can connect sounds like /c/-/a/-/t/ into the word cat. When they learn to segment, they can break the word cat into its three distinct sounds. These skills are more than classroom exercises; they are the mental tools that allow children to unlock reading and writing. According to Alzahrani (2021), children who regularly practice blending and segmenting progress more quickly in decoding new words than those who rely mainly on memorization. Lin (2022) adds that learners who develop accuracy in segmenting are also more successful in writing, as they can match sounds to letters systematically. Kim (2023) observed that mastering blending, in particular, encourages children to attempt unfamiliar words independently, thereby building confidence and reducing dependence on the teacher. These insights show that blending and segmenting are not only technical skills but also sources of motivation and self-efficacy in literacy. The first words that children often encounter in kindergarten are simple consonant-vowel-consonant (CVC) words such as map, sun, or dog. At first glance, these words may seem basic, but they are central to early reading and writing instruction. Alzahrani (2021) describes consonant-vowel-consonant words as stepping stones, as mastering them paves the way for children to handle more complex words and sentences later. Lin (2022) reported that repeated practice with consonant-vowel-consonant words strengthens both decoding and encoding skills, helping children connect spoken language to print more fluently. Kim (2023) further explained that practicing with consonant-vowel-consonant words builds children's confidence and gives them a sense of accomplishment, encouraging them to keep exploring new words. In short, consonant-vowel-consonant words play a crucial role in bridging the gap between oral language and

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literacy. However, the situation becomes more complex in contexts where English is learned as a second or foreign language. In Vietnam, children face specific challenges due to differences between the Vietnamese and English sound systems. Nguyen and Pham (2023) explain that Vietnamese does not have the same range of final consonant sounds as English. For this reason, many young learners struggle with consonant-vowel-consonant words, particularly when the final consonant is unfamiliar in their first language. For example, Vietnamese children may omit or mispronounce the final /t/ in the word cat, which affects both their reading and writing accuracy. Lee and Chen (2021) argue that bilingual learners in similar contexts benefit greatly from explicit, systematic phonics instruction to overcome these difficulties. Tran (2022) adds that many Vietnamese classrooms still emphasize rote memorization of vocabulary, which does not equip children with the skills they need to decode new words. Ho (2024) observed that this reliance on memorization may help learners recognize familiar words, but it limits their ability to read or write unfamiliar ones, leaving gaps in literacy development. These challenges highlight the importance of blending and segmenting in kindergarten classrooms in Vietnam. While global research has already established the value of these skills, there is still a lack of studies that specifically examine how Vietnamese learners develop them. Nguyen and Pham (2023) stressed that local research is needed because international findings cannot always be directly applied in Vietnam, where cultural, linguistic, and educational practices differ. This knowledge gap makes it difficult for teachers to design strategies that meet their students' needs. International research has provided strong evidence that targeted instruction in blending and segmenting improves reading and writing performance. For instance, Alzahrani (2021) showed that children who practiced blending and segmenting daily made significant gains in decoding accuracy within a few months. Lin (2022) found that learners who received explicit guidance on segmenting performed better on spelling tasks than peers who only copied. Kim (2023) noted that blending instruction also improved children's willingness to attempt new reading tasks, reducing anxiety and increasing engagement. These findings are encouraging, but without localized evidence, Vietnamese teachers are left to adapt strategies without knowing whether they fully address their learners' specific needs. The lack of local studies creates an opportunity for this research to make a meaningful contribution. By examining the blending and segmenting skills of Vietnamese kindergarten learners in reading and writing consonant-vowel-consonant words, this study aims to provide a clearer picture of their current abilities. The findings will identify both strengths and areas of difficulty, providing teachers with practical information to adjust their instruction. More importantly, the study aims to use the results as a basis for an action plan to guide teachers in strengthening early literacy instruction. Addressing this gap is important not only for academic purposes but also for the children themselves. Literacy is a key to learning across all subjects, and difficulties in reading and writing during the early years can affect confidence, motivation, and achievement in later grades. As Ho (2024) points out, providing strong literacy foundations in kindergarten is one of the most effective ways to ensure educational equity. For Vietnam, where English is increasingly important for academic and career opportunities, supporting children in developing blending and segmenting skills can have long-term benefits. According to Law 43/2019/QH14 on Education, early childhood education is recognized as the foundation for a child's comprehensive development, including intellectual and literacy skills. The law emphasizes that preschool education must provide suitable content and methods that support children's overall development and prepare them for primary school. Furthermore, Decree 105/2020/ND-CP on Early Childhood Education Development Policies reinforces the State's commitment to quality early childhood education for all preschool-age children. These legal frameworks highlight the importance of structured, evidence-based literacy interventions. Implementing phonics instruction that targets blending and segmenting consonant-vowel-consonant (CVC) words aligns with these national mandates, ensuring that children develop essential literacy skills from an early age. In summary, blending and segmenting are central to early literacy, and consonant-vowel-consonant words provide the perfect entry point for practicing these skills. While international research has confirmed their importance, Vietnamese learners face unique challenges that require more targeted support. By investigating how kindergarten learners in Vietnam perform in blending and segmenting consonant-vowel-consonant words in reading and writing, this study seeks to fill a crucial gap and provide a foundation for improving teaching practices. Ultimately, the research aims to ensure that children are not only learning words by memory but are building the greater skills that will carry them through their literacy journey.

II. METHODOLOGY

This chapter presents the research design, participants, procedures, and methods used to examine the effectiveness of a phonics intervention on blending and segmenting consonant-vowel-consonant (CVC) words among bilingual kindergarten learners in Vietnam. It details the assessment of learners' initial reading and writing performance, the implementation of the structured intervention, and the measurement of outcomes. By outlining the methodology, this chapter ensures a transparent, systematic, and replicable research process, providing a clear foundation for analysis and conclusions.

A. Research Design

This study adopted a quasi-experimental quantitative design using a one-group pretest and posttest approach. This design enabled the researcher to examine how the phonics intervention focused on blending and segmenting CVC words influenced kindergarten learners' reading and writing performance. By measuring learners' skills before and after the intervention, the study determined whether the structured activities led to significant improvements in their literacy skills. A quasi-experimental design was particularly suitable for this study because it allowed all learners in the selected classes to participate without requiring a separate control group. Random assignment of respondents was often difficult in real classroom settings, and this approach enabled the researcher to observe

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how the intervention worked in a natural learning environment. This setup also provided practical insights into how similar activities might be implemented in everyday kindergarten classrooms, making the research both relevant and applicable to real teaching contexts. The choice of a quantitative design ensured that the study produced measurable and objective data that could be analyzed statistically. While qualitative approaches often explore perceptions and experiences, a quantitative approach enabled the researcher to identify clear patterns, assess the significance of improvements, and systematically evaluate the intervention's effectiveness. Through this design, the study generated concrete evidence about how blending and segmenting activities enhanced learners' reading and writing performance, provided valuable information for teachers, and contributed to the field of early childhood literacy education.

B. Population and Sampling Technique

The study population consisted of kindergarten learners enrolled in four sections of a bilingual school in Vietnam. Each class had approximately 25 learners, which brought the total population to around 100 young learners. These learners represented the target group for the phonics intervention, as they were in the early stages of developing their reading and writing skills, particularly in English as a second language. Since the total population was manageable and within the scope of the study, the used total population sampling, also known as census sampling. This means that all 100 kindergarten learners were included as respondents of the study and no sampling technique was used. This approach ensured the intervention was applied to every learner, enabling a comprehensive understanding of its effects across classrooms and learning styles. By including all students, the study captured a more complete picture of how blending and segmenting practices influenced reading and writing performance in a real classroom setting. The sample consisted of both male and female learners aged 5 to 6 years old. All participants were bilingual, with Vietnamese as their first language and English introduced as a second language in the school curriculum. This bilingual context was particularly important because it highlighted the challenges and opportunities learners faced when developing literacy skills in a language different from their home language. To maintain uniformity in the sample and ensure that the results accurately reflected the intervention's impact, learners with identified special educational needs were not included in the study. This decision allowed the researcher to focus on the typical developmental patterns of bilingual kindergarten learners and to understand better how structured blending and segmenting activities enhanced their reading and writing skills. By carefully defining the population and applying total population sampling, the study provided meaningful insights that were both representative of the context and relevant tosimilar bilingual early childhood education settings. This approach ensured that the findings were grounded in the actual experiences and abilities of the learners, supporting the creation of a practical, evidence-based action plan for teachers.

C. Instrumentation

The main instrument used in this study was a researcher-developed Reading and Writing Test, carefully designed to measure how well kindergarten learners could decode and encode CVC words in English. This test was created to directly align with the objectives of the four-week phonics intervention on blending and segmenting, ensuring that the skills assessed clearly reflected what learners were taught. To capture both reading and writing performance, the test was divided into two parts: a Reading Test and a Writing Test, each focusing on a different but equally important aspect of phonics development. The Reading Test asked the respondents to read aloud a list of 15 CVC words. The words were carefully selected to include a variety of initial, medial, and final sounds, so the test provided a full picture of learners' ability to blend phonemes into words. Examples included simple and familiar words such as cat, dog, sit, log, map, and pen. In this part, the researcher looked at two important areas: accuracy, or whether the learner correctly pronounced all the sounds in each word, and fluency, or whether the learner read the words smoothly and with confidence. Each correct word was given a score, which enabled the researcher to compare learners' progress between the pretest and post-test. The Writing Test also included 15 CVC words, but this time the words were dictated to the respondents. The respondents were asked to listen carefully, break the words into their individual sounds, and then write the matching letters to form the complete word. This task measured how well students could segment sounds and represent them in writing, which was just as important as reading in early literacy development. Scoring considered both the correct spelling of the whole word and the accuracy of the phoneme-to-letter representation. In this section, the researcher observed how effectively learners transferred their phonological awareness into writing. To make sure the test was both valid and reliable, several steps were taken. First, the test items were reviewed by the researcher prior to administration. This review helped ensure that the content was age-appropriate, accurate, and aligned with kindergarten phonics goals. After that, the test went through a pilot run with 15 learners from another class who were not part of the actual study. This pilot helped the researcher assess whether the instructions were clear, the difficulty level was appropriate for 5- to 6-year-old learners, and whether the test produced consistent results. Finally, Cronbach's Alpha was applied to the pilot results to assess internal consistency, ensuring that the test truly measured what it was intended to measure. In summary, the researcher found that the Reading and Writing Test is a focused, practical tool for assessing learners' reading and writing skills with CVC words. It provided objective and measurable data that clearly showed whether the phonics intervention was effective. Because it balanced simplicity with accuracy, the instrument was well-suited for young bilingual learners, giving both teachers and researchers' valuable insights into the children's progress in developing essential phonological skills for literacy.

III. STATISTICAL TREATMENT OF DATA

The data collected from the pretest and post-test were analyzed using f you are using quantitative statistical methods

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to determine the effectiveness of the blending and segmenting intervention on learners' reading and writing of CVC words.

Descriptive statistics, including mean, frequency, and standard deviation, were computed to summarize learners' performance on both the pretest and post-test. These measures provided an overview of general trends and patterns, pointing out both areas of strength and areas where learners still needed support.

For inferential statistics, a t-test was used to assess whether there was a statistically significant difference in the pretest-posttest scores. The significance level was set at 0.05 to ensure the findings were reliable and meaningful. This analysis helped determine whether any improvements in students' reading and writing skills could be confidently attributed to the intervention rather than to chance.

Through this statistical treatment, the study offered not only a numerical description of student performance but also a rigorous evaluation of the intervention's effectiveness, consistent with its quantitative design.

IV. Presentation, Analysis, And Interpretation Of Data

Problem number 1. Level of Learners' Reading Performance on Consonant-Vowel-Consonant (CVC) Words

Table 1.1 illustrates a positive trajectory in the reading performance of kindergarten learners after a four-week intervention.

		Pre-Test		Post-Test	
No.	**Item**	**Mean**	**VI**	**Mean**	**VI**
1	Blends three phonemes into a CVC word without prompts (e.g., /c/ /a/ /t/ → "cat")	2.48	Proficient	2.68	Proficient
2	Maintains left-to-right blending (does not reverse or skip sounds)	2.52	Proficient	2.72	Proficient
3	Correctly produces short vowel sounds in CVC words	2.44	Proficient	2.66	Proficient
4	Self-corrects blending errors when prompted	1.92	Developing	2.12	Proficient
5	Applies blending independently with unfamiliar CVC words	1.88	Developing	2.05	Proficient
Subscale Mean (Accuracy)		**2.25**	**Proficient**	**2.45**	**Proficient**

Legend:
0.99 to 1.00 - Strongly Disagree (Beginning); 1.01 to 1.99 - Disagree (Developing);
2.00 to 2.99 - Agree (Proficient); 3.00 to 4.00 - Strongly Agree (Advanced)
Source: Researcher's Computation (2026)

The subscale Mean for Reading Accuracy in CVC Blending rose from 2.25 to 2.45, maintaining an overall verbal interpretation (VI) of Proficient while demonstrating incremental growth across all five assessed items. The most notable progress occurred in self-correction and independent application. Notably, the learners moved from a Developing status to Proficient in the following categories:

Self-correction - the ability to rectify blending errors when prompted increased from a Mean of 1.92 to 2.12. This aligns with Kim's (2023) observation that mastering blending builds self-efficacy and reduces reliance on the teacher.

Independence - Applying blending to unfamiliar words improved from 1.88 to 2.05. This growth is critical, as Alzahrani (2021) argues that regular practice in blending allows children to decode new words more efficiently than rote memorization.

Furthermore, the participants maintained high scores in the mechanics of reading, particularly in left-to-right blending (Mean scores increased from 2.52 to 2.72) and the production of short vowel sounds (Mean scores increased from 2.44 to 2.66). These results support Ehri's Theory of Orthographic Mapping, which posits that reading develops through the formation of strong connections between phonemes and graphemes.

The improvement in blending accuracy provides empirical support for the intervention's design. The transition from guided to independent blending suggests that the scaffolding provided during the 15-minute daily sessions successfully moved students through the Zone of Proximal Development.

Table 1.2 illustrates the developmental progression of kindergarten learners in their ability to segment spoken words into individual phonemes. The subscale Mean for segmentation ability improved from a pre-test score of 2.11 to a post-test score of 2.30, maintaining a verbal interpretation of Proficient. This growth indicates that the four-week intervention successfully enhanced students' ability to isolate the smallest units of sound in English CVC words.

Table 1.2

		Pre-Test		Post-Test	
No.	**Item**	**Mean**	**VI**	**Mean**	**VI**
1	Segments a spoken CVC word into three distinct sounds	2.3	Proficient	2.48	Proficient
2	Matches each segmented sound to its corresponding letter while reading	2.16	Proficient	2.36	Proficient
3	Uses tapping/other cues to show segmentation (*when prompted*)	2.42	Proficient	2.6	Proficient
4	Segments unfamiliar CVC words accurately after brief modeling	1.85	Developing	2.08	Proficient
5	Segments words consistently across different contexts (*oral tasks, games*)	1.78	Developing	1.98	Proficient
Subscale Mean (Ability)		**2.11**	**Proficient**	**2.3**	**Proficient**

Legend:
0.99 to 1.00 - Strongly Disagree (Beginning); 1.01 to 1.99 - Disagree (Developing);
2.00 to 2.99 - Agree (Proficient); 3.00 to 4.00 - Strongly Agree (Advanced)
Source: Researcher's Computation (2026)

The most prominent advancement in the data concerns learners' ability to apply segmentation skills to unfamiliar words and diverse contexts. The ability to segment unfamiliar CVC words accurately after brief modeling increased from 1.85 to 2.08, shifting from Developing to Proficient level. Consistency in segmenting words across oral tasks and games likewise improved from 1.78 to 1.98, indicating that learners are beginning to internalize these skills beyond rote classroom exercises. These findings corroborate Nguyen's (2021) research, which found that Vietnamese kindergarteners receiving explicit segmenting instruction make faster progress in decoding unfamiliar vocabulary than those who rely on memorization.

The highest mean score in the post-test was for the use of tapping or other sensory cues to demonstrate segmentation (Item #3), with a score of 2.60. This high level of proficiency reflects effective scaffolding, in which teachers model strategies to help children take ownership of phonological tasks. Furthermore, the ability to match each segmented sound to its corresponding letter reached a mean of 2.36, which is a critical component of orthographic mapping. According to Ehri (2020),

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this process of linking phonemes to graphemes is the heart of learning to read and write words efficiently.

The improvement in segmenting spoken words into three distinct sounds (increasing from 2.3 to 2.48) is particularly significant for bilingual learners in Vietnam. Research by Nguyen and Pham (2023) shows that Vietnamese children often struggle with English final consonants because their native language lacks a similar range of final consonant sounds. By mastering the segmentation of all three sounds in a CVC word, these students are better equipped to avoid the common error of omitting the final sound, which Justice et al. (2020) identify as a vital gateway to spelling accuracy.

Table 1.3 details the progression of kindergarten learners' fluency in reading CVC words following a structured phonics intervention.

		Pre-Test		Post-Test	
No.	**Item**	**Mean**	**VI**	**Mean**	**VI**
1	Reads a list of familiar CVC words with *steady pace and few hesitations*.	2.55	Proficient	2.72	Proficient
2	Reads unfamiliar decodable CVC words by applying blending (not by guessing)	2.1	Proficient	2.38	Proficient
3	Maintains accuracy when reading several CVC words in a row (timed/untimed).	2.2	Proficient	2.44	Proficient
4	Demonstrates smooth oral reading of short CVC word phrases (e.g., "the cat sat").	1.9	Developing	2.05	Proficient
5	Shows confidence and automaticity with practiced CVC items.	2.40	Proficient	2.6	Proficient
Subscale Mean (Fluency)		**2.23**	**Proficient**	**2.44**	**Proficient**

Legend:
0.99 to 1.00 - Strongly Disagree (Beginning); 1.01 to 1.99 - Disagree (Developing);
2.00 to 2.99 - Agree (Proficient); 3.00 to 4.00 - Strongly Agree (Advanced)
Source: Researcher's Computation (2026)

The overall subscale Mean score for fluency increased from 2.23 to 2.44, with both scores falling within the Proficient verbal interpretation range. This growth indicates that the daily 15-minute blending and segmenting activities successfully enhanced learners' ability to read text at increasing speed and with greater automaticity. The most significant gains in fluency are observed in learners' ability to read at a steady pace and in increased confidence. The mean score for reading familiar words with few hesitations rose from 2.55 to 2.72, suggesting that repeated exposure to these phonetic patterns leads to more efficient word storage. Confidence and automaticity with practiced items also improved from 2.40 to 2.60.

Ehri and Flugman (2020) claim that being able to combine phonemes is a straightforward indicator of word identification and future reading fluency. Furthermore, Kim (2023) posits that as students master these skills, they build a sense of accomplishment that encourages them to explore new words independently. A critical finding in the data is the learners' ability to decode unfamiliar words rather than relying on guessing. The mean score for reading unfamiliar decodable words by applying blending (Item #2) increased from 2.1 to 2.38. This shift confirms that the intervention moved students beyond rote memorization toward active decoding strategies. Alzahrani (2021) notes that children who regularly practice these skills progress more quickly in decoding new words than those who rely mainly on memory. For Vietnamese learners, this is particularly vital because systematic practice helps them overcome specific linguistic challenges, including the pronunciation of final consonants that do not exist in their native language.

Problem number 2. Level of Learners' Writing Performance on Consonant-Vowel-Consonant (CVC) Words

Table 2.1 demonstrates a significant upward trend in participants' spelling abilities following the four-week phonics intervention.

		Pre-Test		Post-Test	
No.	**Item**	**Mean**	**VI**	**Mean**	**VI**
1	Spells dictated CVC words correctly using phoneme-grapheme mapping	2.05	Proficient	2.32	Proficient
2	Writes the correct short vowel in the middle position.	1.88	Developing	2.1	Proficient
3	Preserves initial and final consonants accurately (no omissions/substitutions)	2.12	Proficient	2.4	Proficient
4	Attempts to spell unfamiliar words using phonics strategies rather than guessing.	1.75	Developing	2.05	Proficient
5	Produces increasing accuracy from pre to post when spelling practiced word sets.	1.9	Developing	2.18	Proficient
Subscale Mean (Correct Spelling)		**1.94**	**Developing**	**2.21**	**Proficient**

Legend
0.99 to 1.00 - Strongly Disagree (Beginning); 1.01 to 1.99 - Disagree (Developing);
2.00 to 2.99 - Agree (Proficient); 3.00 to 4.00 - Strongly Agree (Advanced)
Source: Researcher's Computation (2026)

The subscale Mean score for correct spelling increased from 1.94 (Developing) to 2.21, indicating a Proficient level. This shift suggests that the systematic practice of blending and segmenting directly translates into improved encoding skills. The biggest improvement was observed in learners' ability to use phoneme-grapheme mapping to spell dictated words (Item #1). This item reached a Post Test Mean of 2.32, the highest in the category. Lin (2022) argued that segmenting accuracy aids in effective writing by allowing youngsters to associate letters with sounds, and this development is consistent with that claim. Additionally, for Vietnamese students, it is extremely important to focus on increasing the preservation of initial and final consonants (from 2.12 to 2.4). Due to linguistic variations, these students frequently have difficulty with English final sounds, but Nguyen and Pham (2023) point out that direct teaching may help reduce these errors, as evidenced by the data. The improvement across all items in Table 2.1 provides empirical support for Ehri's (2020) Theory of Orthographic Mapping. By identifying individual sounds and connecting them to visual symbols, students are essentially gluing the pronunciation and spelling of words into their long-term memory. This mental process is evident in the transition from guided activities to proficient independent spelling, as observed in the post-test results. The data confirm that integrating auditory segmentation with visual writing tasks creates a cohesive learning experience that supports bilingual literacy development.

The data within Table 2.2 provides a detailed assessment of learners' capacity to use phonemic segmentation during writing tasks.'

The subscale mean for this competency transitioned from a pre-test Mean score of 1.81, categorized as Developing, to a post-test Mean score of 2.12, interpreted as Proficient. The quantitative increase demonstrates that the systematic phonics intervention successfully closed the gap between oral sound identification and its orthographic representation in writing.

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The statistics point out a significant developmental change in how students utilize their auditory abilities in writing by hand. The ability to orally segment a dictated consonant-vowel-consonant (CVC) word before writing it (Item #1) reached a Mean score of 2.35, the highest proficiency level in the subscale. The participants seem to have absorbed the necessary auditory processing abilities for encoding, according to this discovery. This finding supports Buckingham et al. (2019), who claim that explicit teaching in sound segmentation is the best way to ensure literacy equity for students, especially those whose first language is different from the language of instruction. Going further, the transfer of segmentation skills from purely oral tasks to written output (Item #4) moved from a Mean score of 1.72 to 2.02, reflecting a successful transition across literacy domains. According to Alzahrani (2021), these skills serve as mental tools that allow children to unlock both reading and writing simultaneously.

Table 2.2

No.	Item	Pre-Test		Post-Test	
		Mean	VI	Mean	VI
1	Orally segments a dictated CVC word before writing it.	2	Proficient	2.35	Proficient
2	Represents each phoneme with an appropriate grapheme when writing.	1.85	Developing	2.15	Proficient
3	Uses segmenting strategies (*tap, sound box*) during spelling tasks.	1.78	Developing	2.08	Proficient
4	Transfers segmentation skill from oral tasks to written output.	1.72	Developing	2.02	Proficient
5	Self-checks spelling using segmentation before finalizing writing.	1.68	Developing	1.98	Developing
Subscale Mean (Ability to Segment)		**1.81**	**Developing**	**2.12**	**Proficient**

Legend:
0.99 to 1.00 - Strongly Disagree (Beginning); 1.01 to 1.99 - Disagree (Developing);
2.00 to 2.99 - Agree (Proficient); 3.00 to 4.00 - Strongly Agree (Advanced)
Source: Researcher's Computation (2026)

The learners' advancement was significantly influenced by the implementation of particular teaching methods, such as tapping and sound boxes (Item #3). The average score for using these segmenting techniques during spelling assignments rose from 1.78 to 2.08. According to Vygotsky's Sociocultural Theory, which maintains that teacher-led modeling and sensory cues offer the essential scaffolding for independent proficiency, this progress is consistent with that theory. Furthermore, the capacity to represent each phoneme with the correct grapheme, which is a fundamental need for orthographic mapping, has also reached a proficient level of 2.15. According to Ehri (2020), this process is defined as the cognitive link between the phonemes in spoken language and the letters that represent them.

While the overall subscale mean fell within the proficient range, the data reveal an area for continued instructional focus. The ability of learners to self-check their spelling using segmentation before finalizing their writing (Item #5) increased from 1.68 to 1.98. Despite the fact that this is a big step forward, it is still the only item in the post-test-post-test that has a Developing interpretation. This implies that although students are improving their accuracy in initial encoding, it still takes them more time and practice to achieve complete automatism in the metacognitive activity of proofreading by segmentation. Metsala and Walley (cited by Krenca et al., 2023) emphasize that phonological awareness develops in stages, with independent manipulation and self-monitoring representing more refined levels of cognitive ability.

Table 2.3 illustrates a notable improvement in writing speed and legibility among kindergarten learners following the phonics intervention.

No.	Item	Pre-Test		Post-Test	
		Mean	VI	Mean	VI
1	Completes a short set of CVC spelling tasks within the allotted time.	1.95	Developing	2.05	Proficient
2	Letter formation is legible and consistent for CVC words.	2.08	Proficient	2.3	Proficient
3	Spacing and alignment are sufficient for easy reading of written words.	1.9	Developing	2.08	Proficient
4	Writes with increasing speed without sacrificing legibility (post vs pre).	1.85	Developing	2	Proficient
5	Uses correct pencil grip and posture that support legible writing.	2.15	Proficient	2.45	Proficient
Subscale Mean (Writing)		**1.99**	**Developing**	**2.18**	**Proficient**

Legend:
0.99 to 1.00 - Strongly Disagree (Beginning); 1.01 to 1.99 - Disagree (Developing);
2.00 to 2.99 - Agree (Proficient); 3.00 to 4.00 - Strongly Agree (Advanced)
Source: Researcher's Computation (2026)

The writing performance subscale mean score increased from 1.99 (Developing) to 2.18 (Proficient). This improvement indicates that systematic phonics instruction effectively bridges the gap between sound recognition and the physical production of written text.

The learners demonstrated their highest level of achievement in the physical aspects of writing. The mean score for using a correct pencil grip and maintaining proper posture (Item #5) increased from 2.15 to 2.45. Legible and consistent letter formation for CVC words (Item #2) also rose from 2.08 to 2.30. These results suggest that as students become more familiar with phoneme-grapheme correspondences, they gain the motor control and confidence required for precise letter formation. Alzahrani (2021) notes that when children master these foundational tools, they are better equipped to handle the complexities of written language.

The ability to complete spelling tasks within the allotted time (Item #1) moved from a mean of 1.95 to 2.05, marking a transition into the Proficient range. Spacing and alignment of written words (Item #3) improved from 1.90 to 2.08, which is essential for text readability. Additionally, learners showed an increased ability to write faster without compromising the quality of their work (Item #4), with the mean rising from 1.85 to 2. This finding is supported by Truxius et al. (2025), who observe that legibility at the start of literacy instruction is a critical predictor of subsequent writing speed and spelling proficiency. The progress documented in Table 2.3 underscores the vital link between phonological awareness and transcription skills. Blending and segmenting are the mental tools that allow children to connect spoken and written language forms. Kim (2023) emphasizes that writing fluency results from automaticity in transcription, including handwriting and spelling. By reducing the cognitive load required for sound identification, the phonics intervention allowed learners to dedicate more mental energy to the speed and clarity of their writing.

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Problem number 3. Difference of Learners' Reading Performance of Consonant-Vowel-Consonant (CVC) Words

Table 3.1 shows the impact of the phonics intervention on student reading performance.

Performance Level	Score Range	Pre-Test Freq	Pre-Test %	Post-Test Freq	Post-Test %	
Good (Independent)	13 - 15	43	43%	48	48%	
On Level	9 - 12	31	31%	36	36%	
Needs Support	0 - 8	26	26%	16	16%	
Mean Score		**10.94 / 15**		**11.2 / 15**		
SD		**2.88**		**2.3**		
Mean Difference						**0.26**
***p*-value**						**0.481**
Decision						**Accept**

n=100

Source: Researcher's Computation (2026)

Using the null hypothesis, it was hypothesized in Chapter 1 that there is no significant difference in the learners' reading performance of consonant-vowel-consonant (CVC) words before and after the blending and segmenting intervention.

To determine whether the improvement between the pre-test and post-test is statistically significant, both descriptive (Mean and SD) and inferential (t-test for dependent samples) statistics were used in the study.

To begin, the analysis compared pre-test and post-test data using descriptive statistics. For the pre-test, the Mean score was 10.94 with a standard deviation (SD) of 2.88. In the post-test, the mean score was recorded at 11.2 with an SD of 2.3. Data reveal a marginal increase in Mean scores and a reduction in score variance (SD), suggesting that while the group average improved slightly, the learners also demonstrated more uniform performance levels (meaning almost the same) following the intervention. The most prominent finding is the reduction in the Needs Support category. Initially, 26% of students fell into this range (scores 0-8). Following the intervention, this figure decreased to 16%. This represents a 10% shift, suggesting that the phonics instruction was particularly effective for the lowest performing learners.

The findings align with Gillon's (2020) theoretical assertions, which posit that literacy development is not automatic but stems from deliberate exposure to phonological awareness. The shift of 10% of students out of the Needs Support category confirms that blending and segmenting are vital mental tools for unlocking reading.

The Independent category increased from 43% to 48%, while the On Level category rose from 31% to 36%. Although the overall mean score increased only slightly (from 10.94 to 11.2), the standard deviation decreased from 2.88 to 2.3. This reduction in variance indicates that student scores became more consistent and clustered closer to the mean after the instruction, signifying a more uniform level of proficiency across the cohort. As noted by Metsala and Walley (cited by Krenca et al., 2023), phonological awareness develops in stages. The transition of students into higher performance brackets suggests they are successfully moving from recognizing syllables to the more refined ability to manipulate phonemes. Furthermore, the increased stability in scores reflects the mastery of foundational tools described by Alzahrani (2021), which equips children to handle the complexities of language.

By reducing the cognitive load through phonics drills, students move toward what Kim (2023) describes as automaticity. Although statistical significance was not achieved in the short term, the practical shift of the most vulnerable learners into the On Level category demonstrates the intervention's efficacy in bridging the achievement gap. Going deeper, employing inferential statistics, a t-test was applied to analyze the Mean difference of 0.26 (11.2 – 10.94) between the two testing periods. The computed p-value is 0.481. Since the p value of 0.481 exceeds the standard 0.05 significance level (0.481 > 0.05), the findings indicate that there is no statistically significant difference between the pretest and post-test scores. This outcome suggests that the slight numerical increase in the Mean score (0.26) is not large enough to be attributed to the intervention and may instead be the result of random variation.

In conclusion, the data do not provide sufficient evidence to reject the null hypothesis. While the students showed a minor improvement in their average scores, the statistical treatment confirms that this change remains within the margin of error. Consequently, the results imply that the instructional approach or variables being tested did not produce a significant shift in student performance during this specific period of study.

Problem number 4. Difference in the Learners' Writing Performance of Consonant-Vowel-Consonant (CVC) Words

Table 4.1 shows the impact of the phonics intervention on student writing performance

Performance Level	Score Range	Pre-Test Freq	Pre-Test %	Post-Test Freq	Post-Test %	
Good (Independent)	13 - 15	28	28%	34	34%	
On Level	9 - 12	34	34%	40	40%	
Needs Support	0 - 8	38	38%	26	26%	
Mean Score		**9.32 / 15**		**10.38 / 15**		
SD		**3.14**		**2.86**		
Mean Difference						**1.06**
***p*-value**						**.001**
Decision						**Reject**

n=100

Source: Researcher's Computation (2026)

Using the null hypothesis, it was hypothesized in Chapter 1 that there is no significant difference in the learners' writing performance of CVC words before and after the blending and segmenting intervention. To determine whether the improvement between the pre-test and post-test is statistically significant, both descriptive (Mean and SD) and inferential (t-test for dependent samples) statistics were used in the study.

To start, the analysis compared pre-test and post-test data using descriptive statistics. For the pre-test, the Mean score was 9.32 with a standard deviation (SD) of 3.14, while in the post-test, the Mean score registered at 10.38 with an SD of 2.86. The data illustrate a clear positive shift in student performance following the phonics instruction. Initially, 38% of students fell into the Needs Support category. After the intervention, this figure decreased to 26%, representing a 12-point reduction in the number of struggling learners. Conversely, the Independent category (scores 13 to 15) expanded from 28% to 34%, while the On Level category (scores 9 to 12) increased from 34% to 40%. The overall Mean score rose from 9.32 to 10.38, while the

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standard deviation decreased from 3.14 to 2.86. This reduction in variance (SD) suggests that the students' writing skills became more uniform and consistent across learners, with fewer outliers at the lower end of the performance spectrum.

Going deeper, employing inferential statistics, a paired t-test was applied to analyze the Mean difference of 1.06 (10.38 – 9.32) between the two testing periods. The computed p-value is 0.001. Since the p-value of 0.001 is less than the standard 0.05 significance level (0.001 < 0.05), the findings indicate a statistically significant difference between the pretest and post-test scores. The intervention resulted in a substantial, measurable improvement in students' ability to write consonant-vowel-consonant (CVC) words.

The improvement in writing performance aligns with the theoretical framework established in the literature. Literacy is not an automatic skill and depends heavily on phonological Awareness, which serves as the gateway to connecting sounds to letters. The transition of 12% of students out of the Needs Support range confirms that mastering blending and segmenting provides the mental tools required to unlock writing.

According to Alzahrani (2021), mastering these foundational tools equips children to handle the complexities of written language. The data indicate that the intervention effectively supported students in moving from recognizing larger sound units to the more refined ability of segmenting phonemes for writing. Furthermore, the increase in writing proficiency reflects the development of automaticity in transcription, which Kim (2023) identifies as a prerequisite for writing fluency. By reducing the cognitive load required for sound identification, students achieved greater accuracy in their written CVC representations.

Problem number 5. Proposed Action Plan to Further Support Learners' Reading and Writing of CVC Words

Based on the study's findings, which showed a statistically significant improvement in writing performance (p-value = 0.001) but only a marginal, non-significant increase in reading (p = 0.481), the following Action Plan is designed to bridge those gaps.

This proposed action plan focuses on sustaining writing performance while intensifying reading interventions and addressing the specific self-checking weakness.

Proposed Action Plan: Bridge to Bilingual Literacy

Target Audience: Vietnamese Kindergarten Learners (Ages 5-6)

Duration: 8 Weeks (Extended from the initial 4-week pilot)

1. Strengthening Reading Automaticity

Goal: To move reading improvement from marginal to statistically significant.

Timed Speed-Blending' Drills: Transition from 15-minute general drills to 5-minute high-intensity sessions focused on automaticity. This addresses the need to move beyond recognizing syllables to fluid phoneme manipulation.

Decodable Mini-Books: Introduce short stories composed entirely of CVC words to practice reading in a row and smooth oral reading, which were identified as areas for growth in Table 1.3 (Subscale 2.23 to 2.44). The overall subscale Mean score for fluency increased from 2.23 to 2.44, with both scores falling under the Proficient verbal interpretation. This growth indicates that the daily 15-minute blending and segmenting activities successfully enhanced learners' ability to read text at increasing speed and with greater automaticity.

Focus on the C in CVC: Since Vietnamese learners struggle with final English consonants, implement Final Sound Echoes where students must exaggerate the ending sound of words like cat or dog before moving to the next word.

2. Enhancing Metacognitive Writing Skills

Goal: To improve the 'Self-Checking' score, which remained at a 'Developing' level (1.98) in the post-test.

The 'Sound Box' Proofread: Require students to use 'Elkonin Boxes' (sound boxes) not just for initial writing, but as a secondary check. After writing a word, they must tap each box again to ensure no sounds were omitted.

Peer-Auditing Games: In pairs, one student reads a CVC word while the other 'checks' it against a picture card. This builds the metacognitive awareness needed for independent self-monitoring.

3. Cross-Linguistic Phonics Integration

Goal: To address the specific phonetic challenges of Vietnamese-English bilinguals.

Phoneme Mapping of 'Missing' Sounds: Specifically target English short vowels and final consonants that do not exist in Vietnamese.

Kinesthetic 'Sound-Mapping': Use the 'Tapping/Sensory Cues' that scored high in the study (M=2.60, item #3, Table 1.2) to help students physically 'feel' the difference between Vietnamese and English phonemes.

V. Summary of Findings, Conclusions, and Recommendations

This chapter presents the summary of findings, conclusions, and recommendations of the study entitled "Blended and Segmented Reading and Writing CVC Words in Kindergarten in Vietnam: Basis for an Action Plan." The presentation follows the Statement of the Problem sequence to ensure a clear alignment between the research questions, the findings from the data analysis in Chapter 4, and the interpretations derived from those results. The conclusions are drawn directly from the summarized findings, and the recommendations are proposed to support future instructional practices and interventions in early literacy instruction.

1. The reading performance of kindergarten learners across all three assessed subscales - accuracy, segmentation, and fluency - remained at a Proficient level throughout the study. Reading accuracy in blending CVC words improved from a mean of 2.25 to 2.45, while the ability to segment spoken words into individual phonemes rose from 2.11 to 2.30. Reading fluency also demonstrated growth, moving from 2.23 to 2.44, indicating that the daily 15-minute drills successfully enhanced the learners' speed and automaticity in decoding phonetic patterns.

2. Writing performance showed a more dramatic shift, with learners transitioning from a Developing to a Proficient across all categories. Correct spelling scores rose from 1.94 to 2.21, and the ability to segment words into phonemes during writing improved from 1.81 to 2.12. Furthermore, writing speed and legibility increased from 1.99 to 2.18, suggesting that mastering

phoneme-grapheme correspondences reduced the cognitive load and allowed learners to focus more on motor control and accurate letter formation.

3. A t-test revealed no statistically significant difference in reading performance before and after the intervention. With a mean difference of only 0.26 and a p-value of 0.481 ($p > 0.05$), the findings failed to reject the null hypothesis. Although there was a practical 10% reduction in students requiring support, the overall numerical increase was too small to attribute to the intervention rather than random variation.

4. In contrast to reading, the learners' writing performance showed a statistically significant improvement. The mean score increased from 9.32 to 10.38, resulting in a substantial mean difference of 1.06. With a p-value of less than 0.05 ($p < 0.001$), the null hypothesis was rejected, confirming that the systematic phonics intervention was highly effective in enhancing the students' ability to encode and write CVC words.

5. To bridge the identified gaps, the study proposes the 'Bridge to Bilingual Literacy' action plan, an eight-week extended program. This plan specifically targets reading automaticity through high-intensity blending drills and addresses the weakness in self-checking, which remained at a Developing level (1.98) in the post-test. The plan also includes a focus on 'Final Sound Echoes' to help Vietnamese learners master English final consonants that are absent in their native phonology.

VI. Conclusions

1. While phonics drills improve reading accuracy and fluency, a four-week duration is insufficient to achieve a statistically significant improvement in reading performance among kindergartens.

2. Systematic blending and segmenting instruction are more immediately effective for writing (encoding) than for reading (decoding) in this demographic.

3. Learners can achieve proficiency in the physical production of words faster than they develop the 'self-checking' habits required for independent accuracy.

4. The results showed that the learners' writing performance improved significantly after the phonics intervention. This suggests that consistent practice in blending and segmenting helped the learners become more confident and accurate in writing CVC words, as they were better able to connect sounds to their corresponding letters.

5. The study's findings highlight the need for a structured, extended intervention to support learners' reading and writing development further. Applying targeted strategies such as scaffolding, blending drills, and focused phonics activities can effectively address the remaining gaps, particularly in reading automaticity and self-monitoring skills.

VII. Recommendations

Based on the conclusions of the study, the following recommendations are offered:

1. While phonics drills improve reading accuracy and fluency, a four-week duration proved insufficient to produce a statistically significant shift in reading performance for kindergarteners; therefore, it is highly recommended that the school implement five-minute daily 'Speed-Blending' drills focused on automaticity to move reading performance toward statistical significance.

2. The Researcher strongly recommends using Elkonin Boxes to enhance proofreading. Teachers are highly recommended to require students to use 'Sound Boxes' specifically for a secondary check after writing to improve self-correction scores.

3. Intensifying Final Consonant Practice is also highly recommended. Use 'Final Sound Echoes' and picture-to-sound cards to specifically target the 'C' in CVC, addressing the unique challenges of Vietnamese-English bilinguals.

4. It is recommended that teachers continue using systematic phonics instruction, particularly blending and segmenting activities, as part of regular writing lessons. Providing consistent, guided practice will help sustain and further improve learners' ability to write CVC words accurately.

5. It is recommended that schools implement the proposed Bridge to Bilingual Literacy action plan to support learners' reading and writing development further. In addition, school administrators may provide training for teachers on effective phonics

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