

**Sudan University of Science and Technology
College of Graduate Studies**

**The Effects of Phonemic Awareness on
Developing Pupils' Reading Performance:
A Case Study**

**A Thesis submitted to Department of English
, College of Languages in fulfillment of the
Requirements for the Degree of M.A. in
English**

**Submitted by: Mohamed Khalil Mohamed.
Supervised by: Dr. Abdalla Yassin Abdalla.**

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Dedication

I would like to dedicate this simple work.

To my Father

To my mother

To my Colleagues

To all my fellow teachers in Saudi Arabia

ABSTRACT

This study aims at investigating the effectiveness of phonemic awareness(i.e. the ability to hear, identify and manipulate sounds in both spoken and written words) on developing the elementary school pupils' level in reading words and short texts.

The researcher selected 40 pupils, from AL Aqsa School, Jeddah, Saudi Arabia and they were arranged into two groups, an experimental group and a control group.

In order to assess the effectiveness of the phonemic awareness program, the pre-test and post test were assessed prior to conducting the experiment.

From the previous collected data and by comparing the performance of the pupils in the pre-test and post-test this study has concluded that there is a statistical difference in favor of the experimental group in the post-test.

According to what the results of pupils have shown in the post-test, the researcher has arrived at the following conclusions:

- The phonemic awareness training helped the pupils learn the phonemic values in a better way.
- Training on letters-sounds correspondences developed phonemic awareness skills of the pupils.
- Teaching phonemic awareness has remarkably helped in developing the pupils' ability to read words and short texts.
- Teaching phonemic awareness has helped in increasing the pupils' motivation towards learning to read through the easy and playful presentation of the lessons that suited the age range.
- The experiment has proved that phonemic awareness does not come naturally without direct training and instructions.

The findings of the analysis and comparison of the pre-test and post-test data have come to confirm the three hypotheses of the

study. The results have shown that there is a close relation between a pupil's control over sounds and his reading ability. These findings have indicated clearly that phonemic awareness training forms the foundation for learning to read words. By confirming the first hypothesis and the second one, the study has come to confirm the third hypothesis that children who receive training in PA can outperform children who do not receive such training in the ability to read words and short texts.

بسم الله الرحمن الرحيم

ABSTRACT (Arabic Version)

الخلاصة

تهدف هذه الدراسة الي بحث فاعلية المعرفة الفونمية (القدرة علي تمييز أصوات الكلام والتعرف عليها والتعامل معها علي مستوي الكلمات المسموعة والمكتوبة) في تطوير مستوي تلاميذ المرحلة الابتدائية لقراءة الكلمات ومن ثم قراءة النصوص القصيرة.

أختار الباحث عينة مكونة من ٤٠ تلميذا من الصف الاول من مدارس الاقصي قسموا الي مجموعتين: مجموعة ضابطة و مجموعة تجربة. استخدم الباحث الاختبار القبلي و اللاحق بغرض التحقق من فعالية البرنامج قبل البدء في تطبيق التجربة.

وفقا للمعلومات التي جمعت سابقا و بمقارنة اداء التلاميذ في الاختبار القبلي مع ادائهم في الاختبار اللاحق توصل الباحث الي وجود دلائل احصائية لصالح تلاميذ مجموعة التجربة في الاختبار اللاحق.

وفقا لما اظهرته نتائج التلاميذ في الاختبار اللاحق خلص الباحث الي النتائج التالية:

- ساعد التدريب علي مهارات المعرفة الفونمية التلاميذ في تعلم القيم الصوتية للحروف بصورة افضل.
- ساعد التدريب علي العلاقة بين أشكال الحروف وأصواتها في تطوير مهارات المعرفة الفونمية لدي التلاميذ.
- ساهم التدريب علي مهارات المعرفة الفونمية في تطوير قدرة التلاميذ في قراءة الكلمات و النصوص بصورة ملحوظة.
- ساهم التدريب علي كل من مهارات المعرفة الصوتية والعلاقة بين الحروف وأصواتها في زيادة دافعية تعلم التلاميذ نحو

اكتساب مهارات القراءة عبر العرض السهل والممتع الذي يتناسب والمرحلة السنية.

- أثبتت التجربة أن المعرفة الصوتية لا تتأتى تلقائياً بمعزل عن التدريب والتوجيه المباشرين.

جاءت نتائج تحليل ومقارنة بيانات الاختبار القبلي واللاحق مؤكدةً علي صحة الافتراضات الثلاثة للدراسة، حيث أظهرت النتائج وجود علاقة وثيقة بين تمكن التلميذ من معرفة الأصوات ومقدرته علي القراءة. كذلك إشارة النتائج بصورة واضحة إلي أن التدريب علي المعرفة الفونمية يمثل الأساس لتعلم قراءة الكلمات. وبتحقيق الافتراضين الأول والثاني أثبتت الدراسة تحقق افتراض تفوق التلاميذ الذين يتلقون تدريباً علي المعرفة الفونمية علي الذين لا يتلقون ذات التدريب في القدرة علي قراءة الكلمات والنصوص القصيرة.

Table of contents

Acknowledgements	i.
Dedication	ii.
Abstract (English Version).....	iii.
Abstract (Arabic Version)	iv.
 Chapter One: Introduction	 1
1.1. Context of the problem	1
1.2. Statement of the problem	6
1.3. Objectives of the study	7
1.4. Definitions	8
1.5. Research Hypotheses	10
1.6. Significant of the study	14
1.7. Scope of the study	15
1.8. Methodology, Data and Materials	15
 Chapter Two: Literature Review	 17
2.1. Introduction	17
2.2. The prevailing theories	25
2.3. The main controversies about phonemic awareness	44
2.3.1. Rhyme	49
2.3.2. Onsets and Rimes	52
2.3.3. Phoneme Awareness	57
2.4. The major findings in PA in the previous studies	59
2.4.1. Teaching phonemic awareness development	61
2.4.2. Methods of assessing phonemic awareness	72
2.4.3. Phonemic awareness and early reading acquisition	82
2.5. The relation between phonological awareness and reading	94
2.6. Summary of the chapter	109
 Chapter Three: Methodology	 112
3.1. Subjects	112
3.2. Methods of data collection	113
3.3. The treatment	114
3.3.1. The control group	114
3.3.1.1. Teaching the alphabet	115

3.3.1.2.	Reading practice	118
3.3.2.	The Experimental group	120
3.3.2.1.	Teaching the alphabet's letters and sounds	124
3.3.2.2.	Teaching blending	127
3.3.2.3.	Teaching phonemes identifying	131
3.3.2.4.	Teaching word rhyming	132
3.3.2.5.	Teaching phonemes deleting	135
3.3.2.6.	Teaching phonemes substitution	136
3.3.2.7.	Teaching phonemes segmentation	137
3.3.2.8.	Reading practice	138
3.4.	Measurement	140
3.4.1.	Phonemic awareness pre-test	141
3.4.1.1	The testing procedures of the pre-test	142
3.4.1.2.	Pattern test	143
3.4.1.3.	Onset test	144
3.4.1.4.	Onset deletion test	144
3.4.1.5.	Rhyme test	145
3.4.1.6.	Phonemes segmentation test	145
3.4.1.7.	Phonemes blending test	146
3.4.2.	Phonemic awareness post test	147
3.4.2.1.	The testing procedures of the post-test	149
3.4.2.2.	Pattern test	150
3.4.2.3.	Onset test	150
3.4.2.4.	Onset deletion test	151
3.4.2.5.	Rhyme test	151
3.4.2.6.	Phonemes segmentation test	152
3.4.2.7.	Phonemes blending test	152
3.4.3.	Validity and reliability of the test	153

Chapter Four: Data Analysis, Results and Discussion	157
4.1. Analysis and discussion of the pre-test results	157
4.2. Analysis and discussion of the post-test results	171
4.2.1. Results of the oral PA post-test	171
4.2.2. Results and analysis of the blending test	181
4.3. Comparison of the pre-test and post-test data	194
4.4. Summary of the chapter	198

Chapter Five: Summary, Implications, Recommendations and Suggestions for further studies	202
5.1. Summary of the findings	202
5.2. Implications and Conclusion	206
5.3. Recommendations	208
5.4. Suggestions for further studies	210
Bibliography	212
Appendixes	224
Appendix A	224
Appendix B	229
Appendix C	230
Appendix D	234