

The Impact of Phonological Awareness Training on Reading Performance in Kindergarten

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Introduction

Skilled reading is needed in order to be successful both during and after formal education. It enables skills to be increased, knowledge to be developed and meaning to be built from written language. Education institutions recognize the importance of reading for the lives of pupils as an investment that can satisfy children's needs for adventure and knowledge (Cramer, 2004). Gow (2006) even described reading as the basis for other skills that are essential for students to succeed in their academic activities.

To improve the performance of learner reading, different preconditions should be put in place. Many studies support the idea that phonological awareness is a precursor to reading. This means that children are more likely to be good readers if they have sound phonological knowledge. Likewise, children with poor phonological awareness may be poor readers.

Gillon (2004) and McBride-Chang (2004) reported that young children demonstrated phonological awareness when they began to develop awareness of different sound speech units separately from their relevance. Phonological sensitivity is often described as a continuum of skills ranging from basic skills such as rhyming and alliteration to more complex skills such as phonemes, which are single-word sound units, to identification and manipulation (Heroman & Jones, 2004; Snow et al., 1998). It also refers to the ability to hear and manipulate sound in spoken words and to understand different ways of separating and manipulating oral language into smaller components (Wagner, Torgesen and Rashotte, 1997).

Phonological awareness of early and future reading success has been shown to be significant and cause-effective (Gillon, 2004). Children with difficulties in understanding the phonology of their language, for example, often show deficiencies in word recognition and spelling later and longer (Ball & Blachman, 1991).

Conceptual Framework

Training in phonological sensitivities has shown that the ease with which a child learns to read has a positive impact (Gillon, 2004; Perez, 2008). Researchers have shown that young children with phonological education have learned to read more quickly than those who have not received such instructions and are often successful in early reading in the next few years (Snow et al., 1998, Bus & van IJzendoorn, 1999).

However, some children need support beyond and beyond classroom instruction. In particular, almost one quarter of young children who are well educated in the classroom still have a lack of awareness (Schuele & Boudreau, 2008). In this light, the researchers have designed this study to improve the phonological awareness of students with reading difficulties.

Statement of Problem

The main objective of this study is to determine the effects of phonological awareness training in order to improve the readability of children's students. In particular, the following questions must be answered:

1. How do gender and phonological awareness describe the socio-demographic characteristics of the respondents?
2. How can I describe the reading performance of the respondents before and after training in phonological awareness?
3. Does the reading performance of the respondents differ substantially before and after phonological awareness training?
4. What are the factors that hinder the development of phonological awareness among respondents?

Hypotheses

In the study, the following hypothesis is tested:

1. (Ho) The reading performance of interviewees before and after phonological education and their academic performance are not significantly altered.

Importance of this study

The aim of this study is to develop better practices in phonology education that will further improve the reading performance of kindergarten students. Students, faculty, school leaders and policy makers benefit from the results of the study.

- Students with reading difficulties will primarily be given the opportunity to develop their phonological awareness and, in turn, improve their reading performance. They will participate in a variety of activities that will help them learn basic reading skills.
- Teachers will be aware that phonological awareness training is important for improving the reading performance of learners. They will also learn how to set up their own intervention activities for their students.
- School leaders can redesign existing school programs that can lead to improvements in the curriculum and improve student reading performance.
- Policy makers can use the results of the study to develop national standards for improving classroom education.

Scope and Limitation of the Study

The aim of this study is to assess the effects of phonological awareness-raising training on improving children's reading performance. The study will involve kindergarten students with

reading difficulties. They are selected on the basis of pre-evaluation criteria adapted by previous researchers.

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