

A Few Phonological Awareness Skills in 6-8 Year Old Typically Developing English Speaking Children

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Abstract

This paper discusses the phonological awareness skills in 6-8 year old typically developing English speaking children. Phonological awareness is the ability to break words into separate sounds. A child who has phonological awareness can tell you when two words rhyme and when two words start with the same sound. Further development of phonological awareness will allow the child to tell you when two words end with the same sound (Eleanor, 2009). In the Indian context several studies relating to aspects of phonology have been studied extensively, but studies regarding phonological awareness skills have been explored to a lesser extent. This study aimed to describe phonological awareness skills (syllable blending and syllable segmentation) in typically developing children who are learning Indian English as L1. 20 Indian English speaking children in the range of 6-8 years were randomly selected from various schools in Mangalore. All subjects were monolingual and English was their medium of education. The study showed that within and across the age groups, younger children (6 years) were sensitive to larger linguistic units but less so to smaller linguistic units and older children (8 years) were sensitive to both larger and smaller linguistic units. Since these skills act as a precursor for learning to read and spell, it is very important to know the development of these skills in the age range of 6-8 years.

Key words: Phonological awareness skills, Indian studies on phonological awareness, monolingual, sensitivity to larger units and smaller units.

Introduction

Phonological awareness has been the topic of interest among researchers because of its intimate and intricate relationship with primary literacy acquisition skills such as reading and spelling. It is viewed as a bridge between language and literacy (Morais, 1989) and the enormous research progress achieved on this topic promoted to call it “a scientific success story” (Stanovich, 1988).

Phonological awareness is the ability to break words into separate sounds. A child who has phonological awareness can tell you when two words rhyme and when two words start with the same sound. Further development of phonological awareness will allow the child to tell you when two words end with the same sound (Eleanor, 2009).

Phonological awareness is the conscious sensitivity to the sound structure of language. It includes the ability to auditorily distinguish units of speech, such as a word's syllables and a syllable's individual phonemes. The ability to segment and blend phonemes is critical for the development of decoding skills, reading fluency and spelling. ([http:// www.speech-language-development.com](http://www.speech-language-development.com))

Phonological awareness skills have been studied with reference to reading acquisition (Gough & Hillinger (1980) IQ, vocabulary and listening comprehension (Sensenbaugh, 999, Metsala & Walley, 1998) reading improvement (Morais ,1991) and others.

In the Indian context several studies relating to aspects of phonology have been studied extensively, but studies regarding phonological awareness skills have been explored to a lesser extent. Varghese (2012) studied the phonological awareness skills (isolation and deletion tasks) in 5-8 years old typically developing English speaking children and she concluded that at the age of 8 years the isolation and deletion tasks were easier than at the age of 5 years.

The studies are mostly conducted in English speaking population. Indian English and other Indian language studies are beginning to emerge currently. English happens to be the main

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mode of education and is extensively learnt and used from the age of 3 years, when children enters play homes. Despite being a successively learnt second language English is the main language of official teaching and educational medium. Keeping this in view it can be expected that understanding phonological awareness skills in Indian English using children will help in dealing with later literacy and language issues. Hence the present study highlights the importance of phonological awareness in Indian English context, with the aim of describing phonological awareness skills in typically developing (6-8 year old) children who are learning Indian English.

REVIEW OF LITERATURE

Phonemic awareness is one of the underlying language skills considered highly predictive of later reading success. The best predictor of reading difficulty in kindergarten or first grade is the inability to segment words into their sound units. Blachman, Ball, Black & Tangel (1999). Syllable blending is the ability to synthesize the syllable to form a word. This is a very important step in the development of literacy as well as general language development. Syllable segmentation is the ability to segment the word into syllables.

Recent research has suggested the importance of oral language ability in learning to read. It was proposed that the young child's awareness of the phonology of his language would greatly influence early reading success. The results revealed a strong relationship between the first grader's reading performance and two measures of his phonological awareness, invented spelling and phoneme segmentation abilities.

Western Studies

Lea (1991) examined the effect of early phonological awareness training on reading success and indicated phonological awareness tasks of initial phoneme isolation and sound deletion were highly predictive of success in first –grade reading acquisition.

Marisol (1994) examined the development of phonological awareness and reading acquisition – A study in Spanish language. The work was aimed at studying the relations between different levels of phonological awareness and early reading ability. Ten different Meta phonological tasks as well as a reading test were administered to kindergarteners and first

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graders. The correlations between Meta phonological abilities and reading were highly significant for the kindergarteners. In the tasks involving sensitivity to phonological similarities correlations were weak and non-significant for the first graders. A principal component analysis shows two components at first grade; sensitivity to phonological similarities and segmental awareness. Reading was related only to the latter. The differential performance between pre readers and readers within the group of kindergarten shows that sensitivity to phonological similarities and initial isolation of segments takes precedence over alphabetic reading. Segmental awareness however does not develop outside the learning of the alphabetical code as the evidence provided by results in deleting, counting and reversal tasks suggests. All children who had developed segmental awareness were able to read but interestingly enough some good readers performed poorly in some of the segmental awareness tasks.

Robert (2003) listed ten stages of phonemic awareness in typical order of development i.e. Prephonemic discriminatory listening skills, alliteration and rhyme, phoneme segmentation, phoneme isolation, phoneme deletion, phoneme substitution, phoneme blending, Letter sound correspondence, phonetic spelling.

Cheun (2001) examined the development of phonological awareness: effects of spoken language experience and orthography. Phonological awareness, the ability to analyze spoken language into small sound units, has been shown to be affected by the individuals early orthographic experience (alphabetic Vs non alphabetic). The present study compares younger, pre-reading to older, literate children from different linguistic backgrounds on their phonological awareness. Hong Kong and Guangzhou subjects spoke Cantonese. The latter subjects had early experience with pinyin (alphabetic) in addition to their logographic Chinese reading; the former read only logographic Chinese. New Zealand subjects spoke English and read the Roman alphabet. Result showed that: (1) the Hong Kong and Guangzhou pre readers performed very similarly at all levels of phonological awareness; (2) the New Zealand pre readers outperformed their Hong Kong and Guangzhou counterparts on onset, rime and coda analyses; (3) the Guangzhou reading children outperformed their Hong Kong counterparts on onset and coda analyses. Whereas finding (3) reflects an effect of alphabeticity in the first learned script, finding

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indicates an effect of early spoken language experience independent of orthography. The fact that orthographic and spoken language experience both impact on the development of phonological skills implies a mediating function phonological awareness in integrating sound information from reading and perceiving speech.

Chiang and Susan (2001) examined the relationship between English speaking children children's vocabulary skills in English and French and their phonological awareness skills in both the languages. Forty four kindergarten aged children attending French immersion programs were administered a receptive vocabulary test, an expressive vocabulary test and a phonological awareness test in English and French. Results showed that French phonological awareness was largely explained by English phonological awareness, consistent with other findings that phonological awareness skills transfer across languages.

Charles, Marketa and Gabriella (2005) did a study on phoneme isolation ability is not simply a consequence of letter sound knowledge. Two studies investigated whether knowledge of specific letter sound correspondences is a necessary precursor of children's ability to isolate phonemes in speech. In both the studies Czech and English children reliably isolated phonemes for which they did not know the corresponding letter. These data refute the idea that phoneme manipulation ability can only develop as a consequence of orthographic knowledge.

Bentin, Hammer and Cahan (2008) studied the influence of aging and schooling on the developmental of phonological awareness was assessed using a between grades quasiexperimental design. Both schooling (first grade) aging (5-7 years) significantly improved children's performance on tests of phonemic segmentation but the schooling effect was four times larger than the aging effect. The schooling effect was attributed to formal reading instruction; whereas the aging effect probably reflects natural maturation and informal exposure to written language. These data support a strong mutual relation between reading acquisition and phonological awareness

Morris (2009) examined the literacy outcomes in children with speech sound disorders indicated SSD persistence was associated with phonological awareness impairment.

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John (2010) examined the association between speech and language difficulties and phonological awareness in preschool children; indicated children with specific language impairment were most risk for phonological awareness difficulties whereas the severity of speech impairments was not a significant risk factor.

Quentin (2011) tested the lexical restructuring hypothesis among bilingual English – language learners; English phonological awareness, English vocabulary and ethnic language vocabulary (Mandarin Chinese, Malay or Tamil) were assessed among 284 kindergarteners (168 Chinese, 71 Malays and 45 Tamils) in Singapore. His reports supports the lexical restructuring hypothesis that growth in vocabulary changes how lexical items are stored, leading to the development of phonological awareness. He also reported that home language practices, as represented by mother’s education, may also enhance children’s Phonological awareness after the threshold of English vocabulary is reached. In addition he specified, specific ethnic language (Chinese, Malay and Tamil) was a statistically significant predictor of Phonological awareness, suggesting that orthographic depth as well as syllabic complexity of a bilinguals other language in a language influence their development of English phonological awareness.

Cologon and Cupples (2011) in their study Effects of Targeted Reading Instruction on Phonological Awareness and Phonic Decoding in Children with Down Syndrome stated that phonic reading instruction was generally effective in improving reading skills and phonological awareness of children with Down syndrome

Indian studies

Ajay and Bhoomika (2010) examined auditory processing and phonological awareness among biliterate normally progressing readers and dyslexic readers. Auditory processing deficits may underpin the development of phonological representations in children. The present study examined the relationship between auditory processing and phonological awareness among normally progressing and dyslexic readers. Fifteen normal readers and ten dyslexic readers acquiring literacy skills in both Hindi and English language were individually assessed on auditory processing tasks (tone and syllable discrimination and temporal order judgment) and

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phonological awareness tasks (phoneme and syllable deletion/substitution) to examine the relationship between auditory processing of speech and non speech sounds and phonological awareness. Results indicate that it is the tasks and not the stimulus type (tone versus syllables) tasks complexity (decreasing ISIs on TOJ task) that may result in difficulties in auditory processing. Auditory discrimination for speech sounds and syllable order judgment predicted the phonological skills among normally progressing readers as well as dyslexics. Auditory processing involving the speech sounds may affect the development of phonological awareness and may further affect reading acquisition.

The relationship between phonological awareness and literacy is often explained in terms of its role in decoding and encoding. In reading, decoding refers to the process of relating a words written expression to its verbal representation. Especially in the early stages of reading, decoding involves mapping letters in the word to their corresponding sounds and then combining those sounds to form a verbal word. Encoding a process used in spelling is similar, although the process goes in the opposite direction, with the words verbal representation is encoded in a written form. Again, especially in the early stages of reading, encoding involves determining the sounds in a verbal word and then mapping those sounds onto a letter sequence in order to spell out the written word. In both encoding and decoding, phonological awareness is needed because the child must know the sounds in the words in order to relate them to the letter sounds.

Sunitha (1995), Rekha (1996), and Prema (1997) have explained the development of phonological awareness skills in typically developing monolingual (Kannada) and bilingual (Kannada- English) children. Sonali (2007) examined early reading in Kannada; the pace of acquisition of orthographic knowledge and phonemic awareness and indicated that acquisition of orthographic knowledge and phonemic sensitivity are processes that are central to early reading development in several languages. It was hypothesized that in Kannada, when compared with the developmental pace reported in English early reading, (a) akshara knowledge acquisition would take longer and (b) phonemic awareness's would be slower to emerge.

Varghese (2012) studied the phonological awareness skills (isolation and deletion tasks) in 5-8 years old typically developing English speaking children and she concluded that at the age of 8 years the isolation and deletion tasks were easier than at the age of 5 years.

English has become the linguistic key used for opening borders: it is a global medium with local identity and messages (Kachru, 1996). English has become a world language spoken by at least 750 million people. It is more widely spoken and written than any other language even in Latin has ever been. It can, indeed, be said to be the first truly global language. English is now-a-days dominant or official language in over 60 countries. Kachru (1997) states the increase in the use of English in Asia as “overwhelming” at present the estimated population using English in Asia adds up to 350 million. India is the third largest English using population in the world after the USA and UK. Literatures in English are now a day’s recognized as part of the national literatures, and English is also recognized in the overall language policy of the nation.

English has been progressively gaining ground over the years. Regarded as a neutral language for wider communication and the language of technology, modernity and development English is also a social status symbol. Parents see English medium schools as a way of pushing their children up the school as a way pushing their children up the social scale. Today schools in India that emphasis English are considered better schools and the same is the case at university levels, even though there is a trend towards Indianization. In the 1970 and 1980 s about one third of the Indian schools had English as their first language. For most of these student, English is their first language and it is easier for them to communicate, read and write in English than in Indian languages, including their mother tongues.

Studies are yet to be explored in children speaking Indian English. Importance of phonological awareness for early word recognition has been established across orthographies (Ziegler and Goswami, 2005) especially in monolingual English speaking children in western context. Hence the present study highlights the importance of assessing phonological awareness in Indian English context. Hence it is of interest to study the development of phonological skills predictive of later reading

NEED FOR THE STUDY

The studies are mostly conducted in English speaking population. Indian English and other Indian language studies are beginning to emerge currently. English happens to be the main mode of education and is extensively learnt and used from the age of 3 years, when children enters play homes. Despite being a successively learnt second language English is the main language of official teaching and educational medium. Keeping this in view it can be expected that understanding phonological awareness skills in Indian English using children will help in dealing with later literacy and language issues. Hence the present study highlights the importance of phonological awareness in Indian English context, with the aim of describing phonological awareness skills in typically developing (6-8 year old) children who are learning Indian English.

AIM OF THE STUDY

This study aimed to describe phonological awareness skills (syllable blending and syllable segmentation) in typically developing children who are learning Indian English as L1.

METHODOLOGY

The present study was carried out with the aim of describing phonological awareness skills (syllable blending and syllable segmentation) in typically developing children who are learning Indian English as L1.

SUBJECTS

20 Indian English speaking children in the range of 6-8 years were randomly selected from various schools in Mangalore. All subjects were monolingual and English as their medium of Education.

SELECTION CRITERIA

INCLUSION CRITERIA

The subjects were selected based on the following criteria.

All the children are attending ICSE School.

Parents are also using English at home.

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No history of speech language and hearing impairment

No neurological impairment

Subjects did not have otological, psychological or ophthalmic problems.

Language profiling of the subjects were evaluated using LEAP Q.

Test Materials

Two subtests syllable blending and syllable segmentation from the Phonological Awareness Test was adapted with modification to suit Indian population.

Syllable blending: For syllable blending the child had to blend the syllables pronounced by the experimenter to form a word (for example 'win-dow'= window)

Syllable segmentation: In the segmentation task the child had to segment the syllable form a word. (For example 'paper'= pa-per)

Test Procedure

Each child was tested individually. The test was administered in a quiet room with adequate illumination.

The child was seated at 1 foot distance in front of the standard laptop with in-built microphone.

Before recording of the sample the clinician had an informal interaction with the subject in order to build rapport.

The two subtests from phonological awareness test with suitable modification was adapted for the study.

The subjects were instructed to blend and segment the syllables from the stimuli presented.

Recording

The responses were audio recorded using PRAAT version 5.1.37 (Boersma and Weenick, 2009), software. Sampling rate of 44100Hz and quantization level set at 16 bits.

For every correct response a score of 1 was given and for incorrect response a score of 0 was given. Manwhitney test was used to analyze the data across the ages. The results are discussed in the next chapter.

RESULTS AND DISCUSSION

The study aimed at describing the phonological awareness skills in typically developing English speaking Indian children. 20 English speaking typically developing were selected in the age range of 6-8 years which further divided into 6-7 and 7-8. The children with history of speech, language and hearing impairment and other neurological problems were excluded from the study. Two subtests of segmentation and blending from phonological awareness test 2 by linguist 2010 was taken for the present study. The results are discussed below.

Results showed that children in the age range of 6-8 years had developed phonological awareness skills (syllable blending and syllable segmentation). Since the scores are similar in both the age groups there is no significant difference between the age groups 6-7 and 7-8 years.

Table 1

SYLLABLE BLENDING

			0		1			
	Age	Sex	Count	%	Count	%	Fishers exact test p=	
Win-dow	6-7	Female	0	.0%	5	100.0%	-	NS

		Male	0	.0%	5	100.0%		
	7-8	Female	0	.0%	10	100.0%		
Butter-fly	6-7	Female	0	.0%	5	100.0%	-	NS
		Male	0	.0%	5	100.0%		
	7-8	Female	0	.0%	10	100.0%		
Rain-bow	6-7	Female	1	20.0%	4	80.0%	1.000	NS
		Male	1	20.0%	4	80.0%		
	7-8	Female	0	.0%	10	100.0%		
Croc-o-dile	6-7	Female	3	60.0%	2	40.0%	p>0.05	NS
		Male	1	20.0%	4	80.0%		
	7-8	Female	2	20.0%	8	80.0%		
Basket	6-7	Female	0	.0%	5	100.0%	-	NS
		Male	0	.0%	5	100.0%		
	7-8	Female	0	.0%	10	100.0%		
Bus-stop	6-7	Female	0	.0%	5	100.0%	-	NS
		Male	0	.0%	5	100.0%		
	7-8	Female	0	.0%	10	100.0%		

Table 2

Age	Sex	N	Minimum	Maximum	Mean	Std.Deviation	Median	Mannwhitney test Z value	P
6-7 yrs	Female	5	4	6	5.20	0.837	5.00	0.808	0.419 NS
	Male	5	5	6	5.60	0.548	6.00		
	Total	10	4	6	5.40	0.699	5.50		
7-8 yrs	Female	10	5	6	5.80	0.422	6.00		
	Total	10	5	6	5.80	0.422	6.00		

Table 1 and 2 : Showing standard deviation And P Value & Significant Difference across the age groups for blending task

At the age of 7 years , the mean and standard deviation for syllable blending were 5.40 and 0.699 respectively. At the age of 8 years, the mean and standard deviation were 5.80 & 0.422 respectively. Hence it is inferred that the childrens at the age of 8 years are easier to blend the syllables than at the age of 7 years. So the above results indicated that the phonological awareness skills i.e syllable blending had developed in children with the age range of 6-8 typically developing English speaking children.

Table 3
SYLLABLE SEGMENTATION

			0		1			
	Age	Sex	Count	%	Count	%	Fishers exact test p=	
Paper	6-7	Female	0	.0%	5	100.0%	-	NS
		Male	0	.0%	5	100.0%		
	7-8	Female	1	10.0%	9	90.0%		
Scissors	6-7	Female	0	.0%	5	100.0%	0.38	Sig
		Male	3	60.0%	2	40.0%		

	7-8	Female	2	20.0%	8	80.0%		
Basket	6-7	Female	2	40.0%	3	60.0%	p>0.5	NS
		Male	1	20.0%	4	80.0%		
	7-8	Female	1	10.0%	9	90.0%		
Midnight	6-7	Female	3	60.0%	2	40.0%	p>0.05	NS
		Male	2	40.0%	3	60.0%		
	7-8	Female	2	20.0%	8	80.0%		
Rainbow	6-7	Female	0	.0%	5	100.0%	-	NS
		Male	0	.0%	5	100.0%		
	7-8	Female	0	.0%	10	100.0%		
Sidewalk	6-7	Female	0	.0%	5	100.0%	-	NS
		Male	0	.0%	5	100.0%		
	7-8	Female	0	.0%	10	100.0%		

Table 4

Age	Sex	N	Minimum	Maximum	Mean	Std.Deviation	Median	Mannwhitney test Z value	P

6-7 yrs	Female	5	4	6	5.00	1.000	5.00	0.332	0.740 NS
	Male	5	4	6	4.80	0.837	5.00		
	Total	10	4	6	4.90	0.876	5.00		
7-8 yrs	Female	10	4	6	5.40	0.699	5.50		
	Total	10	4	6	5.40	0.699	5.50		

Table 3 and 4: Showing standard deviation And P value & significant difference across the ages for syllable segmentation tasks

At the age of 6- 7 years the mean and standard deviation for syllable segmentation were 4.90 & 0.876 respectively and the mean and standard deviation for the age group of 7-8 years were 5.40 & 0.699 respectively. From the results it is concluded that children's at the age of 8 years are easier to segment the syllables than the age of 7 years. Within and across the age groups, younger children (6-7 years) were sensitive to larger linguistic units but less so to smaller linguistic units and older children (8 years) were sensitive to both larger and smaller linguistic units.

There is no significant difference between the subtests of syllable blending ($p=.148$) and syllable segmentation ($p=.184$) across the age groups (6-7 and 7-8 years)

DISCUSSION

Phonemic awareness is highly related to learning to read than general intelligence, reading readiness & listening comprehension. It was proposed that the young child's awareness of the phonology of his language would greatly influence early reading success.

In the present study it is inferred that within and across the age groups, no significant difference was found which may be attributed to younger children were sensitive to larger

linguistic units but less to smaller linguistic units which is in contradiction to Bentin, Hammar and Cahan (2008) in which they say, performance of children (5-7 years) on phonemic segmentation test significantly improved which was attributed to schooling effects which was 4 times larger than aging effect. It can be seen from the results that there is no significant difference between the age groups (6-7 and 7-8years) contradicting to previous study (Varghese 2012). As no significant difference can be seen between the age groups it can be concluded that the phonological development completes by 6 years of age and the age groups for the present study is too narrow (6-7 and 7-8 years)

The study employed an adapted version of the Phonological awareness Test by incorporating the variations in an Indian set up but the validity of this procedure is not established.

The procedure made use of only syllable blending and syllable segmentation subtest from the test material. A more reliable result would have been obtained if the study was carried out in a larger population. The present study demonstrates that the facilitation of phonological awareness is an important component of intervention programs for children at risk for reading disabilities. It is argued that speech – language pathologist have the training and clinical expertise as well as the opportunity to play an integral role in the development and implementation of these programs.

SUMMARY AND CONCLUSIONS

Phonological awareness is an important and reliable predictor of later reading ability. Importance of phonological awareness for early word recognition has been established across orthographies (Ziegler and Goswami, 2005) specially in western context.

The present study attempted to describe the phonological awareness skills in typically developing English speaking indian children. 20 typically developing English speaking indian children in the age range of 6-8 years were taken as subjects. Subjects were obtained from ICSE schools in Mangalore. All subjects were English speaking and used English as their meduim of education.

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Two subtests (syllable blending and syllable segmentation) from phonological Awareness test 2 given by Linguist (2010) was taken for the present study. Adaptations were made in the stimuli, reviewing the text books of first standard to fourth standard.

The obtained data was subjected to statistical analysis. Results showed that children were able to attain syllable blending and syllable segmentation tasks and had developed in children with the age range of 6-8 old typically developing English speaking children. There is no significant difference between the subtests of syllable blending ($p=.148$) and syllable segmentation ($p=.184$) across the age groups (6-7 and 7-8 years)

Within and across the age groups, younger children (6 years) were sensitive to larger linguistic units but less so to smaller linguistic units and older children (8 years) were sensitive to both larger and smaller linguistic units. Since these skills act as a precursor for learning to read and spell, it is very important to know the development of these skills in the age range of 6-8 years

Clinical Implication

The present study demonstrates that the facilitation of phonological awareness is an important component of intervention programs for children at risk for reading disabilities. It is argued that speech language pathologist have the training and clinical expertise as well as the opportunity to play an integral role in the development and implementation of these programs.

Limitation of the Study

- The validity of the stimuli has not been made
- Only two subtest has been adapted.
- The age group selected for the study was 6-8 years.
- A large sample size would have yielded more reliable result

Future Direction

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- The validation of the stimuli can be done
- The test can be administered on larger number of normal population.
- The study could be conducted less than 6 years.

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APPENDIX I

BLENDING TASK

Instruction – Listen carefully to the words I say. I am going to break a single word into two halves. You have to combine those words and tell it back

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Item	Response	Score
1. Win – dow	Window	1 0
2. Bu-tter-fly	Butterfly	1 0
3. Rain –bow	Rainbow	1 0
4. Croc –o- dile	Crocodile	1 0
5. Bas - ket	Basket	1 0
6. Bus – stop	Busstop	1 0

SEGMENTATION TASK

Instruction – Now listen carefully to the words I say. I will tell you the whole word. You have to break the word into two halves and repeat.

Item	Response	Score
1 Paper	Pa– per	1 0
2 Scissors	Sci – ssors	1 0
3 Basket	Bas – ket	1 0
4 Sidewalk	Side – walk	1 0
5 Midnight	Mid-night	1 0
6 Rainbow	Rain – bow	1 0

APPENDIX II

Language experience and proficiency questionnaire (LEAP –Q)

(Marian, V., Blumenfeld, H., & Kaushanskaya, M., 2007)

Last name		First name		Today's date	
Age		Date of birth		Male	Female

1) Please list all the languages you know in order of dominance:

1	2	3	4	5
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2) Please list all the languages you know in order of acquisition (your native language first):

1	2	3	4	5
---	---	---	---	---

3) Please list what percentage of the time you are currently and on average exposed to each language. (Your percentages should add upto 100%).

List language here					
List percentage here					

4) When choosing to read a text available in all your languages, in what percentage of case would you choose to read it in each of your languages? Assume that the original was written in another language, which is unknown to you. (Your percentages should add up to 100%)

List language here					
List percentage here					

- 5) When choosing a language to speak with a person who is equally fluent in all your languages, what all percentage of time would you choose to speak each language? Please report percentage of total time. (your percentages should add up to 100%)

List language here					
List percentage here					

- 6) Please name the cultures with which you identify. On a scale from zero to ten, please rate the extent to which you identify with each culture.

List cultures here					

- 7) How many years of formal education do you have?

Language

This is my (L1/L2) language

All questions below refer to your knowledge of

- 1) Age when you...

Began acquiring	Became fluent in:	Began reading in:	Became fluent reading in:

2) Please list the number of years and months you spent in each language involvement:

	Years	Months
A country where is spoken		
A family where is spoken		
A school and/or working environment where is spoken		

3) On a scale from zero to ten, please select your level of proficiency in speaking, understanding, and reading from the scroll down menus:

Speaking	Understanding spoken language	Reading
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4) On a scale from zero to ten, please select how much the following factors contributed to you learning:

Interacting with		Language	
------------------	--	----------	--

friends		tapes/self instruction	
Interacting with family		Watching TV	
Reading		Listening to the radio	

1) Please rate to what extent you are currently exposed to in the following

Contexts:

Interacting with friends		Listening to radio/music	
Interacting with family		Reading	
Watching T V		Language/lab self-instruction	

2) In your perception, how much of a foreign accent do you have?

Please rate how frequently others identify you as a nonnative speaker based on your accent:

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