# TEACHER INSTRUCTIONAL AND ASSESSMENT AWARENESS OF PHONOLOGICAL LITERACY OF YOUNG LEARNERS.

**Diloramkhon Zakhidova**
*Faculty of English language and literature.*
*Department of practice of English Language*

### Abstract

*This article defines phonological awareness for teaching phonological awareness and phonemic awareness to all children are described. Additional instructional design guidelines are offered for teaching children with learning disabilities who are experiencing difficulties with early reading. Considerations for assessing children's phonological awareness are discussed.*

### Key words

*literacy, syllables, sounds, words, adding sounds, removing sounds, verbal skills, instruction, rime, blending, segmenting, isolated phonemes, assessment, monitoring progress.*

## YOSH O'QUVCHILAR FONOLOGIK SAVODXONLIGI BORASIDA O'QITUVCHINING KO'RSATMA BERISH VA BAHOLASH USULLARIDAN XABARDORLIGI.

### Kalit so'zlar

*savodxonlik, bo'g'inlar, tovushlar, so'zlar, tovushlarni qo'shish, tovushlarni olib tashlash, og'zaki ko'nikmalar, ko'rsatmalar, qofiya, aralashish, segmentlarga bo'lish, ajratilgan fonemalar, baholash, rivojlanishni kuzatish.*

## ПЕДАГОГИЧЕСКАЯ И ОЦЕНОЧНАЯ ОСВЕДОМЛЕННОСТЬ О ФОНОЛОГИЧЕСКОЙ ГРАМОТНОСТИ МЛАДШИХ ШКОЛЬНИКОВ

### Ключевые слова

*грамотность, слоги, звуки, слова, добавление звуков, удаление звуков, словесные навыки, инструкция, рифмование, смешивание, сегментация, изолированные фонемы, оценка, мониторинг прогресса.*

Phonological literacy is the ability to perceive and manipulate sentences in texts, words in sentences as well as syllables and sounds in words (Sodoro, Allinder and Rankin-Erickson, 2002; Taub and Szente, 2012). Importantly, the phonological awareness skills that are most related to reading are those skills at the phonemic awareness level. Phonemic awareness skills include identifying sounds in words, combining sounds, separating words into sounds, changing the position of sounds in words, recognising the number of sounds in words, adding sounds to words or removing sounds from words (Soltani and Roslan, 2013; Taub and Szente, 2012; Tobia and Marzocchi, 2014). Phonological awareness is seen as a prerequisite for acquiring correct reading skills; and it is a characteristic that is considered to distinguish successful versus unsuccessful readers (Papadimitriou and Vlachos, 2014; Puolakanaho et al., 2008). Students who are successful in phonological awareness learn to establish a letter-sound relation more easily and become fluent readers in a shorter time by establishing letter-sound relationships more quickly.

Phonological awareness skills of preschool children is the **single best predictor** of their future reading ability? It's a better predictor than socio-economic status or even their intelligence! "Once children understand that words can be split up into a series of sounds, they need to learn the relationship between those sounds and the letters used to 'map' them onto paper: the alphabetic code. An understanding of the relationship between sounds and the letters that represent them (graphemes) is at the heart of reading an alphabetic language, thus the decoding step is non-negotiable if children are to become independent readers (Hulme et al, 2012 as cited in D. Konza, 2014)".

Some children find it very complicated to "break down" words to recognize them as a series of separate phonemes (i.e. sounds) because the continuous nature and connectedness of speech compresses them into a series of overlaying sounds through a process called co-articulation, obscuring the partitioned nature of speech. Children who find it difficult to hear the separate sounds in words cannot make the link between the sounds of speech and type symbols, making learning to read and spell our alphabetic language an big challenge. These children will need extra support to learn this skill! Children also need good verbal skills as this provides the platform for the development of phonological skills (D. Konza, 2014).
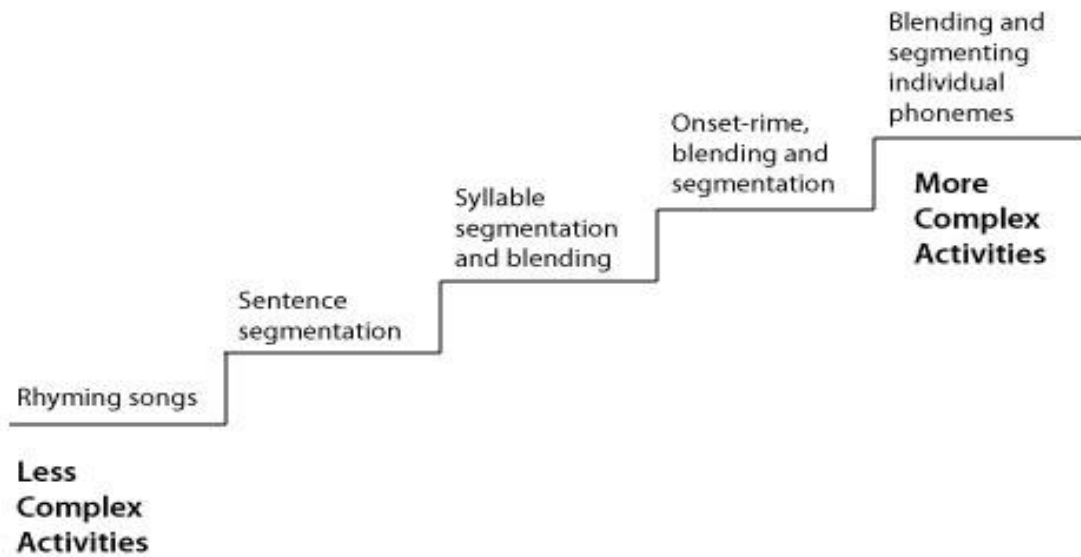
**Figure 1. A continuum of complexity of phonological awareness activities**

In a review of phonological research, Smith et al. (1998) concluded that phonological awareness can be developed before reading and that it facilitates the subsequent acquisition of reading skills. Documented effective approaches to teaching phonological awareness generally include activities that are age appropriate and highly engaging. Instruction for 4-year-olds involves rhyming activities, whereas kindergarten and first-grade instruction includes blending and segmenting of words into onset and rime, ultimately advancing to blending, segmenting, and deleting phonemes. This pattern of instruction follows the continuum of complexity illustrated in Figure 1. Instruction frequently involves puppets who talk slowly to model word segmenting or magic bridges that are crossed when children say the correct word achieved by synthesizing isolated phonemes. Props such as colored cards or pictures can be used to make abstract sounds more concrete.

During the last few years, publishers have produced multiple programs in phonological awareness, some of which are based on research. Some illustrations of phonemic illustration techniques based on figure 1 are given below.

**Guess-the-word game**

Objective: Students will be able to blend and identify a word that is stretched out into its component sounds.

Materials Needed: Picture cards of objects that students are likely to recognize such as: sun, bell, fan, flag, snake, tree, book, cup, clock, plane

Activity: Place a small number of picture cards in front of children. Tell them you are going to say a word using "Snail Talk" a slow way of saying words (e.g.,

/ffffflllllaaaag/). They have to look at the pictures and guess the word you are saying. It is important to have the children guess the answer in their head so that everyone gets an opportunity to try it. Alternate between having one child identify the word and having all children say the word aloud in chorus to keep children engaged.

**Segmentation activities**

Objectives: Students will be able to segment various parts of oral language.

Activity:

Early in phonological awareness instruction, teach children to segment sentences into individual words. Identify familiar short poems such as "I scream you scream we all scream for ice cream!" Have children clap their hands with each word.

As children advance in their ability to manipulate oral language, teach them to segment words into syllables or onsets and rimes. For example, have children segment their names into syllables: e.g., Ra-chel, Al-ex-an-der, and Rod-ney.

When children have learned to remove the first phoneme (sound) of a word, teach them to segment short words into individual phonemes: e.g., s-u-n, p-a-t, s-t-o-p.

**Change-a-name game**

Objective: Students will be able to recognize words when the teacher says the word with the first sound removed.

Activity: Have students sit in a circle on the floor. Secretly select one child and change their name by removing the first sound of the name. For example, change Jennifer to Ennifer or change William to Illiam. As you change the name, the children have to identify who you are talking about.

Extension Ideas: As children become better at identifying the child's name without the first sound, encourage them to try removing the beginning sounds of words and pronounce the words on their own.

Instruction in phonological awareness can be fun, engaging, and age appropriate, but the picture is not as simple as it seems. Therefore, we recommend two tiers of instruction. The first tier of instruction is the highly engaging, age-appropriate instruction that we introduced earlier. The second tier of instruction includes more intensive and strategic instruction in segmenting and blending at the phoneme level (e.g., Snider, 1995).

Assessment in phonological awareness serves essentially two purposes: to initially identify students who appear to be at risk for difficulty in acquiring beginning reading skills and to regularly monitor the progress of students who are

receiving instruction in phonological awareness. The measures used to identify at-risk students must be strongly predictive of future reading ability and separate low and high performers. Measures used for monitoring progress must be sensitive to change and have alternate forms (Kaminski & Good, 1996). Teachers must establish decision rules about how to gauge the progress of their students. One way is to establish a baseline by graphing three measurement points before the start of instruction, adding each subsequent data point to the graph, and checking the slope of students' progress. If many students are making slower progress than necessary to reach the level of their average-achieving peers, the teacher can modify the instruction by increasing one or more of the elements in the instructional guidelines. For example, if students are not acquiring segmenting, the teacher may decide to add more scaffolds, such as cards that the students can move as they segment words, thereby making segmenting instruction more explicit, or provide students with more guided practice. If most students successfully respond to instruction but a few respond poorly or not at all, the teacher may decide to place these students in a flexible group to receive more intense instruction. The teacher could also choose to provide some individuals with more intense instruction throughout the day to keep them up with their peers. If the progress-monitoring measures indicate that the first-grade students receiving instruction in phonological awareness lag behind their peers in reading or spelling, the teacher may choose to increase the integrated instruction in letter- sound correspondence and to make stronger the links between segmenting and blending skills and reading. Brief descriptions of the screening and monitoring measures that have demonstrated validity and reliability through research follow. For each measure, we indicate the grade and purpose for which the measure is appropriate. Note that some measures are appropriate for more than one grade level and for both screening and monitoring progress.

### Nonword spelling

(Second Half of Kindergarten; Screen). This measure strongly predicts which kindergarten students will demonstrate growth in blending and segmenting after small-group phonological awareness instruction. Five nonwords (feg, rit, mub, gof, pid) comprise the measure. Students receive one point for each phoneme that they represent correctly in the spelling.

### Digit naming rate

(Second Half of Kindergarten; Screen). This measure strongly predicts which kindergarten students are likely to demonstrate growth in blending after small-group phonological awareness instruction. The measure consists of six rows with

five single digits per row on an 8 " x 11 " card. The students are timed as they name the digits as fast as they can, beginning at the top and continuing to the bottom. Students complete two trials using cards with differently arranged numbers. The score is based on the average time for the two series.

**Auditory analysis test**

(Second Half of Kindergarten; Screen). This measure (Rosner & Simon, 1971, cited in MacDonald & Cornwall, 1995) consists of 40 items arranged in order of difficulty from deletion of syllables in compound words to deletion of syllables in multisyllabic words to deletion of phonemes in beginning, middle, and end positions. The teacher asks the student to delete a syllable or phoneme and say the word that is left. The measure is administered individually.

As we noted at the outset of this article, efforts to understand the role of phonological awareness have far exceeded the efforts to relate research findings to classroom practice regarding phonological awareness. This article is an attempt to pull together the valuable information available on the role that phonological awareness plays in early reading development, the research-based teaching strategies that address the needs of all children, the instructional design principles that address the needs of children experiencing delays in early reading development, and the validated instruments available for screening and monitoring students' progress in phonological awareness.