UNIVERSITY OF EDUCATION, WINNEBA

PHONOLOGICAL AWARENESS AND ITS IMPACT ON THE READING

COMPETENCES OF FORM ONE PUPILS OF ST. FRANCIS JUNIOR HIGH SCHOOL,

JIRAPA.

LOUISA BAKYIL

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COMPETENCES OF FORM ONE STUDENTS OF ST. FRANCIS JUNIOR HIGH

SCHOOL, JIRAPA

LOUISA BAKYIL

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AUGUST, 2018

DECLARATION

STUDENT'S DECLARATION

I, LOUISA BAKYIL, declare that this thesis, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

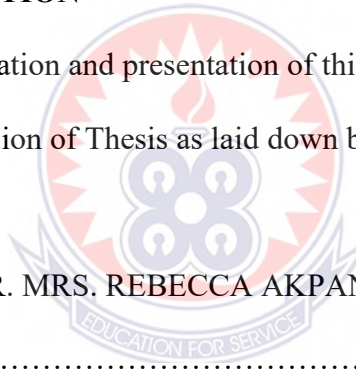**SIGNATURE**: ……………………………

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SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of Thesis as laid down by the University of Education, Winneba.

NAME OF SUPERVISOR: DR. MRS. REBECCA AKPANGLO-NARTEY

SIGNATURE: ……………………………………………….

DATE: …………………………………………………..

ACKNOWLEGDEMENTS

DEDICATION

I dedicate this work to my daughter Alfreda Mills, Miss Adrienne Barnes, my family, especially my only sister, Clare, and all friends and loved ones.

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ABSTRACT

The objective of the study was to identify the impact of phonological awareness on the reading and spelling abilities of Form 1 students of St. Francis Junior High School. It was also meant to find out factors that inhibit the teaching and learning of phonological awareness in the school. Lastly, the study was to identify phonological awareness strategies that would help pupils improve upon their reading and spelling competences. Qualitative research design was used to carry out the study. The instruments used were observation, interview and tests. Thirty (30) participants took part in the study. Twenty of them were form 1 pupils randomly selected, six teachers and four parents. The main findings of the study were that pupils could not identify the sounds in English which affected their reading and spelling. It was also found that teaching and learning materials were not available for effective work to be done on phonological awareness. Teachers were also seen to have little or no knowledge and skills about phonological awareness and strategies to employ to teach it. The researcher therefore suggests that phonological awareness should be included in the curriculum for teacher trainees and in-service training sessions organized regularly for teachers to equip them with best strategies to teach phonological awareness. Textbooks and other teaching and learning materials should be provided to enhance effective work in the classroom. In the meantime, teachers could google to get strategies and materials they could use to teach phonological awareness in their schools. The researcher is very much convinced that if these suggestions are adhered to, pupils would be able to manipulate sounds which will improve upon their reading and spelling competences.
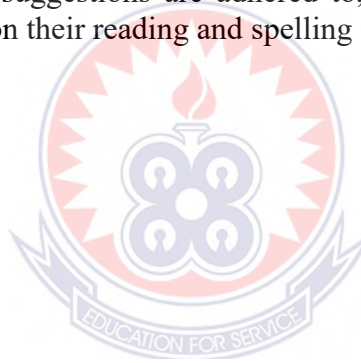
CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

In our modern world, education is one of the paramount requirements for a substantial achievement in life. In Ghana, for one to reach any meaningful level on the educational ladder, the ability to read and write English Language cannot be over emphasized. In view of this, the skills and knowledge of reading are essential for pupils' success in virtually all areas of the curriculum. The ability to read is a complex process that the child needs not only to be taught in school but at home in order to acquire many out-of-school learning skills which involve listening, speaking, reading and writing.

Obviously, the increasing importance of the English Language in Ghana is widely recognized because English is the official language of government, administration, the learned professions, business and the media. It is the most widely used language for international communication and also the dominant language of the internet. English Language is the medium of formal education at all levels in Ghana except Kindergarten and Lower Primary. Success in any form of education and training in work generally depends on the ability to understand and use English effectively. It is for this reason that English language is one of the major subjects studied in Ghanaian schools.

Form 1 pupils of St. Francis Junior High School (JHS), Jirapa, have difficulty in discriminating English sounds when reading. It is important to research into the pupils' inability to discriminate English sounds at the Junior High School (JHS) level in order to identify strategies that would help pupils read simple sentences and eventually passages in books.

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The ability to read is fundamental to learning other subjects like Mathematics, Integrated Science, Social Studies to mention but few. Therefore, the earlier the child learns to read, the greater will be his or her capability to learn other subjects in school. Again, when pupils study the English language very well, they acquire the ability to read and write and to communicate with people from other countries worldwide.

St. Francis Junior High School, Jirapa, is located at the outskirts of Jirapa Township when heading towards Wa from Lawra District in the Upper West region. The people in the community are mostly farmers and traders, so the pupils are often taken to the market or farm to assist their parents, thus, absenting themselves from school on such days. This makes majority of the children in the community truants. Pupils do not also frequently hear English spoken in their immediate environment. The school pupils in the community attach much more importance to their mother tongue than to English language because that is what they hear all around them.

For pupils to be able to read, they need to have some knowledge of the sound structure of the English language (Phonological Awareness). The term "Phonological awareness" began appearing in the research literature in the late 1970s and early 1980s (Rozin & Gleitman, 1977; Marcel, 1980; Tunmer & Fletcher, 1981; Zifcak, 1981; Leong & Sheh, 1982; Bradley & Bryant, 1983, cited in Gillon 2007, p. 2) and refers to "an individual's awareness of the sound structure, or phonological structure, of a spoken word." Studies have shown that leaners with poor phonological awareness skills exhibit poor reading and spelling skills.

In learning to read any alphabetic writing system, phonological awareness is a critical ingredient. It equips readers with skills in word recognition and spelling. Some scholars assert that a child's phonological awareness knowledge and literacy development has been described as the best single predictor of reading performance (Lundberg, Olofsson, & Wall, 1980; Liberman,

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Shankweiler, & Liberman, 1989). Gillon, (2007) asserts that phonological awareness is related to phonology, phoneme awareness, phonological processing and metalinguistics.

1.2 Statement of the Problem

The poor performance of pupils in the Basic Education Certificate Examination (BECE) has been a major issue in the country for decades. The performance of pupils keeps declining every year. Various reasons have been given for this poor performance and blames apportioned. Teachers, pupils, parents and the government have been seen to be responsible for the poor performance in different ways.

Unfortunately, this trend of affairs will continue to unfold each year if steps are not taken to nib the problem in the bud. The Chief Examiners Reports that are sent to the Districts and schools indicate that majority of the pupils do not pass the examination because they cannot read and understand the questions. The performance of pupils of St. Francis Junior High School in class exercises, assignments and examinations is not different and if nothing is done, this poor performance will continue.

Pronunciation of English words and reading of sentences is observed to be difficult for a great number of pupils in the school especially those in form 1. They find it difficult to pronounce even two-letter words. They are also unable to discriminate between letters of the alphabet and sounds in English, hence, are unable to read. Yet, teachers continue to use traditional methods of teaching pronunciation and reading which is not yielding results. Factors which inhibit the teaching of phonological awareness in the school have not been researched. Even how phonological awareness can improve reading competence is not researched. Yet these factors are necessary to help improve reading. This research seeks to investigate these factors and their causes. It again seeks to find out what strategies could be adopted in teaching phonological

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awareness in the school that would help pupils improve their reading skills in order to enhance their performance.

1.3 Purpose of the Study

The purpose of the study was to determine what impact phonological awareness could have on the reading competences of form one pupils of St. Francis Junior High School. The study also sought to ascertain factors that inhibit the teaching and learning of phonological awareness in St. Francis Junior High School. Lastly, the study was conducted to unearth phonological awareness strategies to use to improve the reading competences of form one pupils.

1.4 Objectives of the study

The study sought to achieve the following:

- To identify the impact of phonological awareness on the reading competences of pupils of St. Francis Junior High School.
- To ascertain factors that inhibit the teaching and learning of phonological awareness in St. Francis Junior High School.
- Identify phonological awareness strategies to use to improve the reading competences of pupils of St. Francis Junior High school.

1.5 Research Questions

The study was based on the following research questions:

1. What is the impact of phonological awareness on the reading competences of pupils of Saint Francis Junior High School?

2. What factors inhibit the teaching and learning of phonological awareness in Saint Francis Junior High School?

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3. What phonological awareness strategies can be used to best assist pupils of Saint Francis Junior High School improve upon their reading competences?

1.6 Significance of the Study

The strategies identified in the study could be used by English teachers and other teachers in the school to correct similar reading and listening problems among learners.

The study would also assist teachers of other subject areas to communicate effectively with pupils since English language is mostly used during instruction. Pupils will be able to pronounce words correctly, read fluently, speak good English and pass their examinations.

Furthermore, the Ministry of Education (MoE), Ghana Education Service (GES) and National Council for Curriculum and Assessment (NaCCA) would be aware of the importance of Phonological Awareness. They would realise its importance and the need to include it in the English Language Syllabus.

Finally, the research would unearth the difficulties teachers and pupils encounter in the teaching and learning of phonological awareness. Teachers would be exposed to the strategies that would help curb phonological awareness deficits.

1.7 Limitations of the Study

There were several hindrances in the research process. Some teachers and pupils felt reluctant to answer questions during the interview and testing periods. They thought that their responses to questions would be used as a yard stick to measure their weaknesses. The researcher however, assured them that their responses would never be shown to the public or another person.

Besides this limitation, the time allocated on the time table for English Language was also a problem. The time or periods needed for the administration of the various instruments were not enough to assess the actual performance of the pupils. The researcher had to plead with pupils

sometimes to stay for thirty minutes after school to enable them go through the interview and tests and she (the researcher) had to provide lunch for the participants.

Another limitation to the research was the limited amount of time available to the researcher. The research was done alongside the researcher's regular classroom teaching, preparation of lesson notes, preparation of Teaching and Learning Materials (TLMS), marking of pupils' exercises, class tests and homework and filling in pupils' School-Based Assessment (SBA) registers. It was very difficult because twenty-one (21) periods per week are allocated for the teaching of English language on the school's time table. The researcher had to ensure that, her duties as a teacher were not compromised. Most times she had to assign a colleague to supervise pupils or mark their exercises while she carried out some tests and interview sessions in the form one classroom.

In addition, pupils' truancy was also a factor that hindered the process. Pupils' absence during the period of the interview and tests affected the process. This was because test items that were administered were not revisited in the subsequent lessons. So, pupils who were absent missed those tests.

Moreover, financial problem on the researcher's part was also a limitation. The number of teaching and learning materials (TLMs) the researcher could have used were not available due to lack of funds. For this reason, some of the pupils could not get access to the TLMs. These limitations notwithstanding, the necessary data were collected for the study.

1.8 Delimitations of the Study

The study was conducted among Form 1 pupils of St. Francis Junior High School, Jirapa. Specifically, the study was limited to the Form 1 pupils in the school. The researcher chose this class because she taught in the same school and had access to the class at any point in time of her research work. This ensured detailed investigation of the problems which yielded valid and

reliable results. Much emphasis was laid on the pupils' inability to discriminate sounds when reading in English language.

1.9 Organisation of the Study

The work is organised into five chapters, each relating to the other. Chapter 1 mainly deals with the introduction to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study and organisation of the study.

Chapter 2 deals with the literature review. This chapter provides support for the study. Chapter 3 talks about the methodology used during the study. It describes the research designs, population and sample selections, development of research instruments, data collection procedures and analysis plan. Chapter 4 spells out the results of the findings and discussions, presenting results based on the research questions and summary of results. Chapter 5 brings out the summary, conclusions and recommendations. This is the overview of the research problems, the methodology, drawing conclusions and making suggestions.
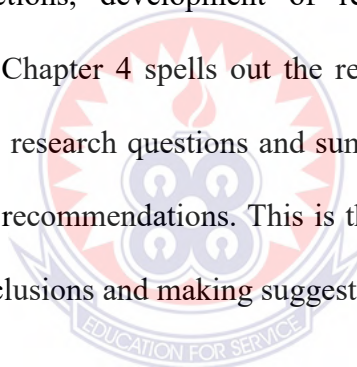
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter deals with the review of related literature which involves the systematic identification, location and analysis of documents containing information related to the research problem. These documents are in the form of periodicals, books and research reports. The literature review discusses what has been done already and what is to be done on the topic. It also points out research strategies, specific procedures and instruments which have been used and their outcomes.

2.1 Definition of Phonological Awareness

Phonological awareness is a broad range of skills that includes identifying and manipulating units of oral language-parts such as words, syllables and onsets and rimes. It can also be defined as a skill that allows kids to recognize and work with sounds of spoken language. Phonological awareness is made up of a group of skills with phonemic awareness being the most sophisticated among them. Phonological awareness can be again defined as an individual's awareness that the stream of speech can be broken up into progressively smaller units of sounds to include words as well as parts of words (Gillon, 2004). It refers to the specific ability to focus on and manipulate individual sounds (phonemes) in spoken words. Chard and Dickson (1999) support the definition by seeing phonological awareness as the ability to hear and manipulate the individual sounds in spoken words. Simply put, phonemic awareness is about the understanding of sound patterns.

Stanovich (1992) and Yopp (1988) share the view that more complex phonemic awareness tasks include the ability to segment, blend, delete and insert phoneme segments. The

predictive power of phonological awareness in relation to successful reading and spelling has been examined by several researchers. Their results indicated that when Kindergarten children are taken through phoneme manipulation tasks they become better readers and spellers in future (Gillon (2007). Stuart's (1999) study on children learning English as a second language confirmed previous studies that showed that combining phoneme awareness training and letter-sound teaching improves pupils' reading and spelling skills.

As words can be described with reference to syllabic structure, onset-rime structure and segmental or phoneme structure, so can phonological awareness be described with reference to some levels of awareness. These comprise syllable awareness, onset-rime awareness and phoneme awareness levels (Gillon 2007). Phonological awareness can therefore be measured at these levels to ascertain an individual's awareness of each of them. One cannot talk about sound without mentioning phonics. If children are taken through phonological awareness and phonics training, they will be in a better position to discriminate sounds, recognize words and become successful readers.
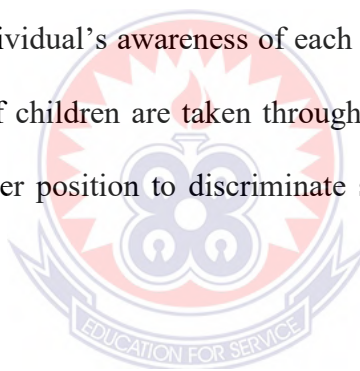
2.2 Phonics

Phonics is a method of teaching beginners to read and pronounce words by learning the phonetic value of letters, letter groups and especially syllables.

Gillon (2007) asserts that viewing from a teaching perspective, the terms phonological awareness and phoneme awareness are sometimes confused with the term phonics. She states that all three terms relate to sounds in words. Whereas phonic activities involve teaching letter-sound correspondence (For example, "A is for apple, b is for bat, c is for cat" or "s says /s/"), phonological awareness tasks deal with awareness of the sound structure of words. She further exemplifies that "understanding that the word "apple" has two syllables, "bat" has three phonemes or "bat" and "cat" are rhyming words differs from being taught the sound-symbol

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relationship for a, b and c)", (Gillon, 2007:11). She adds that some time ago, phonics and phoneme awareness were taught in isolation as different and unrelated concepts but researches conducted demonstrated positive reading outcomes when the two terms were integrated, citing Hatcher, Hulme, & Ellis (1994).

Phonics is one of the strategies a child may use to resolve the difficulty in pronouncing words other than those known as sight words. Phonics instruction is concerned with teaching letter-sound relationship to the child who is learning to read. Hence the optimum amount of phonics instruction a child should be exposed to is the minimum the child needs to become an independent reader. Tsadidey (1993) indicates that the phonic technique lays much emphasis on the individual letters making up the word. We could call it "reading by spelling". In using this technique, the child pronounces the letters forming the word in turns before saying it.

Adams (2014) explains that teaching reading through phonics helps children become high achievers. He agrees with Grant's research conclusion, that the use of synthetic phonics helped children to get a "flying start" with reading, writing and spelling. In the United Kingdom, phonics instruction has become part of the academic curriculum since 2010.

Taylor and Francis (2017) have no differing views on the effectiveness of using phonics to help learners acquire reading, writing and spelling skills. Their study to support this fact concluded that even adults who were trained to use phonics to read performed better in reading than those who focused on the meaning of the new words. Those who used the phonics method could read aloud and comprehend whatever they read.

In another study conducted by the same researchers, an experiment was carried out on ninety-six (96) five-year- old children who were learning English as a second language on phoneme awareness and phonics. The results proved that the children had acquired phoneme awareness and phonics knowledge which they used to read and write. The phonic method is

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probably the best known and widely used method to teach reading and writing in the English language. It relies on children being taught the letters of the alphabet first. They learn the names of the letters and the sounds they make. Once they learn the letter sounds they will begin to blend two letters together to make simple words, then three-letter words, then four-letter words and so forth.

Phonics is the set of relationship between sounds and letters of the alphabet in the spoken and written language. It is impossible for a teacher using "Look-and-say" method to teach all words that pupils need to know during the reading of passages in their books as well as the materials they will encounter later in life. So, they have to be provided with strategies for working out words they have never seen before. One of these strategies is the knowledge of English phonetics. If pupils have the knowledge of sound-letter relationship, they should be able to guess by spelling them out.

The teaching of English phonics is not as easy as teaching phonics in Ghanaian languages. In most Ghanaian languages written letters are always said in the same way. But in English, this is not the case. While words with the same written letters are said with different sounds, for example, "hot" versus "hope", others with different combinations, for example, beat versus feat have the same sounds. The solution to this problem is to develop pupils' knowledge through teaching phonic families (Teachers and Trainers Course for English in Primary Schools, Ministry of Education. April 1994). The U.S.A and Europe have also used the phonic system successfully for many years to teach children how to read. It supplies the pupils with tools to expand their vocabulary. Knowledge in phonological awareness and phonics will enhance learners' abilities to discriminate sounds.

From the various submissions above, the researcher decided to use the phonic method in addition to other strategies to carry out the study. This method, if used successfully will equip

learners with the requisite skills to pronounce any word they encounter. The researcher hoped the use of the phonic method would help unearth the impact of phonological awareness on pupils' reading abilities in St. Francis Junior High School.

In contrast to the above views, Asamoah, Wiafe & Ayivi-Tusoh (2003), based on their research explain that in using the phonic method, the child is made to read a new word by saying the sound associated with each letter aloud. He or She then puts the sounds together and says the word. They (Asamoah et al, 2003) therefore, contend that teachers must teach learners the sound of each letter of the alphabet rather than its name in order to make learning successful. When learners are conversant with the letters and sounds of English, they will be in a better position to recognize and pronounce words.

2.3 Word Recognition

A child's ability to identify the letters of the alphabet and discriminate sounds of letters will help him or her to not encounter much difficulty in recognizing words. Word recognition skills are very important in acquiring reading skills. There are various linguistic skills that are required to comprehend written texts but differences in word decoding skills is responsible for a greater part of the variance in reading comprehension performance (Stanovich, 1985). Word recognition equips a reader with the ability to recognize written words correctly. It is sometimes referred to as isolated word recognition. It involves a reader's ability to recognize words individually from a list, without needing similar words for contextual help.

Word recognition skills are very important as they help the reader to identify and pronounce words instantly while reading. Ehri (1991, 1994) add that there are four approaches or ways by which beginners read words; by sight, contextual guessing, word structure analysis and phonics. Earlier studies conducted on word recognition tasks for grades 1and 2 pupils was said to be predictive of early reading success (Liberman, 1971; Lundberg, Oloffsson, & Wall (1980).

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Alphabet knowledge is also necessary in learning to read. It consists of two parts; recognizing letters and writing letters. So, pupils must identify letters automatically and must be able to name them when they are printed in random order. Teaching children to read high frequency words also enhances their vocabulary building and helps them to read. High Frequency words are words that occur most frequently in written material and have little meaning on their own but contribute to the meaning of the sentence.

2.4 Reading

The ability to read is vital to functioning effectively in literate society such as our country Ghana. Every aspect of life involves reading. Road signs direct travelers to particular destinations. They also inform drivers of hazards and remind people about traffic rules and regulations.

From the layman's point of view, reading is the general process of encoding and decoding text in a written form. That is making meaning out of a written material.

Aside the definition provided above, other authors also view reading from different and more diverse perspectives. Grellet (1991) indicates that, reading involves the understanding of a written text whereby the reader extracts the required information from the text. To him, one must be able to make meaning out of what he or she is reading and with that the whole process becomes complete. Durking (2001) explained reading to be an activity which requires the recognition of written words and understanding their meanings. It is a "thinking process" that requires "decoding of symbols" and the use of ideas derived from the symbol, Herve (2003).

Reading plays a very important role in life. It forms a very important aspect of language acquisition. Reading expands one's knowledge and refreshes the mind. Unless pupils are able to read easily, quickly and accurately, they will seriously be handicapped in their schooling. Tsadidey (1993) sees reading as an individual's ability to communicate with written material for

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a message. He explains that the reader's understanding could be demonstrated in various ways. For instance, it could either be a physical response or an emotional one or an appreciable mental change. This implies that reading results in some kind of behavioural change of some sort in the reader.

As added by Hoover (2002), reading can also be viewed as the ability to understand what an author says in print. This implies getting meaning from written language. Leipzig (2001), however views reading as a complex process that features aspects such as word recognition, comprehension, fluency and motivation and not just the ability to understand an author's message. It is incumbent on learners to learn phonemic awareness, alphabetic principle, decoding, and word study among others in order to acquire word recognition. They need to develop several other skills including oral and print vocabularies in readiness for fluency and comprehension. The message put across by these authors is an individual's ability to make meaning from written words or graphical symbols and being fluent with printed words.

The authors mentioned above have one idea in common and that is: reading involves one's ability to make meaning from written or graphical symbols, and that the fluency of a child comes when he or she learns printed words so well that he or she can recognize them instantly.

The pupils of St. Francis Junior High School have problems recognizing words, hence, cannot read fluently and comprehend what they read.

2.5 Impact of Phonological Awareness on Reading

Research has shown that a child's awareness of the sounds of spoken words is a strong predictor of his or her later reading success (International Literacy Association). If a child hears a sound and is able to isolate one sound from another, he is on the path to reading success. According to them, the term "phonological awareness" does not describe just one skill, but a

whole list of other skills. These include; Sound and Word Discrimination, Blending, Segmentation and Rhyming.

Some studies have shown that phonological awareness training has a positive impact on the development of children's word recognition and spelling abilities. Adams (1990) and Liberman, Shankweiler, Fischer and Carter (1974) assert that if people who are beginning to read will benefit from formal reading instruction, they need to be sensitive to the internal structure of words. Children's knowledge of phoneme blending and segmentation enable them read and build words.

Bradley and Bryant (1983) add to the literature when they gave phonemic awareness training to children over a two-year period of time using activities such as rhyme and alliteration and identification of the odd word from a list of words (e.g. bun, hut, gun, sun). Their conclusion was that phonemic awareness training had a positive effect on reading success. This is an indication that a child's awareness of the individual sounds in a language will enhance his or her reading and spelling abilities.

Phonemic awareness plays a very selective, though, necessary role in the reading acquisition process. Lundberg, Oloffsson and Wall (1988) add that though an individual does not need phonemic awareness in order to speak or understand language, it plays a critical role in learning skills that require the manipulation of phonemes. This is particularly necessary in word recognition and spelling. It is important for children to over-learn these lower-order processes until they are automatic so that conscious attention will not be diverted from the higher-order processes of comprehension during reading (LaBerge and Samuels 1974) and composing during writing (Scardamalia, 1981).

The researcher disagrees with the assertion that 'phonemic awareness is not needed to speak or understand language'. If phonemic awareness is acquired by an individual it fortifies

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him or her with the skills and ability to read and comprehend text. The knowledge of sounds acquired through phonemic awareness creation is used to communicate and also understand what is being communicated to him or her. To ensure that children are able to read and spell words, they must understand how spoken language clings onto written language.

Knowledge of phonemes helps learners identify the sounds associated with letters, which has an impact on their reading and spelling competences. Instruction in phoneme awareness is beneficial for novice readers and spellers. Instruction in speech sound awareness reduces and alleviates reading and spelling difficulties (Adams, Foorman, Lundberg and Beeler, 1998; Gillon 2004: NICHD, 2000, Rath, 2001). Researchers are of the view that explicit and direct teaching of speech sounds speeds up the learning of the alphabetic code and for that matter phoneme awareness instruction should be added to classroom instruction for learners who are beginning to read.

Teaching children reading using the phonic method result in significant long-term benefits, especially for disadvantaged pupils from poorer backgrounds and those who do not have English as their first Language (UK Guardian Newspaper 25.4.16). The paper stated that a study which was conducted by the Centre for Economic Performance (CEP) at the London school of Economics (LSE) to find out the effects of using the phonics method to teach children to read (by identifying and pronouncing sounds instead of individual letters) proved that children became successful readers.

Language learning and teaching is being focused increasingly on learners and learning rather than on teachers and teaching. Many studies have been conducted to explore language learning strategies such as Oxford (1990). In parallel to this new shift of interest, how learners process new information and what kinds of strategies they employ to understand, learn or remember the information has been the primary concern of research dealing with the area of

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foreign language learning. Learning and acquiring the pronunciation habits, however involves a number of new skills especially recognition skills. So, in order to hear the new language accurately enough to imitate it, the learner must respond to a whole new system, (new in the sense that the English language is a new language to the learner). Hearing correctly is not always easy and may therefore constitute the learner's handicap in pronunciation.

2.6 Factors that Inhibit the Teaching and Learning of Phonological Awareness

There are several factors that inhibit the teaching and learning of phonological awareness in schools. Deficit in phonological awareness is linked to reading disabilities. Phonemic awareness is a very difficult concept for a lot of learners to grasp. About one-third of middle class children fail to attain phonemic awareness by the time they finish first grade (Adams, 1990). Griffith and Olson (1992) agree with Adams in saying that phonemes are abstract elements. This is true because phonemes do not make meaning as words do and children will find it difficult to ascribe meaning to the sounds.

Research conducted over the last twenty years has shown that children vary significantly in the phonological component of their natural capacity for language (Liberman, Shankweiler and Fischer 1989). Children inherit traits that make them differ in height, colour as well as their talent to process phonological features of language. Becoming phonologically aware prepares children for later reading instruction including instruction in phonics, word analysis and spellings (Adams, Foorman, Lundberg and Beeler 1998; Chard and Dickson 1999). Liberman, Shankeiler and Liberman (1989) say that the inability to process language phonologically is the commonest obstacle to learning early word reading skills. It is a weakness which hinders early reading development for both pupils with and without disabilities (Fletcher, Shaywitz, Shankweiler and Katz 1994). This means that whether a child has disabilities or not, being phonologically aware will help them acquire early reading skills.

Children who start school with a lack of phonemic awareness will have difficulty acquiring the alphabetic principle which will hinder their ability to decode words (Blachman 1991). Torgeson and Wagner (1998) also add that phonemic awareness is a powerful predictor of future reading difficulties and that it is a major cause of word-level reading difficulties.

Additionally, teachers can determine whether a child is phonemically aware or not by administering a variety of tasks (Lewkowicz 1980; Yopp 1988). Studies have shown that children who were not introduced to phonological awareness lessons have trouble distinguishing sounds on their own and require explicit instruction in these skills (Blachman 1997; Mathes and Torgeson 1998; Snow, Burns and Griffin 1998). Explicit instruction in phonemic awareness will expose children to word-sound relationships. Research undertaken by Antwi (2015) concluded that other factors such as lack of appropriate teaching and learning materials, lack of motivation, large class size and curriculum design and instruction all have some effects on the teaching of phonological awareness.

The researcher agrees with Antwi on the lack of the required materials for the teaching of phonological awareness. The design of our educational curriculum as a factor that inhibits the teaching of phonological awareness is also true. The curriculum does not make provision for phonological awareness instruction in our preschools and lower primary level. Another area that curriculum designers may need to pay attention to is the introduction of phonological awareness in the syllabi for teachers under training. This will equip them with the requisite skills to take into the classrooms after their training.

Gillon (2007) explains that many factors may account for the development of reading and writing in a child (literacy development). He identifies the factors as those that are intrinsic to the child such as cultural, socioeconomic, and instructional methods, as well as intrinsic factors of intellectual ability, sensory and physical functioning, oral language skills and knowledge of print

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concept. He makes reference to factors influencing phonological awareness development as being "critical". The factors enumerated by Gillon are applicable to our Ghanaian situation too and play vital roles in the teaching of phonological awareness.

An extensive research conducted using 135 children in middle socioeconomic areas of Connecticut on speech perception by Liberman (1974) proved that there is a developmental sequence in the acquisition of phonological awareness abilities. Other research studies they undertook indicate that age, linguistic complexity and socioeconomic background influenced performance. Indeed when children are too young it is difficult for them to understand what sounds are, let alone what they represent. The sounds will sound too abstract to them.

A child's socioeconomic background is also evident in determining his ability to grasp phonological awareness. Burn and Roe (2004) recap that a foreign language may seem to be hard to pronounce because some of its sounds may not be found in a person's native language. For instance, speakers of German, French, and Spanish, find it difficult to pronounce "r" and "th" sound in English. This is simply because these sounds are not used in these languages.

One other factor has to do with the pupil's interest in a particular subject or topic. Jordan (2011) found how pupils' interest in particular topics determines how much reading was done by these pupils in the chosen field and the intensity with which the pupils work at reading. Finding out and developing a child's interest should therefore constitute a major challenge to the teacher because pupils and all human beings for that matter, learn more from reading when they are interested in the subject matter.

Factors that should be considered as having an effect on the acquisition of the sound system of a second language are biological, socio-culture, personality, and linguistics. These factors may prevent learners from pronouncing words like the native speakers of the second language, so it is important teachers set realistic goals. Kachru (1992) urges English language

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teaching practitioners to consider contextual realities before adopting pedagogic models of global English; language education should reflect how the language is used in that specific society.

The learner's native language also plays a vital role in learning a second language. Jenkins (1998) suggests that the concept of a learning model is still limited to the category of native varieties rather than embracing all different varieties of English to avoid possible confusion and inconsistency in their language learning. Pennington (1994) agrees that the learner's first language influences the pronunciation of the target language and is a significant factor in accounting for foreign accents. So-called interference or negative transfer from the first language is likely to cause errors in aspiration, intonation, and rhythm in the target language and pronunciation of the basic formation of the vowel or consonant etc.

Avery and Ehrlich (1992) argue the necessity of confidence in articulation that when teaching pronunciation, we must concern ourselves with much more than simply working through a list of sounds. Even if students have learned to produce sounds, they are often so self-conscious about their pronunciation that they are too nervous to use these sounds in front of a group of people.

Lu (2002) claims that learners suggest they (learners) should practice speaking. Learners need help in overcoming both their expectation that pronunciation is a subject which can be learned by listening to a teacher, and the psychological and social barriers that make it difficult for them to practice effectively. The teachers must focus on two areas. Firstly, learners must be made aware of aspects of their pronunciation that result in other people being unable to understand them. Secondly, learners must be given the opportunity to practice aspects of the English sound system which are crucial for their own improvement (Avery & Ehrlich 1992). They stated that learners' achievement of a near perfect standard may individually vary to the

degree in motivation, sensitivity to accuracy, age and education factors which are beyond a teacher's control.

However, teachers should pay attention to the development of self-correction techniques and self-monitoring strategies. Self-correction is the ability to correct oneself when a pronunciation error has been pointed out by teachers or peers. It is critical that the teacher helps to develop strategies which will allow the learner to self-correct and self-monitor by focusing on motivation (learners should understand why accuracy of oral production is important), explanations (description and demonstration appropriate to proficiency levels), practice (adequate opportunities to practice) and feedback (receive supportive and accurate feedback from teachers and learners in class).

Factors that cause difficulties in Ghanaian schools especially in the Primary and Junior High Schools are the many obstacles teachers face including insufficient English language skills. As for learners, they wish they could speak English fluently but most of them think that English is too challenging for them to be competent because of interference from the mother tongue. They are also sometimes too shy to speak English.

2.7 How to use Phonological Awareness to Improve Reading in the Classroom

The most interesting finding from research on phonological awareness is that, critical levels of phonological awareness can be developed through carefully planned instruction which has a significant influence on children's reading and spelling achievement (Ball and Blachman,1991; Bradley and Bryant, 1985; Byrne, Shavelson, and Muthén, 1989,1991; 'O' Conner, Jenkins, Leicester and Slocum 1993).

One way in which phonological awareness can be used to improve reading competence is by providing opportunities for struggling readers to practice phonemic awareness skills daily. Most instructions can be incorporated into the context of meaningful reading or writing

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(Waddington 2000). Instructors or teachers may begin simple tasks requiring the recognition of pairs of words that rhyme. Teachers can demonstrate the production of phonemes to children and teach them tasks that include sound blending, segmentation and deletion among others.

Phonemic awareness affords learners the opportunity to play with and manipulate sounds which helps them acquire the sounds needed for reading unconsciously. Wise (2016) emphasizes that phonemic awareness is an essential skill to teach kids who are beginning to read. It is beneficial to show a printed material to the child and talk about the sounds and structure of words.

Learners should be engaged in playing letter games or phoneme substitution games to enhance the development of phonemic awareness. Anyidoho (2005) suggests the use of phonic and look-and-say techniques to teach pronunciation. It is pointed out that the children first learn the regular sound patterns of English (e.g. /æ / as in man). This is quite essential because in pronunciation, the sounds of the letters rather than their names are usually used.

Teachers can use phonological awareness to improve reading in the classroom by carrying out activities that measure phoneme level awareness on blending and deletion skills, Gillon (2007). Gillon (2007) again suggests that monitoring and classroom observational assessments should be regular so as to measure children's phonological awareness skills.

2.8 Strategies in Teaching Phonological Awareness

To teach phonological awareness effectively, researchers have tried and recommended a number of strategies which teachers, parents and other educationists can make judicious use of. The National Reading Panel also recommended some common tasks which instructors can use to improve learners' phoneme awareness. These have been categorized into Primary Tasks (isolation, identity, categorization, among others) and Activities and Games (word, syllable and

phoneme counting, sound deletion and segmentation) Ladders to Literacy (Notari-Syverson, 'O' Connor and Vadasy 1998).

Training in pronunciation is another useful method or strategy that could be used to create phonological awareness. Smith (1981) argues that consciousness and awareness raising are important in second language acquisition though Krashen's (1985) position was that pronunciation is acquired naturally. Acton (1984) reported in detail on a programme of instruction focusing on the link between pronunciation, affective personality and social context, which was designed to help learners whose pronunciation had fossilized. However, no empirical evidence of its success was offered.

Providing learners with clue words is another helpful strategy to enhance reading. Johnson's & Watson's (2005) reading by analogy could also be a useful tool to measure phonological awareness. In a seven (7) year longitudinal study the children were asked to read a list of forty (40) or less words. They were again given five (5) clue words to help them read the forty (40) words by analogy on a second showing. For example, prior exposure to "ring" should enhance the pronunciation of "sing". If children failed to read the word it was pronounced for them. The instructors removed the clue words and then showed children the forty (40) words again. The researchers explained that the items were taken from Muter, Snowling and Taylor (1994). Their conclusion was that there was a gain in reading skills after the exposure to clue words.

Another strategy known as "non-word reading" by Johnson and Watson could also be administered by instructors to measure pupils' phonic reading skills. The instruction requires children to read simple CVC non-words such as hig, nal, kug, gok, lan, mip fik, pos in a pre-test and post-test tasks. If a child is given a correct score he or she pronounces all the three sounds correctly in context free English pronunciation. This means that a sound is correct if it has that pronunciation in any English word. If a child performs below expectation he or she should be

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tasked to read both CVC non-words and different types of one syllable non-words. They could be asked to read words with initial consonant blends, final consonant blends, vowel digraphs, vowel lengthening silent 'e' and initial consonant blends with vowel digraphs. The non-words, as the name implies, may not necessarily be real words. Instructors should let children say each non-word and check if an acceptable pronunciation is produced.

Other strategies to use to test phonological awareness include Sound Instruction (Rauth and Stuart, 2008), The Schonell Spelling Test (Schonell and Schonell, 1952), Reading Test (France, 1981) and several others. All these strategies have been tested and proven effective in assessing pupils' phonological awareness as well as enhancing their reading abilities. The researcher therefore decided to employ Sound Instruction by Rauth and Stuart, to ascertain the impact of phonological awareness skills on the reading competences of form one pupils in St. Francis Junior High School.
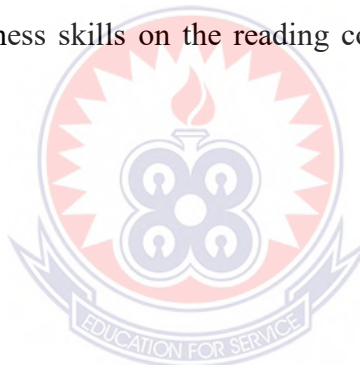
CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents the research methodology employed to carry out the study. These are the research design, population, sample and sampling procedure, the research site, the instruments used in collecting the data, data collection protocol and the administration of the instruments. The study was carried out during three periods per week for five weeks.

3.1 Research Design

The study was undertaken using a qualitative research design. This research approach has been widely used by various researchers because the researcher gets the opportunity to investigate the meanings that people ascribe to their behaviour, actions and interactions with others (Ashley 2018). Qualitative research produces descriptive data which the researcher interprets by transcribing, coding and giving an analysis of trends and themes. This research approach allows the researcher to study things within their natural settings, Denzin and Lincoln (1994). The researcher used the qualitative research approach in order to obtain first-hand information and data from respondents in their natural environment and then interpret their views.

Qualitative research methods have different types which include interview, content analysis and case study, Bhat (2018). The researcher used case study which is a type of qualitative research method. A case study research typically observes the characteristics of an individual unit such as a child, a clique, a class, a school or a community, (Arthur 2012). It again helps the researcher get an in-depth knowledge about the subject under study. A case study of the impact of phonological awareness on the reading competences of form one pupils of St. Francis

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Junior High school was carried out. The study also involved the use of descriptive type of case study. This is because of "its flexibility and rigor" Baxter and Jack (2008).

3.2 Population

The population of a research refers to a large group of people or objects that are under study. These people or objects usually share some common characteristics or traits. Researches are conducted for the benefit of all the people or objects under study but due to the numbers, it is usually expensive and time consuming to work with all the individuals in the population. So, researchers have to select a sample from the larger group to work with. The population for this study was the form 1 students of St. Francis Junior High School- Jirapa in the Upper West Region of Ghana.

The general characteristic shared by these pupils is that they had reading problems. The researcher conducted the study in this particular school because she taught in the school and was familiar with all the difficulties they encountered with the form one pupils when they arrived from Primary six (P6). The pupils' inability to read affected all the areas of the curriculum, even the pupils' mother tongue (L1) is no exception.

3.3 Sample and Sampling

A sample in research refers a part of the larger population that the researcher has selected to work with. A simple random sampling technique was used in selecting the sample for the study. The rational for using this technique was to avoid any bias in the selection of the target group. The researcher made thirty-six paper cut outs. She wrote the counting numbers one (1) to twenty (20) on only twenty of the cutout pieces. The pieces of paper were folded and put into a box. The researcher shook the box to ensure that the pieces mixed together. The pupils were then asked to pick a piece each from the box without looking into the box. Pupils who picked pieces of

paper without numbers on them were asked to stand on one side and those whose papers had numbers also stood on another side. Those whose papers had numbers written on them were then picked for the study. So, the sample size for the study was twenty (20) form 1 pupils.

3.4 Research Site

The study was carried out in St. Francis Junior High School in Jirapa in the Upper West Region of Ghana. There are twelve teachers in the school including the head teacher. St. Francis Junior High School has two streams, "A" and "B" but one headteacher. Majority of the pupils in this school are natives of Jirapa. The rest are wards of traders and workers who live in the town.

This school was selected for the study because it is among many others that do not perform well in the Basic Education Certificate Examination (BECE). The reason, among others, being that most of the pupils cannot read and understand the examination questions. It was in lieu of this the researcher, who teaches in the school and doubles as the head of the academic board, was mandated to test the reading abilities of all pupils who are admitted into the school from primary six and any other pupils who come to the school on transfer.

Also, the researcher had been managing the school library and interacts with lots of pupils during the library period and sometimes after classes. It was sad to know that some of the form one pupils were unable to recognize even the names of the letters of the alphabet. Their knowledge in English sounds is nothing to write home about. This trend of events in the school propelled the researcher to find out if Phonological Awareness (PA) could impact positively on the pupils reading competences.

3.5 Data Collection Protocol

The data collection protocol is simply about the procedure the researcher employed in carrying out the study. The researcher first informed the headteacher about the study she wanted to undertake in which she would need assistance from him, the language teachers, some teachers who teach other subjects, some form one pupils and possibly some parents. The headteacher was very excited to hear this and welcomed the idea. An emergency staff meeting was convened during the second break time to inform the teachers. During the afternoon closing assembly, the headteacher announced to the whole school about the study and pleaded with the pupils to cooperate with the researcher to carry out the study.

The head teacher again called the Parents and Teachers Association (PTA) chairman and discussed with him. He (the PTA chairman) quickly mobilized other parents to meet in the school the following day. The researcher explained her intentions to the parents the next day and five of them were sampled for an interview just to solicit their views about the performance of their wards in reading. A date was then fixed for the interview.

3.6 Research Instruments

The research instruments the researcher employed to undertake the study were observation, interview and test. They helped the researcher acquire the information she required for the study. The researcher observed activities of both teachers and pupils. She later interviewed some pupils, teachers and parents. Tests were also used to collect data on pupils' performance in English sounds. Their reading abilities were tested using the tests.

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3.6.1 Observation

The researcher made use of this instrument in order to obtain instant description of events. One other advantage of observation is that it is relatively inexpensive compared with questionnaire. The researcher did not have to spend money printing many questions for pupils, teachers and parents. The researcher spent the first week of the study observing teachers and pupils. She observed them both in and outside the classroom. She observed the teachers' attitude to work: punctuality, regularity, relationship with pupils in and out of class, their teaching methods, the use of teaching and learning materials and their relevance to the lessons and whether they spoke English with pupils or not. The pupils were observed in terms of their attendance, attitude in class, obedience to rules and regulations in the school, whether they communicated with their teachers and mates in English.

Again, teachers and pupils were observed during three reading lessons to ascertain pupils' pronunciation and reading abilities. The researcher further observed dictation lessons to find out pupils' auditory perception. During the observation the researcher realized that most pupils could not communicate in the English language and their reading abilities were so appalling. In the dictation lessons too, pupils scored very low marks.

The researcher assumed that the pupils could not read because they did not have any knowledge of the sounds in English hence their inability to combine them in order to pronounce words and read sentences and even spell words that were dictated to them. It was also seen that apart from the pupil's text book, no other Teaching and Learning Materials were used in the teaching and learning process. Probably, the methods used in teaching also accounted for the pupils' poor performance. The observation revealed that some factors might have accounted for the poor reading and spelling. The researcher then hoped to find answers to why no TLMs were used in lesson delivery and why the pupils performed poorly in the dictation and reading lessons.

She decided to find the answers by interviewing some teachers, the headteacher and the pupils themselves.

3.6.2 Interview

Interviews as instruments in qualitative research studies help the researcher acquire direct and authentic information from respondents. There are several types of interviews. These include structured, semi-structured and unstructured interviews, Fontana and Frey (2000).

Kvale (1996) asserts that getting to understand what is said by the interviewee is key to any qualitative interview session. The researcher did the interview using both structured and unstructured interview sessions. In the structured or standardized interview, the researcher prepared questions in advance and used them for the collection of data from respondents. The researcher asked some questions that were not prepared in advance owing to some responses given by some of the interviewees. The respondents were however assured of confidentiality in whatever responses they gave.

The researcher, with the permission of the respondents, audio recorded some of the interview sessions especially with some of the teachers. She also recorded some sessions with the parents whose wards were in year one but the study made use of the teachers' interview because the teachers interacted with the pupils in the classroom and had reasonable knowledge of the pupils' reading abilities. The researcher organized some of the interview sessions in the classroom, some in the staff common room and others under trees. Two weeks were dedicated for the interview. The researcher interviewed some respondents individually and later in groups. The researcher pilot tested the interview questions in St. Agnes Junior High School, also in Jirapa in the Upper West region. This was done to ascertain the validity and reliability of the questions.

The researcher prepared an interview guide which she used to carry out the interview. She had pre-informed the headteacher, all the teachers and the form one pupils of her intention to

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carry out her research study in the school if they would assist her. The idea was welcomed by all. On the stipulated day one of the interview, the headteacher of the school was the first to be interviewed in his office. The headteacher sometimes taught English language in the absence of any of the English language teachers. The headteacher was asked questions about the number of years he had worked in the school as the headteacher. He was again asked to give a general picture of the school's performance in the Basic Education Certificate Examination. The causes of pupils' low or high performance were also asked and his suggestions for a remedy were solicited as well.

Following the headteacher's interview were those of the teachers. Some of these interview sessions took place in the staff common room and some under trees. Teachers who had lessons in the morning were interviewed in the afternoon and those who had lessons in the afternoon had their sessions in the morning. The teachers' interviews were conducted in the English Language. The researcher found out from teachers the performance of pupils in the subjects they taught with particular reference to reading. They were expected to give reasons for the pupils' performance and suggest ways for improvement. They were again asked to state any problems that hindered the effective teaching and learning of phonological awareness in the school and the impact its deficit had if any. They were to suggest strategies to use to teach phonological awareness to assist pupils read better.

The pupils' interview sessions were scheduled in such a way that it would not distract their normal lessons. Arrangements were made during the break periods and sometimes after classes and during their free periods. The researcher appealed to the pupils to give honest responses and assured them of confidentiality. The pupils were asked to honestly rate their own reading abilities. They gave reasons for their abilities or inabilities to read. They were asked about their

knowledge in phonological awareness and the benefits that knowledge could offer. They gave suggestions as to what could be done to help them improve their reading competences.

The researcher visited some of the parents of some year one pupils in their homes to pre-inform them about the date of the interview. The Parents and Teachers Association (PTA) chairman was the first to be contacted and he then identified some other parents the researcher could contact. Dates were scheduled for the researcher to visit them again for the interview. Three of them volunteered and came to the school to be interviewed making the work much easier for the researcher. The researcher actually preferred to visit parents in their homes for the interview in order to see the conditions under which pupils learn at home but did not want to infringe upon the rights of the parents if they wanted to be interviewed in the school.

With the exception of parents who were non-literates, the interviews were conducted in the English language. The parents were asked to tell the performance of their wards with regards to reading. They ascribed several reasons for the pupils' abilities or inabilities to read and gave their suggestions concerning what to do to remedy the situation. The responses given during the interview sessions were key ingredients in the data analysis and interpretation. Samples of the interview guides for pupils, teachers and parents are in appendix A, B and C of this research report.

3.6.3 Tests

The tests were to assess the pupils' phonological awareness and reading abilities. It began with the administration of tasks involving identification of letter names and letter sounds. The researcher provided pupils with sheets of paper on which were written some letters of the alphabet. Pupils were asked to identify them and say them aloud to the researcher who also had a similar paper in hand. The researcher recorded the letter names and sounds that were pronounced correctly by pupils. This was done individually away from the sight of the other pupils.

In another exercise they were given phonemes on paper to blend orally and then write them on the same sheets of paper. She gave some examples to guide pupils with the blending. The researcher read to pupils where they could not identify the words. They then blended the sounds to form words. For example, the phonemes /p/ /I/ /t/ was given for them to pronounce and put together. Pupils also did phoneme segmentation activities where they pronounced words and broke them into their individual phonemes. For instance, using the word "pit", they were to segment it into /p/ /I/ /t/.

Further exercises were on syllable identification and counting and syllable blending. In the identification of syllables, pupils were asked to pronounce given words that were written on paper and to identify the syllables in each word and count them. They were asked to read the words aloud to the researcher and break the words into syllables. They afterwards counted the number of syllables in each word and wrote them on the papers they were given.

Pupils were again taken through the reading of high frequency words picked from Ellie Barret's Ullo phonics book, page 73. These were simple words used in daily conversations. The words were also written on papers and given to each pupil. They read the words to the researcher who marked those that were pronounced correctly.

There was another test in which pupils read a short passage from the form one English textbook. This was also an individual reading test. Pupils were given the passage on a paper to read to the researcher. As pupils read, the researcher recorded each pupil's ability to identify words in terms of mispronunciation of words, skipping of words, reading fluently, reading with pauses and their use of punctuation marks. She later discussed pupils' performances with them. This was done in the school library.

3.7 Validity and Reliability of Data

The researcher employed three instruments in carrying out the study. Observation was the first to be undertaken. Teachers and pupils cooperated tremendously with the researcher. The researcher was able to obtain the information needed. The researcher's observation results were confirmed by the teachers' and pupils' responses to the interview questions. A conducive atmosphere was created for pupils, teachers and parents to give accurate and frank responses to the interview questions.

Teachers, pupils and the literate parents acknowledged the fact that inadequate phonological awareness knowledge accounted for the pupils' inability to read and their poor performance in the Basic Certificate Examination. The teachers and pupils iterated that not much attention is paid to the teaching of phonological awareness at the Kindergarten and primary school levels. The results of the interview and tests testified that the teachers and pupils shared the same sentiments. Therefore, the researcher could confidently conclude that the research instruments provided valid and reliable data for analysis and interpretation.

3.8 Data Analysis Plan

The researcher gathered data from scores the pupils obtained in the tests. Tables and bar graphs are used to illustrate the marks pupils obtained in the tests. The results of the assessment tasks and interviews are in the next chapter.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION

4.0 Introduction

This chapter deals with the results of the data gathered during the observation, interview and tests. The analysis was done based on the observation findings and also the research questions posed in the first chapter of this study. The research questions were used to find out from respondents the impact of phonological awareness on the reading competences of form one pupils of St. Francis Junior High school, factors that militated against the effective teaching and learning of phonological awareness and strategies that could be used to best assist pupils improve upon their reading competences.

The researcher used the tests to find out pupils' knowledge of sounds in English and the benefits of that knowledge with regards to reading. She further found out from teachers their experiences in teaching, awareness of the sounds of English language, the influence the sounds have on reading abilities, problems encountered in teaching sounds and their suggestions. The researcher had the opportunity to interview pupils and a fraction of parents to elicit their views on phonological awareness.

The impact of phonological awareness is simply about the effect or influence phonological awareness will have on the reading competences of pupils. Knowledge of the sounds in a language (phonological awareness) is very crucial in learning any alphabetic writing system. The researcher tested pupils on their awareness of phonemes in the English language using some phoneme manipulation exercises. She administered another test to ascertain their knowledge of syllables in words. There was also a reading test to find out pupils' reading abilities. The results of the tests are discussed below.

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4.1 Analysis of the Test Results

The analysis of the test results was done starting from the phoneme identification test results. This was followed by the results on phoneme blending test. Syllable identification and counting test result was also analyzed. The reading test result was the last to be analyzed.

4.1.1 Phoneme Identification Test Results

The test in phoneme identification was to unravel pupils' knowledge in the English sounds. It revealed that majority of them lacked knowledge of the phonemes in English. They could not pronounce the phonemes. Most of them called out the letter names instead of the sounds. They however called out the letter names correctly but lacked knowledge in the sounds.

From the data, no pupil scored zero in the phoneme identification test. Five pupils (5) scored one (1) mark each in this test. This is a representation of twenty-five percent (25%). Seven pupils scored two (2) marks each, which represents thirty-five percent (35%). Three marks each were scored by six pupils. This indicates thirty percent (30%) of pupils. Two pupils had four marks each which is ten percent (10%) of their number. No pupil scored five marks and above in this test. The table and graph below show a summary of the phoneme identification test.

Table 4.1.1 A Summary of Phoneme Identification Test Results

Marks	Number of pupils	Percentage (%)
0	0	0
1	5	25
2	7	35
3	6	30
4	2	10
5	0	0
6	0	0
7	0	0
8	0	0
9	0	0
10	0	0
Total	**20**	**100**
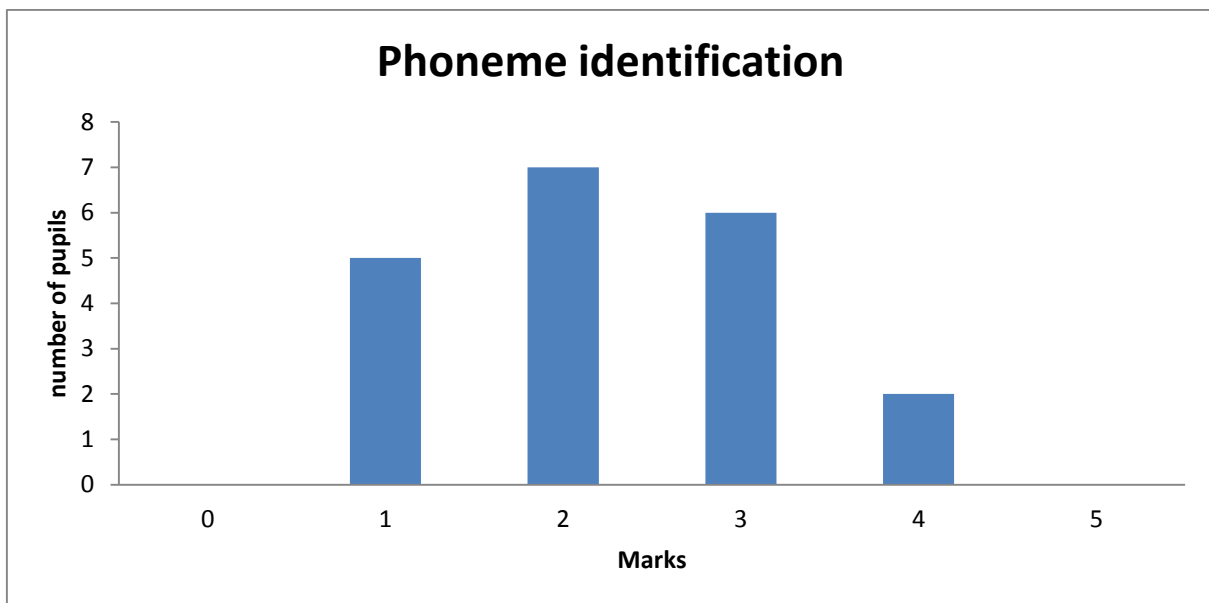
Figure 4.1.1 Bar Graph of Phoneme Identification Test Results

Table 4.1.1 and figure 4.1.1 above indicate that the pupils scored very low marks in the overall phoneme identification test. Although no pupil had zero in the test, the results clearly showed that they had no idea about sounds. The highest mark was four (4), which was scored by only two pupils. The lowest mark was one (1) scored by five (5) pupils. Out of the ten marks, no pupil was able to score half of the marks. Majority of the pupils scored two marks. This low performance is due to their lack of knowledge in the phonemes of English Language.

4.1.2 Phoneme Blending Test Results

Phoneme blending involves pronouncing the different phonemes separately and then putting the sounds together to form words. The pupils were unable to pronounce the individual sounds. The results of this test showed that out of the twenty (20) pupils, four (4) had one (1) mark each. This was twenty percent (20%) of the group. A fraction of twenty-five percent (25%) of the pupils scored two marks each from the test. Seven others had three marks each representing thirty-five percent (35%). Fifteen percent (15%) of the pupils scored four (4) marks. This means that only three of them scored four (4). A single pupil scored five in this test. That was just five percent (5%) of the group. No pupil scored six marks and above. There was no zero score either.   Table 4.1.2 and Figure 4.1.2 summarize the test results.

Table 4.1.2 Summary of Phoneme Blending Test Results

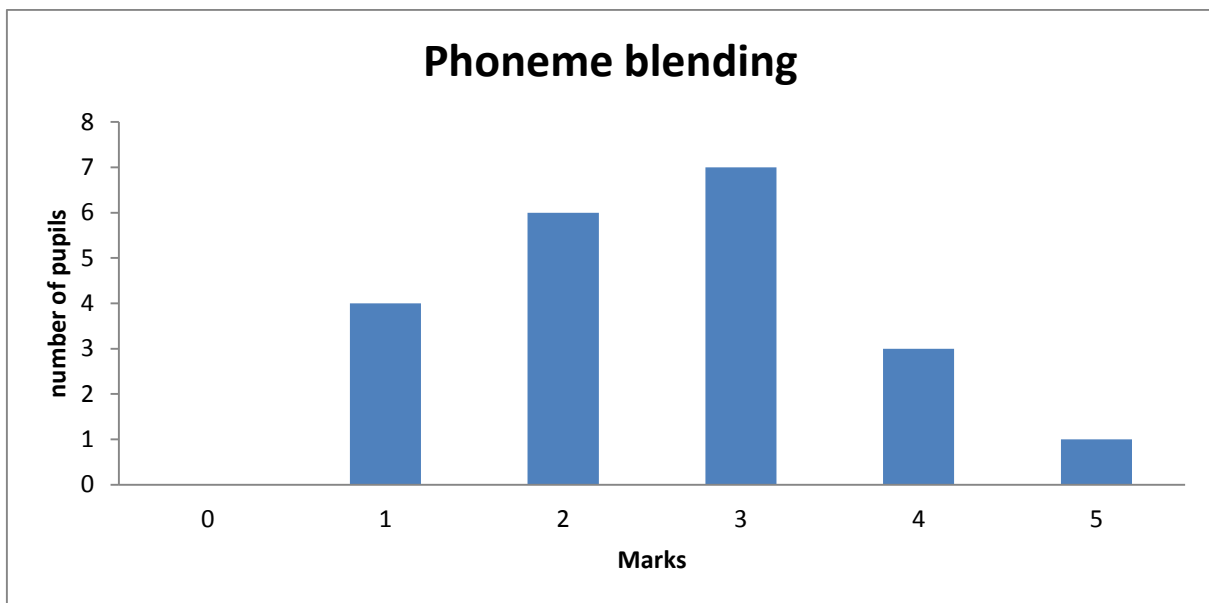| Marks	Number of pupils	Percentage (%)
0	0	0
1	4	20
2	5	25
3	7	35
4	3	15
5	1	0
6	0	0
7	0	0
8	0	0
9	0	0
10	0	0
Total	**20**	**100**

Figure 4.1.2 Bar Graph of Phoneme Blending Test Results

From table 4.1.2 and figure 4.1.2 of the phoneme blending test results above, pupils were unable to pronounce the sounds. Only one pupil struggled through the pronunciation of some of the sounds and scored five marks which was the highest score in the overall test results. The lowest was one (1) mark, scored by four pupils. Their scores in the test were not encouraging. The most scored number was three (3) which was scored by seven pupils. No pupil could get beyond six marks. Their poor performance was an indication of their poor knowledge in the phonemes of the language. They could identify only the names of the letters of the alphabet but not the sounds. This implies that they were not phonologically aware of the English language sounds

4.1.3 Syllable Identification and Counting Test Results

Pupils' ability to identify that words are broken into smaller parts for easy pronunciation was tested. There was evidence of pupils' lack of knowledge of syllables in words.

The test saw five pupils getting zero. This represents 25%. Seven pupils scored just a mark each, representing 35%. Fifteen percent (15%) of the pupils had two marks each and that stands for only three of them. Ten percent (10%) of them scored three marks each, indicating just two (2) pupils. One pupil each scored (4), (5), and (6) marks respectively, representing five percent (5%) each. No one however scored above six (6) marks. The table and graph below show a summary of the test results.

Table 4.1.3 Summary of Syllable Identification and Counting Test Results

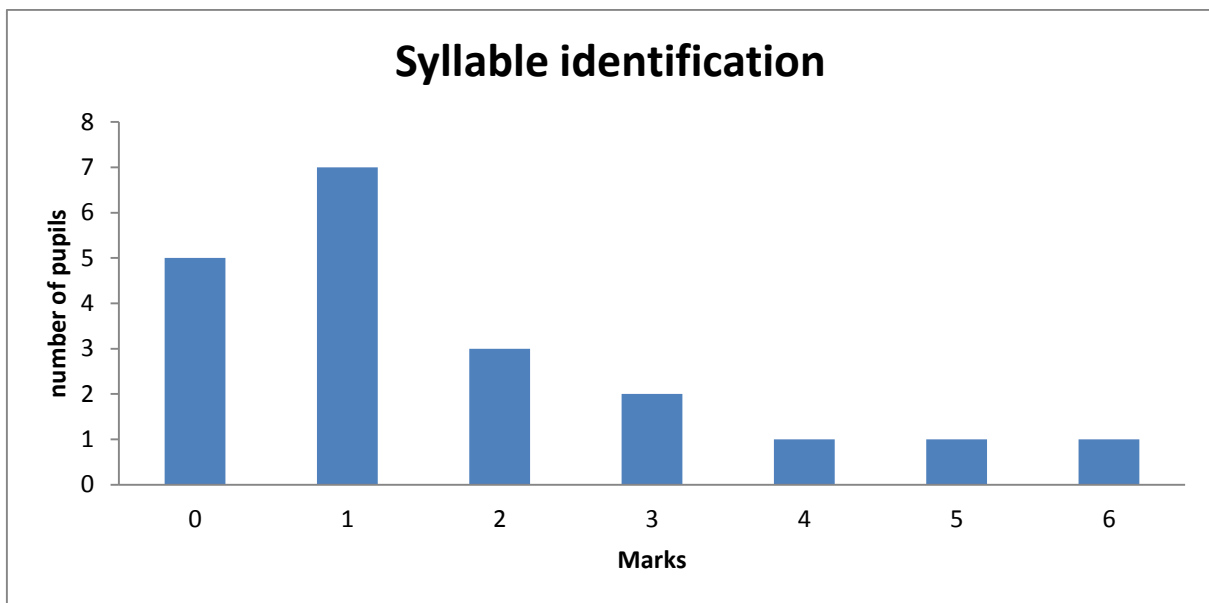| Marks	Number of pupils	Percentage (%)
0	5	25
1	7	35
2	3	15
3	2	10
4	1	5
5	1	5
6	1	5
7	0	0
8	0	0
9	0	0
10	0	0
Total	**20**	**100**

Figure 4.1.3 Bar Graph of Syllable Identification Test Results

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The syllable identification and counting test results from table 4.1.3 and bar figure 4.1.3 above indicate another poor performance. Pupils had no idea that words could be broken into smaller pronounceable parts (syllables) to enhance reading. The highest score in that test result was six. Only a single pupil had that number. The lowest mark was zero. As many as five pupils scored zero according to the syllable identification and counting test results. None of them could score seven (7) marks and above. This implies that pupils lacked knowledge of breaking words into readable units which affected their performance immensely.

4.1.4 Reading Test Results

The pupils' reading abilities were also tested. The test was basically aimed at testing pupils' pronunciation of words, skipping of words, making pauses, punctuation problems, fluent reading and slow reading. Pupils' reading test revealed four pupils mispronouncing words indicating 20%. Five pupils skipped words as they read. This represents 25%. Thirty percent (30%) of them made several pauses while reading. That was done by six (6) pupils. Four pupils did not realize the presence of punctuation marks anywhere in the passage. That fraction of them was 20%. None of them could read the given passage fluently. The result showed one pupil read most of the passage but at a snail's pace and that covered five percent (5%). This is enumerated in the table and bar graph beneath.

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Table 4.1.4 Summary of Reading Test Results

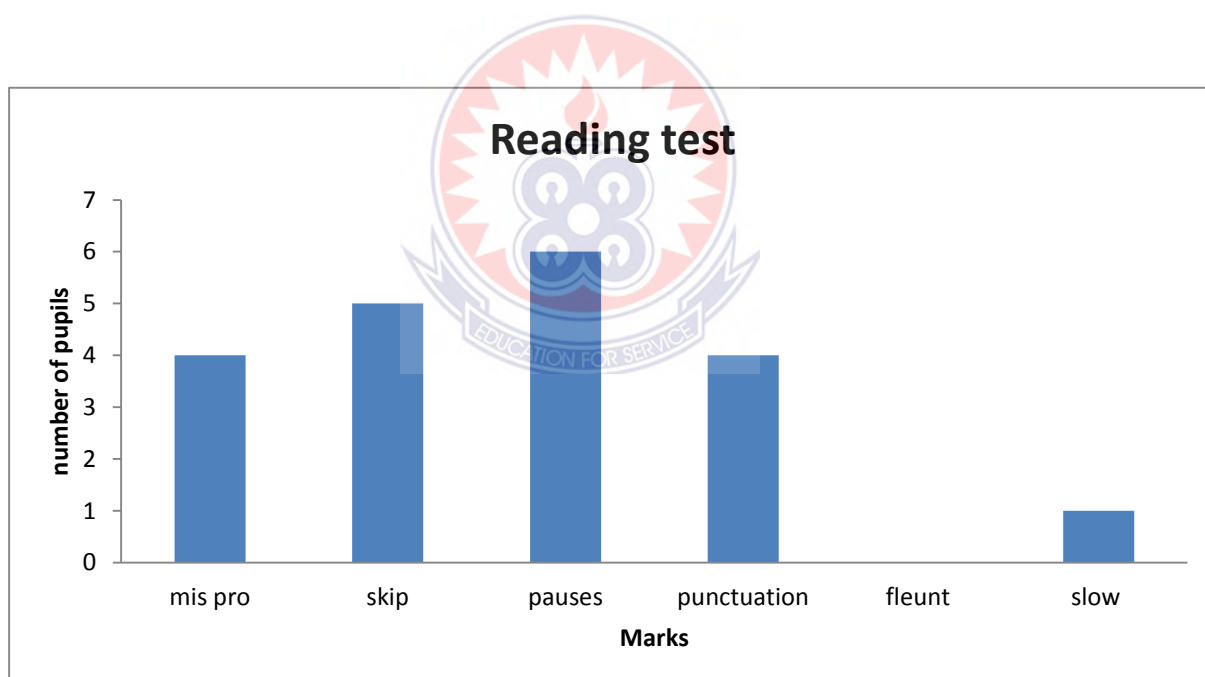| Reading Problem	Number of pupils	Percentage (%)
Mispronunciation	4	20
Skipping words	5	25
Making pauses	6	30
Punctuation problems	4	20
Fluent reading	0	0
Slow reading	1	5
Total	**20**	**100**

Figure 4.1.4 Bar Graph of Reading Test Results

The results of the reading test were also not encouraging. No pupil could read fluently. Making several pauses when reading was thirty percent and that was the highest of all the reading difficulties identified. The lowest reading performance from the results was fluent reading. Pupils

found it extremely difficult to read the passage fluently because they could not pronounce most words without help from the researcher. This implies their lack of knowledge of the sounds in the language. They could not identify the letter sounds hence could not blend them into words and sentences. These results all proved that phonological awareness plays a very important role in the reading abilities of pupils of St. Francis Junior High School.

4.2 Analysis of the Interview Findings

The interview findings were analyzed based on the research questions that were used to carry out the study. The data collected were based on the responses given by participants. The data gathered on the impact of phonological awareness was the first to be analyzed. The second research question about the factors that inhibit the teaching and learning of phonological awareness followed and the last one was the strategies to use to best assist pupils learn phonological awareness.

4.2.1 Impact of Phonological Awareness on the Reading Competences of Pupils

The results of the observation and interview revealed that phonological awareness had a lot of influence on the reading competences of pupils. It was indicated by twenty-eight of the participants that being phonologically aware will enhance pupils' reading and spelling abilities. This twenty-nine out of the thirty participants is (96.6%). Thus, a great number of the group was of the view that if the pupils in the school are taken through some phonological awareness skills, they would be able to read any material given them.

Another issue that came up was that phonological awareness knowledge will result in a better performance of pupils in both internal and external examinations. Twenty-nine out of the thirty participants were of this view. This represents ninety-three point three percent (93.3%) of all the participants. For instance, one participant said "if we introduce our pupils to phonological

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awareness skills, by the time they get to form three, they will be able to read well and pass their exams". A section of the participants was of the view that phonological awareness knowledge will encourage pupils to develop the interest in reading. All the pupils, four teachers and two parents were of this view. This number represents eighty-six points six percent (86.6%). They explained that pupils do not have interest in reading because they lack the knowledge of the sounds in the language but if they are able to identify these sounds and use them, they will gain some interest to read.

Vocabulary acquisition and communication were also benefits that participants said pupils could gain if given assistance in acquiring phonological awareness. Twenty-eight participants, representing ninety-three point three percent (93.3%) said it would help pupils acquire new vocabulary as they interact with print because they would have the ability to read. They would then use the vocabulary in their daily conversation.

4.2.2 Factors Hindering the Teaching and Learning of Phonological Awareness

Participants enumerated so many factors that inhibit the teaching of phonological awareness in the school. These included, lack of teaching and learning materials, lack of support from parents, non-inclusion of phonological awareness in the curriculum, pupils' lack of interest in reading, teachers' inadequate knowledge in the subject matter, insufficient supervision of schools by Ghana Education Service officers, lack of in-service training sessions, workshops and seminars for teachers and failure of the kindergarten and primary school teachers to begin the teaching of phonological awareness from the lower classes.

Lack of teaching and learning materials was the most common factor identified by the participants. All the thirty of them lamented on the non- availability of these materials to help in the teaching and learning process. This means that hundred percent (100%) of them were of this

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view. This was very evident during the observation because the language teachers taught their lessons without the use of any teaching and materials.

Nineteen of the participants, a representation of sixty-three percent (63%) complained of lack of parental support and unfavorable home conditions as another factor affecting the teaching and learning of phonological awareness. It was revealed that some parents do not provide their wards with the basic things that would help them learn. They indicated that most parents spend money buying expensive clothes to the neglect of their wards' education. One of them said parents are deceived by the fact that there is free education and just dump their children on the teachers. They also explained that the socio-economic background of some pupils does not favour them to perform well in school.

Some participants complained that phonological awareness is not included in the syllabus which according to them, contribute to teachers' inability to teach it. Ten participants representing thirty-three percent (33%) were of this view. They said due to the absence of phonological awareness skills development in the syllabus, some language teachers just teach with the aim of preparing pupils for examination but due to their inability to read, these pupils usually fail in their examinations.

Some participants explained that the pupils do not like reading these days. They focused their attention on mobile phones and the television, watching and following various television series. They said the pupils do not show any interest in reading. The pupils themselves confirmed that they spend more time watching the television, playing with friends and roaming in town. Twenty-seven of the participants shared this view. This is ninety percent (90%).

Lack of supervision of teachers by GES officers was yet another factor given as contributing to the poor performance of pupils and inhibiting the teaching and learning of phonological awareness. Three of the thirty participants explained that Ghana Education Service

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did not send officers to the school often to check on teachers' and pupils' activities. Due to this, "teachers did what they wanted". This indicates that ten percent (10%) of them shared this view.

A further factor that could be affecting the teaching and learning of phonological awareness was stated as teachers' lack of knowledge in the subject matter. Nine out of thirty said some teachers do not possess the requisite skills to teach the subject but due to lack of teachers they just appoint them to teach English. Nine participants representing thirty percent (30%) of the group shared this assertion.

Other respondents said in-service training courses for teachers and the inclusion of phonological awareness at the teacher training college curriculum would help teachers deliver their lessons efficiently. Eight participants shared this assertion and prayed that through this study the government or somebody would hear and pay heed to their plight. This number represents twenty- six point six percent (26.6%).

Finally, a section of teachers and pupils bemoaned that pupils were not taught the sounds in English at the Kindergarten and primary school levels. They said if pupils had had some knowledge of the sounds, reading at the Junior High School would have been much easier. Twenty-two of them lamented on this issue which is seventy-three point three percent (73.3%).

4.2.3 Phonological Awareness Strategies to Best Assist Pupils to Improve upon their Reading Skills

The participants, when asked what could be done to solve problems associated with pupils' lack of knowledge of English sounds, proposed some methods to use in teaching to ensure that pupils grasp the sounds in the language. Some participants said if pupils were taken through lots of dictation lessons it would help them develop phonological awareness skills. Only four of the group shared this view. This in percentage is thirteen percent (13%).

Three of the participants asserted that if teachers who teach subjects other than English would teach some sounds and a bit of reading within their lessons it could also help curb this problem. They indicated that these teachers could ask pupils to read in class and guide them so as to not create the impression that only the English teachers should teach reading. Ten percent (10%) was their number in terms of percentages.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMANDATIOS

5.0 Introduction

This chapter is presented in three sections. The first section deals with the summary of the study, the second offers the researcher's conclusions and the last section presents the researcher's suggestions for further study.

5.1 Summary of the Study and Findings

The research was aimed at finding answers to the research questions posed in the first chapter of the study. These questions were about the impact or influence of phonological awareness on the reading competences of pupils, factors that hindered the teaching of phonological awareness and strategies that could be used to help improve upon pupils' reading abilities.

5.1.1 Research Question 1: What is the Impact of Phonological Awareness on the Reading Competences of Pupils of St. Francis Junior High School?

It was revealed from the study that pupils could not read and spell. This was evident in their dictation and reading lessons during the observation which was confirmed with the results of the tests the researcher administered. It was found that pupils did not have knowledge of the sounds in English which was the reason for their poor performance in the tests. If they did, it would have enhanced their reading and spelling abilities. It was also clear that pupils' lack of knowledge of sounds affected their performance in class exercises and assignments. It as well affected their communication skills and would probably affect their final grade in the Basic Education Certificate examination if something was not done about the situation. Pupils were seen communicating with their peers and even with teachers in the local language. This was no

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fault of theirs because they did not have the vocabulary with which to communicate in English. Phonological awareness skills would be most beneficial to these pupils.

5.1.2 Research Question 2: What Factors Inhibit the Teaching and Learning of Phonological Awareness?

Several factors according to this study accounted for the ineffective teaching and learning of phonological awareness. It was realized that no teaching and learning materials were available for teachers and pupils to use. This made teaching and learning difficult because lessons were always taught in abstract and learners had to learn in the same way. It was seen that the school had only a few copies of the English language textbook one. Two or three pupils had to use the same book during reading lessons which did not help in the teaching and learning process. When learners were asked to read from the books, they had to pull the book in front of them making the other pupils mere spectators.

It was again realized that some teachers lacked the requisite skills to teach the subject. The teachers themselves needed lessons in phonological awareness before they could teach it effectively. Pupils, according to this study, were not given any training in the use of sounds at the Kindergarten and lower primary school levels. So, that explained their poor performance in the tests.

The failure of some parents to provide the basic needs for their wards was realized to affect pupils' performance in school. Some pupils came to school without any writing materials and sat in class throughout the day writing nothing. This definitely affected them because at the end of the day, they had nothing to show as evidence of being to school and also nothing to take home to read on their own.

The teaching syllabus for English did not make provision for phonological awareness. However, there was a topic on consonants and vowels which did not give enough details for the

novice teacher to enrich his or her knowledge and be in the position to teach the consonant and vowel sounds effectively. It was revealed that even the language teachers skipped that topic.

Another factor that was a hinderance according to the findings of the study was pupils' lack of interest in reading. It was revealed that pupils preferred watching movies on their mobile phones and on the television to reading. The pupils themselves confirmed that they enjoyed watching movies and were even regular followers of popular television series such as Kumkum Bhagya, Gangaa and several others. This attitude contributed to their inability to perform well in their examinations.

5.1.3 Research Question 3: What Phonological Awareness Strategies can be used to Best Assist Pupils of St. Francis Junior High School Improve upon their Reading Skills?

The researcher observed that the teaching strategies used by some of the teachers, especially those teaching language, were not favourable for the pupils to achieve much at the end of the day. Teachers taught using the lecture method. This method is not good enough for beginners like the pupils in St. Francis Junior High School.

The study again revealed that teachers used dictation lessons to teach phonological awareness or the sounds in English. The teaching of phonological awareness would have yielded much result if teachers used the phonics method. Pupils would be exposed to different activities and games that would help them acquire these skills unconsciously.

Phoneme manipulation is also very useful in helping pupils gain phonological awareness skills. Phoneme identification, phoneme blending, phoneme segmentation and phoneme deletion would make pupils play with sounds in such a way that these sounds become part of them. Syllable manipulation is another important strategy to instill phonological awareness in pupils. The awareness would be created in them that words can be broken into parts that would make it easier for pronunciation. Syllable identification, syllable blending, syllable segmentation and syllable

deletion are activity oriented strategies to use to enhance the acquisition of phonological awareness.

5.2 Recommendations

The researcher made recommendations based on two sub headings. The first sub heading was on the research findings. She explained what could be done to improve upon the findings. The second subheading showed recommendations made by the researcher that could be considered for further research.

5.2.1 Recommendations Based on the Research Findings

Based on the data collected and analyzed, the researcher wishes to make the following suggestions:

- Teachers should ensure that they upgrade their skills from time to time to be abreast with current issues pertaining to the teaching of English language.
- Teachers should teach lessons with strategies that will have pupils participate fully in the activities.
- Pupils should also be encouraged to minimize the time spent watching television and playing with their phones. They should find a good library and get some books to read and polish their English.
- Headteachers, teachers and parents should collaboratively award pupils who read the most books in a term to boost their morals and encourage others to emulate.
- Curriculum designers should include phonological awareness in the English language syllabus at all levels of pre-tertiary education in the country.
- English language should be taught by qualified teachers who are equipped with the requisite skills to handle the subject effectively.

- The Ministry of Education (MoE) and Ghana Education Service (GES) should in consultation and collaboration with Non-Governmental Organizations (NGOs), organize in-service training sessions, workshops and seminars for teachers to develop professionally in their respective subject areas.

- Teachers at the Kindergarten and primary school levels should begin the instruction of phonological awareness skills at that level so that by the time pupils climb higher on the educational level, they are already skilled to read fluently. This will lessen the burden on the Junior High School and Senior High School teachers.

- Teachers in the meantime could find best strategies to teach phonological awareness from the internet to help them teach efficiently.

- Headteachers and teachers could adopt phoneme and syllable manipulation strategies to teach phonological awareness in their schools.

- The government should provide funds for Metropolitan, Municipal and District Directors of Education (MMDDEs) to buy fuel for officers to effectively supervise the activities of teachers and pupils in schools.

- Parents should be entreated to monitor the activities of their wards properly at home. They should make sure pupils stay at home to study and ensure they spend less time on the television.

- Periods for reading lessons on the school timetable should include the teaching of phonological awareness.

- Teachers should sometimes take pupils to the library for reading instead of relying on the few torn English text books all the time. That attitude has made pupils think that everything about reading is just the class text book.

5.2.2 Suggestions for Further Research.

The researcher realized from the study that both pupils and teachers blamed the primary school teachers for not introducing pupils to phonological awareness. A further research may be conducted to verify this assertion. Secondly, the study was done in only one school in the Municipality. Another study could be conducted in other Junior High Schools to ascertain what pertains there.

5.3 Conclusion

After critically analyzing the data collected, it is evident that phonological awareness will have a positive impact on the reading competences of pupils. This will be possible if qualified teachers handle the subject and teach using recommended strategies combined with appropriate teaching and learning materials.

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APPENDIX A

SAMPLE INTERVIEW QUESTIONS FOR OTHER TEACHERS

1. Are pupils able to read in your subject area?

   What in your opinions is responsible for their ability or inability to read and spell?

2. What do you do when they are unable to read in your class?

3. What should be done to remedy the situation?

4. What have you done in your own small way to assist your pupils to read in your subject area?

5. Do you think someone should be blamed for this? Who should carry the blame?

6. Have you heard of phonological awareness? (Explain phonological awareness to him or her if answer is negative).

7. Do you think the teaching of phonological awareness is important? Explain your answer, please.

8. At what level of education do you think teaching of phonological awareness would be appropriate?

9. What reading materials are available to your pupils in terms of your subject area?

10. What should be done about the teaching and learning of phonological awareness at the basic education level in Ghana?
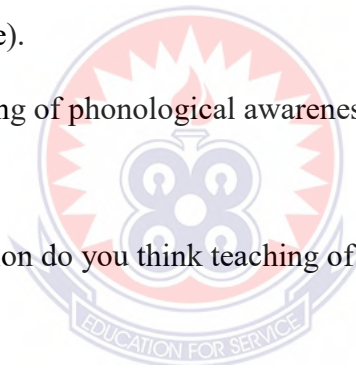
APPENDIX B

SAMPLE INTERVIEW QUESTIONS FOR LANGUAGE TEACHERS

1. Do you have any idea what phonological awareness is?

2. Were you taught phonological awareness in the training college?

3. Do you think phonological awareness is important? Please explain your answer.

4. Are your pupils able to read and spell?

5. What in your opinion is responsible for their ability or inability to read and spell?

6. Do you teach your pupils any phonological awareness strategies?

7. What hindrances are there in the teaching and learning of phonological awareness in our schools?

8. What do you as a language teacher do to help your pupils acquire reading skills?

9. What reading materials are available to your pupils to read?

10. At which level of education do you think teaching of phonological awareness would be appropriate?

11. What should be done about the teaching and learning of phonological awareness at the basic education level in Ghana?

APPENDIX C

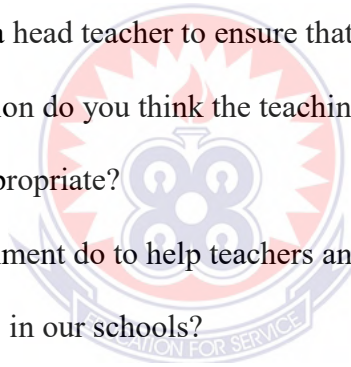### SAMPLE INTERVIEW QUESTIONS FOR THE HEAD TEACHER

1. How many years have you worked in this school as a head teacher?

2. Do your pupils perform well in their Basic Education Certificate Examination (BECE)?

3. Are your pupils able to read and spell?

4. What in your opinion accounts for their ability/inability to read and spell?

5. Have you heard of phonological awareness? Explain if answer is negative)

6. Do you think having phonological awareness knowledge would help pupils in their reading and spelling?

7. What should you be done to ensure that pupils acquire phonological awareness skills?

8. What would you do as a head teacher to ensure that your pupils are able to read and spell?

9. At what level of education do you think the teaching and learning of Phonological awareness would be appropriate?

10. What should the government do to help teachers and pupils in the teaching and learning of phonological awareness in our schools?

APPENDIX D

SAMPLE INTERVIEW QUESTIONS FOR SAMPLED PARENTS

1. What is your level of education?

2. Is your ward able to read?

3. What do you think accounts for your ward's ability or inability to read?

4. What sort of materials does your ward read at home?

5. What help do you offer him or her at home to improve upon his or her reading abilities?

6. What would you wish to be done to help him or her become a better reader?

7. Have you heard of phonological awareness? (Explain phonological awareness to parents if answer is in the negative)

8. Do you think knowledge in phonological awareness will improve your ward's reading competences?

9. What do you suggest to be done to help him or her?

10. At which level do you think the teaching of phonological awareness is appropriate?
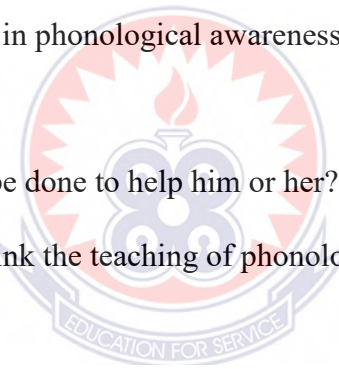
APPENDIX E

SAMPLE INTERVIEW QUESTIONS FOR FORM ONE PUPILS

1. Can you identify the letters of the alphabet?

2. Can you read?

3. What in your opinion accounts for your ability or inability to read?

4. Do your teachers ask you to read in class?

5. How do you feel when you are unable to read in class?

6. How do your teachers react to your ability or inability to read in class?

7. Do you like reading? What sort of materials to you read in school and at home?

8. Does someone help you to read at home?

9. Have you heard of phonological awareness (PA)? What is it about? (Explain briefly what PA is to pupil)

10. Do you think phonological awareness knowledge is important?

11. In your opinion, what factors hinder the teaching and learning of phonological awareness?
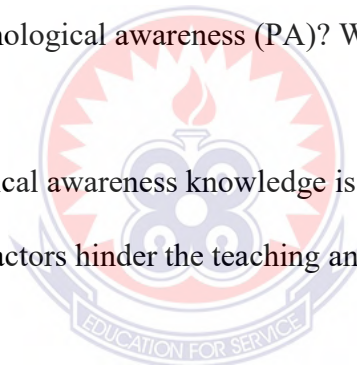
APPENDIX F

PHONOLOGICAL AWARENESS

PHONEME IDENTIFICATION TEST

PUPIL'S NUMBER: ……………………..   DATE: ………………………

Read the questions carefully before answering them.

Examples. A). The first sound you hear in the word "fish" is /f/.

B). What are the sounds in "pig"?   Answer: /p/ /I/ /g/'

Identify the first sounds in the following words.

1. Book   ……………………….

2. Sip   ………………………..

3. Duck   ……………………...

4. Milk   ………………………….
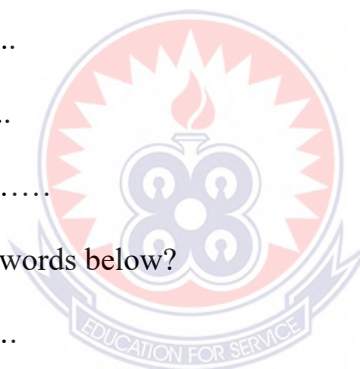
What are the last sounds in the words below?

5. Top   ……………………….

6. Penpal ……………………

7. Need   ………………………

What are the sounds in the following words?

8. Put   …………………………

9.Card   ………………………

10. Vanish   ……………………

APPENDIX G

SAMPLE PHONOLOGICAL AWARENESS

PHONEME BLENDING TEST

PUPIL'S NUMBER: ……………………..   DATE: …………………………………

INSTRUCTION: *Blend the phonemes below in words.*

1. /P/ /a/ /t/   ………………………………………..…….

2. /S/ /I/ /t/   ………………………………………..……

3. /M/ /o/ /p/   ……………………………………...…………

4. /B/ /e/ /t/   ………………………………………..…….

5. /R/ /o/ /b/   ………………………………………………..…

6. /F/ /a/ /t/   ……………………………………………………...

7. /T/ I/ /p/   …………………………………………..…….

8. /R/ /u/ /n/ /s/   ………………………………………………………

9. /P/ /u/ /t/   …………………………………………………………

10. /B/ /e/ /n/ /d/   ……………………………………………………

APPENDIX H

SAMPLE PHONOLOGICAL AWARENESS

PHONEME SEGMENTATION TEST

PUPIL'S NUMBER: ……………………..   DATE: ………………………

INSTRUCTION: *Break each of the following words into its separate sounds.*

1.Tin   ……………………………………..

2.Pot   ……………………………………..

3.Gum   …………………………………………

4.Drag   …………………………………………

5.That   …………………………………………

6.Chips   ………………………………………....

7.Dot   ……………………………..……..

8.Sink   …………………………………………

9.Son   …………………………………………

10.Find   ………………………………………….

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APPENDIX I

SAMPLE PHONOLOGICAL AWARENESS

PHONEME DELETION TEST

PUPIL'S NUMBER: ……………………..   DATE: …………………….

INSTRUCTION: *Say the following words without their first phonemes*

 Example: If "s" is deleted from the word "son", what word will be left? Answer: on

1.Think ……………………….

2.Son ………………………….

 3.Throw …………………………

 4.Rich …………………………….

 5.Blend ………………………….

 6.Skill ……………………….…..

 7.Play ………………………………..

8.Many ……………………………

9.Bin …………………………………

10.Tray ……………………………

APPENDIX J

SAMPLE PHONOLOGICAL AWARENESS

SYLLABLE IDENTIFICATION

PUPIL'S NUMBER: ……………………..   DATE: ………………………………

 INSTRUCTION: *Identify and hum, clap or tap the syllables in the given words.*

Example: How many syllables are in the word "driver"? Answer: Dri – ver (2)

1.Tiger   ………………………………………

2.Begin   ………………………………………

3.Capital   ……………………………..……..

4.Decided   …………………………..…………….

5.Calabash   ………………………………………….

 6.Identification   ………………………………..………

 7.Family   …………………………………………..

 8.Gentleman   ……………………………….……….

9.Discrimination   ……………………………….……….

10.Arrival   …………………………...……………

APPENDIX K

PHONOLOGICAL AWARENESS

PASSAGE READING TEST

PUPIL'S NUMBER: ……………………..   DATE: ………………………………

INSTRUCTION: *Read the passage below carefully.*

The Addos came to Accra about 50 years ago. Before that they lived in Winneba. Joseph Addo was the man who decided it was time to move the family home to the capital. He left his father and mother, Joshua and Margret, in Winneba, and took his young wife Susan to a small house on the edge of Accra. They didn't have any children at that time, but soon after their arrival in Accra, Susan had a daughter, Mary. Two years later there was a son, John. For five years after that there were no more children, and then their last child, Hannah was born. The children are all grown up now and have families of their own. Mary is married to a man called Kwesi Ocran and Hannah to a man called Simon Larbie. Everyone knows John's wife as Mamme Baaba.