

Relevance of Phonological Awareness Intervention to a Jordanian EFL Classroom

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Abstract

Building on Tamimi and Rababah (2007), the present study investigates the efficiency of explicit phonological awareness intervention in contrast with formal classroom instruction on developing phonological awareness skills for Jordanian EFL second-graders in a governmental school. Based on some views (Adams 1990, Yopp 1992, Stanovich 1994, and Chard and Dickson 1999), a phonological training program was designed with focus on five phonological awareness skills: segmentation, isolation, deletion, substitution and blending, and on their respective sub-skills. On measures of Robertson and Salter's (1997) Phonological Awareness Test (PAT), the experimental group that had undergone 15 40-minute phonological awareness sessions outperformed in deletion, substitution and blending skills the control group which continued to receive formal classroom instruction based on Action Pack 2. The findings corroborate previous research conclusions favoring explicit phonological awareness interventions, and thus call for integrating phonological awareness interventions in Jordanian basic stages' curricula.

Keywords: phonological awareness, segmentation, isolation, deletion, substitution, blending, PAT test, Action Pack