

The Effects of Phoneme Activity Program on Preschoolers' Phonological Awareness

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This study investigated the impact of teaching strategies, specifically phoneme activities program with playfulness in body gesture activities embedded, on preschoolers' phonological awareness. The study adopted a quasi-experiment design with pretest, posttest, and delayed posttest. Children aged from 4 years 8 months to 6 years 6 months participated in the study ($N = 53$). They were recruited from preschools in Taitung County. A total of 28 children were assigned to one experimental group (phoneme group), and the remaining 25 were assigned to the control group. Preservice teachers were recruited and trained to teach both groups. The intervention spanned 5 weeks. Phonological awareness tests were administered before and after the intervention. The findings revealed that the phoneme activities implemented in the experimental group had a significant positive impact on participants' phonological awareness abilities compared with the control group, and also had a delayed effect. The implications of the study findings were discussed, and potential topics for future research were proposed.

Keywords: Early Reading, Zhuyinfuhao, Phoneme, Phonological Awareness

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