Home Literacy Environment and Phonological Awareness Skills in Preschool Children

Participating in activities such as book reading before learning to read makes it easier to learn the letters' names, shapes, and sounds. Individuals who have difficulty in recognizing letters experience problems in decoding words in the future. This study aims to analyze the differences between the knowledge of early literacy experiences of parents whose children are typically developing (TD) 5-6 year-olds and children who have language impairment (LI), and between children's existing phonological awareness skills and early literacy experiences. The sample of the study consists of a total of 20 preschoolers aged 5-6 (3 girls and 7 boys with LI, and 4 girls and 6 boys with TD). Ankara Development Screening Inventory was used to determine the developmental performance of children. The children were assessed by using the Phonological Awareness Checklist. Family Literacy Questionnaire is used in order to collect information about the characteristics of home literacy environment. The results from the study reveal that children with TD and children with LI differ in terms of phonological awareness and early literacy experiences within the family. It also reveals that children with LI and their families display lower performance in the related skills (p<.05).

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Phonological awareness is an important pre-literacy skill because if there are difficulties in this area it can often lead to reading and writing difficulties. Children develop phonological awareness skills in a sequential pattern which is as follows: The ability to hear rhymes and alliteration. Hearing words in spoken language. Phonological awareness is an important set of skills to develop throughout early childhood and primary school. It is strongly linked to later reading and spelling success. We can think about phonological awareness as a sequence from basic phonological awareness skills, to more complex ones. See the Phonological Awareness: Staircase to success diagram. These later phonological awareness skills can be targeted to extend children who have a strong interest in sounds and words. When working on phonological awareness with early communicators and early language users (birth – 36 months), the relevant phonological awareness skills are syllables and rhymes. Best practice in phonological awareness intervention for children with speech disorder. Gail Gillon, PhD and Brigid McNeill, PhD College of Education University of Canterbury. Disclosure. Focus on reading comprehension and home and school literacy environments. 45 countries assessed 4th- 5th grade children and administered parental and school principal questionnaires. Average age of USA children = 10.2 years. 12, 726 US children assessed, 370 schools. Children with disability or language barriers excluded (6.5%). Home literacy environment of pre-school children with intellectual disabilities. Journal of Intellectual Disability Research, Vol. 53, Issue. 12, p. 1024. Effects of onset density in preschool children: Implications for development of phonological awareness and phonological representation. Applied Psycholinguistics, Vol. 30, Issue. 2, p. 339.