

A Case Study of Phonics Instruction and its Effect towards Students Phonemic Awareness in a Japanese Elementary School

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1. Introduction: Overview of Phonics Instruction Worldwide

According to Adams (1990), “phonics refers to a system of teaching reading that builds on the alphabetic principle, a system of which a central component is the teaching of correspondences between letters or groups of letters and their pronunciations” (p.50). Phonics was developed by elementary school teachers in the United States in the 1800s to help children who have difficulty learning to spell (Takeda, 2007). At present, phonics instruction is widely used not only for native speakers in English-speaking countries, but also all over the world for ESL and EFL learners.

Plenty of studies have proved that phonics has an important role in the fundamental skill of reading literacy. Whitehurst and Lonigan (2001) reported that the foundational skills of phonological processing print-awareness and oral-language influence learning to read. Their report indicates that those who lack these skills would have problems with reading. Awareness of the alphabet is also an important skill for reading literacy. Since English utilizes phonograms, or (a letter or combination of letters that represent a sound), it is impossible to develop reading skills without knowing the pronunciation of each phoneme (Allen-Tamai, 2013). Phonics lessons enable learners to acquire this knowledge and relevant skills.

However, there are also controversial issues related to phonics instruction. One of them is in regards to when to introduce phonics. Many researchers suggest that phonics should be introduced at an early stage of English learning. Research has proved that there is a positive relationship between the awareness of sounds in spoken words and the stage at which literacy acquisition begins (Allen-Tamai, 2013). In the case of the current English education in Japan, students' first exposure to English sounds in a school setting begins in the 5th grade of elementary school.

This section will discuss the English phonemes and what problems Japanese learners might experience. Next, it will discuss the effect of

Japanese learners' phonemic awareness on learning English. Lastly, it will compare phonics instruction for L1 and L2, and introduce phonics instruction in Japan.

1.1 Phonemes of English and Difficulties Experienced by Japanese Learners

A phoneme is the smallest unit of sound that distinguishes one word from another. Since sounds cannot be written, it uses letters to represent or stand for the sounds. It is generally agreed that there are approximately 44 sounds in English (Wikipedia, 2017), with some variation dependent on accent and articulation. The 26 letters of the alphabet represent the 44 English phonemes individually and in combination. A written representation (a letter or cluster of letters) of one sound is called grapheme.

According to the Dyslexia Reading Well (2016), the 44 English sounds can be divided into two major categories – consonants and vowels. A consonant sound is one in either which the airflow is cut off, partially or completely, when the sound is produced. In contrast, a vowel sound is one in which the airflow is unobstructed when the sound is made. The vowel sounds are the music, or movement, of the English language (Dyslexia Reading Well, 2016).

The 44 phonemes represented below are in line with the International Phonetic Alphabet.

Phoneme (speech sound)	Graphemes** (letters or groups of letters representing the <i>most common</i> spellings for the individual phonemes)	Example
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Consonants

1.	/b/	b, bb	big, rubber
2.	/d/	d, dd, ed	dog, add, filled
3.	/f/	f, ph	fish, phone
4.	/g/	g, gg	go, egg
5.	/h/	H	hot
6.	/j/	j, g, ge, dge	jet, cage, barge, judge
7.	/k/	c, k, ck, ch, cc, que	cat, kitten, duck, school, occur, antique
8.	/l/	l, ll	leg, bell
9.	/m/	m, mm, mb	mad, hammer, lamb
10.	/n/	n, nn, kn, gn	no, dinner, knee, gnome
11.	/p/	p, pp	pie, apple

12.	/r/	r, rr, wr	run, marry, write
13.	/s/	s, se, ss, c, ce, sc	sun, mouse, dress, city, ice, science
14.	/t/	t, tt, ed	top, letter, stopped
15.	/v/	v, ve	vet, give
16.	/w/	W	wet, win, swim
17.	/y/	y, i	yes, onion
18.	/z/	z, zz, ze, s, se, x	zip, fizz, sneeze, laser, is, was, please, Xerox

Consonant digraphs

19.	/th/ (not voiced)	Th	thumb, thin, thing
20.	/th/ (voiced)	Th	this, feather, then
21.	/ng/	ng, n	sing, monkey, sink
22.	/sh/	sh, ss, ch, ti, ci	ship, mission, chef, motion, special
23.	/ch/	ch, tch	chip, match
24.	/zh/	ge, s	garage, measure, division
25.	/wh/ (with breath)	Wh	what, when, where

Short vowel sounds

26.	/a/	a, au	hat, laugh
27.	/e/	e, ea	bed, bread
28.	/i/	I	If
29.	/o/	o, a, au, aw, ough	hot, want, haul, draw, bought
30.	/u/	u, o	up, ton

Long vowel sounds

31.	/ā/	a, a_e, ay, ai, ey, ei	bacon, late, day, train, they, eight, vein
32.	/ē/	e, e_e, ea, ee, ey, ie, y	me, these, beat, feet, key, chief, baby
33.	/ī/	i, i_e, igh, y, ie	find, ride, light, fly, pie
34.	/ō/	o, o_e, oa, ou, ow	no, note, boat, soul
35.	/ū/	u, u_e, ew	human, use, few, chew

Other vowel sounds

36.	/oo/	oo, u, oul	book, put, could
37.	/ōō/	oo, u, u_e	moon, truth, rule

Vowel Diphthongs

38.	/ow/	ow, ou, ou_e	cow, out, mouse, house
39.	/oy/	oi, oy	coin, toy

Vowel Sounds Influenced by r:

40.	/a(r)/	Ar	car
41.	/ā(r)/	air, ear, are	air, chair, fair, hair, bear, care
42.	/i(r)/	irr, ere, eer	mirror, here, cheer
43.	/o(r)/	or, ore, oor	for, core, door
44.	/u(r)/	ur, ir, er, ear, or, ar	burn, first, fern, heard, work, dollar

Source: (Reithaug, 2002)

** This list does not include all possible graphemes for a given phoneme.

In contrast with English, Japanese has a smaller phonetic inventory (22 sounds). Thompson (2001) states that the Japanese language is based on syllables rather than a phonetic system. There are only five vowels, though these may be distinctively long or short. Syllable structure is very simple (generally vowel + consonant or vowel alone). There are few consonant clusters. Furthermore, Kavanagh (2007) agrees that Japanese vowels can be short or long, and can be located in the initial, the medial and final part of words. Most Japanese beginners of English therefore tend to attach vowels after English words which end in consonants. For example salad becomes 'salada' and book becomes 'buku', catch, 'catchi' and egg, 'egu' (Kavanagh, 2007). Japanese learners find the more complex distinctions and sound combinations of English very hard to produce, and they may have even greater difficulty in perceiving accurately what is said.

According to Thompson (2001, p.297), some of the most noticeable problems for Japanese learners are as follows:

Vowels

1. /ɔ:/ and /əʊ/ are both pronounced as a long pure /o:/, causing confusion in pairs like *caught* and *coat*, *bought* and *boat*.

2. /æ/ and /ʌ/ are both pronounced as /a/, causing confusion in pairs like *lack* and *luck*, *match* and *much*.
3. /ɜ:/ becomes /ɑ:/: *tarn* for *turn*.
4. /ə/ becomes /ɑ:/, or else is replaced by the short vowel suggested by the spelling: /kɒmpo:zɑ:/ for *composer*.
5. Diphthongs ending in /ə/ are pronounced with /ɑ:/ instead: /ðeɑ:foɑ:/ for *therefore*.
6. /ɪ/ and /ʊ/ are devoiced (whispered) in some contexts, making them difficult for an English listener to hear.
7. /u:/ is rounded. Practice may be needed in words like *who*, *too*, and *unusual*.

Consonants

1. /l/ and /r/ are both pronounced as a Japanese /r/ (a flap almost like a short /d/), causing confusion in pairs like *glamour* and *grammar*, *election* and *erection*.
2. /h/ may be pronounced as a bilabial f /ɸ/ before /u:/: 'foo' for *who*. Before /i:/, /h/ may sound almost like /ʃ/ (so that *he* and *she* are confusingly similar).
3. Conversely, /f/ may be pronounced almost like /h/ before /ɔ:/: *horse* for *force*.
4. /θ/ and /ð/ do not occur in Japanese. They may be pronounced as /s/ and /z/ or /ʃ/ and /dʒ/: *shin* for *thin*, *zen* for *then*.
5. /v/ may be pronounced as /b/: *berry* for *very*.
6. /g/ may be pronounced /ŋg/ between vowels: 'binger' for *bigger*.
7. /n/ after a vowel may disappear (with nasalisation of the vowel), or may become /m/ or /ŋ/, depending on context: *sing* for *sin*.
8. /t/, /d/, /s/ and /z/ often change before /ɪ/ and /i:/ as follows:
 - /t/ becomes /tʃ/: 'cheam' for *team*.
 - /d/ becomes /dʒ/: *jeep* for *deep*.
 - /s/ becomes /ʃ/: *she* for *see*.
 - /z/ becomes /dʒ/: 'jip' for *zip*.
9. /t/ and /d/ often change before /ʊ/ and /u:/ as follows:
 - /t/ becomes /ts/: 'tsoo' for *two*.
 - /d/ becomes /dʒ/ or /z/: 'dzoo' for *do*.

Ohata (2004, p.13) argues that "... these problems are considered to be a clear illustration that Japanese students might be transferring the sound patterns of Japanese into English and producing allophonic consonants that are appropriate in Japanese but not in English."

1.2 Phonemic Awareness of Japanese Learners and its Effect on learning English

The Center on Teaching and Learning (CTL, website) defines phonemic awareness (PA) as "the ability to hear and manipulate the sounds in spoken words and the understanding that spoken words and syllables are made up of sequences of speech sounds."

Correlation studies have identified phonemic awareness and letter knowledge as the two best school-entry predictors of how well children will learn to read during their first two years of school (National Reading Panel, 2000, p. 2-1). Although PA does not constitute a complete reading program, it is a key component and critical foundational part of the complex literacy process. According to the National Reading Panel (2000), PA instruction helped all types of children improve their reading (preschoolers, kindergartners, normally developing readers, older struggling readers, etc.) and helped first graders improve their spelling. They also state that PA instruction boosts children's word comprehension. These findings support the notion that PA plays a fundamental role in reading alphabetic languages (National Reading Panel, 2000).

In contrast to the generally recognized significance of PA in reading English, there has been a developing awareness that the phoneme may not be the all-inclusive phonological base unit in reading across various languages or dialects (Perfetti, 2003). In terms of primary linguistic units, the writing systems of one language are different to another: alphabetic characters represent phonemes, syllabaries that signify syllables (such as Japanese *kana*) and logographies which signify morphemes (such as Japanese *kanji*). Ziegler and Goswami (2005) state in their *A Psycholinguistic Grain Size Theory* that these variances lead to dissimilarities in the application of phonological units in the reading process, even if the association of phonology is a common principle of reading. In general, it may be stated that English

readers depend upon phonemic information, because of the limited amount of information provided in alphabetic characters, while Japanese readers rely much less on phonology and more on holistic visual configuration of orthography (Koda, 2007).

Japanese learners of English to some extent seem to benefit from PA in the English reading comprehension (RC) process. Yoshikawa and Yamashita (2014) state in their *Phonemic Awareness and Reading Comprehension among Japanese Adult Learners of English*, that they have identified an indirect effect of PA on L2-English RC by adult readers with a non-alphabetic L1 background. They also state that the ability to use grapheme-phoneme correspondences rules seems to contribute more to RC than does the ability to read real words quickly. Furthermore, the link from PA to RC suggests that PA serves as a basis for L2-English reading among an L1-Japanese population. Finding an indirect effect of PA on RC indicates that phonological processing skills will help these readers process and comprehend written text information in their L2 (Yoshikawa & Yamashita, 2014, p. 477).

1.3 Phonics for L1 vs. L2 and Phonics Instruction in Japan

As already discussed briefly in the introduction above, phonics refers to

“a system of teaching reading that builds on the alphabetic principle, a system of which a central component is the teaching of correspondences between letters or groups of letters and their pronunciations” (Adams, 1990, p. 50).

According to the Wikipedia, phonics is “a method for teaching reading and writing of the English language by developing learners' phonemic awareness—the ability to hear, identify, and manipulate phonemes—in order to teach the correspondence between these sounds and the spelling patterns (graphemes) that represent them” (Wikipedia, 2017). Heilman (1998, p.27) adds, “phonics instruction is teaching letter sound relationships, and its purpose is to provide beginning readers with a means of identifying unknown printed words.” Thus, children can read books as soon as they able to identify

words by associating written letters with the corresponding speech sound, which they have already acquired. In line with Flesch that states, “learning to read means learning to sound out words” (Flesch, 1986).

Phonics instruction involves considerable practice with rhyming, segmentation and blending of sound patterns to establish correspondences with general spelling patterns (Lewkowicz, 1980). This assists word reading in units, defined as clusters of graphemes in a given environment, which have an invariant pronunciation according to the rules of English (Gibson, 1965, cited in Shu & Chwo, 2008). Phonics instruction, as pre-reading, is given to children in many introductory English courses in L1, English speaking countries. According to Patton (1994, p. 94), “Phonics is a common method of teaching new learners of English how to read in the United States. Teachers begin teaching phonics to students in kindergarten age 5 and 6 and continue teaching it until 2nd grade, age 7 and 8. Today phonics is taught for a minimum of 30 minutes every day during the first three years of school.”

One of many reasons why phonics can be beneficial for Japanese learners is because the Japanese accent is recognizable by the lack of /r/-/l/ distinctions (Major, 2001). In addition, the difference between the liquid consonants /r/ and /l/ is one of the most well-known and well-documented examples of the difficulty that Japanese learners of English face in distinguishing sounds (Mochizuki, 1981).

For Japanese learners of English, particularly who know neither English sounds nor word meanings, phonics can also be a useful and necessary teaching method. Matsuka (1992) suggests the importance of phonics instruction for Japanese learners. [Phonics] “...teaches them how to sound out letters one by one through phonics, Japanese children learn: (1) how to make correct English sounds, (2) how to independently read English words and sentences and, (3) how to spell out words they hear phonics provides the basics of English for beginning students.” (Matsuka, 1992)

In junior and high school, English is a compulsory subject, where phonics has been integrated into one of their teaching methods. However, in the case of English at elementary school, English education has a unique situation. In 2002, the Ministry of Education, Culture, Science and Technology (MEXT) allowed local governments and individual elementary schools to conduct

foreign language activities of their own choosing so long as these promote international understanding. Even though foreign language activities have been almost exclusively focused on English, the Japanese government does not acknowledge English as an official academic subject at the elementary school level. Elementary school students are supposed to learn English experientially and no explicit instruction on language is given. There is also no formal evaluation. Furthermore, Japanese children learn an L1 writing system completely different from English, which makes learning English letters and sounds more challenging. This study will investigate how teachers attempt to teach letters and students perception of this instruction and attainment in this unique environment.

Accordingly, the following research questions were posed:

1. Is there a relationship between students' backgrounds and their phonemic awareness?
2. What is the nature of phonics instruction at the school and how do students perceive it?

2. Methodology

2.1 Participants

The participants of this study were one hundred and eight Japanese elementary students (fifty-five females and fifty-three males) attending an elementary school in Iwate prefecture. Henceforth, it will be called School A. They were fifth and sixth graders at the time of data collection

2.2 Perception Test and Questionnaire

2.2.1 Perception Test

This perception test is taken from National Reading Panel (2000) report, where they used the six tasks to assess children's PA or to improve their PA through instruction and practice; isolation, identity, categorization, blending, segmentation, and deletion. However, because of the limitation of time and access to do a full treatment and test session at School A, it was difficult to assess all of the six categories. The researcher then decided to assess only three from the six tasks, which he considered the most suitable tasks to assess

the students' basic phonemic awareness. The assessed categories and tasks were:

1. Phoneme isolation, which requires recognizing individual sounds in words, for example, "Tell me the first sound in paste" (/p/);
2. Phoneme identity, which requires recognizing the common sound in different words, for example, "Tell me the sound that is the same in bike, boy, and bell" (/b/);
3. Phoneme categorization, which requires recognizing the word with the odd sound in a sequence of three or four words, for example, "Which word does not belong? bus, bun, rug" (rug);

The students listened to twenty-four English minimal pairs, or words that differ by only one phoneme, such as "rock/lock" and "big/pig." The English minimal pairs were produced and recorded by a male native speaker of American English. The students were asked to circle the word they heard on the answer sheet. These questions were chosen to assess students' phonemic awareness in School A.

2.2.2 Questionnaire

The questionnaire was conducted after the Perception Test. The examinees were supposed to answer the questions about students' background of English and the nature of phonics instruction at the school and how do students perceive it. The questionnaire were translated into Japanese to make it easier for the students to understand the questions. The students were told that what they wrote on their questionnaires would have nothing to do with their grades. The questionnaire was intentionally kept short so they could concentrate on their answers and consisted of 20 items. Most items on the questionnaire were yes/no questions or multiple choices except for a few items, which the participants were allowed to write their opinions. For part B of the questionnaire, the answer was based on the Likert Scale with four degrees from "strongly agree" to "do not agree."

3. Findings and Discussion

3.1 Relationship between background and students' phonemic awareness.

To investigate the relationship between students' background and their phonemic awareness, students were compared through the following groupings. The first grouping was *English outside school*, where students were grouped by where they studied English outside of the school. The second grouping was *foreign friend*, where students were divided by whether or not they had a foreign friend. The third grouping was *experience abroad*, where students were divided by whether or not they had lived abroad.

Table 1: Students' test scores grouped by English outside school.

Group	N	Min.	Max	Mean	SD
Juku	38	6	12	9.66	1.279
Private	35	7	12	9.89	1.278
Home	14	7	11	9.57	1.342
Not studying	21	6	11	8.76	1.300

Table 1 shows the descriptive statistics of the students' scores on the phonemic awareness test when classified by *English outside school*. SPSS was used for all statistics. There were a total of 12 points available on the test. Table 1 shows that there were 38 students who attended *juku*, or cram school, the lowest score in this group was 6 and the highest score was 12, with a standard deviation of 1.279 and a mean score of 9.66. From 35 students who attended private English lessons (one-on-one English lessons), the lowest score was 7 and the highest score was 12, with a standard deviation of 1.1.278 and a mean score of 9.89. From 14 students who studied English at home, the lowest score was 7 and the highest score was 11, with a standard deviation of 1.342 and a mean score of 9.57. In addition, from 21 students who were not studying English outside school, the lowest score was 6 and the highest score was 11, with a standard deviation of 1.300 and a mean score of 8.76.

Table 2 Students' test scores grouped by *foreign friend*.

Group	N	Min.	Max	Mean	SD
FF	27	8	12	10.04	1.224
NFF	81	6	12	9.38	1.338

FF = Foreign friend, NFF = No foreign friend

In the grouping *foreign friend*, there were 27 students who had a foreign friend, the lowest score in this group was 8 and the highest score was 12, with a standard deviation of 1.224 and a mean score of 10.4. On the other hand, there were 81 students who did not have foreign friend, the lowest score was 6 and the highest score was 12, with a standard deviation of 1.338 and a mean score of 9.38.

Table 3 Students' test scores grouped by *experience abroad*.

Group	N	Min.	Max	Mean	SD
Abr	7	10	12	10.29	0.756
No_abr	101	6	12	9.50	1.354

Abr = experience abroad, No_abr = No experience abroad

In the group *Experience abroad*, there were 7 students who had lived abroad, the lowest score was 7 and the highest score was 12. With a standard deviation of 0.756 and a mean score of 10.29. In addition, there were 101 students who had never lived abroad, the lowest score was 6 and the highest score was 12, with a standard deviation of 1.354 and a mean score of 9.50.

Relationship between students' background and their phonemic awareness

The mean scores from the three groupings above show about students' phonemic awareness. From Table 1 we can see that students who studied English either at home, *juku*, or through private lessons tended to have a slightly higher phonemic awareness score than those who were not learning outside school. Meanwhile from Table 2 we can see that students who have one or more foreign friends tended to have a higher phonemic awareness score than students who did not. It is shown by the mean score of 10.04 compared to 9.38. In addition, from Table 3, by the mean score of 10.29 compared to 9.50, we can see that students who had lived abroad (in English speaking countries) tended to have a higher phonemic awareness score than those who had not.

3.2 The nature of phonics instruction at School A and how students perceived it

3.2.1 Phonics instruction in School A

English is taught to each grade once a week at School A, which leads to a total of 35 classes per year. Each session lasts for 45 minutes. The name of the textbook used is *Hi, Friends!* and the teachers who are teaching English are the homeroom teachers, who are certified to teach at elementary school but not officially certified to teach English. From time to time, ALTs (Assisted Language Teachers), who are usually native speakers of English and/or “local experts,” are allowed to assist in the English classroom when available. Besides English activities in each class, there is also ET (English Time) once a week that broadcasts English to all students through the school audio speaker. This warm up activity lasts for 15 minutes before normal class begins.

Based on my observation of fifth and sixth grade, phonics occupies only a small portion of instructional time. It is given as a warm up activity every time English class starts. The activity usually consists of listening to a phonics song, and then the students repeat it by singing and chanting according with the song (e.g. English alphabet with examples of words started with those letters).

3.2.2 How do students perceive phonics instruction?

To investigate how students perceived phonics instruction, the researcher used a questionnaire, and students' answers were based on a four-point Likert Scale from “strongly agree” to “strongly disagree.” From 14 items on the questionnaire, the researcher chose 6 (item no. 1, 3, 4, 7, 8 and 10) that were related to phonics instruction at School A, the rest were about English subjects in general. The items and a summary of their responses can be seen in Table 4.

Table 4. Frequency and percentages of responses to questionnaire items

Item	s. agree	agree	disagree	s. disagree
1. I like English.	48(45%)	50(46%)	8(7%)	2(2%)
3. I like English activities in class.	45(42%)	43(40%)	14(13%)	6(5%)
4. I like learning about the English letters.	51(47%)	42(39%)	12(11%)	3(3%)
7. Learning about the sounds of English letters is fun.	51(47%)	40(37%)	12(11%)	5(5%)
8. Learning about the sounds of English letters has been useful for me.	63(58%)	34(31%)	6(6%)	5(5%)
10. Learning about the sounds of English letters at school has improved my pronunciation.	43(40%)	39(36%)	15(14%)	11(10%)

The first item was “I like English” and 45% (48 out of 108 students) said that they strongly agree, 46% (50 out of 108 students) agreed. Considering that all students have likes and dislikes with different subjects, it can be said that the majority of the participants enjoyed English classes at school. Item 3 was “I like English activities in class” and 42 % (45 out of 108) students answered strongly agree, while 40% (43 out of 108) students answered agree. From their answers, it can be said that most of the students enjoy the English activities in their class. Item 4 was, “I like learning about English letters”. Forty-seven percent (51 out of the 108) students answered strongly agree, and 39% answered agree. The next item, number 7, stated, “Learning about the sounds of English letters is fun,” and 47% (51 out of the 108) students answered strongly agree, and 37% (40 out of 108) students answered agree. From this result it can be said that majority of the students enjoy learning about English letters. However, the percentage is not as high as that of students who like English or English activities. The next item, number 8, stated, “Learning about the sounds of English letters has been useful for me,” and 58% (63 out of 108) students said strongly agree, and 31% (34 out of 108) students said agree. It can be said that most of the students think that learning phonics is important. The last item, number 10, was “Learning about

the sounds of English letters in school has improved my pronunciation,” and 40% (43 out of 108 students) answered strongly agree, and 36% (39 out of 108) students answered agree. From this result, it can be said that majority of the students consider that phonics instruction at school has been helpful to them.

4. Conclusion

Results from the present study suggest a possible relationship between students' background in English learning with their phonemic awareness; that is, students who studied English outside school seemed to have a higher phonemic awareness than those who did not. In addition, students who had foreign friend(s) had a good attainment in phonemic awareness, this also applied to students who had experience living abroad, especially in an English speaking country.

Regardless of the result of the test, the majority of the participants of School A seemed to perceive phonics instruction in a positive way. They seemed to consider phonics instruction to be helpful for understanding English words. They also thought that phonics instruction taught at school is enjoyable. In the researcher's mind, there can be many reasons why the students think that way. One of the reasons could be because the teachers teach phonics in an interactive way, and it is supported with media.

In conclusion, this study was exploratory in nature. Because students were not randomly selected and no statistical tests were performed, it cannot make generalizations outside of the context of School A. However, the results do offer some hints as to the potential of phonics instruction which should be investigated further. Namely, it indicated that Japanese students whose first language syllabary is markedly different from the English alphabet can develop phonemic awareness through periodic phonics training. However, students who receive additional instruction outside of school might have an edge. This needs to be investigated further.

There are other possibilities for future research in this area. The researcher would like to investigate how much elementary students can improve their English production skills if training (or treatment) is given, and what kind of training is effective for them. Future studies will require many refinements in the choice and construction of measurement instruments.

5. Appendix

5.1 Phonemic Awareness Test

Name : _____

A. Circle the first sound that you hear.

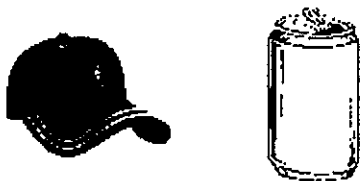
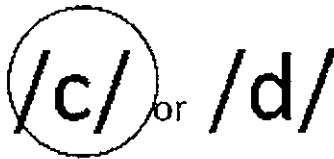
聞こえた音に○をしてください。





Example:		
Teacher: What is the first sound in "tiger"?		
Answer	/t/ iger	/d/iger

1.	/b/ig	/p/ig
2.	/d/ig	/t/ig
3.	/t/ape	/c/ape
4.	/k/ick	/kw/ick

B. Circle the same sound that you hear.




聞こえたものと同じ音に○をしてください。








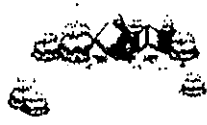




Example:		
Teacher: What sound is the same in "cap" and "can"?		
Answer		

1.		/f/ or /v/
2.		/f/ or /v/
3.		/l/ or /r/
4.		/l/ or /r/

C. Put a cross (X) on the picture that has a different first sound.

最初の音が他の二つと違うものに×をしてください

Example:			
Teacher: Which word does not belong "pin", "pan", "bug"?			
Answer	あ 	い 	う 

1.	あ 	い 	う 
2.	あ 	い 	う 
3.	あ 	い 	う 
4.	あ 	い 	う 

5.2 Questionnaire

A. Please read the following statements and tick (✓) your answer.

	Questions	Answer	
		Yes	No
1.	I have learned English outside school		
	<i>If the answer is "YES", where?</i>		
2.	I have foreign friends who speak English		
	<i>If the answer is "YES", what countries are they come from?</i>		
3.	I have lived abroad		
	<i>If the answer is "YES", where?</i>		

B. Please read the following statements and tick (✓) your answer. The statement in section B is about English activities in your school.

	Questions	Strongly Agree	Agree	Disagree	Strongly Disagree
		1	2	3	4
1.	I like English				
2.	I am interested in learning English				
3.	I like English activities in class				
4.	I like learning about the English letters				
5.	I know the names of all English letters				
6.	I like learning about the sounds of English letters				
7.	Learning about the sounds of English letters has been useful for me				

8.	Learning about the sounds of English letters has not been useful for me				
9.	Learning English letters sound makes me able to read English words				
10.	I now understand how to make the sounds of English letters				
11.	I now understand how to pronounce English words				
12.	My pronunciation has improved				
13.	I can speak with non-Japanese people using English				
14.	Speaking English is fun				

Column for comments and impressions. Please write down your comments ☺

1. What were your impressions about the English letter quiz?

2. What do you like about English activities at school?

3. What do you not like about English activities at school?

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