

Improving Phonological Skill in Government Primary School Student of Low Socioeconomic Status with Different Mother Tongue

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Abstract

Phonological awareness is critical for learning to read any language. There are differences in phonological awareness between children according to their number of letters known. It is difficult to achieve a good phonological skill in primary school students with different mother tongue. Everyday practice and picking the slow learners and giving a repeated continuous training for the slow learner can achieve a good phonological skill. Here we narrate an experience with 30 government primary school students of low socioeconomic status with different mother tongue achieving good phonological skills.

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I. INTRODUCTION

Phonological awareness refers to the ability to perceive and manipulate the individual speech sounds, known as phonemes, that make up connected speech (1). Studies indicate that young children can be taught phonological awareness and that

improvement in phonological awareness relates to better reading outcomes.(2). There is a

potentially causal link between phonological awareness skill and early literacy acquisition (3).

It is difficult to achieve phonological skill in government primary school students belonging to low socio economic and low education status. Various phonological skills required to improve their phonological skills. Here we discuss the various methods to improve the phonological skills of low socioeconomic status primary school students with different mother tongue. Here we narrate the experience of improving the phonological skill of 30 primary school students with different mother tongue. This article is to highlight how everyday practice can improve the phonological abilities in primary school students with different mother tongue.

II. DISCUSSION

Phonological ability is not accompanied by an innate ability, which allows children to manipulate phonological elements intentionally.(4). So it requires special training methods. Reading requires two different skills: children need to know how to identify printed words and how to comprehend written material.(5) In Government primary school, almost every student belongs to low socioeconomic status. Students with different mother tongue find it difficult even to pronounce the words of other languages. Only in the school hours, they have the opportunity to learn other languages. As because they speak in their mother tongue at home. Their parents belong to low education status, they don't have the ability to read books and teach their children. Over two years

in a Government primary school 30 students were observed for improvement in phonological skill with everyday practice. They all were taught languages everyday via black board and activity based learning cards. All children were trained the same letters and words even for a month to get expertise with letters. They were advised to write at home repeatedly. Periodically dictation, oral and written tests were conducted. After expertising with letters, words were taught and vocabulary of every student were maximised. In every class, individual difficulty of the student is identified and measures like asking the particular students to write and read the word practised. Among the 30 students, 15 students learnt to read the words in 3 months (Group A). 10 students took 7 months (Group B). 5 students took 10 months (Group C). Group A succeeded and got expertised in reading the words with routine everyday practice whereas Group B and C required special training with the same letters and words repeatedly. Group A also learnt other non language subjects easily compared to Group B and C. The education status of the parents of Group A is comparatively better than Group B and C. Parents of Group A are keen on knowing the status of their children by discussing with their children now and then. Group A used to complete their work at home whereas it is either incomplete or not done in Group B and C. Group A had good attendance whereas Group B and C had poor attendance. So Group B and C required starting from the beginning as they rejoin the school. Repeating the difficult words, asking the Group B and C students specifically to read and write difficult words improved their phonological skills.

III. CONCLUSION

To conclude the article, continuous practice at schools, picking the slow learners, concentrating on the slow learners can improve the phonological skill of the government primary school students of low socioeconomic status with different mother tongue.

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