

# Table of Contents

<b>Acknowledgement</b> .....	v
<b>Table of Contents</b> .....	vii
<b>List of Tables</b> .....	xiii
<b>List of Figures</b> .....	xiv
<b>List of Appendices</b> .....	xiv
<b>Abbreviations</b> .....	xv

<b>Chapter 1 Introduction</b> .....	<b>1</b>
1.1. English education in Japanese elementary schools — A historical summary	2
1.1.1. Beginning of English education in elementary schools	2
1.1.2. ‘English Conversation Activities’ preceding the introduction of FLA	3
1.1.3. Introduction of FLA into the elementary school curriculum	4
1.2. Aims and objectives	5
1.3. Rationale and research questions	6
1.3.1. The significance of teaching early English reading at the elementary school level	6
1.3.2. Research questions	9
1.4. Overview of the book	14

<b>Chapter 2 Phonological Awareness and its Importance for Japanese Children Learning English</b> .....	<b>15</b>
2.1. Introduction	15
2.2. Phonological awareness and its development	16
2.2.1. Definition	16
2.2.2. The levels of phonological awareness	17
2.2.2.1. Rhyme awareness	18
2.2.2.2. Syllable awareness	19
2.2.2.3. Onset-rime awareness as intrasyllabic awareness	19
2.2.2.4. Phonemic awareness	20
2.2.3. The development of phonological awareness	21
2.3. Phonological awareness and early reading development in L1	23
2.3.1. The influence of phonological awareness on learning to read	23
2.3.1.1. The large-unit hypothesis	23
2.3.1.2. The small-unit hypothesis	24
2.3.1.3. Toward a compromise of different conceptualisations — Phonological awareness as a unitary construct	25
2.3.2. The influence of reading development on the sophistication of phonological awareness	28
2.3.2.1. Knowledge of the alphabet	28
2.3.2.2. Reading experience in an alphabetic script	30
2.3.3. Discussion	31
2.4. Japanese children's phonological awareness and speech segmentation in L1	32
2.4.1. Japanese phonological units and the writing system	32
2.4.2. Japanese children's phonological awareness	34
2.4.2.1. Strategies used in counting and deleting syllables and phonemes	35
2.4.2.2. Causes in the development of phonological awareness at the phoneme level	38
2.4.3. The speech segmentation procedure of Japanese children	39
2.4.3.1. Speech segmentation and learning to read in an alphabetic language	39
2.4.3.2. The effect of language rhythm on speech segmentation	40
2.4.3.3. Characteristics of Japanese speakers' speech segmentation	41
2.4.4. Summary	44
2.5. Phonological awareness necessary for Japanese children in learning to read in English	45

2.5.1.	The effect of orthographic and phonological differences on learning to read	45
2.5.2.	The differences in phonological awareness necessary for early reading across languages	46
2.5.3.	The importance of multi-level phonological awareness in early English reading	48
2.5.4.	Summary	50
2.6.	The necessity of phonological awareness instruction for Japanese children learning English	51
2.6.1.	Cross-linguistic transfer of phonological awareness	51
2.6.1.1.	Evidence of the transfer of phonological awareness	51
2.6.1.2.	The factors affecting the transfer of phonological awareness	52
2.6.1.3.	The effect of L1 phonological awareness on L2 word reading	54
2.6.1.4.	Three questions that need to be answered	55
2.6.2.	The development of phonological awareness of Japanese children learning English	55
2.6.2.1.	The effect of the <i>Roma-ji</i> instruction	56
2.6.2.2.	The developmental progression of phonological awareness of Japanese children learning English — A hypothesis	58
2.6.3.	The importance of teaching phonological awareness to Japanese elementary school children	61
2.7.	The instruction of phonological awareness	64
2.7.1.	Features of the effective phonological awareness instruction	65
2.7.2.	The implications for the phonological awareness instruction for Japanese children	67
2.8.	The factors affecting the item difficulty in the phonological awareness assessment	70
2.8.1.	The target levels of phonological awareness	70
2.8.2.	Task differences	71
2.8.3.	The linguistic complexity of target phonological units	72
2.8.3.1.	The number of phonemes in the target stimuli	72
2.8.3.2.	The position of target phonemes	73
2.8.3.3.	The types of target phonemes	74
2.8.4.	Summary	75
2.9.	Chapter summary	76

<b>Chapter 3 Methodology</b> .....	<b>77</b>
3.1. Research Design	77
3.2. The intervention	78
3.2.1. The context	78
3.2.2. Methods of data collection and the role of the researcher	79
3.2.3. The content and methods for the instruction	80
3.2.3.1. Target skills for phonological awareness, sound categories, and spelling rules	80
3.2.3.2. Session plans	83
3.2.4. The assessment and questionnaires before and after the intervention	85
3.2.4.1. Tests for the initial and final assessment of phonological awareness	87
3.2.4.2. Mini assessment	92
3.2.4.3. The letter combination in non-word targets	93
3.2.5. Ethical issues related to the intervention	94
3.2.6. Data analysis procedures	95
3.3. Chapter summary	95
<b>Chapter 4 The Results</b> .....	<b>97</b>
4.1. Actual sessions	97
4.2. Lower-case letter-name knowledge	101
4.3. Phonological awareness skills	103
4.3.1. Segmenting and phoneme identification	103
4.3.1.1. Qualitative observational data	103
4.3.1.2. Quantitative assessment data	106
4.3.2. Blending	115
4.3.3. Deleting	118
4.3.3.1. Qualitative observational data	118
4.3.3.2. Quantitative assessment data	121
4.3.4. Substitution	123
4.3.4.1. Qualitative observational data	123
4.3.4.2. Quantitative assessment data	126
4.4. Letter sounds — Short vowels and basic consonants	130
4.4.1. Qualitative observational data	130
4.4.2. Quantitative assessment data	134
4.5. Skills and knowledge for early word reading	135

4.5.1. Word reading	135
4.5.1.1. Qualitative observational data	135
4.5.1.2. Quantitative assessment data	137
4.5.2. Split-grapheme rule	142
4.5.2.1. Qualitative observational data	142
4.5.2.2. Quantitative assessment data	145
4.5.3. Digraphs — <i>ch, ck, sh, th,</i> and <i>wh</i>	146
4.5.3.1. Qualitative observational data	146
4.5.3.2. Quantitative assessment data	149
4.5.4. Double vowel-letters — <i>ee</i> and <i>oo</i>	149
4.5.4.1. Qualitative observational data	149
4.5.4.2. Quantitative assessment data	150
4.5.5. Consonant doubling	151
4.5.6. Consonant clusters	152
4.6. The results of children’s questionnaires before and after the intervention	153
4.7. Children’s reactions to the reflection sheets	160
4.8. Summary	162
<b>Chapter 5 Discussion</b> .....	<b>163</b>
5.1. The effectiveness of the phonological awareness instruction in ‘Foreign Language Activities’	163
5.1.1. The outcomes of the instruction and the characteristics of the children’s phonological awareness and early English reading — RQ-A	164
5.1.2. The difficulties in phonological awareness tasks in English for Japanese children — RQ-B	168
5.1.3. The reaction of children and elementary school teachers to the instruction — RQ-C	170
5.1.4. Problems related to the instruction — RQ-D	174
5.1.5. The learnability and teachability of phonological awareness	178
5.2. Summary	179

<b>Chapter 6 Conclusion</b> .....	<b>181</b>
6.1. Main findings of this study	181
6.2. Theoretical implications	182
6.3. Practical implications	183
6.4. Limitations and future directions	186
6.5. Concluding statement	187
<b>References</b> .....	<b>189</b>
<b>Appendices</b> .....	<b>217</b>
<b>Index</b> .....	<b>245</b>