



English Phonological Awareness Skills for Primary School Teachers in Algeria

Dr. Chetouane Hadj¹, Dr. Boureguig Abdelkrim²

¹Department of Educational Sciences, Faculty of Social Sciences, University of Oran Mohamed Ben Ahmed 2, Oran (Algeria); mohamedchetouane67@yahoo.fr

²MCB, Faculty of Science and Technology, University of Tindouf (Algeria);
boureguig.abdelkrim@cuniv-tindouf.dz

Received date: 01.11.2025; Accepted date: 03.03.2026; Publication date: 15.04.2026

ABSTRACT:

This study aimed to explore the degree to which first-stage primary school teachers possess phonological awareness skills in English from their own perspective, as well as the relationship between this and variables such as professional experience and academic qualification. To achieve the study's objectives, an analytical descriptive approach was adopted. A research tool (a questionnaire) was developed and distributed after ensuring its validity and reliability. The study sample consisted of (63) male and female teachers from the first stage of primary education under the Directorate of Education in Tiaret State, Algeria, during the second semester of the 2024-2025 academic year. The sample was selected randomly, and the data were processed statistically. The study revealed that the degree to which first-stage primary school teachers possess phonological awareness skills in English was moderate. Additionally, the results showed no statistically significant differences in the degree of phonological awareness skills based on the variables of professional experience and academic qualification. The study recommends implementing specialized training programs to equip teachers with English phonological awareness skills. It also suggests providing them with a guide or supplementary document to help them understand these skills, apply them in teaching, and recognize their importance in reading instruction.

Keywords: Teachers, Phonological awareness, English

Introduction

As far as education in Algeria is concerned, the primary stage is the foundational educational phase

that equips pupils with essential reading knowledge and skills, fostering their cognitive and linguistic development. Reading serves as a critical tool for acquiring other skills (Al-Farsi & Imam, 2017, p. 316). Proficiency in reading enables students to excel across all academic subjects, whereas weakness in reading can negatively impact their overall academic performance (Al-Helu, 2022, p. 107). Successfully imparting this skill depends on teachers' awareness of the necessary instructional principles and their use of strategies that foster text interaction, analysis, and comprehensive understanding, thereby positively influencing learners' overall attitudes toward learning.

The concept of reading has expanded and evolved (Telfah & Al-Hawamdah, 2023, p. 1161), forming the core of the primary school curriculum, especially in the first stage. For children and their parents, learning to read is often perceived as the most significant achievement of this period (Mansoura, 2009, p. 252). Reading acquisition is built upon a set of foundational procedures, including phonological awareness, a key component that enables learners to recognize letters and words. Phonological awareness relies on understanding the relationship between letters and their corresponding sounds, allowing learners to assign a phonetic value to each grapheme based on conversion rules stored in memory. It also involves perceiving the elements of a language's sound structure (Mahdiwi, 2020, p. 33).

English, a language with a complex and irregular sound-to-spelling system, requires in-depth study in this area. Research confirms that successful reading necessitates good phonological awareness (Almehrizi et al., 2020, p. 60). Learning to read is determined by five main steps:

1. Phonological Awareness: Perceiving sounds within words.
2. Phonics: Learning the relationships between letters and their sounds.
3. Vocabulary Expansion.
4. Reading Fluency: Reading with accuracy and fluency.
5. Comprehension Strategies: Understanding what is read.

Phonological awareness plays a crucial role in these processes, operating across different linguistic levels (Kiss & Csapó, 2024, p. 29-30). Phonological awareness has been defined from various perspectives. It is the ability to reflect on the sound characteristics and structure of words (Al-Sulaim & Marinis, 2017, p. 75), involving the identification and manipulation of oral language units such as consonants, vowels, stress, intonation, and syllables (Awad, 2021, p. 5). It is also a key strategy for acquiring different language skills, helping pupils control the sounds that form words (Shawasra & Yuslina, 2024). Furthermore, it refers to the ability to use and manipulate individual sounds (phonemes) in spoken words, which aids learners in decoding written text and enhancing reading and

writing fluency (Njiru & Karuri, 2022, p. 1). The acquisition of these skills at an early stage is crucial (Hesham et al., 2024, p. 40) due to their significant role in recognizing, analyzing, synthesizing, and manipulating phonetic components at syllabic and phonemic levels (Galindo Carneiro Rosal, 2016, p. 75).

Phonological awareness is one of the strongest predictors of reading acquisition, encompassing skills like rhyme recognition, sound blending, and syllable segmentation (Hawass, 2019, p. 654). Its importance is further highlighted by several scholars (as cited in Fahim, 2018, p. 977) for its role in:

- ✓ - Enabling correct pronunciation and articulation.
- ✓ - Facilitating the teaching and learning of the alphabet.
- ✓ - Linking written symbols to their pronunciation, aiding accurate oral reading.
- ✓ - Aligning with the progression of learning sounds, letter forms, words, and then sentences.

Wagner categorized phonological awareness into two levels (as cited in Al-Ashiri, 2017, p. 35):

1. Synthetic Phonological Awareness: The ability to perceive and blend phonetic units to form words.
2. Analytical Phonological Awareness: The ability to segment larger phonetic units into smaller components.

Teachers must possess a deep understanding of the phonetic aspects of the spoken language represented by the writing system. There is a broad consensus that phonological awareness is a necessary, though not sufficient, component for effective reading instruction. Numerous studies confirm that teaching phonological awareness accelerates reading skill acquisition for most children and helps reduce reading failure (Tajuddin & Shah, 2015). Conversely, students who lack these skills face significant difficulties in learning to read, including problems with pronunciation, spelling, sound blending and segmentation, and recognizing syllable structures and rhymes, leading to poor reading performance (Mramboa & Ligembe, 2022, p. 49).

To ensure student success and mitigate reading difficulties, teachers must clearly understand their role in developing phonological awareness skills, which includes (Firan, 2019, p. 242):

- ✓ - Respecting the natural developmental progression of reading.
- ✓ - Assessing each pupil's achievement individually in the first grade.
- ✓ - Early identification of learners struggling with basic literacy skills.
- ✓ - Building appropriate remedial and supportive programs early on.

Phonological awareness can thus help first-grade teachers predict and identify students with or at risk for learning difficulties early, without waiting for academic deficits to become entrenched (Al-Zamili &

Gharib, 2021, p. 176). Teacher competency in assessing phonological awareness is a key preventive factor for early detection and intervention (Carson & Bayetto, 2018, p. 68).

PROBLEM STATEMENT

Observations from the educational field indicate an urgent need for teacher qualification and training to meet the demands of improving English language instruction in light of contemporary developments. Despite teachers' efforts, reading instruction in many schools remains confined to traditional methods, such as simple oral reading where pupils passively follow and chorally repeat texts. This approach fails to provide sufficient individual training in phonetic performance, which is essential for developing an awareness of sound similarities, differences, and manipulation within English words (e.g., through addition, deletion, substitution). This lack indicates a cognitive gap among first-stage teachers regarding the concept, skills, importance, and role of English phonological awareness in reducing reading difficulties, leading to problems in letter and word recognition.

The Algerian educational system has sought to introduce modern methods informed by international research, including the phonics approach for early reading instruction in English as a foreign language. The Ministry of National Education has focused on training teachers in this approach, particularly after observing weak reading performance among primary students (Jadidi & Zobdi, 2021, p. 231). Research supports this direction; for instance, Ouellette and Senechal (2008) found that teachers who participated in phonological awareness workshops showed significant improvement in their knowledge. Effective application of these skills enables teachers to provide systematic phonics instruction, which is foundational for decoding (Alhumsi & Awwad, 2020, p. 817). Without these skills, learners struggle to recognize word and sound patterns in English, hindering reading development. The relationship between phonological awareness and reading competence is especially critical in English, where pupils with higher phonological awareness achieve better reading outcomes by more easily linking sounds to letters and words (Altamimi, 2024, p. 2930).

Knowledge of phonological awareness is crucial for teachers, giving them the confidence to design supportive classroom activities. A lack of this knowledge can lead to inaccurate teaching methods, adversely affecting learners' reading abilities (Atsero, Yigezu & Romøren, 2024, p. 40). Phonological awareness is a foundational reading skill, a prerequisite for understanding letter-sound relationships. It comprises several skills (Akca & Atmaca, 2022, p. 316) that develop gradually in children, typically from preschool through the second grade, including recognizing rhythmic patterns, segmenting sentences into words, blending and segmenting syllables and phonemes (Al-Hilal & Al-Naim, 2021, p. 193).

The central challenge is ensuring every teacher possesses the necessary knowledge and skills to implement appropriate instruction, especially for struggling readers or those with limited academic experience. As Hougen (2016) states, "To ensure all pupils learn to read well, teachers need to understand the basic components of reading instruction, and phonological awareness is one of the first and most important skills that teachers must master... it is the strongest indicator of successful reading performance." Consequently, this study seeks to answer the following questions:

1. What is the degree to which first-stage primary school teachers possess phonological awareness skills in English from their perspective?
2. Are there statistically significant differences in this degree attributable to the variables of professional experience and academic qualification?

STUDY IMPORTANCE AND OBJECTIVES

This study highlights a crucial aspect of the educational process by identifying the English phonological awareness skills of first-stage primary teachers and assessing their proficiency. Determining their level of proficiency in these skills directly impacts the quality and effectiveness of English reading instruction. The findings can guide educational inspectors in providing targeted feedback and observations, enhancing teacher competence. Furthermore, the study aims to alert teachers and educational specialists to the vital role of phonological awareness in predicting future reading skills in English and the importance of early detection and intervention. It also hopes to encourage further specialized research in this area as a means to address reading difficulties and improve learner outcomes.

The study objectives are to:

- ✓ - Determine the degree to which first-stage primary school teachers possess phonological awareness skills in English from their perspective.
- ✓ - Investigate whether differences in this degree are attributable to professional experience and academic qualification.

1- METHODS

This study employed an analytical descriptive approach. The population consisted of all first-stage primary school teachers of English in the Directorate of Education of Tiaret State, Algeria, for the 2024-2025 academic year. A random sample of 63 teachers was selected.

1.1- Study method

To achieve the objective of the study, a questionnaire was developed to assess the degree of phonological awareness skills possessed by English language teachers in the first cycle of primary education. The instrument was designed after an extensive review of the theoretical literature and previous studies related to the topic, including those by Abdulkareem & Habeeter (2016), Al-Toum & Al-Saree' (2015), Al-'Arefaj & Al-'Omeir (2020), Zmeili & Ghareeb (2021), and Ramdhani & Taouinat (2022).

The questionnaire was constructed based on a five-point Likert scale, as follows: (5 = Very High, 4 = High, 3 = Moderate, 2 = Low, 1 = Very Low). To interpret the statistical results of the arithmetic means of the participants' responses, the following criteria were adopted: High degree of possession: items with a mean score greater than 3.66. Moderate degree of possession: items with a mean score ranging between 2.34 and 3.66. Low degree of possession: items with a mean score less than 2.33. These categories were established by dividing the range (4) by three, resulting in an interval width of 1.33.

1.2- Tool Validity

The validity of the instrument was verified using two types of validity: expert validity (content validity) and internal consistency validity.

1.3- Expert Validity (Content Validity)

To ensure the validity of the questionnaire, the researcher adopted content validity by presenting the instrument to a panel of specialists and experts in the fields of education, psychology, and educational measurement and evaluation. They were asked to provide their opinions regarding the accuracy, linguistic clarity, and appropriateness of the questionnaire items in relation to the study topic, as well as to suggest any modifications, additions, or deletions they considered necessary. Based on their feedback and recommendations, the researcher made the necessary adjustments and developed the final version of the instrument, which consisted of 26 items.

1.4- Internal Consistency Validity

The internal consistency validity of the instrument was verified by calculating the correlation coefficient between each item of the test and the total score of the instrument, as presented in Table

(2). It is evident from Table (2) that all items are statistically significant at the 0.05 and 0.01 levels. To ensure the internal consistency of the questionnaire items, the correlation coefficients between each item score and the total test score were calculated, as shown in Table (2).

1.5- Reliability of the Instrument

The reliability coefficient of the instrument was determined using two methods: Cronbach's Alpha and the Split-Half method, as follows:

1.5.1- Reliability Using Cronbach's Alpha

The reliability of the study instrument was verified by administering it to a pilot sample consisting of 30 teachers, selected from outside the main study sample but within the same study population. Using Cronbach's Alpha coefficient, the reliability value of the instrument was found to be 0.923, which is considered sufficient for the purposes of this study.

1.5.2- Reliability Using the Split-Half Method

The researchers divided the questionnaire items into two halves—one consisting of odd-numbered items and the other of even-numbered items—to calculate the correlation coefficient between the two halves. The reliability was then corrected using the Spearman-Brown formula. It is evident from Table (3) that the overall reliability coefficient of the instrument reached 0.955, indicating that the tool demonstrates a high level of reliability, which makes it suitable for use in conducting the present study.

1.6- Statistical Treatment

The statistical methods employed in this study included frequencies and percentages, as well as the calculation of arithmetic means and standard deviations. In addition, a one-way analysis of variance (ANOVA) was conducted to examine the differences that could be attributed to the variables of professional experience and academic qualification.

Results:

Table 1: Distribution of the main study sample individuals by gender, professional experience, and academic qualification

Variable	Category	Frequency	Percentage
Gender	Male	30	47.6%
	Female	33	52.4%
	Total	63	100%
Professional Experience	1-5 years	15	23.8%
	5-10 years	19	30.2%
	More than 10 years	29	46%
	Total	63	100%
Academic Qualification	Bachelor's degree	7	11.1%
	Licence	31	49.2%
	Master's degree	25	39.7%
	Total	63	100%

The source: IBM spss Statistics (Version 20)

Table 2: The correlation coefficient of each test item with the total test score

Item No	Corrélation Coefficient	Sig.Value	Item No	Corrélation Coefficient	Sig.Value
01	0.659	0.000	14	0.589	0.001
02	0.723	0.000	15	0.481	0.007
03	0.409	0.025	16	0.421	0.020
04	0.422	0.020	17	0.537	0.001
05	0.589	0.001	18	0.545	0.002
06	0.641	0.000	19	0.653	0.000
07	0.713	0.000	20	0.640	0.000
08	0.735	0.000	21	0.628	0.000
09	0.530	0.000	22	0.596	0.001
10	0.733	0.000	23	0.567	0.001
11	0.614	0.000	24	0.718	0.001
12	0.480	0.007	25	0.693	0.000
13	0.442	0.014	26	0.521	0.003

The source: IBM SPSS Statistics (Version 20)

Table 3: Reliability of the split-half method for the test items

Sample	Correlation Coefficient (Before Correction)	Corrected Coefficient (Spearman-Brown Formula)
30	0.913	0.955

The source: IBM SPSS Statistics (Version 20)

2.1- Presentation of the First Question: What is the degree to which first-cycle primary school teachers possess phonological awareness skills in the English language from their perspective?

Table (4) presents the means and standard deviations of the items related to the degree of possession of phonological awareness skills among first-cycle primary school teachers.

Item No	Items	Mean	Standard Deviation	Level of Possession	Rank
1	I can recognize the sound of a specific letter in different words and train my students to do the same	4.13	0.707	high	1
2	I can identify the sound units of a word by clapping and train my students to do the same.	3.83	0.794	high	7
3	I can determine the position of a syllable in a word (at the beginning or the end) and train my students to do the same.	3.52	0.692	moderate	14
4	I can distinguish between similar sounds in manner and place of articulation and train my students to do the same.	3.22	0.975	moderate	18
5	I can replace one syllable with another in a word to create new words and train my students to do the same.	3.52	1.014	moderate	14
6	I pronounce words carefully with correct articulation of sounds and train my students to do the same	3.65	0.953	moderate	12
7	I pay attention to how students move between short vowels .	3.84	0.902	high	6
8	I can clearly identify and distinguish between sounds and syllables and train my students to do the same.	3.52	0.840	moderate	14
9	I can distinguish the sound of a letter when it is with short vowels and train my students to do the same.	3.87	0.772	high	5
10	I pay attention to phonetic signs in syllable division (gemination and long vowels) and train my students to do the same.	3.51	0.821	moderate	15

11	I consider stress and intonation when pronouncing words and sentences (question, exclamation, call, or command) and train my students to do the same.	3.38	0.974	moderate	17
12	I can recognize intonation patterns (anger, surprise, joy) in sentences and train my students to do the same.	3.11	0.900	moderate	20
13	I can distinguish between declarative, exclamatory, and interrogative sentences based on intonation and train my students to do the same.	3.37	1.126	moderate	18
14	I can blend separate sounds that students hear to identify a word and train them to do the same.	3.51	0.858	moderate	10
15	I can help students identify sounds in a three-letter word through tapping on the desk and train them to do the same.	3.38	0.829	moderate	3
16	I can identify the first, middle, and last sound in a word.	3.11	0.931	moderate	2
17	I can recognize long vowel sounds in the middle and end of words and train my students to do the same.	3.37	0.902	moderate	6
18	I can identify the syllables that make up a word and train my students to do the same.	3.65	0.936	moderate	12
19	I can replace some sounds with others to make new words and train my students to do the same.	3.46	1.029	moderate	16
20	I can recognize the syllables that form a word and train my students to do the same.	3.81	0.965	high	8
21	I can divide words and sentences into individual sounds and train my students to do the same.	3.79	0.936	high	9
22	I can add sounds to create new words and train my students to do the same.	3.60	0.959	moderate	13
23	I can remove sounds to create new words and train my students to do the same.	3.67	0.967	high	11
24	I can break words into sound segments (syllables) and train my students to do the same.	3.90	0.875	high	4
25	I can recognize words with the same rhythm or rhyme and train my students to do the same.	3.11	0.935	moderate	20
26	I can identify differences in sound loudness and pitch and train my students to do the same.	3.17	1.071	moderate	19
level of phonological awareness skills among primary school teachers as a whole.		3.58	0.908	moderate	

Source: IBM SPSS Statistics (Version 20)

2.2- Presentation and Interpretation of the Second Question: Are there statistically significant differences in the degree to which first-cycle primary school teachers possess phonological awareness skills in the English language from their perspective, attributable to professional experience?

Table (5) presents the means and standard deviations of the participants' responses on the study items regarding the degree to which first-cycle primary school teachers possess phonological awareness skills in English, along with the results of the One-Way Analysis of Variance (ANOVA) according to the variable of professional experience

Variable	Experience	Mean	Standard Deviation	F Value	df	Sig. Level
	1-5 years	3.58	0.971	0.356	2	0.702
	5-10 years	3.54	0.787			
	More than 10 years	3.66	0.945		60	
					62	

The source: IBM SPSS Statistics (Version 20)

Table (06): Means and standard deviations of responses on items assessing first- cycle primary school teachers' phonological awareness skills in English, and one- way ANOVA results by academic qualification

Variable	Academic Qualification	Mean	Standard Deviation	F Value	df	Sig. Level
	Bachelor's degree	3.42	0.649	0.928	2	0.401
	Licence	3.59	1.003			
	Master's degree	3.71	0.817		60	
					62	

The source: IBM SPSS Statistics (Version 20)

Discussion and conclusion

It is evident from Table (4) that the mean scores of the questionnaire items ranged between 4.13 and 3.11. Item (1), which states "I can recognize the sound of a specific English letter in different words and train my students to do the same," ranked first,

with a mean score of 4.13 and a standard deviation of 0.707, indicating a high evaluation level. In contrast, items (12) and (25) “I can recognize intonation patterns (anger, surprise, joy) in English sentences and train my students to do the same” and “I can recognize English words with the same rhythm or rhyme and train my students to do the same” ranked last, with mean scores of 3.11 and standard deviations of 0.900 and 0.935, respectively, indicating a moderate evaluation level. The overall mean score of the questionnaire was 3.58 with a standard deviation of 0.908, reflecting a moderate level of English phonological awareness skills among primary school teachers as a whole.

The results indicate that primary school English teachers need additional training to master phonological awareness skills and apply them effectively in the classroom. This aligns with Bani Hani et al. (2022), who emphasized the importance of providing teachers with adequate knowledge, training, and teaching resources to enhance these critical reading skills. Additionally, some teachers may resist implementing these methods due to limited knowledge, insufficient experience, or perceived extra workload, consistent with Tajuddin & Shah (2015), who reported that many teachers lack preparation, conceptual understanding, and practical skills to teach English phonological awareness effectively.

The findings of this study are consistent with those of Tibi (2005), Hassanein et al. (2019), Al-Arfaj & Al-Amir (2020), Alhumsi & Awwad (2020), Al-Zumaily & Gharib (2020), Bani Hani et al. (2022), Ramdani & Taouinat (2022), and Bani Hamad (2022). In contrast, they differ from the results reported by Apandi (2019), Cheikhawi & Sharifi (2024), and Al-Hano & Al-Aqla (2024).

Table (5) presents the results of the ANOVA test for the participants’ responses on the questionnaire items regarding their possession of English phonological awareness skills according to professional experience. The results indicate that there are no statistically significant differences in the degree to which first-cycle primary school teachers possess phonological awareness skills in English from their perspective, attributable to professional experience, as the calculated F-value was 0.356 with a significance level of 0.702.

This suggests that a teacher's professional experience does not significantly influence their possession of English phonological awareness skills. This may be due to the similarity in the work context among primary school English teachers, as they share the same training programs, instructional guidelines, supervision, and classroom environment, making years of experience less impactful on skill acquisition.

Additionally, this result can be explained by the prevalence of traditional teaching practices and the mutual influence among teachers, which can limit the practical effect of professional experience in applying English phonological awareness skills. These skills also require continuous knowledge updating and professional development, enabling teachers to effectively integrate them into classroom practice. Previous studies (Paul, 1992; Tato, 1998; Wobble, 1992, as cited in Alshaboul et al., 2019) indicate that some teachers are resistant to changing classroom practices, as their beliefs and teaching methods are deeply rooted in past experiences, reducing their willingness to adopt new instructional strategies. Furthermore, Mendisu & Haile (2024) highlight the need for teacher preparation programs to include structured training in English phonological awareness, along with in-service professional development that emphasizes modern early reading instructional methods, to strengthen teachers' competencies and enhance the effective application of these skills in the classroom.

The current study aligns with the findings of Alhumsi & Awwad (2020), Bani Hamad (2022), Sheikawi & Sharifi (2024), and Alhno & Alaqla (2024), while it differs from the results reported by Alshaboul et al. (2019).

Table (06) presents the results of the One-Way Analysis of Variance (ANOVA) for the participants' responses on the questionnaire items measuring the degree to which first-cycle primary school teachers possess English phonological awareness skills, according to their academic qualification. The results indicate that there are no statistically significant differences in teachers' English phonological awareness skills based on academic qualification, with an F-value of 0.928 and a significance level of 0.401. This suggests that a teacher's academic qualification is not associated with

their level of English phonological awareness. This finding can be explained by the uniformity of professional practice, which requires all teachers to follow the same instructions and guidelines. Additionally, teachers are exposed to similar professional variables, such as training programs, monitoring, and supervision, and they teach the same English curriculum regardless of their academic qualification, resulting in comparable teaching practices among them.

The results of the current study are consistent with those of Alshaboul et al. (2019), Alhumsi & Awwad (2020), Cheikhawi & Sharifi (2024), and Alhno & Alaqla (2024), while differing from the findings of Bani Hamad (2022).

In light of the findings that teachers' possession of English phonological awareness skills is only moderate and unrelated to their experience or qualification, the study recommends:

- ✓ - Implementing specialized training programs to equip teachers with English phonological awareness skills and their application in teaching.
- ✓ - Providing teachers with a guide or manual on English phonological awareness skills.
- ✓ - Encouraging and supporting teachers through incentives, training, and field visits to use these skills.
- ✓ - Enriching the English language curriculum for the first stage with phonological awareness activities.
- ✓ - Raising awareness about the critical importance of English phonological awareness as a foundational skill for reading instruction in early primary grades.
- ✓ - Conducting further research on teachers' possession and application of these skills in the English language context.

REFERENCES

Abdul Karim, A., & Habiter, A. (2016). The necessary phonological awareness skills for Arabic language teachers from the perspective of the Arabic department faculty. *Al-Qadisiyah Journal for Humanities*, 19(01), 391-417.

Akca, I., & Atmaca, C. (2022). Improving phonological awareness skills of young learners of English in an EFL context. *Pamukkale University Journal of Education*, 56, 314-335.

Al-Arfaj, A., & Al-Umayr, A. (2020). The degree to which teachers of students with learning disabilities practice phonological awareness skills for teaching reading in Al-Ahsa Governorate. *Journal of Special Education and Rehabilitation*, 10(37), 193-200.

Al-Ashiri, M. (2017). Phonological awareness: From linguistic competencies to the educational approach. *Journal of Linguistic Communication*, 18(1-2), 29-65.

Al-Farsi, H., & Imam, M. (2017). The effectiveness of training in phonological awareness skills in improving decoding skills among children with reading difficulties. *Journal of Educational and Psychological Studies - Sultan Qaboos University*, 11(2), 315-331.

Al-Hanno, A., & Al-Aqla, F. (2024). The reality of kindergarten teachers' practices in developing phonological awareness skills for children's reading learning in Riyadh city. *Journal of Research and Studies*, 161, 89-138.

Al-Helu, H. (2022). Phonological awareness skills and their predictive relationship with the reading skills of primary school pupils. *Journal of Damietta Faculty of Education*, 37(72), 105-150.

Al-Hilal, I., & Al-Naim, F. (2021). Developing phonological awareness in students with learning disabilities: Montessori activities. *The Scientific Journal of King Faisal University: Humanities and Administrative Sciences*, 22(2), 193-200.

Al-Sulaihim, N., & Marinis, T. (2017). Literacy and phonological awareness in Arabic speaking children. *Arab Journal of Applied Linguistics*, 2(1), 74- 90.

Al Tuaim, J., & Al-Saria, A. (2022). The extent to which 'My Language' textbook for the first grade includes activities for developing phonological awareness skills. *Arab Studies in Education and Psychology*, 2(60), 323-350.

Al-Zamili, F., & Gharib, R. (2021). The level of knowledge of primary grade teachers and resource room teachers about phonological awareness skills as an indicator for identifying students with learning difficulties. *Journal of Special Education and Rehabilitation*, 12(42), 173-215.

Alhumsia, M. H., & Awwad, A. A. (2020). Teachers' knowledge of phonological awareness levels: A case of Jordanian EFL teachers' perception. *International Journal of Innovation, Creativity and Change*, 13(11), 814-832.

Almehrizi, R., Barwani, T., Shourbagi, S., Mahrouqi, B., Mandhari, R., Sinani, Y., Al-Kiyoumi, A., & Zameli, A. (2020). A phonological awareness test in Arabic language for young learners: Validation study. *International Journal of Applied Linguistics & English Literature*, 9(6), 58-66.

Alshaboul, Y., Almahasneh, R., Hassanein, E. E. A., & Ibrahim, S. (2019). EFL teachers' phonological awareness beliefs and practices: Help or prevent EFL children developing reading. *Journal of Education and Practice*, 10(12), 73-85.

Altamimi, D. H. (2024). Phonological awareness and reading ability: Exploring the connection between phonological skills and reading proficiency. *Theory and Practice in Language Studies*, 14(9), 2929-2939.

Apandi, N. A. (2019). Teachers' perspectives towards equipping pupils with phonological awareness to improve English proficiency. *LSP International Journal*, 6(1), 55-67.

Atsero, Z. H., Yigezu, M., & Romøren, A. S. H. (2024). Phonological awareness instructional practices and challenges for implementation in Ethiopian primary school: A case study of Goffa language grade one. *JES*, LVII(1), 39-64.

Awad, A. M. E. (2021). The effect of phonological awareness on preparatory stage EFL teachers' pronunciation competence [Unpublished PhD

thesis]. Cairo University, Egypt.

Bani Hamad, K. Y. A. (2022). The effect of using phonemic awareness skills in improving reading difficulties from the point of view of teachers in Jerash district. *Journal of Education and Practice*, 13(22), 62-71.

Bani Hani, H., Alkhamra, R., Alomari, H., Aljazi, A., & Kushki, Y. J. (2022). Phonological awareness in Arabic among early grade teachers. *International Journal of Arabic-English Studies (IJAES)*, 22(2), 171-192.

Carson, K., & Bayetto, A. (2018). Teachers' phonological awareness assessment practices, self-reported knowledge and actual. *Australian Journal of Teacher Education*, 43(6), 67-85.

Fahim, N. (2018). A proposed strategy for teaching oral reading skills in Arabic to primary stage pupils in light of phonological awareness. *Journal of Educational Sciences, Egypt, Special Issue of the First International Conference of the Department of Curricula and Teaching Methods*, 963-985.

Firan, N. (2019). The phonetic-orthographic approach in learning and teaching Arabic at the primary stage: From the analytical and synthetic method to phonetic-orthographic awareness. *Al-Ibrahimi Journal of Literature and Humanities - University of Bordj Bou Arréridj, Algeria*, 1, 236-252.

Galindo Carneiro Rosal, A., de Andrade Cordeiro, A., & da Silva, A. (2016). Contributions of phonological awareness and rapid serial naming for initial learning of writing. *Speech, Language, Hearing Sciences and Education Journal*, 18(1), 74-85.

Haile, S. Z., & Mendisu, B. S. (2024). Examining teachers' practice of phonological awareness (PA) in early grades: A qualitative study of Koorete language classes, Southern Ethiopia. *JES*, LVII(1), 7-38.

Hawass, S. H. (2019). The role of phonological awareness in developing

English reading skills in EFL students. *Occasional Papers*, 66, 651-674.

Hesham, S., Afsah, O., & Baz, H. (2024). Exploring phonological awareness skills in Arabic speaking children with borderline intellectual functioning and poor reading. *The Egyptian Journal of Otolaryngology*. <https://doi.org/10.1186/s43163-024-00605-5>

Hougen, M. (2016). *Phonological awareness: An essential component of reading instruction*. Center for Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR). University of Florida.

Jadidi, A., & Zobdi, N. (2021). Teachers' attitudes towards the role of phonological awareness skills in teaching reading - A field study in the primary schools of El Oued city (Algeria). *Journal of Psychological and Educational Sciences*, 7(1), 230-249.

Kiss, R., & Csapó, B. (2024). Technology-based assessment of phonological awareness in kindergarten. *International Journal of Early Childhood*. <https://doi.org/10.1007/s13158-023-00386>

Mahdiwi, A. (2020). *The Impact of Phonological Awareness on Learning Reading Skills in the Arabic Language Department* (1st ed.). Berlin, Germany: Arab Democratic Center.

Mansoura, Y. (2009). The extent to which the Arabic language textbook for the first grade in Jordan meets the requirements of phonetic instruction. *Journal of Specific Education Research*, 13, 249-266.

Mramboa, A., & Ligembe, N. (2022). Challenges pupils face in learning phonological skills: A case of Bunda District, Tanzania. *East African Journal of Education and Social Sciences*, 3(1), 49-60.

Njiru, F. N., & Karuri, M. N. (2022). Phonemic awareness strategies used in teaching English language literacy skills to grade three pupils in public

primary schools in Embu County, Kenya. *International Journal on Studies in English Language and Literature*, 10(10), 1-7.

Ramdani, A., & Taouinat, A. (2022). Primary stage teachers' perceptions of the importance of phonological awareness activities in acquiring reading skill during the first three years. *Journal of Psychological Studies*, 15(1), 187-204.

Shawasra, N., & Yuslina, M. (2009). The strategy of phonological awareness in teaching language skills to students with learning difficulties in the primary stage. *The International Journal of Islamic Studies*, 33(5), 323-334.

Sheikhawi, A., & Sharifi, H. (2024). First-year primary school teachers' attitudes towards teaching with phonological awareness skills in reading activity. *Journal of Psychological and Educational Sciences*, 10(2), 68-83.

Tajuddin, E. D. B., & Shah, P. B. M. (2015). Teachers' knowledge of phonemic awareness and its instruction in ESL learning sub-urban primary school in Malaysia. *International Journal of Technical Research and Applications, Special Issue*, 22, 72-79.

Telfah, A., & Al-Hawamdah, M. (2023). Arabic teachers' evaluation degree of their reading teaching strategies and practices. *Information Sciences Letters An International Journal*, 12(3), 1161-1172.

Tibi, S. (2005). Teachers knowledge and skills in phonological awareness in United Arab Emirates. *The International Journal of Special Education*, 20(1), 60-66.