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The Effects of Sub-syllabic Phonological Awareness on Korean Elementary EFL Students' Word Reading

Myungsoon Lee
(Incheon Cheongra High School)

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This study investigated Phonological Awareness (PA) which is considered an important prerequisite for literacy acquisition. For this purpose, this study explored the contribution of phoneme awareness, rhyme awareness, and letter name knowledge to English word reading. The participants were thirty Korean EFL third-grade elementary students who were initiating their English learning. The results indicated that the EFL elementary students' overall English PA predicted their English word reading. Also, the students were more accurate with phoneme awareness than rhyme awareness and phoneme awareness played a more important role than rhyme awareness and letter name knowledge in word reading. Phoneme awareness predicted word reading more than rhyme awareness for EFL elementary students. However, the students' rhyme awareness was not associated with phoneme awareness and letter-name knowledge. These results suggest that rhyme awareness is underdeveloped and not yet well established to allow for promoting their word reading and show that native language plays an important role for their English word reading. This is in line with previous findings that have shown a positive relationship between phoneme awareness and English reading for Korean EFL learners. It seems that education about PA at the beginning of English learning would be helpful for students' learning English.

[English phonological awareness/phoneme awareness/rhyme awareness/English word reading]

I. INTRODUCTION

Learning to read is fundamentally a process of matching distinctive visual symbols to units of sound (phonology) (Ziegler & Goswami, 2005). In most languages, the relationship

between symbols and sound is systematic (Ziegler & Goswami, 2005). For example, in English, the symbol D is always pronounced /d/. A child learning to read English can exploit regularities like this to access the phonology of words. The first steps in becoming literate, therefore, require the acquisition of a system for mapping between symbols and sound (Ziegler & Goswami, 2005). Mastery of this system allows children to access the thousands of words already present in their spoken lexicons. This process has been considered important for reading acquisition because it functions as a self-teaching device, allowing children successfully to decode words that they have heard but never seen before (Ehri, 1992; Share, 1995).

Phonological Awareness (PA) is a broader term referring not only to phonemic awareness but also to the awareness of larger spoken units such as syllables and rhymes (Bae & Fox, 2011). PA is an important prerequisite for literacy acquisition (Dickinson, McCabe, Clark-Chiarelli, & Wolf , 2004). It has been believed that a basic prerequisite to word decoding is to become aware of the phonological structure of words. In particular, phonemic awareness is the awareness that spoken words are made up of discrete sounds and it is the ability to segment a word into its constituent sound (Bae & Fox, 2011). Torgesen (2000) summarized the importance of PA in acquiring accurate word-reading skills. First, phonological awareness helps children understand the alphabetic principle. Second, it helps children realize the regular ways that letters represent sounds in words. Third, it makes it possible to generate possibilities for words in context that are only partially sounded out. In addition, Koda (2005) stated that poor readers uniformly were handicapped in a wide variety of phonological tasks. Cummins (2003) indicated the importance of phonemic awareness as a significant predictor of word recognition (decoding) skills. Another component of a syllable is rhyme, which refers to the syllable-final vowel or vowel-consonant(s) sequence (Kim, 2007). Rhyme awareness is recognizing the words that rhyme such as “spoon” and “noon” (Raynolds, Lopez-Velasquez, & Valentin, 2017). Goswami and Bryant (1990) suggested that the development of rhyming skills in young children could predict their success in early reading.

Many researchers have found that either children or adults have yielded converging results that English PA plays an important role in the English learning of both native speakers and second language speakers (Bae, Kahng, & Sohng, 2012; Hu, 2019; Lee, Lee, & Bae, 2016; Pak, 2011). However, there has been controversy in the field as to which phonological awareness skill (rhyming versus phoneme level) is more predictive of concurrent and future reading abilities. It seems that more in-depth research on the early stages of English learning is needed.

The present study tried to explore the Korean students’ development of English PA which is typologically different from the Korean language. The ministry of education announced that the direction of our future education by 2022 revised English curriculum (Lee, 2022)

and also has a great interest in elementary education. This study would focus on the development of English sub-syllabic PA for EFL Korean elementary students in the initial stage of learning English who were exposed to English relatively less than other advanced students. The effect of PA on first and second language learning would be examined in order to examine the effect of PA on Korean students' English learning.

II. LITERATURE REVIEW

1. L1 Phonological Awareness

Research on English-speaking children has revealed that word recognition and spelling are significantly correlated with PA (Gough, Ehri, & Treiman, 1992; Share & Stanovich, 1995; Wagner, 1994). Children's phonological sensitivity to the speech sound structure of spoken words was important in learning to read for the alphabetic language system, for example, English (Leong, Cheng, & Tan, 2005). To be specific, English PA development has been found to occur, in a predictable progression, first in larger units of language (such as the syllable and rhyme), and later in short units such as individual phonemes (Moats & Sedita, 2004; Paulson, 2004). The size of the phonological unit seems to determine the sequence of development: English-speaking children seem to develop an awareness of the larger phonological unit first (Bradley & Bryant, 1983; Goswami & Bryant, 1990). For example, Moats and Tolman (2009) showed that 80-90% of early 5-year-old children demonstrated rhyme recognition skills, while the awareness of beginning sound was demonstrated by late 5-year-old children, almost 1 year later. Furthermore, Bradley and Bryant (1983) demonstrated that early rhyme awareness facilitated early English reading development. Rhymes might contribute to reading because in English rhymes are often represented by consistent spelling sequences. On the other hand, Czech-speaking children found it easier to manipulate the first consonant phoneme in a nonword with a cluster onset than English-speaking children, and it was speculated that Czech children are more aware of individual phonemes in clusters than English-speaking children because oral Czech has a large number of consonant cluster onsets (Caravolas & Bruck, 1993).

Korean differs from English in that the Korean language has been referred to as an alphabetic syllabary (Taylor & Taylor, 1995). Most Korean children learn to read Hangeul with a board that arrays V blocks to add onsets first in making CV syllables and then codas in forming CVC syllables. This phoneme-based phonics is completely different from how English monolingual children are taught to establish links between sounds and letters (Baek, 2014). Korean speakers showed a tendency to link vowels with the preceding rather than with the following consonant, indicating a preference for the body-coda analysis over the

onset-rime structure (Kim, 2007). Studies have shown that the body-coda boundary is more salient than the onset-rhyme boundary for Korean children and show that children's body-coda awareness is an important predictor of word decoding and spelling in Korean. Also, each Korean letter represents a phoneme much like letters in English, and the Korean language has a relatively transparent orthography with consistent grapheme-phoneme mapping (Coulmas, 2003). Shallow orthographies with regular letter (grapheme)-to-sound (phoneme) correspondences such as the Korean writing system, Hangul, inherently favor phoneme-based mapping (Ziegler & Goswami, 2005). Early sensitivity to phoneme codas is considered a hallmark of Korean children's PA development (Yoon, Bolger, Kwon, & Perfetti, 2002).

If the phonological characteristics affect monolingual students' phonological development, then, how phonological characteristics affect the phonological development of learners who learns phonologically and orthographically different language would be investigated.

2. L2 English Phonological Awareness

Children's general PA in Spanish strongly predicted their PA in English (Durgunoğlu., 1993; Quiroga, Lemos-Britton, Mostafapour, Abbott, & Berninger, 2002). However, according to Vernon and Ferreiro (1999), Spanish-speaking children might not learn English PA in the same way as English-speaking children. Research (Raynolds et al., 2017) reported that Spanish-speaking English learners were tested in order to compare their English and Spanish performance in two PA skills: Rhyme awareness (RA) and beginning sound segmentation (BSS). After one year's instruction of PA in English, the results showed that the children scored higher on the English BSS than on the English RA tests, even though RA was generally considered to be an earlier developing skill than BSS among English-monolingual children. The authors noted the important phonological and orthographic differences between Spanish and English. The canonical syllable shape in Spanish is a simpler consonant-vowel (CV) pattern as compared with the English consonant-vowel-consonant (CVC) pattern, and the occurrence of a consonant in the final position of the syllable is not as common in Spanish (Mckay, 2012). An important difference between English and Spanish is that the intra-syllabic onset-rhyme unit is salient for English speakers, leading to a language with more monosyllabic content words than Spanish (Culatta, Reese, & Setzer, 2006). As a result of the differences between Spanish and English syllables, rhyming tends to be an early and salient form of wordplay for English-speaking children but not for their Spanish-speaking counterparts (Culatta et al., 2006). Thus, Spanish-speaking English learners may be more successful with the PA skill of BSS than with rhyme. In addition, in a study of Spanish-English and Chinese-English bilingual children, Bialystok, Majumder, and Martin (2003) found that Spanish-English bilingual children outperformed

their Chinese-English bilingual counterparts on the phoneme segmentation task, which counts and isolates individual phonemes.

Another research was on English learners in Mainland China and it made clear that English PA was a strong predictor of word spelling as well as overall reading skill, with different levels of PA playing dissimilar roles, be it on children (Sun, Zhu, Chen, & Zhu, 2015; Tao, Feng, & Li, 2007), adolescents (Wang, 2010; Wang, Lin, & Yu, 2002), or adult students (Guan, 2009). In particular, Dong and Wen (2010) found that onset-rhyme awareness had a predictive role in children's English spelling. They explained this in relation to the Chinese participants' L1 phonological experience: Pinyin features a combination of onset and rhymes, similar to the CV structure in English, so this level of PA exerted the strongest effect on Chinese learners' spelling. On the other hand, research on a comprehension test of paragraph reading showed that as learners' reading skills increased, they depended on a deep level of phonemic awareness to reading words (Li, Tao, & Dong, 2011; Sun et al., 2015).

Related to the previous research of L2 English PA, the Korean children's English PA was a significant predictor for their word reading skills, when controlling for the effects of outside-school English learning factors, and their Korean PA significantly explained their English reading abilities over and above their English PA (Kang, 2009). Moreover, there have been studies on which sub-syllabic units predict later English reading better for Korean children. Children's preference for language-specific sub-syllabic units is primarily influenced by their dominant spoken language systems (Yoon, Kwon, & Perfetti, 2002). According to research (Baek, 2014), EFL and ESL children preferred body structure and rhyme structure, respectively, in both Korean and English. Korean children with Korean language dominance would show a preference for the body unit between the two languages, whereas Korean ESL children with English language dominance would show a preference for the rhyme unit across the two languages. On the other hand, another study (Hong & Yi, 2019) illustrated that Korean children acquired Korean and English onset-rhyme or body-coda awareness before initial or final phoneme awareness. This is supported by the finding that children's awareness of larger units develops before their awareness of smaller units (Treiman & Zukowski, 1996).

Previous research was usually done with students who were advanced in their English at a comparatively young age. This study was motivated by the reports concerning the discrepancy in elementary students' English reading. Under the current National English Curriculum in Korea, third-grade elementary students start to learn basic reading and writing skills based on 'phonics skills', which is an instruction in the relationship between letters and speech sounds (Bae & Fox, 2011). Although some students achieve the goal of English reading easily, some students find it extremely difficult to learn to read fluently at even the most basic reading levels. It would be needed to study the relationship between English PA and English reading among EFL elementary students who were learning English relatively

late. Torgesen (1998) stated that children who have a poor start in reading abilities rarely catch up because the consequences of a slow start in reading become monumental as they accumulate over time. The present study tried to explore the development of sub-syllabic units of English PA of Korean EFL third-grade elementary students. How students' late exposure to English influenced their relationship between the PA of different linguistic sizes (i.e., rhyme and phoneme) and English word reading would be investigated. This study examined the following research questions with Korean EFL elementary students.

1. Which intra-syllabic structure, phoneme, or rhyme, do Korean EFL elementary students find more accessible?
2. Does Korean EFL elementary students' PA in English correlate with English word reading?
3. When controlling each other, which one between phoneme or rhyme correlates more with word reading of Korean EFL elementary students?

III. METHOD

1. Participants

The participants were thirty third-grade elementary school students in Incheon. The participants comprised 11 boys and 19 girls, whose age was ten. The tester was the students' homeroom teacher and the test was conducted in their homeroom. The children were assessed individually and the same questions were asked to the students on the same day. Students began to study English as a regular subject from the third grade through the public school system in Korea. Students had English classes twice a week. The materials which were covered during the class would not affect the test because the test was conducted at the beginning of the 1st semester during March. All instructions and activities during the school day were conducted in Korean.

2. Measures

The measures administered in this study included PA tasks like phoneme awareness and rhyme awareness, letter-name knowledge, and real word reading in English. Phoneme awareness, rhyme awareness, and letter-name knowledge were used for independent variables and real word reading was used for the dependent variable. More specifically, the following measures were used:

1) Phonological Awareness Tasks

(1) Phoneme Awareness

Measures from DIBELS 8th edition of Grade K were used because there were many students who were beginning their learning of English. This was an identification task in which the teacher said a series of words one at a time to the students and asked the student to say the beginning sound in the word. Students received either two points for saying the initial phoneme of a word (e.g., saying the /s/ sound as the beginning sound in the word 'street') or one point for saying the initial consonant blend (e.g., /st/ in 'street'), consonant plus a vowel (e.g., /si/ in 'sit'), or consonant blend plus a vowel (e.g., /strea/ in street). There were ten phoneme awareness test items and the maximal score was twenty. Cronbach's alpha for this test was estimated to be .95.

(2) Rhyme Awareness

The rhyme awareness task asked students to choose the picture that had a different rhyme sound among the three words they heard (e.g., /tap/, /lap/, /ship/). The task consisted of ten items, and each correct answer was scored one point. Thus, the maximum possible score for this task was ten. Cronbach's alpha for this test was estimated to be .80.

2) Letter-Name Knowledge

Measure from DIBELS 8th edition of Grade K was used. Letter-name knowledge assessed a student's ability to recognize individual letters and say their letter names. Most of the capital letters and small letters were used except the letters which had similar forms in capital letters and small letters (o, x, z, etc.). There were 40 letter-name knowledge test items and each correct answer scored one point. The maximum possible score for this task was 40. Students read aloud a list of English alphabets which were organized in random order. Three seconds were given to the students for each letter. The Cronbach's alpha for this test was estimated to be .98.

3) Real Word Reading

Students read aloud a list of words in a real word reading test. The words which were contained both in DIBELS K and the 3rd-grade textbook were used. Three seconds were given to the students for each word. There were fifteen real word reading test items and each correct answer scored one point. The maximum possible score for this task was fifteen.

Cronbach's alpha for this test was estimated to be .98.

3. Procedure

Each of the tasks was administered under the teachers' supervision and students were individually tested for their tasks. Before each task, the teacher provided full explanations as to how it would proceed, with a couple of practice items. Thirty elementary students were given the test in the following order: letter-name knowledge, word reading, phoneme awareness, and rhyme awareness. All the task was administered to the group within 1 week after the administration of the first instruments.

4. Analysis

To measure the reliability of each measurement, the Cronbach alpha value was used. Descriptive analysis, correlation (pearson), and multiple regression analysis of letter-name knowledge, phoneme awareness, rhyme awareness, and word reading were conducted by using SPSS. For the first research question, descriptive analysis was conducted and for the second research question, the correlation was conducted. Multiple regression analysis was conducted for the third research question.

IV. RESULTS

Analyses were conducted to examine the three research questions. The results reported are based on 30 students who had completed all the tasks. The first research question was which intra-syllabic structure, phoneme, or rhyme, do Korean EFL elementary students find more accessible. Table 1 presented descriptive statistics for each measurement. As seen in Table 1, the students performed more accurately in English phoneme awareness than in English rhyme awareness. The mean performance of accuracy for phoneme awareness was approximately 64% (M = 12.87, SD = 7.66) and for rhyme awareness tasks 59% (M = 5.87, SD = 2.24). This was in line with the research (Yoon, Kwon, & Perfetti, 2002) that children's preference for the language-specific sub-syllabic unit was primarily influenced by their dominant spoken language. Because the participants' dominant language was Korean, students would be more accurate with phoneme awareness.

In addition, there was a variance in the student's ability to correctly read English words. The minimum scores on each task showed that there were students who were not yet reading in English or have PA in English. The low score on English letter-name knowledge and word reading reported that there were some students who could not read words in English.

According to Kimberly and Kelly (2016), children who had weakness in letter knowledge (orthography) had difficulties in word recognition afterward and these difficulties led them to a deficit in reading comprehension. As a result, it seems that more profound research on the early stages of English learning is needed.

TABLE 1
Means and Standard Deviations of the Measures (N = 30)

	M	*SD*	Min.	Max.
Letter name knowledge	33.70	9.77	5	40
Phoneme awareness	12.87	7.66	0	20
Rhyme awareness	5.87	2.24	0	10
Real word reading	4.43	5.72	0	15

The second research question was whether there is a correlation between English PA and English word reading of EFL elementary school students. The second question was about the correlation between Korean EFL elementary students' English PA and English real-word reading. Table 2 presented correlations among measures in the study. English phoneme awareness, rhyme awareness, and letter-name knowledge were all correlated with English word reading. The students' English PA in the two phonological units (phoneme and rhyme) were correlated with English word reading. In particular, the correlation between phoneme awareness and real word reading (r = .57) was bigger than the correlation between rhyme awareness and real word reading (r = .41). Also, the results showed that letter-name knowledge was correlated with phoneme awareness and real word reading. This was in line with the research (Kang, 209) that Korean children's English PA was a significant predictor for their word reading skills. When controlling for the effects of outside-school English learning factors.

On the other hand, rhyme awareness was not correlated with letter-name knowledge and phoneme awareness, possibly due to students' lack of exposure to English. Moreover, the results showed that the student's English PA in the two phonological units (phoneme and rhyme) was not correlated with each other (r = .30, p = .057).

TABLE 2
Correlations among Phonological Awareness, Letter-Name Knowledge and Word Reading in English (N = 30)

	Letter-name knowledge	Phoneme awareness	Rhyme awareness	Real word reading
Letter-name knowledge	-			
Phoneme awareness	.41*	-		
Rhyme awareness	.02	.30	-	
Real word reading	.42*	.58**	.41*	-

*p < .05, **p < .01

The third question was about when controlling each other, which one between phoneme or rhyme correlates more with word reading of Korean EFL elementary students. In order to examine which English PA between phoneme awareness and rhyme awareness predict students' English reading ability, multiple regression analysis was conducted (see Table 3). In step 1, phoneme awareness ($\beta = .576$, $p < 0.01$) was shown to be associated with English PA. In step 2, all of the phoneme awareness, rhyme awareness, and letter-name knowledge was entered as the independent variable (Table 3) to perform regression analysis on the English word reading. The result showed that the three variables (i.e., letter-name knowledge, phoneme awareness, and rhyme awareness) together explained about 44.5% of the English word reading. When phoneme awareness, rhyme awareness, and letter-name knowledge was the independent variable, phoneme awareness contributed to English word reading. The predictive power of phoneme awareness was over than that of rhyme awareness. As shown in Table 3, only phoneme awareness made a contribution to explaining variance in English real word reading ($\beta = 0.387$, $p < .05$). This result is supported by the previous research (Raynolds et al, 2017) which investigated Spanish learners. The children scored higher on the English beginning sound segmentation than on the English rhyme awareness test, even though RA was generally considered to be an earlier developing skill than BSS among English-monolingual children. It would be because the learner's native language which is transparent would affect the learner's second language learning.

However, rhyme awareness ($\beta = .287$, $p = .073$) did not contribute to English word reading. English sub-syllabic PA would be affected by the languages the students were exposed to. Also, the results of the regression analyses indicated that rhyme awareness and letter identification did not predict English real-word reading. This was in line with the research (Baek, 2014) which suggested that EFL and ESL children preferred body structure and rhyme structure, respectively, in both Korean and English. Some EFL children preferred body structure because they were exposed to English less, and rhyme structure did not have much correlation with English word reading.

TABLE 3
Regression Analysis Predicting English Word Reading ($N = 30$)

Steps	Variable	*R*	*R²*	*ΔR²*	*ΔF*	*β*	*P*
1	Phoneme awareness	*.576*	*.332*	*.308*	*13.895***	.576**	.001
2	Phoneme awareness	.667	.445	.381	6.957*	.387*	.030
	Letter-name knowledge					.253	.129
	Rhyme awareness					.287	.073

*$p < .05$, **$p < .01$

V. CONCLUSION

This study tried to examine the sub-syllabic representations of English PA by EFL Korean third-grade elementary students who were exposed to English less than the other advanced students. English PA of different linguistic sizes (i.e., rhyme and phoneme) which is phonologically and orthographically different from Korean was investigated. By examining different phonological units of PA tasks, this study revealed three findings.

First, results suggested that Korean EFL elementary students who were initiating their English learning were more accurate with the PA skill of phoneme awareness than with rhyme. The results of the present study with the elementary students showed higher scores for English phoneme awareness than for English rhyme awareness. This study finding supported that EFL Korean children acquired English phoneme awareness first whereas English children acquired English onset-rhyme awareness first. According to research (Yoon et al., 2002), children's preference for language-specific sub-syllabic units was primarily influenced by their dominant spoken language system. Hangul, a Korean writing system, favors phoneme-based mapping because of shallow orthographies with regular letter-to-sound correspondences (Ziegler & Goswami, 2005). By examining different phonological units of PA tasks, the results did not support the finding of previous studies (Dong & Wen, 2010) which explained that onset-rhyme awareness had a predictive role in children's English spelling. This difference lies in the fact that they investigated Chinese learners who studied English. On the other hand, this research suggested that for Korean elementary students who were initiating their English learning, the ability to attend to phonemes seems to develop early than the ability to understand larger phonological units.

Second, Korean EFL third-grade elementary students' English PA made a positive contribution to English word reading even though they were in the initial stage of learning English. This was in line with the Study (Hu, 2019) with either children or adults have yielded converging results that English PA plays an important role in the English learning of both native speakers and second language speakers. This study emphasized the important role of English PA in promoting the students' English word reading and emergent literacy. Studies (Gillion & Boustead, 2013) have demonstrated that PA training can improve children's literacy. This finding had implications for English literacy instruction for Korean elementary EFL students. PA instruction would promote students' English emergent literacy and reading achievement in English even to the initiating students compared to other advanced students.

Third, the predictive power of phoneme awareness on word reading was over than that of rhyme awareness. This study indicated that for two phonologically and orthographically different languages, sub-syllabic PA skills were correlated with English reading, but they predicted the English reading of novice elementary students differently. This would be

because the participants were Korean EFL elementary students who began their English learning late and were exposed to English less. The students had relatively less exposure to the target language and this could lead them to have less development in rhyme awareness. Metalinguistic awareness, especially that which requires them to attend to different sound units, is underdeveloped and not yet well established to allow for a language transfer that can further promote their English reading skills (Kang, 2009). The results led us to suggest that the EFL elementary students who initiated their learning late might find it more difficult to learn the phonological skills related to English rhyme than the phonemes of English words. Exposure to English would lead them to have more awareness of rhyme. For instance, young children acquire rhyme awareness as a result of their exposure to songs, poems, and nursery rhymes, among others (Raynolds et al., 2017).

Furthermore, the role of the native language needs to be considered in the development of English PA for elementary students. The student's language-specific sub-syllabic units would be primarily influenced by their native language. They might have had to rely on their native language to perform underdeveloped English PA. For EFL students who were exposed to L1 for a long time, their PA representations might be more influenced by their L1 phonological characters. Facing the challenges of processing English PA tasks compared to Korean tasks, the students tended to treat the English syllabic or sub-syllabic structures as congruent with Korean PA tasks (Hong & Yi, 2019). Shallow orthographies with a regular letter (grapheme) to sound (phoneme) correspondences such as the Korean writing system, Hangeul, inherently favor phoneme-based mapping (Ziegler & Goswami, 2005). Also, the difference between Korean and English may provide a potential source of difficulty for rhyme. Therefore, the structure of the L1 needs to be considered when instructing the EFL student's English literacy.

One limitation of this study was that this study used real word reading as the only measure of the student's English word reading and another component like pseudoword reading was not assessed. Although to explore the student's English word reading accurately, a more thorough study was needed, but, since the students were in the initial stage of learning a language, the least complex word reading was chosen for this study. Despite this limitation, given the increasing discrepancy among elementary students' English abilities, this study explored important questions using data from the elementary students who were initiating English learning. There exists an English reading achievement gap among some elementary students. This finding supports that for the elementary students who were initiating their English learning, PA instruction in English may be helpful for their literacy acquisition.

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APPENDIX

Worksheet

학생 번호: (　　) 이름: (　　)

1. Letter Naming

※ **(학생에게)** 선생님이 "**시작**"이라고 하면, 여기서부터 **가로 방향**으로 읽습니다.
※ 학생이 **3초를 머뭇거리면**, 틀림으로 표시하고 다음 알파벳을 읽도록 합니다.

A	O	e	f	E	B	J	I	S	i	/10
h	N	M	H	l	b	L	t	n	Q	/10
q	T	U	r	v	R	j	k	m	Z	/10
u	G	d	y	P	F	a	g	C	D	/10

Total Correct _____

2. Word Reading

a	you	go	dog	good	/5
big	name	it	how	can	/5
an	that	no	nice	bus	/5

Total Correct _____

3. First Sound

Q. (영어 단어들 "hat"을 들은 후에) **첫 번째 소리**가 뭐예요?
A. "**e**" 이요.

		맞음(2점)	맞음(1점)	틀림			맞음(2점)	맞음(1점)	틀림
1	jam	/j/	/ja/	0	6	dad	/d/	/da/	0
2	slow	/s/	/sl/	0	7	clean	/k/	/kl/ /klea/	0
3	loud	/l/	/low/	0	8	nine	/n/	/nie/	0
4	peak	/p/	/pea/	0	9	dirt	/d/	/der/	0
5	tree	/t/	/tr/	0	10	zoom	/z/	/zoo/	0

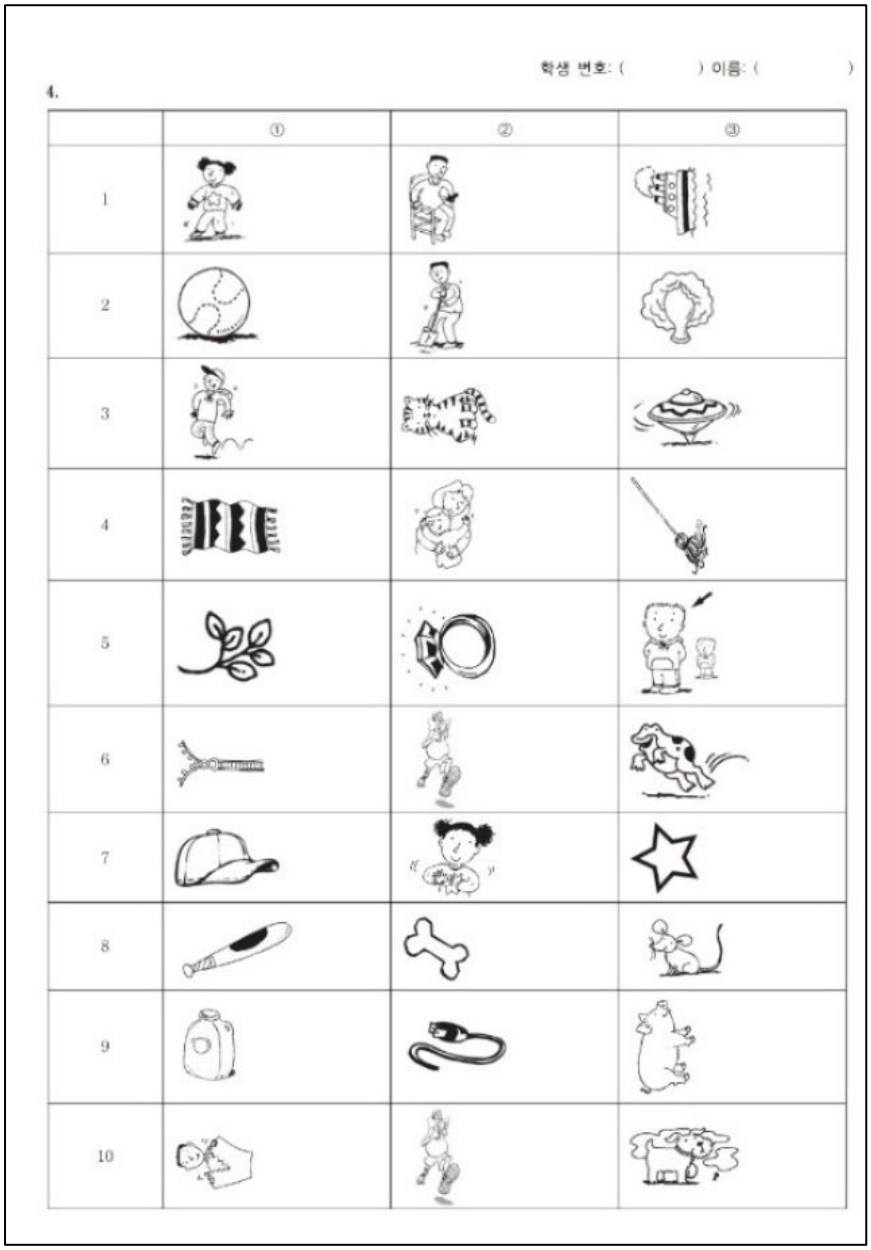
Total Correct _____

4. Rhyme

◎ 마지막 소리가 같을 때 "라임(rhyme)"이 맞는다고 해요. "red" 와 "bed" 처럼요.
라임(rhyme)이 맞지 않는 단어에 해당하는 그림을 고르세요.

1	tap	lap	ship	6	zip	jog	frog
2	ball	dig	wig	7	cap	clap	star
3	hop	cat	top	8	bat	bone	rat
4	rug	hug	mop	9	jug	plug	pig
5	twig	ring	big	10	rip	log	fog

Total Correct _____



Examples in: English

Applicable Languages: English

Applicable Levels: Elementary

Myungsoon Lee (teacher)
Incheon Cheongra High School
22733 Damji-ro 86 beon-gil, 16-14, Seo-gu, Incheon, Korea
E-mail: lovedimode@hanmail.net

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