

**People's Democratic Republic of Algeria**  
**Ministry of Higher Education and Scientific Research Kasdi Merbah University**  
**Faculty of Letters and Languages**  
**Department of Letters and English Language**

## **Enhancing Primary School Pupils' Reading Skills through Rhyming**

**The case of third year primary school at El-moudjahid  
Tammar Bouhafs Primary School, Bamendile, Ouargla,  
Algeria.**

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field of English Language and Literature**

**Speciality: Linguistics**

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To all

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## Dedication

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To my children, who are my greatest source of hope and inspiration. I dream of seeing you standing where I stand today, achieving your own successes in the years to come.

Finally, I dedicate this work to every experience life has offered me, both joyful and difficult, for each one who has shaped the person I have become today.

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## Abstract

Teaching a foreign language to young pupils is an enjoyable experience and a complex task hard to achieve. In 2022 English language was implemented to be taught in primary school in Algeria. Few years later, the experience revealed that most pupils' have difficulties in reading comprehension. Therefore, this research aims to investigate the effectiveness of integrating rhyming activities in developing the five reading sub-skills: phonemic awareness, letter-sound correspondence, decoding strategies, vocabulary development, and reading comprehension to determine whether the use of rhyming activities can help bridge the gap between pupils' strong oral interaction abilities and their relatively limited reading skills. Seeking to find a solution to this problem we assume that young primary school pupils would develop better reading skills if they are being systematically exposed to rhyming activities. A quasi-experimental design was adopted with a sample of twelve 12 third-year primary school pupils out of a population of twenty-five 25; the case of class A at El-moudjahid Tammar Bouhafs primary school, Bamendile, Ouargla, within the academic year 2025/2026. The experimental group completed a pre-test, four treatment sessions, and a post-test; besides the exit-tickets that enable young pupils to reflect on their performance and express their feelings about learning to read through rhyming. The results revealed that the majority of pupils demonstrate significant progress particularly in the phonemic awareness and decoding strategies skills, which validates the effectiveness of rhyming activities in strengthening pupils' awareness of sound patterns and word structures facilitating both vocabulary retention and reading comprehension. These results go hand in hand with the research assumptions, and positively answer the research questions.

**Key Terms:** Reading sub-skills; Phonemic awareness, Letter-sound correspondence, Decoding strategies, Vocabulary development, Reading comprehension, Rhyming activities.

## List of Tables

|                                                                         |    |
|-------------------------------------------------------------------------|----|
| Table 01: Criteria and Performance Levels.....                          | 55 |
| Table 02: The Pre-Test Scores.....                                      | 55 |
| Table 03: Interpretation of the Pre-Test Scores.....                    | 56 |
| Table 04: The Pre-Test Tasks' Scores.....                               | 57 |
| Table 05: The Pre-Test Tasks' Scores Interpretation and Percentage..... | 57 |
| Table 06: The Treatment's Tests' Scores and Pupils Progression.....     | 58 |
| Table 07: The Post-Test Scores.....                                     | 59 |
| Table 08: Interpretation of the Post-Test Scores.....                   | 59 |
| Table 09: The Post-Test Tasks' Scores.....                              | 60 |
| Table 11: The Post-Test Tasks' Scores Interpretation.....               | 61 |
| Table 12: Comparison of the Pre-Test and Post-Test Tasks' Results.....  | 61 |
| Table 13: Pre and Post Test Results' Comparison .....                   | 62 |
| Table 14: Pre and Post Test Results' Interpretation.....                | 63 |
| Table 15: Pupils' Exit-Tickets Responses .....                          | 63 |
| Table 16: Pupils' Exit-Tickets of the Treatment's Sessions .....        | 64 |
| Table 17: Post-Test Pupils' Exit-Tickets Responses .....                | 66 |
| Table 18: Analysis of the Findings .....                                | 68 |

## Contents

### General Introduction

|                                            |    |
|--------------------------------------------|----|
| Background of the research .....           | 11 |
| Aim of the research .....                  | 12 |
| Statement of the problem .....             | 12 |
| Research questions .....                   | 13 |
| Research hypothesis .....                  | 14 |
| Research Tools and Target Population ..... | 14 |
| Organization of the research .....         | 15 |
| Definition of key terms .....              | 15 |

### SECTION ONE: THEORETICAL PART

#### Chapter One: Early Reading Skills

|                                                      |    |
|------------------------------------------------------|----|
| Introduction .....                                   | 19 |
| The Definition of Reading .....                      | 20 |
| The Goals of Reading .....                           | 21 |
| The Nature of Reading .....                          | 22 |
| The Process of Reading .....                         | 22 |
| Theoretical Models of Early Reading Development..... | 23 |
| Stage Models of Reading Development .....            | 23 |

|                                                           |    |
|-----------------------------------------------------------|----|
| Bottom-Up, Top-Down, and Interactive Models .....         | 24 |
| Early Reading Skills. ....                                | 25 |
| Key Components of Early Reading Skills in EFL .....       | 26 |
| Phonemic Awareness.....                                   | 26 |
| Letter-Sound Correspondence .....                         | 26 |
| Phonics and Decoding .....                                | 27 |
| Vocabulary Development .....                              | 27 |
| Reading Comprehension .....                               | 27 |
| Teaching Implications for EFL Primary School Pupils ..... | 28 |
| Reading Difficulties among Primary School Pupils .....    | 28 |
| Conclusion .....                                          | 30 |

## **Chapter Two: Rhyming**

|                                                          |    |
|----------------------------------------------------------|----|
| Introduction .....                                       | 32 |
| Definition of Rhyming .....                              | 32 |
| The Theory of Rhyming in Education.....                  | 34 |
| The Role of Rhyming .....                                | 35 |
| Rhyming and Phonological Awareness .....                 | 35 |
| Rhyming and Early Literacy Development .....             | 36 |
| The Impact of Rhyming on EFL Primary School Pupils ..... | 37 |
| The Impact of Rhyming on Reading Skills.....             | 37 |

|                                                         |    |
|---------------------------------------------------------|----|
| The Impact on Pronunciation .....                       | 38 |
| The Impact on Motivation .....                          | 39 |
| The Role of the Teachers. ....                          | 40 |
| Benefits of Rhyming in Early Literacy Development.....  | 40 |
| Challenges and Limitations of Rhyming in Education..... | 41 |
| Conclusion.....                                         | 42 |

## **SECTION TWO: PRACTICAL PART**

### **Chapter One: Research Procedure**

|                                               |    |
|-----------------------------------------------|----|
| Introduction.....                             | 44 |
| The Research Design .....                     | 44 |
| Target Population and Sample.....             | 45 |
| The Research Tools.....                       | 46 |
| Description of the Pre-Test .....             | 46 |
| Description of the Treatment .....            | 47 |
| Description of the Post-Test.....             | 48 |
| Description of the Pupils' Exit-Tickets ..... | 49 |
| Conclusion .....                              | 51 |

## **Chapter Two: Analysis of the Findings**

|                                                               |    |
|---------------------------------------------------------------|----|
| Introduction.....                                             | 54 |
| Description of the Pre-Test Results .....                     | 54 |
| Description of the Pre-Test Tasks' Results .....              | 56 |
| Description of the Treatments-Tests Results .....             | 58 |
| Description of the Post-Test Results .....                    | 58 |
| Description of the Post-Test Tasks' Results .....             | 60 |
| Comparison of Pre and Post Test Results .....                 | 61 |
| Description of Pupils' Pre Tests' Exit-Tickets Results .....  | 63 |
| Description of the Sessions' Exit-Tickets Results .....       | 64 |
| Description of Pupils' Post Tests' Exit-Tickets Results ..... | 65 |
| Analysis of the Findings.....                                 | 66 |
| Conclusion .....                                              | 68 |

## **General Introduction**

|                                            |    |
|--------------------------------------------|----|
| Background of the research .....           | 11 |
| Aim of the research .....                  | 12 |
| Statement of the problem .....             | 12 |
| Research questions .....                   | 13 |
| Research hypothesis .....                  | 14 |
| Research Tools and Target Population ..... | 14 |
| Organization of the research .....         | 15 |
| Definition of key terms .....              | 15 |

## **General Introduction**

### **Background of the Research**

The introduction of English in primary schools in Algeria was decided and implemented on June 19, 2022, to be executed in the academic year 2022/2023. This reform was formalized by the Ministry of Education, making English mandatory from the third year of primary school. Algerian pupils have now the opportunity to learn the English language to enhance their communication skills and facilitate their access to the world of technology and scientific research.

When we started teaching English in primary schools, we were happy to be part of this challenge. Making young pupils love the subject and learn the English Language was a motivation, but also a responsibility that forced us to do what it takes to make it a successful and enjoyable experience leading to better learning achievements.

As teachers, we have used different approaches and methods to teaching English as a foreign language respecting the teaching materials such as the curriculum and the syllabus amongst others. After four years teaching English in primary school to the three levels, we noticed that the major difficulty of primary school pupils is the reading skill. Although language learning requires the development of the four skills, the reading skill remains a crucial one for academic success and language development.

One of the major causes of these difficulties is the lack of phonological awareness, which plays a crucial role in early reading development. Traditional teaching methods often focus on mechanical reading and memorization, leaving little room for interactive and engaging activities that help pupils develop sound awareness naturally.

From our brief teaching experience of four years, we noticed that rhyming activities such as songs, chants, and word games play a significant role in developing phonological awareness, which in turn supports pupils' early literacy skills and enhances their motivation.

Taking into account the syllabus and the learners' needs, early reading skills such as phonological awareness, the alphabetic principle, and the decoding strategies should be taught during the third year of primary school. We assume that using rhyming activities at this stage could be an appropriate strategy that helps developing these skills considering the pupils' age and readiness. Rhyming activities expose pupils to repeated sound patterns, rhythm, and intonation, which can help them recognize word sounds and thus improve both pronunciation and reading fluently.

### **Aim of the Research**

The aim of this research is to investigate the effectiveness of rhyming activities in enhancing third year primary school pupils' early reading skills. Specifically speaking, it examines the impact of rhyming as a teaching strategy on five reading sub-skills namely; letter-sound correspondence, phonemic awareness, decoding strategies, vocabulary development, and reading comprehension.

### **Statement of the Problem**

In the Algerian primary schools, learners are expected to read a short passage and complete tasks related to reading comprehension, as well as fill in a form based on information from the text. Such expectations are extremely difficult, if not impossible, to achieve when the existing teaching-learning conditions are taken into account, including limited instructional time (two 45-minute sessions per week), large class sizes, and the use of traditional methods and techniques. In addition to the requirement for learners to study two foreign languages simultaneously.

During the academic year 2024/2025 an evaluation test called ALO “Assessment of Learning Outcomes” was implemented in Algeria to be completed by fifth-year primary school pupils at the end of the year. The results highlighted pupils’ difficulties in reading performance and comprehension compared to the other skills, which brought teachers to reflect on the causes of such results. Having assessed my pupils, I concluded that they struggle with reading comprehension and performance due to the poor phonemic awareness, letter recognition, and decoding strategies skills. Teachers often rely on traditional methods that do not adequately address pupils’ difficulties with sounds and words recognition. Therefore, there is a need to explore effective and engaging strategies, such as including rhyming activities in the reading lessons. This research seeks to examine the potential benefits of integrating rhyming systematically into reading instruction to determine the strength of the impact of rhyming activities on third year primary school pupils’ in achieving better literacy outcomes.

## **Research Questions**

This research intends to answer the following questions:

- ❖ How do primary school pupils respond to reading lessons based on rhyming activities?
- ❖ How do rhyming activities impact primary school pupils early reading skills?
- ❖ To what extent do rhyming activities contribute to enhancing pupils’ early reading skills?

## Research Hypothesis

The present research is designed to examine the following hypothesis:

- Third year primary school pupils would demonstrate better reading abilities if they are being systematically exposed to rhyming activities.

## Research Tools and Target Population

The method designed in this research is quasi-experimental. It seeks to determine whether rhyming activities improve third year primary school pupils reading outcomes or not; by providing a specific treatment to a third-year primary school sample of twelve 12 pupils (Class A) out of twenty-five 25 grouped in two distinct classes at El-moudjahid Tammar Bouhafs primary school, Bamendile, Ouargla, Algeria. Within the academic year 2025-2026.

In order to test the validity of the hypothesis and seek answers to the questions of this research, a pretest was administrated to the pupils before the treatment, which aims to measure their current level on their reading skill and attest whether there is a major influence of rhyming as an instructional strategy on third year primary school pupils reading skills or not. A treatment took place in the primary school El-moudjahid Tammar Bouhafs, Bamendile, Ouargla, Algeria, within the academic year 2025-2026 for six training sessions, a session for the pre-test, four sessions for the treatment and the last session for the post-test. Pupils were taught through the implementation of a number of rhyming activities and strategies. After the treatments, a post-test was administered to investigate the development of the pupils' early reading skills. To support the tests' results, pupils used exit-tickets featured with emojis in order to gather information about their feelings concerning their performance after the pre and post tests. Other tickets were given to pupils after the treatments' lessons to collect data about their feelings towards rhyming activities.

The pre-test, the post-test as well as the exit-tickets are constructed and analysed to examine the effect of the use of rhyming activities in enhancing primary school pupils reading abilities and performance.

## **Research Organization**

This research consists of two main sections. It starts by general introduction and ends by general conclusion. The theoretical section consists of two chapters; chapter one deals with the reading skill, it illustrates the definition and concepts the of reading, and demonstrates its elements and importance. Chapter two focuses on the importance of rhyming as a teaching strategy particularly for young learners' early reading skills development. The practical section which also consists of two chapters; chapter one describes the procedure of data collection namely the quasi-experimental design, supported by the pupils' exit-tickets. Chapter two interprets and analyses the results of the field work that sheds the light on the impact of rhyming activities on the development of third year primary school pupils' early reading skills.

## **Definition of the Key Terms:**

This section defines key terminology, providing an overview of its meaning and its use in the present research.

### **Reading**

Reading is the ability to decode written symbols into their corresponding spoken forms in order to understand meaning (Gough & Tunmer, 1986, p. 7).

## **Skills**

A skill is the ability to do things which entail the competence and the proficiency; it encompasses mental and physical competence. Anderson defines a skill as "a strategy that has become automatic" (Grabe, 2009: 221, in Bakke,2010). Whereas, Harris and Hodges (1981) define skill as "an acquired ability to perform well proficiency".( in Hudson ,2007:78).

## **Sub-Skills**

Language sub-skills are the specific abilities that contribute to the overall language skill, such as recognizing sounds, vocabulary knowledge, and grammar use (Ur, 1996, p. 120).

## **Phonological Awareness**

Is the ability to recognize and manipulate the sound structures of spoken language, including larger units such as words and syllables, as well as smaller units like onsets, rimes, and phonemes (Goswami, 2001, pp. 6-7; National Reading Panel, 2000, pp. 2-1-2-5).

## **Phonemic Awareness**

According to Gillon (Gillon, G. T, 2004: 7-8) phonological awareness is a specific, advanced subset of phonological awareness focused solely on identifying and manipulating individual sounds (phonemes) within words.

## **Alphabetic Principle**

Ehri, L. C. (2005: 167-188) explains that understanding this principle enables learners to form connections between graphemes and phonemes, allowing them to recognize words in print efficiently. Also called; letter-sound correspondence.

**Rhyming in Education**

Rhyming in education refers to the ability to recognize and produce words that share the same ending sounds, which is a key component of phonological awareness and supports early reading development (Goswami, 2001, pp. 5-7; Bryant et al., 1989, pp. 42-47).

**Motivation**

Motivation in English as a Foreign Language refers to the learners' internal drive and desire to engage in and persist in learning English, influencing the effort and strategies they use to achieve language proficiency (Dörnyei, 2001, pp. 1-3; Gardner, 1985, pp. 10-11).

## SECTION ONE: THEORETICAL PART

### Chapter One: Early Reading Skills

|                                                           |    |
|-----------------------------------------------------------|----|
| Introduction .....                                        | 19 |
| The Definition of Reading .....                           | 20 |
| The Goals of Reading .....                                | 21 |
| The Nature of Reading .....                               | 22 |
| The Process of Reading .....                              | 22 |
| Theoretical Models of Early Reading Development.....      | 23 |
| Stage Models of Reading Development .....                 | 23 |
| Bottom-Up, Top-Down, and Interactive Models .....         | 24 |
| Early Reading Skills. ....                                | 25 |
| Key Components of Early Reading Skills in EFL .....       | 26 |
| Phonemic Awareness.....                                   | 26 |
| Letter-Sound Correspondence .....                         | 26 |
| Phonics and Decoding .....                                | 27 |
| Vocabulary Development .....                              | 27 |
| Reading Comprehension .....                               | 27 |
| Teaching Implications for EFL Primary School Pupils ..... | 28 |
| Reading Difficulties among Primary School Pupils .....    | 28 |
| Conclusion .....                                          | 30 |

## Introduction

Reading is widely recognized as one of the most essential skills in the learning process and a cornerstone of academic success. It plays a fundamental role in developing learners' linguistic abilities, enhancing comprehension, enriching vocabulary, and fostering critical thinking skills. Through reading, individuals gain access to knowledge, ideas, and experiences that contribute not only to their educational achievement but also to their personal and intellectual growth. Because of its importance, reading has become a major area of interest for researchers and educators seeking to understand its impact on learners' development and performance.

Several scholars have highlighted the significance of reading in learners' academic and cognitive development. According to Margaret L. Kern and Howard S. Friedman (2009, pp. 419-420), Hakan Kucukoglu (2013, pp. 709-714), and Stephen Suggate, Elizabeth Schaughency, and Elaine Reese (2013, pp. 33-48), reading is a vital skill that significantly contributes to learners' academic achievement, language development, and overall educational success. These researchers emphasize that strong reading skills developed at an early stage positively influence comprehension, vocabulary acquisition, and lifelong learning abilities.

Similarly, Monique Sénéchal and JoAnne LeFevre (2002, pp. 445-460), along with Kern and Friedman (2009, pp. 419-420), stress that reading plays a crucial role in children's cognitive, linguistic, and academic development. They argue that early exposure to reading activities greatly contributes to vocabulary growth, comprehension skills, and future academic achievement. Therefore, fostering reading habits and developing effective reading skills from an early age are essential for learners' success throughout their educational journey.

## The Definition of Reading

Reading a complex cognitive process that involves interaction between the reader and the text in order to construct meaning. Kenneth S. Goodman (1967, pp. 126-135) defines reading as a “psycholinguistic guessing game” in which readers actively use textual cues, background knowledge, and prediction strategies to interpret meaning. This definition highlights the active role of the reader in the comprehension process rather than viewing reading as the simple recognition of words.

In the same perspective, William Grabe and Fredricka L. Stoller (2011, pp. 3-12), in *Teaching and Researching Reading* (2nd ed.), describe reading as a process that simultaneously involves decoding written symbols and understanding their meaning. They further explain that reading in a foreign language is a complex activity that requires vocabulary knowledge, syntactic understanding, fluency, and meaning construction, rather than merely decoding individual words.

This research focuses on the low-level process of reading; decoding written symbols and understanding their meaning; due to the learners' level which is third year primary school pupils having English as a school subject for the first time. Linnea C. Ehri (2005, pp. 167-188) emphasizes that reading development among primary school pupils begins with learning the relationship between sounds and letters. According to her, phonological awareness is a fundamental component of early reading instruction because it helps learners recognize, decode, and manipulate sounds, which are essential skills for successful reading development.

## **The Goals of Reading**

The primary goal of reading is to construct meaning from written text. According to Catherine E. Snow (2002, pp. 11-16), readers actively engage with texts in order to understand information, interpret ideas, and acquire knowledge. This meaning-making process is central not only to academic learning but also to effective everyday communication.

In addition to comprehension, reading aims to develop automatic word recognition and reading fluency. Linnea C. Ehri (2005, pp. 167-188) explains that fluent readers are able to recognize words automatically, which allows them to focus more on comprehension rather than decoding individual words. This automaticity is a key factor in efficient reading development.

Reading also plays a significant role in language development. As noted by Paul Nation (2001, pp. 233-267), extensive reading contributes to vocabulary expansion and improves learners' grammatical knowledge through repeated exposure to language in meaningful contexts.

In the context of second language acquisition, reading serves multiple pedagogical purposes. William Grabe (2009, pp. 5-12) highlights that reading enhances exposure to the target language, strengthens comprehension skills, and promotes independent learning strategies among learners. Furthermore, reading fosters higher-order thinking skills such as analysis, inference, and evaluation, which are essential for academic success.

Taken together, reading skills enable learners to read accurately, fluently, and with understanding. These interconnected skills support the development of effective word recognition, deep comprehension, and critical engagement with texts, reinforcing the central role of reading in both cognitive and academic development (Snow, 2002, pp. 11-16).

## **The Nature of Reading**

With reference to the reading definition above, reading is defined as an interactive process between the reader and the text. It is not merely decoding written symbols, but an active process that involves interpreting, predicting, and understanding meaning.

According to interactive models of reading, comprehension results from the integration of lower-level processes (such as word recognition and decoding) and higher-level processes (such as background knowledge and inference-making). The Simple View of Reading, proposed by Philip Gough and William Tunmer (Gough & Tunmer, 1986, p. 7), posits that reading comprehension (RC) is the product of decoding (D) and linguistic comprehension (LC):  $RC = D \times LC$ . For beginner EFL learners, both components are developing simultaneously. Learners must acquire decoding skills in English while also building vocabulary and grammatical knowledge necessary for linguistic comprehension.

In sum, the nature of reading includes both lower-level processes, such as word recognition and decoding, and higher-level processes, such as comprehension and critical thinking (Grabe, 2009, pp. 14-18). These processes operate simultaneously and interactively to enable effective reading.

## **The Process of Reading**

As previously explained in this chapter, the process of reading is a complex cognitive activity that involves decoding written symbols and constructing meaning from text. It requires the interaction of multiple skills, including word recognition, language comprehension, and background knowledge (Catherine E. Snow, 2002, pp. 11-16). Readers first identify words through decoding or automatic recognition, then integrate their meanings to understand the sentences then the text.

According to Linnea C. Ehri (2005, pp. 167-188), reading begins with the ability to connect letters to sounds (decoding), which gradually becomes automatic with practice. At the same time, comprehension depends on vocabulary knowledge and the ability to interpret linguistic and contextual information. And skilled reading becomes automatic over time, allowing readers to focus more on meaning rather than decoding individual words (Paul Nation, 2001, pp. 233-267).

In English as a Foreign Language context, the reading process can be more demanding because learners must process unfamiliar vocabulary and grammatical structures while developing decoding skills. Koda (2005, pp. 23-27) added that reading is further influenced by learners' language proficiency, vocabulary knowledge, and exposure to the target language. In essence, successful reading involves both lower-level processes (e.g., decoding) and higher-level processes (e.g., comprehension and inference) working together (William Grabe, 2009, pp. 14-18).

## **Theoretical Models of Early Reading Development**

### **Stage Models of Reading Development**

One influential stage model was proposed by Linnea Ehri (Ehri, 2005, pp. 167-188), who described phases of word reading development as follows:

**Pre-alphabetic phase:** Children recognize words based on visual cues rather than letter-sound correspondences.

**Partial alphabetic phase:** Learners begin to use some letter-sound knowledge.

**Full alphabetic phase:** Learners can decode unfamiliar words using grapheme–phoneme correspondences.

**Consolidated alphabetic phase:** Learners recognize larger units (e.g., chunks, morphemes).

In English as a Foreign Language (EFL) context, beginners often enter the reading process at different phases depending on their first language (L1) literacy. Learners who are literate in their L1 may transfer phonological awareness and decoding strategies to English, whereas learners without strong L1 literacy may require more foundational instruction.

Another developmental framework is proposed by Jeanne Chall (Chall, 1983, pp. 13-18), who identified stages such as “learning to read” (Stages zero to two) and “reading to learn” (Stage three onward). Beginner EFL learners typically fall within the “learning to read” stage, where the focus is on mastering basic decoding and fluency.

### **Bottom-Up, Top-Down, and Interactive Models**

Other models were proposed and are now widely known and taught based on the reading theories namely; Bottom-Up, Top-Down, and Interactive models.

- **Bottom-up models:** The Bottom-Up model views reading as a process that begins with decoding letters and words before moving to meaning construction (Gough, 1972, pp. 320-325).
- **Top-down models:** The Top-Down model emphasizes the role of prior knowledge and prediction in reading comprehension (Kenneth S. Goodman, 1967, pp. 126-135).
- **Interactive models:** The Interactive model proposes that reading involves the simultaneous interaction of both bottom-up (decoding) and top-down (comprehension) processes (David E. Rumelhart, 1980, pp. 33-58).

For beginner EFL learners, interactive processing may be limited by restricted vocabulary and grammatical knowledge; therefore, instruction often emphasizes bottom-up skills initially while gradually incorporating comprehension strategies (William Grabe, 2009, pp. 19-23; Jeanne S. Chall, 1983, pp. 13-18).

## **Early Reading Skills**

Early reading skills refer to the foundational abilities that support the development of reading proficiency in beginning learners. These skills typically include print awareness, letter knowledge, phonological awareness, phonics (decoding), vocabulary, fluency, and basic comprehension (Catherine E. Snow, 2002, pp. 7-12). Together, these components form the basis of successful reading development and gradually lead learners toward fluent comprehension.

Print awareness involves understanding that written language carries meaning and follows specific conventions, while letter knowledge refers to the ability to recognize letters and associate them with their corresponding sounds (Susan B. Neuman & Carol Vukelich, 2001, pp. 15-22). In addition, phonological awareness which refers to the ability to identify and manipulate sounds in spoken language, is a strong predictor of reading achievement (Usha Goswami, 2001, pp. 53-68). These early skills provide the foundation for phonics instruction, which enables learners to decode written words accurately (National Reading Panel, 2000, pp. 715).

As learners progress, vocabulary knowledge becomes essential for text understanding, while fluency supports accurate, automatic, and expressive reading (Paul Nation, 2001, pp. 233-267; Timothy V. Rasinski, 2004, pp. 46-54). Ultimately, these early reading skills work

together to support reading comprehension, which remains the primary goal of reading instruction (Snow, 2002, pp. 7-12).

In Second Language Acquisition (SLA) and English as a Foreign Language (EFL) context, early reading skills are especially important because learners must develop language proficiency and literacy skills simultaneously (William Grabe, 2009, pp. 5-12). This dual demand makes explicit instruction in early literacy skills essential for reading success.

## **Key Components of Early Reading Skills:**

### **Phonological Awareness**

Goswami (2001, pp. 53-68) defines phonological awareness as the ability to recognize and manipulate sounds in spoken language and highlights its importance as a strong predictor of reading achievement. Similarly, the National Reading Panel (2000, pp. 2-5) emphasizes that explicit instruction in skills such as rhyming, blending, and segmenting sounds is essential for developing early decoding abilities, particularly in second language contexts where learners must acquire new phonemic systems.

### **Letter-Sound Recognition:**

Letter-sound recognition, also called the Alphabetic Principle, is a foundational reading sub-skill that refers to the ability to identify letters of the alphabet and associate them with their corresponding phonemes (sounds), enabling the development of decoding skills in early reading. This skill is typically defined within phonics instruction as the core ability to map graphemes (letters or letter combinations) to phonemes (sounds), which is essential for word recognition and reading fluency (National Reading Panel, 2000, pp. 2-7).

## **Phonics and Decoding**

Phonics instruction teaches the relationship between letters and sounds. In alphabetic languages such as English, understanding grapheme-phoneme correspondence is essential (National Reading Panel, 2000, pp. 2-7). However, English orthography is not entirely transparent, which can pose challenges for EFL beginners. Systematic phonics instruction has been widely supported in early reading research (Jeanne S. Chall, 1983, pp. 13-18). For EFL learners, explicit instruction may be particularly beneficial because exposure to English outside the classroom is often limited (William Grabe, 2009, pp. 19-23).

## **Vocabulary Development**

Vocabulary knowledge plays a central role in reading comprehension. According to the Lexical Quality Hypothesis proposed by Charles A. Perfetti (Perfetti, 2007, pp. 357-386), high-quality lexical representations (form, meaning, and use) facilitate efficient word recognition and comprehension. Beginner EFL learners typically have limited vocabulary, which constrains comprehension even if decoding skills are adequate. Therefore, early reading instruction should integrate vocabulary teaching with reading practice.

## **Reading Comprehension**

Although early reading emphasizes decoding, comprehension should not be neglected. Even beginners can be taught basic strategies such as predicting, identifying main ideas, and using context clues. However, strategy instruction must be adapted to learners' linguistic proficiency levels (William Grabe, 2009, pp. 19-23; Janice C. Chamot & Michael O'Malley, 1994, pp. 29-33).

## Teaching Implications for EFL Primary School Pupils

Based on the theoretical perspectives discussed, several pedagogical implications emerge for reading instruction, particularly in EFL contexts. Effective teaching should adopt a **balanced approach** that integrates phonics-based decoding with vocabulary development and reading comprehension, as reading is understood as the interaction of multiple processes including decoding and meaning construction (William Grabe, 2009, pp. 19-23; National Reading Panel, 2000, pp. 2-7). In line with early literacy research, instruction should also be **explicit and systematic**, particularly in teaching phonological awareness and grapheme-phoneme correspondence through structured activities such as rhyming, blending, and segmentation, which are essential for early decoding development (National Reading Panel, 2000, pp. 2-7; Linnea C. Ehri, 2005, pp. 167-188). Furthermore, effective pedagogy requires **scaffolding strategies**, including modelling, guided practice, and the gradual release of responsibility, which support learners as they move from assisted to independent readers (Annemarie Sullivan Palincsar, 1984, pp. 117-175). In addition, reading instruction should promote the **integration of skills**, connecting reading with speaking and listening activities to strengthen overall language development, especially in second language learning environments where exposure is limited (William Grabe, 2009, pp. 5-12). Finally, the use of **culturally relevant and meaningful texts** is essential, as it increases learners' motivation and supports comprehension by connecting new information to prior knowledge and experience (Catherine E. Snow, 2002, pp. 11-16).

## Reading Difficulties among Primary School Pupils

Primary school pupils often encounter reading difficulties such as mispronunciation, slow reading speed, poor word recognition, and limited comprehension. These difficulties are commonly attributed to weak phonological awareness and insufficient exposure to meaningful

reading activities (Catherine E. Snow et al., 1998, pp. 4-9). In EFL contexts, pupils may also struggle with unfamiliar English sounds that do not exist in their first language. Additionally, traditional teaching methods that rely heavily on repetition and memorization may fail to meet pupils' individual needs or sustain motivation (Jeremy Harmer, 2007, pp. 48-52).

A significant number of primary school pupils face difficulties in developing fundamental reading skills such as decoding, fluency, vocabulary, and comprehension, which can negatively affect academic performance and overall learning (Snow, 2002, pp. 11-16). One common difficulty is poor decoding ability, where learners struggle to connect letters with sounds, often linked to weak phonological awareness, a strong predictor of early reading success (Usha Goswami, 2001, pp. 53-68). Similarly, Linnea C. Ehri (2005, pp. 167-188) explains that failure to develop automatic word recognition can slow reading fluency and hinder comprehension.

Another major issue is limited vocabulary knowledge, particularly in second language contexts, where learners may struggle to understand word meanings, directly affecting comprehension (Paul Nation, 2001, pp. 233-267). Reading fluency is also a common challenge; learners who read slowly and inaccurately often find it difficult to focus on meaning (Timothy V. Rasinski, 2004, pp. 46-54). In addition to comprehension difficulties which may result from limited background knowledge and inability to make inferences during reading (William Grabe, 2009, pp. 14-18). Other contributing factors include limited exposure to print, inadequate instruction, and learning disorders such as dyslexia, which affects the ability to process written language.

## Conclusion

Early reading skills are fundamental to the development of reading proficiency among EFL pupils. These skills, including phonological awareness, letter knowledge, phonics, vocabulary, fluency, and comprehension, work together to support learners in constructing meaning from text (Catherine E. Snow, 2002, pp. 7-12). Without a solid foundation in these areas, pupils are more likely to experience difficulties in reading development.

Developing early reading skills for EFL primary school pupils involves the interaction of these sub-skills, particularly phonological awareness. Theoretical models such as the Simple View of Reading, stage theories, and interactive models provide valuable frameworks for understanding this process. Effective instruction at this stage requires a balanced and explicit approach that addresses both foundational literacy skills and emerging language proficiency.

Moreover, in Second Language Acquisition and English as a Foreign Language context, the acquisition of early reading skills is more complex, as learners must develop both language proficiency and literacy simultaneously (William Grabe, 2009, pp. 5-12). Effective instruction that integrates these skills is therefore essential for improving reading outcomes.

To conclude this chapter, fostering early reading skills at the primary level is crucial for ensuring later academic success and promoting independent learning (Paul Nation, 2001, pp. 233-267). This theoretical foundation provides the basis for examining instructional practices and learner outcomes in the empirical part of the research.

## Chapter Two: Rhyming

|                                                          |    |
|----------------------------------------------------------|----|
| Introduction .....                                       | 32 |
| Definition of Rhyming .....                              | 32 |
| The Theory of Rhyming in Education.....                  | 34 |
| The Role of Rhyming .....                                | 35 |
| Rhyming and Phonological Awareness .....                 | 35 |
| Rhyming and Early Literacy Development .....             | 36 |
| The Impact of Rhyming on EFL Primary School Pupils ..... | 37 |
| The Impact of Rhyming on Reading Skills.....             | 37 |
| The Impact on Pronunciation .....                        | 38 |
| The Impact on Motivation .....                           | 39 |
| The Role of the Teachers. ....                           | 40 |
| Benefits of Rhyming in Early Literacy Development.....   | 40 |
| Challenges and Limitations of Rhyming in Education.....  | 41 |
| Conclusion .....                                         | 42 |

## **Introduction**

Rhyming is an important component of early language development and literacy acquisition. It refers to the repetition of similar ending sounds in words and is commonly used in songs, poems, and nursery rhymes. In educational settings, rhyming is closely associated with phonological awareness, which involves recognizing and manipulating the sound structures of language (Usha Goswami, 2001, pp. 53–68). Research suggests that children who can recognize and produce rhymes develop stronger awareness of sound patterns, which supports decoding and early reading development (Linnea C. Ehri, 2005, pp. 167–188).

In EFL contexts, rhyming activities are particularly beneficial because they expose learners to unfamiliar English sounds, rhythm, and pronunciation in an engaging and memorable way. The repetitive nature of rhymes also enhances vocabulary acquisition and memory retention (Jeremy Harmer, 2007, pp. 81–84). Therefore, integrating rhyming with other phonological awareness activities, such as blending and segmentation, can effectively support young learners' language and reading development.

## **Definition of Rhyming**

Rhyming is the ability to recognize and manipulate the sound structures of spoken language, including larger units such as words and syllables, as well as smaller units like onsets, rimes, and phonemes (Goswami, 2001, pp. 6-7; National Reading Panel, 2000, pp. 2-1-2-5). Rhyming is widely defined in linguistic and educational literature, emphasizing its phonological, cognitive, and pedagogical dimensions.

From a phonological and linguistic standpoint, rhyming refers to the repetition of similar sounds, particularly at the end of words. Crystal (2008, p. 414) defines rhyme as the

repetition of identical or similar sounds in the final stressed syllables of words. This definition highlights the phonetic structure of rhyme and its role in sound patterning. Similarly, Roach (2009, p. 110) describes rhyme as the occurrence of identical vowel and final consonant sounds in two or more words, emphasizing its function in phonology and pronunciation. These definitions focus on rhyme as a sound-based phenomenon, central to phonological analysis.

In early literacy research, rhyming is viewed as a key component of phonological awareness. Goswami and Bryant (1990, pp. 22-25) define rhyming as the ability to detect and generate words that share the same ending sounds, considering it a foundational skill for reading development. Adams (1990, pp. 80-85) also emphasizes that rhyming is an early-developing phonological skill that helps children understand sound similarities and patterns in language. That is to say there is an undeniable link between rhyming, literacy acquisition, and early reading skills.

Seen from a pedagogical viewpoint, rhyming is an effective instructional tool used in teaching language. Harmer (2007, pp. 81-84) defines rhyming in language teaching as the use of words with similar ending sounds in songs, chants, and poems to facilitate pronunciation, memory, and engagement. Brewster, Ellis, and Girard (2002, pp. 162-165) describe rhymes as short, repetitive, and rhythmic texts that support language learning by reinforcing sound patterns and vocabulary. Rhyming as a teaching strategy, is particularly effective for young learners.

Bryant, Bradley, Maclean, and Crossland (1989, pp. 429-438) define rhyming as a linguistic skill that reflects children's sensitivity to sound patterns and predicts later success in reading and spelling. Yopp and Yopp (2000, pp. 130-143) view rhyming as part of phonemic awareness that enables learners to manipulate and play with sounds in language.

These perspectives connect rhyming to cognitive development and language processing skills.

## **The Theory of Rhyming in Education**

Rhyming theory in education is grounded in research from psychology, linguistics, and literacy studies, highlighting its role as a key component of phonological awareness and early literacy development. Early work by Peter Bryant and Lynette Bradley (1983, pp. 19-25) demonstrated that children's ability to recognize rhyme and alliteration strongly predicts later reading success, establishing rhyming as a foundational literacy skill. Building on this, Usha Goswami (1990, pp. 1-10) proposed the Rhyme Analogy Theory, explaining that children use familiar rime units to decode new words, supporting reading development through pattern recognition rather than letter-by-letter decoding.

Similarly, Linnea C. Ehri (2005, pp. 167-188) describes rhyming as part of early phonological processing that supports the transition from partial to full alphabetic word reading, while Marilyn Jager Adams (1990, pp. 80-85) emphasizes its role in developing sound – letter knowledge within systematic literacy instruction. From a broader perspective, Catherine E. Snow (2002, pp. 11-16) highlights that exposure to rhymes enhances oral language, vocabulary, and social interaction, reinforcing its linguistic and cognitive benefits. In addition, Keith Stanovich (1986, pp. 360 – 370) explains through the Matthew Effect that early phonological skills such as rhyming contribute to long-term reading success and help prevent later reading difficulties.

From a second language perspective, Stephen Krashen (1982, pp. 20-25) and David Nunan (1991, pp. 37-42) argue that language acquisition is facilitated through meaningful and

comprehensible input, and rhymes provide engaging, repetitive, and low-anxiety input that supports motivation and retention in language learning contexts.

In sum, rhyming theory reflects a convergence of cognitive, linguistic, and pedagogical perspectives, demonstrating that rhyming is not merely a classroom activity but a research-supported foundation for phonological awareness, reading development, and language acquisition.

## **The Role of Rhyming**

Rhyming activities play a significant role in developing phonological awareness, which directly contributes to reading development. By listening to and producing rhymes, pupils learn to recognize similarities between word sounds, facilitating decoding and word recognition (Hallie Kay Yopp & Ruth Helen Yopp, 2000, pp. 130–143). Furthermore, rhymes enhance pronunciation, reading fluency, and learners' confidence. Their playful nature creates a low-anxiety learning environment, which encourages participation and motivation (Timothy V. Rasinski, 2004, pp. 46–54). As a result, rhyming can be considered an effective pedagogical strategy for improving reading skills among primary school pupils.

## **Rhyming and Phonological Awareness**

Within phonological awareness, rhyming is considered an early-developing and essential subskill. Rhyming involves the ability to identify and produce words with similar ending sounds (e.g., cat, hat, bat). According to Goswami (1999), children's sensitivity to rhyme reflects their awareness of larger phonological units, particularly rime units, which play a significant role in early word recognition and decoding. From a developmental perspective, phonological awareness progresses along a continuum from larger to smaller units of sound. Children typically acquire sensitivity to rhyme and alliteration before developing the ability to

manipulate individual phonemes (Anthony & Lonigan, 2004). This progression supports the idea that rhyming serves as a bridge between general sound awareness and more advanced phonemic awareness. Exposure to rhyming activities such as songs, poems, and word play enhances phonological awareness and supports early reading acquisition (Bryant et al., 1989). These activities help children detect sound patterns, build auditory discrimination skills, and develop the metalinguistic awareness necessary for decoding written language. Rhyming is a foundational component of phonological awareness, serving both as an early indicator of phonological sensitivity and as a practical tool for literacy instruction. Its role in the broader framework of phonological development underscores its importance in preparing children for successful reading and spelling.

## **Rhyming and Early Literacy Development**

Rhyming is an important literacy skill that supports children's understanding of language sounds. Within phonological awareness, rhyming is considered an early-developing and essential subskill that involves identifying and producing words with similar ending sounds. Usha Goswami (1999, pp. 93–110) explains that children's sensitivity to rhyme reflects awareness of larger phonological units (rime units), which support early word recognition and decoding. From a developmental perspective, phonological awareness develops from larger to smaller sound units, with rhyme and alliteration typically preceding phoneme-level skills (Ann E. Anthony & Christopher J. Lonigan, 2004, pp. 257–279). This progression positions rhyming as a bridge between basic sound awareness and more advanced phonemic awareness. Furthermore, exposure to rhyming activities such as songs, poems, and word play enhances phonological awareness and supports early literacy development (Peter Bryant et al., 1989, pp. 429–438), as it strengthens auditory discrimination and metalinguistic awareness necessary for decoding and spelling.

## **The Impact of Rhyming on EFL Primary School Pupils**

The impact of rhyming activities on primary school pupils in English as a Foreign Language context, is widely recognized in language teaching as they support the development of early literacy and oral skills. Rhyming activities, including songs, chants, and word-play tasks, are commonly used to enhance learners' phonological awareness, which is a key foundation for listening, speaking, and reading development (Usha Goswami, 2001, pp. 53-68). In English as a Foreign Language context, such activities are particularly beneficial because they provide repeated and meaningful exposure to unfamiliar sound patterns in English, helping learners develop sensitivity to pronunciation and rhythm (Jeremy Harmer, 2007, pp. 81-84). Research indicates that rhyming supports early language acquisition by strengthening sound recognition, memory retention, and engagement in foreign language learning (Peter Bryant et al., 1989, pp. 429-438).

### **The Impact of Rhyming on Reading Skills**

Rhyming activities play an important role in the development of early reading skills because they strengthen phonological awareness, a key foundation for learning to read (Usha Goswami, 2001, pp. 53-68). When children engage in tasks such as identifying rhyming words, producing rhymes, or participating in songs and games, they become more sensitive to sound patterns in language. This awareness supports decoding skills by helping learners recognize that words sharing similar sounds often share similar spelling patterns (Peter Bryant et al., 1989, pp. 429-438).

Research also shows that early rhyme awareness is a strong predictor of later reading achievement. Bryant et al, (1989, pp. 429-438) found that children who can detect and produce rhymes early tend to perform better in reading and spelling in later

years. Similarly, Goswami (1993, pp. 70-85) explains that rhyming supports analogical reasoning in reading, allowing learners to use familiar word patterns to decode new words more effectively.

In addition, rhyming activities contribute to vocabulary growth and oral language development. Through repeated exposure to rhymes and rhythmic texts, children encounter new vocabulary in meaningful and memorable contexts, which improves retention and comprehension (Linnea C. Ehri et al., 2001, pp. 12-18). These activities are also highly engaging, increasing motivation and participation, which are essential for effective literacy learning.

Furthermore, structured phonological awareness instruction that includes rhyming has been shown to be especially beneficial for struggling readers. The National Reading Panel (2000, pp. 2-7) reports that systematic training in phonological awareness significantly improves decoding and reading fluency. By helping learners discriminate and manipulate sounds, rhyming activities provide an essential scaffold for more advanced reading skills.

In English as a Foreign Language context, rhyming activities are a valuable pedagogical tool that supports the development of pre-reading and early reading skills. They enhance phonological awareness, strengthen decoding ability, and promote whole language development, contributing significantly to children's literacy achievement.

### **The Impact of Rhyming on Pronunciation**

Rhyming activities have a positive impact on the development of pronunciation skills in primary school pupils by exposing them to the sound system of English in a

structured and memorable way. Through repeated listening and production of rhyming words in songs, chants, and poems, learners become more aware of stress patterns, rhythm, and intonation, which are essential components of accurate pronunciation (Peter Roach, 2009, p. 110). This repeated exposure also helps pupils distinguish and reproduce English phonemes that may not exist in their first language, thereby improving their overall phonetic accuracy. In addition, rhyming activities create opportunities for oral repetition in an enjoyable and low-anxiety environment, which encourages learners practise sounds and words utterance without fear of making mistakes (Jeremy Harmer, 2007, pp. 81–84). As a result, rhyming not only supports pronunciation development but also enhances learners' confidence and fluency in spoken English.

### **The Impact of Rhyming on Motivation**

The playful nature of rhymes, songs, and chants creates a supportive classroom atmosphere where learners feel more confident to participate and experiment language (Jeremy Harmer, 2007, pp. 81-84). This reduces anxiety and increases willingness to engage in speaking and listening activities, which is particularly important for young learners. In addition, rhythmic and repetitive language helps maintain attention and interest, making learning experiences more memorable and enjoyable (Timothy V. Rasinski, 2004, pp. 46-54). As a result, rhyming activities not only support language development but also foster positive attitudes toward English learning, encouraging and sustaining participation and long-term motivation.

## **The Role of the Teacher**

The teacher plays a central role in the effective implementation of rhyming activities to enhance primary school pupils' early reading skills. In classroom practice, teachers are responsible for selecting appropriate rhymes, modelling correct pronunciation, and guiding learners through structured phonological awareness tasks such as identifying, producing, and manipulating rhyming words. In addition, explicit and systematic instruction is essential, as teachers must gradually develop learners' awareness of sound patterns before moving toward more complex decoding tasks (National Reading Panel, 2000, pp. 2-7). Teachers also act as facilitators who scaffold learning by providing repetition, feedback, and encouragement, which helps pupils build confidence and improve their phonological awareness and reading readiness. Overall, the teacher's role is crucial in integrating rhyming activities into meaningful instruction that supports early literacy development.

## **Benefits of Rhyming in Early Literacy Development**

Rhyming supports both cognitive and linguistic literacy development particularly for young primary school pupils. As an aspect of phonological awareness, it helps children recognize sound patterns in spoken language, which is essential for developing reading skills (Tracy G. Gillon, 2004, pp. 36-42). Cognitively, rhyming strengthens auditory memory and attention because children must listen to, store, and recall sound patterns when engaging with songs, poems, and wordplay activities (Peter Bryant et al., 1989, pp. 429-438). It also enhances pattern recognition, enabling learners to group words with similar endings and use these patterns to predict and decode unfamiliar words more effectively (Usha Goswami, 1999, pp. 93-110).

From a linguistic perspective, rhyming strengthens phonological awareness, a key predictor of reading success, by helping children focus on sound structures rather than only meaning (Linnea C. Ehri et al., 2001, pp. 12-18). It also supports vocabulary development by introducing new words in meaningful and engaging contexts (Ann E. Anthony & Christopher J. Lonigan, 2004, pp. 257-279). Rhyming is a teaching tool associated with several aspects of early literacy, including memory, attention, pattern recognition, phonological awareness, and vocabulary development.

### **Challenges and Limitations**

Although rhyming is recognized to be beneficial for early reading development, it also presents several challenges and limitations in primary school classrooms. One major limitation is that not all pupils develop phonological sensitivity at the same rate, meaning that some learners may struggle to identify or produce rhymes despite repeated exposure, which can reduce the effectiveness of instruction (Tracy G. Gillon, 2004, pp. 58-62). In addition, rhyming activities alone are not sufficient for developing full reading competence, as they primarily focus on larger sound units and may not adequately support phoneme-level skills needed for accurate decoding (Ann E. Anthony & Christopher J. Lonigan, 2004, pp. 260-265). Another challenge is related to language differences in EFL contexts, where learners may not easily recognize English rhyme patterns due to limited vocabulary and unfamiliar phonological structures, which can lead to misunderstanding or low participation (Jeremy Harmer, 2007, pp. 83-85). Furthermore, over-reliance on rhyming without integrating it into a broader phonological awareness program may limit its impact on long-term reading development. Therefore, while rhyming is a valuable instructional tool, it should be combined with other phonics and decoding strategies to ensure balanced literacy instruction.

## Conclusion

To conclude this chapter, using rhyming activities as an instructional strategy in teaching and learning English for primary school pupils has proven to be effective in supporting early language development. It contributes to the improvement of key skills such as phonological awareness, which in turn enhances pronunciation, and early reading abilities, while also increasing learners' motivation and engagement in the classroom.

Rhyming activities help children develop phonological awareness, which supports decoding and word recognition, and this is essential for reading development (Usha Goswami, 2001, pp. 53-68). Rhyming also improves pronunciation by exposing learners to rhythm, stress, and sound patterns in a natural and repetitive way (Peter Roach, 2009, p. 110). In addition, these activities increase learners' motivation because they are playful, enjoyable, and reduce anxiety in the classroom, making pupils more willing to participate (Jeremy Harmer, 2007, pp. 81-84).

However, rhyming also has some limitations. Some learners may struggle to identify rhymes due to differences in language background or weak phonological awareness, and therefore they need more structured support (Tracy G. Gillon, 2004, pp. 58-62). Moreover, rhyming alone is not enough for full reading development and should be combined with other phonics and decoding strategies to ensure balanced literacy instruction. Overall, rhyming is a valuable but complementary tool in developing reading skills, pronunciation, and motivation in primary English Foreign Language classrooms.

## SECTION TWO: PRACTICAL PART

### Chapter One: Research Procedure

|                                               |    |
|-----------------------------------------------|----|
| Introduction.....                             | 44 |
| The Research Design .....                     | 44 |
| Target Population and Sample.....             | 45 |
| The Research Tools.....                       | 46 |
| Description of the Pre-Test .....             | 46 |
| Description of the Treatment .....            | 47 |
| Description of the Post-Test.....             | 48 |
| Description of the Pupils' Exit-Tickets ..... | 49 |
| Conclusion .....                              | 51 |

## Introduction

After having formulated the research objectives, the research problem and the hypothesis; and reviewed some of the works that have been done in the fields of reading and rhyming and their relationship in the teaching-learning process of English as a Foreign Language; the experimentation was conducted on a third year primary school pupils at El-moudjahid Tammar Bouhafs, Bamendile, Ouargla, Algeria during the academic year 2025-2026, seeking to answer the research questions;

- ❖ How do primary school pupils respond to reading lessons based on rhyming activities?
- ❖ How do rhyming activities impact primary school pupils early reading skills?
- ❖ To what extent do rhyming activities contribute to enhancing pupils' early reading skills?

This chapter highlights the methods and tools implemented in this research. It explains the quasi-experimental design used, and describes the target population, the sample and the research tools. It is also devoted to describe the procedure of data collection used to investigate the effectiveness of integrating rhyming activities in enhancing third year primary school pupils' early reading skills.

## The Research Design

A quasi-experimental design seeks to establish cause-and-effect relationships similar to an experiment but lacks random assignment, instead using other methods to control for confounding variables (Cook & Campbell, 1979, p. 6; Shadish et al., 2002, p. 14).

This research was conducted using the quasi-experimental design attempting to establish a cause-and-effect relationship between the systematic use of rhyming activities and

the development of early reading skills. The experimentation was led on class A composed of 12 pupils out of a population of twenty-five 25 in two distinct classes of third year primary school pupils at El-moudjahid Tammar Bouhafs Primary School, within the academic year 2025-2026. During the first session, a pre-test of five activities was carried out individually in sixty minutes to measure the current level of pupils in reading. The treatment was administrated in four sessions of sixty minutes. During each session, pupils practised two reading tasks based on rhyming only, followed by a test of five activities respectively evaluating the five reading sub-skills (letter-sound correspondence, phonemic awareness, decoding, vocabulary, & reading comprehension). The sixth and final session was dedicated to the post test which included the same activities as the pre-test with completely different and unfamiliar words to evaluate the pupils' early reading skills progression.

The results of the pre-test and post-test were collected and analysed. Data collection was done through the sessions' tests results and the pupils' exit tickets related to their feelings about their performance throughout the lessons. The feedback from pupils exit-tickets also provided constructive information highlighting the pupils' perception and feelings about rhyming activities of the learning sessions. The data from the experimental class was analysed and so was the analysis of the pupil's feedback through the exit-tickets.

## **The Target Population and the Sample**

The practical part of this research is mainly based on an experimental group of young learners in order to evaluate the foundation of the thesis. In this perspective, the selected population consists of two classes of 25 pupils in third year primary school grouped into two distinct classes (Class A and Class B) having class at El-moudjahid Tammar Bouhafs, Bamendile, Ouargla, Algeria, during the academic year 2025-2026. The sample is class A that consists of twelve pupils of eight girls and four boys aging between 7 and 9 years old.

## **The Research Tools**

To address the research questions, the selected tools align with the quasi-experimental design. Therefore, the pre-test-treatment-post-test were selected to be the primary instrument, along with tests and sessions' exit tickets administered to pupils as a supporting tool.

### **Description of the Pre-Test:**

To assess pupils' readiness for rhyming activities as an instructional strategy during reading lessons and to identify their strengths and weaknesses in reading, a pre-test was administered. The pre-test consisted of five tasks designed to evaluate five essential reading sub-skills: phonemic awareness, letter-sound correspondence, decoding strategies, vocabulary development, and reading comprehension.

According to Ehri (Ehri, 2005, p. 167), phonemic awareness assessment helps identify children at risk for reading difficulties and enables early, targeted intervention before more serious literacy problems emerge. The phonemic awareness activity measures how well a learner can hear, identify, and manipulate the individual sounds in spoken words. To evaluate this skill, pupils were asked to cross the odd letter.

The assessment of letter-sound correspondence required pupils to identify and circle the lowercase letters of the letters in the first column. It aims to evaluate pupils' ability to recognize the relationship between written letters (graphemes) and their corresponding sounds (phonemes). This skill boosts early reading development, as it enables learners to connect written symbols with spoken language and supports accurate word recognition and decoding.

The third task assesses pupils' use of decoding strategies; it determines their ability to translate written symbols into spoken language through a "Circle the rhyming word" task. By

recognising the words that rhyme; they demonstrate letter–sound correspondences and word recognition skills.

The fourth skill assessed in the pre-test is vocabulary development, which seeks to examine pupils' ability to recognize words and understand their meanings. This skill was evaluated through two tasks: matching each pet's picture to its corresponding name and circling the correct name of each toy.

Finally, the fifth task aims to assess reading comprehension at the lower-level processes, including word recognition and syntactic parsing, as identified by William Grabe (2009, p. 14). Accordingly, pupils were instructed to read a very short phrase and colour the picture that corresponded to its meaning.

### **Description of the Treatment:**

The designated sample is third-year primary school class A, consisting of 12 pupils, eight girls and four boys, at El-Moudjahid Tammar Bouhafs Primary School during the academic year 2025/2026. After collecting and analysing the results of the pre-test administered to this sample, the intervention was carried out based on the pupils' weaknesses in reading skills.

The treatment consisted of four instructional sessions designed to develop third-year primary school pupils' reading abilities through the use of rhyming activities. The sessions were conducted over a period of two weeks, with two sessions per week. Each session lasted sixty minutes carefully planned according to the learners' age, level, and learning needs.

The instructional treatment relied exclusively on rhyming activities as a teaching technique to improve learners' reading skills. During the sessions, pupils were exposed to different rhyme-based tasks intended to enhance phonemic awareness, word recognition, pronunciation, vocabulary acquisition, and low-level reading comprehension. The activities

included identifying rhyming words, matching similar sound patterns, completing rhyming pairs, repeating rhythmic chants, reading short rhyming sentences, and participating in oral repetition exercises.

The sessions were organized progressively, beginning with simple sound recognition activities and moving gradually toward more complex reading tasks. Visual aids, flashcards, pictures, and short rhyming texts were used to support comprehension and maintain pupils' engagement throughout the learning process. The teacher encouraged active participation, repetition, and collaborative practice in order to create an enjoyable and motivating learning environment.

At the end of each session, pupils were administered a test composed of five tasks designed to assess their reading outcomes; and evaluate their performance in different reading skills, including recognition of rhyming words, decoding simple words related to the current sequence they were having, vocabulary understanding, and reading comprehension of short simple sentences.

### **Description of the Post Test**

The post-test aimed to evaluate the development of reading skills among third year primary school pupils at El-moudjahid Tammar Bouhafs primary school, Bamendile, Ouargla, during the academic year 2025/2026. The post-test followed the instructional strategy based on rhyming activities. The post-test was administrated to the experimental class after the intervention to measure the pupils' advancement and assess the effectiveness of rhyming as a teaching strategy.

This assessment contained a range of reading tasks suitable for the pupils' age, language proficiency, and cognitive abilities. The tasks focused on five reading sub-skills, including

recognizing sounds, letters and words, understanding phonemes, grasping vocabulary, achieving reading comprehension of simple sentences.

The post-test included five written tasks. Pupils were required to select the beginning letter of approaching phonics ('f' or 'v' – 'b' or 'p') of objects in the pictures, tick the matching words to the image among distractor words, pair words with their corresponding images testing the vocabulary development, and finally cross the incorrect words in the sentences describing an image. Clear instructions were provided to facilitate understanding and keep the pupils engaged.

The evaluation criteria focused on several aspects: accuracy, comprehension, and the ability to correctly decode written symbols. The post-test outcomes were subsequently analysed in comparison to the pre-test results to assess the degree of improvement in the pupils' reading skills following the instructional intervention grounded on rhyming activities only.

## **Description of the pupils' Exit-Tickets**

### **1- Description of the Pre-Test and Post-Test Exit-Ticket**

An exit-ticket was used during both the pre-test and the post-test sessions to collect pupils' feelings and self-evaluations regarding their performance. The purpose of this tool was to provide additional qualitative data about learners' attitudes, confidence, and emotional responses toward the reading tasks administered during the research.

The exit-ticket was designed in a simple and age-appropriate format suitable for third-year primary school pupils. It included three evaluation choices represented by emojis and descriptive adjectives to help learners easily express their feelings by answering the question **“How was your performance?”**

# EXIT TICKET



At the end of each session, pupils were asked to select the emoji and adjective that best reflected their feeling about their performance. The use of visual symbols facilitated understanding and encouraged honest responses, considering the young age of the participants.

This instrument helped in gathering information about pupils' motivation, satisfaction, and self-confidence before and after the instructional treatment. The comparison between the pre-test and post-test exit-ticket responses also provided insights into the learners' emotional development and perceptions of their reading progress throughout the experiment.

## 2- Description of Treatment Sessions' Exit-Ticket

An exit-ticket was used at the end of each reading session to collect pupils' feelings and reactions toward the lesson based on rhyming activities. The purpose of this instrument was to evaluate learners' emotional engagement, motivation, and attitudes during the instructional process.

The exit-ticket was designed in a simple and child-friendly format appropriate for third-year primary school pupils. It included a question asking learners: **"How do you feel about this lesson?"** Pupils were then invited to choose one emoji and adjective that best described their feelings after the session. The response options included:

# EXIT TICKET

How do you feel about this lesson ?



sad



happy



confused



excited



bored

The use of emojis alongside adjectives helped young learners understand the choices easily and express their feelings confidently. At the end of each session, pupils selected the option that reflected their emotional response to the reading activities and classroom experience.

This exit-ticket provided precious qualitative data concerning pupils' engagement and perceptions of the rhyming-based reading lessons. It also helped identify the extent to which the instructional activities created a positive and motivating learning environment for young learners throughout the treatment period.

## Conclusion

This chapter presented the research procedure adopted to investigate the effectiveness of integrating rhyming activities to enhance third-year primary school pupils' early reading skills in English as a Foreign Language. It describes the quasi-experimental design employed in the research. The target sample is class A consisting of twelve 12 pupils; among a population of third year primary school of twenty-five pupils having class in two distinct classrooms (Class A and Class B) at El-moudjahid Tammar Bouhafs primary school, Bamendile, Ouargla, during the academic year 2025/2026. In addition, the chapter provided a description of the research tools used for data collection; a pre-test, four sessions of instructional treatment based on rhyming activities, a post-test, and exit-

tickets featured with emojis were administered to pupils throughout the experimentation process. These instruments were selected in order to collect both quantitative and qualitative data concerning learners' reading performance and emotional engagement during the sessions. The procedure presented in this chapter aimed at ensuring the reliability and validity of the collected data besides examining the extent to which rhyming activities could contribute to the development of young learners' reading abilities. The following chapter will present, analyse, and interpret the data obtained from the pre-test, post-test, and exit-tickets in order to verify the research hypothesis and answer the research questions mentioned earlier in this chapter.

## Chapter Two: Analysis of the Findings

|                                                               |    |
|---------------------------------------------------------------|----|
| Introduction.....                                             | 54 |
| Description of the Pre-Test Results .....                     | 54 |
| Description of the Pre-Test Tasks' Results .....              | 56 |
| Description of the Treatments-Tests Results .....             | 58 |
| Description of the Post-Test Results .....                    | 58 |
| Description of the Post-Test Tasks' Results .....             | 60 |
| Comparison of Pre and Post Test Results .....                 | 61 |
| Description of Pupils' Pre Tests' Exit-Tickets Results .....  | 63 |
| Description of the Sessions' Exit-Tickets Results .....       | 64 |
| Description of Pupils' Post Tests' Exit-Tickets Results ..... | 65 |
| Analysis of the Findings.....                                 | 66 |
| Conclusion .....                                              | 68 |

## **Introduction**

Having presented the different components of the research, this chapter is devoted to the description and interpretation of the findings obtained through the research tools. Its purpose is to examine the extent to which the results support or refute the research hypothesis, which assumes that systematic exposure to rhyming activities enhances third-year primary school pupils' early reading skills. Therefore, the results of the tests and the exit tickets administrated to the experimental class, namely third year primary school, class A, at El-moudjahid Tammar Bouhafs, Bamendile, Ouargla, within the academic year 2025/2026 are analysed and interpreted in relation to the theoretical framework and the research objectives previously established. By examining the collected data and evaluating the outcomes of the tests and the exit tickets, the discussion will highlight the effectiveness of the experimentation, identify significant patterns and limitations, and provide a deeper understanding of the research problem. Furthermore, this chapter determines whether the results support the proposed assumptions and emphasizes the implications of these findings for the field of research or not.

## **Description of the pre-test results**

The pre-test consists of five tasks designed to assess the five reading sub-skills, with each task scored out of four points. The total score was ranged from five to twenty, and the results were interpreted according to the following scale:

### **Scoring System**

- Each category/task was scored from 1 to 4
- Total Score Range: 5 - 20

### **Interpretation of the Scores**

- 5 - 10: Beginning level
- 11 - 15: Developing level
- 16 - 20: Proficient level

To classify the pupils' results into distinct categories, the criteria and performance levels applied are presented in the table below.

**Table 01: Criteria and Performance Levels**

| Skill Area                     | Proficient<br>Scale: 16 - 20                                     | Developing<br>Scale: 11-15                                  | Beginning<br>Scale: 5-10                  |
|--------------------------------|------------------------------------------------------------------|-------------------------------------------------------------|-------------------------------------------|
| <b>Letter Recognition</b>      | Correctly identifies all or most letters quickly and confidently | Recognizes some letters but hesitates or makes a few errors | Has difficulty recognizing most letters   |
| <b>Phonological Awareness</b>  | Accurately identifies beginning sounds and rhymes                | Identifies some sounds/rhymes with support                  | Struggles to identify sounds or rhymes    |
| <b>Decoding (Word Reading)</b> | Reads simple words accurately and independently                  | Reads some words correctly with effort or prompting         | Unable to decode simple words             |
| <b>Vocabulary</b>              | Understands and correctly identifies word meanings               | Understands some words but makes occasional errors          | Limited understanding of basic vocabulary |
| <b>Reading Comprehension</b>   | Fully understands simple sentences and answers correctly         | Partial understanding; may need repetition                  | Does not understand the sentence          |

The table below shows the results of the pre-test scores according to the following scoring system

- Each task was scored from 1 to 4
- Total Score Range: 5 – 20

**Table 02: The Pre-Test Scores**

| Pupils    | Pre-Test Scores /20 |
|-----------|---------------------|
| <b>P1</b> | 20,00               |
| <b>P2</b> | 15,50               |
| <b>P3</b> | 6,00                |
| <b>P4</b> | 17,50               |
| <b>P5</b> | 20,00               |

|            |       |
|------------|-------|
| <b>P6</b>  | 5,50  |
| <b>P7</b>  | 11,50 |
| <b>P8</b>  | 5,00  |
| <b>P9</b>  | 12,50 |
| <b>P10</b> | 13,50 |
| <b>P11</b> | 13,00 |
| <b>P12</b> | 6,50  |

The next table presents the classification of pupils in three performance categories; proficient, developing, and beginning. It also shows the corresponding number and percentage of pupils in each category.

- 5 - 10: Beginning level
- 11 - 15: Developing level
- 16 - 20: Proficient level

**Table 03: Interpretation of the Pre-Test Scores**

| Category                | Proficient | Developing | Beginning | Total |
|-------------------------|------------|------------|-----------|-------|
| <b>Number of pupils</b> | 4          | 4          | 4         | 12    |
| <b>Percentage</b>       | 33.33%     | 33.33%     | 33.33%    | 100%  |

### **Description of the Pre-Test's Tasks' Results:**

The following table displays the results of the pre-test five tasks in connection with the five reading sub-skills that is; letter-recognition, phonemic-awareness, decoding strategies, vocabulary development, and reading comprehension.

#### **Scoring System**

- Each task was scored from 0 to 4
- Total Score Range: 0 – 4

**Table 04: The Pre-Test Tasks' Scores**

| Pupils | Letter<br>Recognition<br>/4 | Phonemic<br>awareness<br>/4 | Decoding<br>strategies<br>/4 | Vocabulary<br>development<br>/4 | Reading<br>Comprehension<br>/4 | Total<br>Score<br>/20 |
|--------|-----------------------------|-----------------------------|------------------------------|---------------------------------|--------------------------------|-----------------------|
| P1     | 4                           | 4                           | 4                            | 4                               | 4                              | 20                    |
| P2     | 4                           | 3,5                         | 1                            | 3                               | 4                              | 15,5                  |
| P3     | 1                           | 2                           | 2                            | 1                               | 0                              | 6                     |
| P4     | 4                           | 3,5                         | 4                            | 4                               | 2                              | 17,5                  |
| P5     | 4                           | 4                           | 4                            | 4                               | 4                              | 20                    |
| P6     | 2                           | 0,5                         | 1                            | 2                               | 0                              | 5,5                   |
| P7     | 1                           | 3                           | 3                            | 0,5                             | 4                              | 11,5                  |
| P8     | 3                           | 1,5                         | 0                            | 0,5                             | 0                              | 5                     |
| P9     | 2                           | 4                           | 4                            | 2,5                             | 0                              | 12,5                  |
| P10    | 3                           | 3                           | 3                            | 2,5                             | 1                              | 13,5                  |
| P11    | 1                           | 2,5                         | 4                            | 1,5                             | 4                              | 13                    |
| P12    | 1                           | 3                           | 2                            | 0,5                             | 0                              | 6,5                   |

The next table displays the interpretation of the pre-test tasks' results in the table 04 according to the scale below:

- 3 - 4: Proficient level
- 1.5 – 2.5: Developing level
- 0 - 1: Beginning level

**Table 05: The Pre-Test Tasks' Scores Interpretation and Percentage**

| Levels of Performance                                           |                     |            |                  |                  |                 |       |
|-----------------------------------------------------------------|---------------------|------------|------------------|------------------|-----------------|-------|
| Task's instruction                                              | Sub-skill           |            | Proficient Level | Developing Level | Beginning Level | Total |
| Task one:<br>Circle the lower-case of the letter in the column. | Letter-Recognition  | Score      | 6                | 2                | 4               | 12    |
|                                                                 |                     | Percentage | 50%              | 16.66%           | 33.33%          | 100%  |
| Task two:<br>Listen and cross the odd letter.                   | Phonemic Awareness  | Score      | 8                | 3                | 1               | 12    |
|                                                                 |                     | Percentage | 66.66%           | 25%              | 8.33%           | 100%  |
| Task three:<br>Circle the rhyming word.                         | Decoding Strategies | Score      | 7                | 2                | 3               | 12    |
|                                                                 |                     | Percentage | 58.33%           | 16.66%           | 25%             | 100%  |

|                                                               |                               |            |        |        |        |      |
|---------------------------------------------------------------|-------------------------------|------------|--------|--------|--------|------|
| <b>Task four:<br/>Match the<br/>picture to its<br/>name.</b>  | Vocabulary<br>Developme<br>nt | Score      | 4      | 4      | 4      | 12   |
|                                                               |                               | Percentage | 33.33% | 33.33% | 33.33% | 100% |
| <b>Task five:<br/>Read and<br/>colour the<br/>house room.</b> | Reading<br>Comprehens<br>ion  | Score      | 5      | 1      | 6      | 12   |
|                                                               |                               | Percentage | 41.66% | 8.33%  | 50%    | 100% |

## Description of the Treatment's Tests' Results

The below table presents the results of the tests administrated to the experimental class after each learning session; and shows the pupils' progression along the four sessions.

**Table 06: The Treatment's Tests' Scores and Progression**

| Pupils     | Session 01<br>score /20 | Session 02<br>score /20 | Session 03<br>score /20 | Session 04<br>score /20 | Progression     |
|------------|-------------------------|-------------------------|-------------------------|-------------------------|-----------------|
| <b>P1</b>  | 16                      | 15                      | 17                      | 16                      | Kept proficient |
| <b>P2</b>  | 15                      | 10                      | 16                      | 14                      | Kept proficient |
| <b>P3</b>  | 2                       | 6                       | 10                      | 7                       | Progressed      |
| <b>P4</b>  | 14                      | 16,5                    | 19,5                    | 19                      | Kept proficient |
| <b>P5</b>  | 18                      | 13                      | 18,5                    | 17                      | Kept proficient |
| <b>P6</b>  | 9                       | 4,5                     | 5,5                     | 10                      | No progression  |
| <b>P7</b>  | 14                      | 9,5                     | 11,5                    | 13                      | Progressed      |
| <b>P8</b>  | Absent                  | 13                      | 12                      | 14                      | Progressed      |
| <b>P9</b>  | 16                      | 14,5                    | 11,5                    | 16                      | Progressed      |
| <b>P10</b> | 14                      | 12,5                    | 17,5                    | 16                      | Progressed      |
| <b>P11</b> | 16                      | 15                      | 16,5                    | Absent                  | Progressed      |
| <b>P12</b> | 8                       | 8                       | Absent                  | 4                       | No progression  |

## Description of the Post-Test Results

Just like the pre-test, the post-test consists of five tasks designed to assess the five reading sub-skills and record the pupils' evaluation after the treatment. Each task scored out of four points. The total score was ranged from five to twenty, and the results were interpreted accordingly.

The table below shows the results of the post-test scores according to the following scoring System

- Each task was scored from 1 to 4
- Total Score Range: 5 – 20

**Table 07: The Post-Test Scores**

| Pupils | Post-Test Scores<br>/20 |
|--------|-------------------------|
| P1     | 17,00                   |
| P2     | 17,00                   |
| P3     | 12,00                   |
| P4     | 18,50                   |
| P5     | 18,00                   |
| P6     | 5,00                    |
| P7     | 11,00                   |
| P8     | 17,00                   |
| P9     | 15,50                   |
| P10    | 16,00                   |
| P11    | 16,00                   |
| P12    | 7,50                    |

The following table illustrates the classification of pupils in three performance categories; proficient, developing, and beginning showing the corresponding number and percentage of pupils in each category in relation to the post-test results.

- 5 - 10: Beginning level
- 11 - 15: Developing level
- 16 - 20: Proficient level

**Table 08: Interpretation of the Post-Test Scores**

| Category         | Proficient | Developing | Beginning | Total |
|------------------|------------|------------|-----------|-------|
| Number of pupils | 8          | 2          | 2         | 12    |
| Percentage       | 66.66%     | 16.66%     | 16.66%    | 100%  |

## Description of the Post-Test's Tasks' Results:

### Scoring System

- Each task was scored from 0 to 4
- Total Score Range: 0 – 4

**Table 09: The Post-Test Tasks' Scores**

| Pupils | Letter<br>Recognition<br>/4 | Phonemic<br>awareness<br>/4 | Decoding<br>strategies<br>/4 | Vocabulary<br>development<br>/4 | Reading<br>Comprehension<br>/4 | Score<br>/20 |
|--------|-----------------------------|-----------------------------|------------------------------|---------------------------------|--------------------------------|--------------|
| P1     | 4                           | 3                           | 4                            | 4                               | 2                              | 17           |
| P2     | 4                           | 4                           | 4                            | 2                               | 3                              | 17           |
| P3     | 2                           | 3                           | 3                            | 1                               | 3                              | 12           |
| P4     | 4                           | 4                           | 3                            | 4                               | 3                              | 18           |
| P5     | 4                           | 4                           | 4                            | 4                               | 2                              | 18           |
| P6     | 1                           | 0                           | 0                            | 4                               | 0                              | 5            |
| P7     | 2                           | 2                           | 3                            | 2                               | 2                              | 11           |
| P8     | 3                           | 4                           | 4                            | 3                               | 3                              | 17           |
| P9     | 3                           | 3,5                         | 3                            | 4                               | 2                              | 15,5         |
| P10    | 3                           | 3                           | 3                            | 4                               | 3                              | 16           |
| P11    | 3                           | 3                           | 4                            | 3                               | 3                              | 16           |
| P12    | 2,5                         | 0                           | 1                            | 2                               | 2                              | 7,5          |

The following table displays the results of the pre-test five tasks in connection with the five reading sub-skills namely; letter-recognition, phonemic-awareness, decoding strategies, vocabulary development, and reading comprehension.

### Interpretation of the Scores Scale:

- 3 - 4: Proficient level
- 1.5 – 2.5: Developing level
- 0 - 1: Beginning level

**Table 11: The Post-Test Tasks' Scores Interpretation**

| Levels of Performance |           |            |            |           |       |
|-----------------------|-----------|------------|------------|-----------|-------|
| Task's<br>instruction | Sub-skill | Proficient | Developing | Beginning | Total |

|                                                                    |                        |            |        |        |        |      |
|--------------------------------------------------------------------|------------------------|------------|--------|--------|--------|------|
| <b>Task one:</b><br>Circle: 'f' or 'v' – 'p' or 'b'.               | Letter-Recognition     | Score      | 8      | 3      | 1      | 12   |
|                                                                    |                        | Percentage | 66.66% | 25%    | 8.33%  | 100% |
| <b>Task two:</b><br>Listen and write the beginning letter.         | Phonemic Awareness     | Score      | 9      | 1      | 2      | 12   |
|                                                                    |                        | Percentage | 75%    | 8.33%  | 16.66% | 100% |
| <b>Task three:</b><br>Listen and tick the correct word.            | Decoding Strategies    | Score      | 10     | 0      | 2      | 12   |
|                                                                    |                        | Percentage | 83.33% | 0%     | 16.66% | 100% |
| <b>Task four:</b><br>Circle the word that matches the picture.     | Vocabulary Development | Score      | 8      | 3      | 1      | 12   |
|                                                                    |                        | Percentage | 66.66% | 25%    | 8.33%  | 100% |
| <b>Task five:</b><br>Read and cross the odd word between brackets. | Reading Comprehension  | Score      | 6      | 5      | 1      | 12   |
|                                                                    |                        | Percentage | 50%    | 41.66% | 8.33%  | 100% |

## Comparison of the Pre and Post Tests Results

Table 12: Comparison of the Pre-Test and Post-Test Tasks' Results

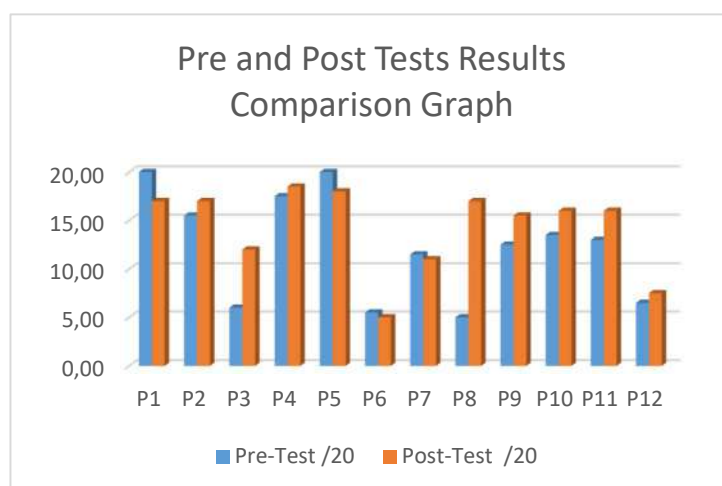
| Pupil | Letter Recognition /4 |           | Phonemic awareness /4 |           | Decoding strategies /4 |           | Vocabulary development /4 |           | Reading Comprehension /4 |           | Total Score /20 |            |
|-------|-----------------------|-----------|-----------------------|-----------|------------------------|-----------|---------------------------|-----------|--------------------------|-----------|-----------------|------------|
|       | Pre test              | Post test | Pre test              | Post test | Pret est               | Post test | Pre test                  | Post test | Pre test                 | Post test | Pre-test        | Post -test |
| P1    | 4                     | 4         | 4                     | 3         | 4                      | 4         | 4                         | 4         | 4                        | 2         | 20              | 17         |
| P2    | 4                     | 4         | 3,5                   | 4         | 1                      | 4         | 3                         | 2         | 4                        | 3         | 15,5            | 17         |
| P3    | 1                     | 2         | 2                     | 3         | 2                      | 3         | 1                         | 1         | 0                        | 3         | 6               | 12         |
| P4    | 4                     | 4         | 3,5                   | 4         | 4                      | 3         | 4                         | 4         | 2                        | 3         | 17,5            | 18         |
| P5    | 4                     | 4         | 4                     | 4         | 4                      | 4         | 4                         | 4         | 4                        | 2         | 20              | 18         |
| P6    | 2                     | 1         | 0,5                   | 0         | 1                      | 0         | 2                         | 4         | 0                        | 0         | 5,5             | 5          |
| P7    | 1                     | 2         | 3                     | 2         | 3                      | 3         | 0,5                       | 2         | 4                        | 2         | 11,5            | 11         |

|     |   |     |     |     |   |   |     |   |   |   |      |      |
|-----|---|-----|-----|-----|---|---|-----|---|---|---|------|------|
| P8  | 3 | 3   | 1,5 | 4   | 0 | 4 | 0,5 | 3 | 0 | 3 | 5    | 17   |
| P9  | 2 | 3   | 4   | 3,5 | 4 | 3 | 2,5 | 4 | 0 | 2 | 12,5 | 15,5 |
| P10 | 3 | 3   | 3   | 3   | 3 | 3 | 2,5 | 4 | 1 | 3 | 13,5 | 16   |
| P11 | 1 | 3   | 2,5 | 3   | 4 | 4 | 1,5 | 3 | 4 | 3 | 13   | 16   |
| P12 | 1 | 2,5 | 3   | 0   | 2 | 1 | 0,5 | 2 | 0 | 2 | 6,5  | 7,5  |

The comparison between the pre-test and post-test results revealed a noticeable improvement in third-year primary school pupils' reading sub-skills after the implementation of rhyming activities during the treatment's sessions. The graph below illustrates pupils' enhancement in reading skills after only four sessions of rhyming-based instruction.

**Table 13: Pre and Post Test Results Comparison**

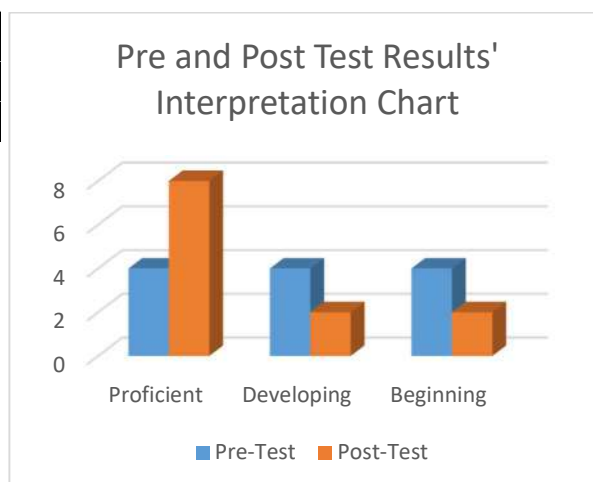
| Pupils | Pre-Test /20 | Post-Test /20 |
|--------|--------------|---------------|
| P1     | 20,00        | 17,00         |
| P2     | 15,50        | 17,00         |
| P3     | 6,00         | 12,00         |
| P4     | 17,50        | 18,50         |
| P5     | 20,00        | 18,00         |
| P6     | 5,50         | 5,00          |
| P7     | 11,50        | 11,00         |
| P8     | 5,00         | 17,00         |
| P9     | 12,50        | 15,50         |
| P10    | 13,50        | 16,00         |
| P11    | 13,00        | 16,00         |
| P12    | 6,50         | 7,50          |



Based on the pre-test and the post results, pupils were classified into three categories, proficient, developing, and beginning according to the scoring scale previously outlined. The graph below compares these results indicating a perceptible improvement.

**Table 14: Pre and Post Test Results' Interpretation**

| Category  | Proficient | Developing | Beginning |
|-----------|------------|------------|-----------|
| Pre-Test  | 4          | 4          | 4         |
| Post-Test | 8          | 2          | 2         |



## Description of the Pupils' Pre-Test Exit-Tickets Results

It is important to help pupils feel confident and relaxed during a test. Therefore, the teacher explained that the activity was neither an exam or an assessment, but rather a set of training tasks designed to help them improve. Exit-tickets cards with emojis reduced pupils' anxiety and encouraged them to reflect on their performance by answering the question: *"How was your performance?"* Here are their answers.

**Table 15: Pre-Test Pupils' Exit-Tickets Responses.**

| Pupils | Exit-Ticket                                                                                      |
|--------|--------------------------------------------------------------------------------------------------|
| P1     | <br>Excellent |
| P2     | <br>Excellent |
| P3     | <br>Excellent |
| P4     | <br>Excellent |
| P5     | <br>Excellent |

|     |                                                                                                        |
|-----|--------------------------------------------------------------------------------------------------------|
| P6  | <br>Good              |
| P7  | <br>Excellent         |
| P8  | <br>I need to improve |
| P9  | <br>Excellent         |
| P10 | <br>Excellent         |
| P11 | <br>Good              |
| P12 | <br>Excellent         |

### Description of the Sessions's Exit Tickets Results

To collect pupils' feedback on the reading session based on rhyming activities, exit-ticket cards were used at the end of each of the four sessions. Pupils answered the question, "*How do you feel about this lesson?*" by selecting the emojis that best expresses their emotional state. The pupils' responses are presented in the table below.

**Table 16: Pupils' Exit-Tickets Responses after the Treatment's Sessions.**

| Pupils | Session 01<br>Exit-Ticket                                                                      | Session 02<br>Exit-Ticket                                                                      | Session 03<br>Exit-Ticket                                                                      | Session 04<br>Exit-Ticket                                                                      |
|--------|------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| P1     | <br>excited | <br>happy   | <br>excited | <br>excited |
| P2     | <br>happy   | <br>happy   | <br>happy   | <br>happy   |
| P3     | <br>excited | <br>excited | <br>excited | <br>excited |

|     |                                                                                                |                                                                                                |                                                                                              |                                                                                                |
|-----|------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| P4  | <br>excited   | <br>happy     | <br>excited | <br>excited   |
| P5  | <br>excited   | <br>excited   | Didn't<br>answer                                                                             | <br>excited   |
| P6  | <br>bored     | <br>happy     | <br>happy   | <br>happy     |
| P7  | <br>excited   | <br>excited   | <br>excited | <br>happy     |
| P8  | Absent                                                                                         | <br>sad       | <br>bored   | <br>happy     |
| P9  | <br>excited   | <br>excited   | <br>excited | <br>excited   |
| P10 | <br>happy    | <br>happy    | <br>happy  | <br>happy    |
| P11 | <br>happy   | <br>excited | <br>happy | Absent                                                                                         |
| P12 | <br>excited | <br>excited | Absent                                                                                       | <br>excited |

## Description of the Post-Test Exit-Tickets Results

Following the post test, exit-tickets were used as a simple tool for young pupils allowing them to reflect on their performance and express their feelings towards it through answering the question: “*How was your performance?*” using emojis. The pupils’ answers are shown in the table below.

**Table 17: Post-Test Pupils' Exit-Tickets Responses**

| Pupils | Exit-Ticket                                                                                              |
|--------|----------------------------------------------------------------------------------------------------------|
| P1     | <br>Excellent           |
| P2     | <br>Excellent           |
| P3     | <br>Excellent           |
| P4     | <br>Excellent           |
| P5     | <br>Excellent           |
| P6     | <br>Good                |
| P7     | <br>Excellent           |
| P8     | <br>I need to improve |
| P9     | <br>Excellent         |
| P10    | <br>Excellent         |
| P11    | <br>Good              |
| P12    | <br>Excellent         |

## Analysis of the Findings

In order to address primary school pupils' difficulties and respond to their needs in learning English, this research investigates the impact of using rhyming activities to teach reading skills. Through using a quasi-experimental design, third year primary school pupils were administrated a pre-test, a treatment of four session, and a post test. The findings suggest

that integrating rhyming activities into classroom instructions could support young pupils' reading development.

The pre-test and post-test results demonstrates the positive impact of rhyming activities on the development of third-year primary school pupils' early reading skills. Most of them showed noticeable improvement in several reading-related areas, particularly in phonemic awareness, and decoding strategies.

Regarding the total scores, a majority of pupils achieved higher results in the post-test compared to the pre-test. For instance, P3 improved significantly from 6 to 12, while P8 showed remarkable progress from 5 to 17, indicating significant development in reading abilities after the intervention. Similarly, P10 and P11 demonstrated steady improvement, with their scores increasing from 13.5 to 16 and from 13 to 16 respectively. These improvements suggest that the rhyming activities enhanced pupils' phonological awareness and supported their ability to recognize sounds and decode words more effectively.

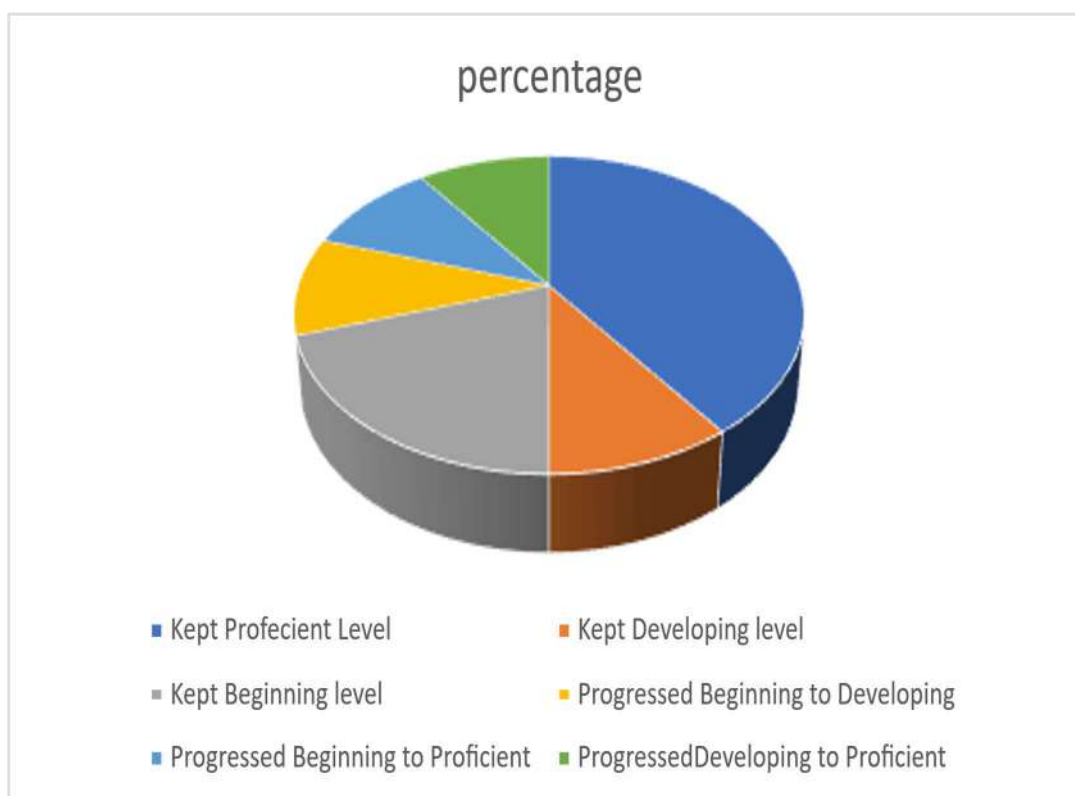
In terms of sub-skills, phonemic awareness and decoding strategies recorded considerable progress among several pupils. For example, P8 improved from 1.5 to 4 in phonemic awareness and from 0 to 4 in decoding strategies. Vocabulary development also improved for many pupils, as shown in the scores of P6, P8, and P11. Reading comprehension still challenging for most pupils, especially for those who initially scored very low in the pre-test.

However, the results also reveal that not all pupils progressed at the same rate. A few pupils experienced slight decreases in certain areas or maintained similar scores. For example, P1's total score decreased from 20 to 17, and P7's score slightly declined from 11.5 to 11. These differences may be related to individual learning difficulties, variations in participation, or differences in pupils' responsiveness to the activities.

The table and the graph below illustrate the analysis of the findings:

**Table 18: Analysis of the Findings**

| Performance Levels                  | Pupils N° | Percentage |
|-------------------------------------|-----------|------------|
| Kept Profecient Level               | 4         | 33,33%     |
| Kept Developing level               | 1         | 8,33%      |
| Kept Beginning level                | 2         | 16,66%     |
| Progressed Beginning to Developing  | 1         | 8,33%      |
| Progressed Beginning to Proficient  | 1         | 8,33%      |
| Progressed Developing to Proficient | 3         | 8,33%      |
| Total                               | 12        | 100%       |



In summary, the comparison between the pre-test and post-test findings indicates that rhyming activities contributed positively to improving pupils' early reading skills. Despite some individual differences, the majority of learners demonstrated better performance after the intervention, which supports the research thesis which stipulates that third year primary school pupils' early reading skills would improve if they are being systematically exposed to rhyming activities.

## **Conclusion**

The analysis of the findings revealed that rhyming activities positively affected third-year primary school pupils' early reading skills. The comparison between the pre-test and post-test scores showed perceptible improvement in several areas, particularly phonemic awareness, decoding strategies, and vocabulary development. Most pupils achieved higher scores after the intervention, which suggests that systematic exposure to rhyming activities can support young learners in recognizing sounds, connecting letters to sounds, and decoding words. The results also demonstrated that pupils did not progress at the same pace. While some learners showed significant improvement, others achieved only slight progress or experienced minor decreases in certain skills. These differences may be linked to individual learning abilities, levels of engagement, or variations in responsiveness to the activities. Nevertheless, the findings remain positive, as the majority of pupils benefited from the intervention and displayed better reading performance in the post-test. In conclusion, this study confirms that integrating rhyming activities into English language instruction can be an effective and motivating strategy for developing primary school pupils' early reading skills. Beyond improving phonological awareness, these activities created an interactive and enjoyable learning environment that encouraged pupils' participation and engagement. Therefore, the findings support the research hypothesis and highlight the importance of using playful and sound-based activities in teaching English to young learners.

## General Conclusion

|                  |    |
|------------------|----|
| Conclusion ..... | 70 |
| References.....  | 73 |
| Appendix.....    | 76 |

## **General Conclusion**

### **Conclusion**

The present research aimed to investigate the impact of using rhyming activities on enhancing third-year primary school pupils' early reading skills in English. This research was conducted to address reading difficulties that young learners may experience during the primary school cycle. Considering that early reading development represents one of the fundamental stages in language learning within the academic context, the research was designed to explore whether integrating rhyming activities into classroom instruction could support pupils' reading progress and respond effectively to their educational needs.

To achieve the objectives of the research, a quasi-experimental design was adopted and administrated to third-year primary school pupils class A consisting of twelve 12 pupils out of a population of twenty-five pupils grouped in two distinct classes (Class A and Class B) at El\_moudjahid Tammar Bouhafs primary school, Bamendile, Ouargla, Algeria, during the academic year 2025/2026. Pupils completed a pre-test in order to assess their initial reading abilities before the implementation of the treatment. The pupils then participated in four instructional sessions based on rhyming activities only, after which a post-test was administered to evaluate the extent of their progress. The collected data focused on several components of early reading skills, including phonemic awareness, letter-sound correspondence, decoding strategies, vocabulary development, and reading comprehension.

The comparison between the pre-test and post-test findings revealed noticeable improvement in the majority of pupils' performances. The results indicated that many pupils developed better abilities in recognizing sounds, identifying rhyming words, decoding simple words, and understanding short simple sentences. Several pupils showed significant progress particularly in the phonemic awareness and decoding strategies skills, which demonstrates the effectiveness of rhyming activities in strengthening pupils' awareness of sound patterns and

word structures. Conversely, the findings of the research highlighted that a majority of pupils faced notable difficulties in vocabulary development and reading comprehension skills. These results were expected, considering the limited English vocabulary repertoire of third year primary school pupils, which directly affects the reading comprehension skill, besides the restricted amount of instructional time allocated to English in primary schools. Consequently, these factors combined can explain the relatively low performance observed in these two areas.

In addition to the quantitative results, pupils' responses through the exit-tickets showed that the learners reacted positively to reading lessons based on rhyming activities. The use of songs, rhymes, repetition, and rhyming words created an enjoyable and supportive learning environment that encouraged participation and reduced pupils' anxiety during the reading tasks. Pupils appeared more motivated, engaged, and confident while completing the activities, which positively influenced their overall learning experience. These results confirm that incorporating enjoyable and interactive strategies into English instruction can increase young pupils' interest and willingness to participate in reading activities.

The findings therefore provide answers to the research questions. First, primary school pupils generally responded positively to reading lessons that incorporated rhyming activities. Second, rhyming activities had a positive impact on pupils' early reading skills by improving several reading-related components. Finally, the results demonstrated that systematic exposure to rhyming activities contributed to enhancing pupils' early reading development to a considerable extent. Consequently, the research hypothesis was confirmed, as pupils demonstrated better reading abilities after participating in the rhyming-based instructional sessions.

Although rhyming activities can be an effective strategy for developing reading skills, relying on them as the sole instructional method is not sufficient for addressing the diverse

needs of learners. This is mainly due to individual differences among pupils, including learning styles and preferences, socio-cultural backgrounds, cognitive abilities, as well as the psychological and emotional states of the pupils. Therefore, it is essential to integrate a variety of teaching approaches to support reading development. Methods such as the whole language approach, the sight word method, and the balanced literacy approach can also be highly effective when combined with rhyming activities, as they provide complementary pathways for developing early reading skills.

Taken together, this research highlights the pedagogical importance of integrating rhyming activities into English language teaching at the primary school level. Rhyming activities can serve as an effective instructional tool for developing phonological awareness, encouraging pupils' engagement, and supporting early reading skills development among young learners. Hence, teachers are encouraged to incorporate rhymes, songs, and sound-based activities into classroom practices in order to create a motivating and learner-centered environment that promotes reading development. The research also opens the way for further research on the long-term effects of rhyming activities and their role in developing other language skills among primary school learners.

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## Appendices

### Pre-Test

Name: .....

**Activity 1:** Look and circle the lowercase letter

|   |   |   |   |   |
|---|---|---|---|---|
| T | e | w | t | h |
| A | m | a | g | n |
| Q | q | f | r | i |
| L | d | o | l | a |
| P | t | u | p | c |

**Activity 2:** Cross X the odd letter:



d i c e



c l o c k



f a n g



p a n t



c a r t



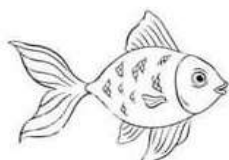
f r o c k

**Activity 3:** Circle the rhyming word

|     |      |     |     |      |
|-----|------|-----|-----|------|
| sun | top  | ten | hat | fun  |
| top | fit  | pot | mob | set  |
| mat | tin  | rat | nut | bun  |
| pin | sail | cat | tin | road |
| vet | vat  | set | pop | bit  |

### Activity 4:

1- Read and Match: →



•

•

a cat



•

•

a dog



•

•

a fish

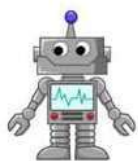


•

•

a canary

2- Read and circle  the correct toy's name:



Doll  
Robot



Ball  
Doll



Kite  
Computer

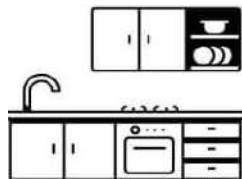
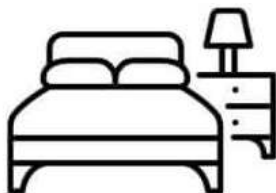


Train  
Car

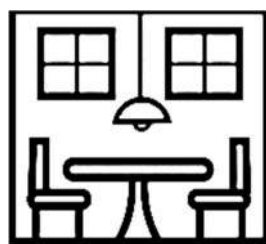
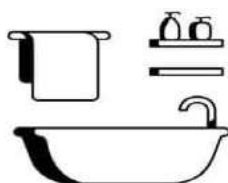


**Activity 5:** Read and Colour

1- I see a bedroom.



2- I see a house.



## Session's one Test

Name: .....

Activity: Listen and write the missing letter from the box:

Q - F - O - S



\_\_an



\_\_un



\_\_range



\_\_ueen

Activity 2: Listen and circle the odd letter:



f dog



feathero



cbill



fain



taild

Activity 3: Read and underline \_\_\_\_\_ the rhyming word:

|       |                                 |
|-------|---------------------------------|
| kite  | glue - <u>bite</u> - kid - bike |
| big   | Long - pig - fin - bat          |
| long  | ban - will - song - red         |
| short | Tin - sort - bag - sing         |
| small | Tail - fat - six - tall         |

Activity 4: Colour the correct name:



tail

fin



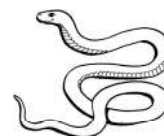
bill

feather



big

small



short

long

Activity 5: Read and tick ✓ the correct statement



It has a short tail.

It has a long bill.



It has a short feather.

It has a long tail.



It has small tail.

It has big fins.



It has a big fin.

It has a small bill.

## Session's Two Test

Name: .....

Activity: Listen and circle the letter when you hear the letter sound:



fox



invite



yarn



zebra



glass

Activity 2: Listen and write the missing letter:



dog



\_ an \_



\_ or \_



\_ \_ ke



\_ \_ oon

Activity 3: Read and underline the words that have the same middle sound:

|            |                                      |
|------------|--------------------------------------|
| <b>tip</b> | dog - <u>fin</u> - pain - <u>dig</u> |
| <b>net</b> | log - pen - far - bed                |
| <b>fan</b> | bug - will - tag - bat               |
| <b>hot</b> | frog - rat - wye - lob               |
| <b>cub</b> | pin - cut - six - tub                |

Activity 4: Match the body part's to its name:



•

•

ear



•

•

eye



•

•

nose



•

•

face

Activity 5: Read and tick ✓ the correct statement

☐

I have got a small rabbit.

☐

I'm a robot.

☐

I have got a doll.

☐

I have got a kite.

☐

I'm in the kitchen.

☐

I'm in the bedroom.

☐

This is a garage.

☐

My house is big.

## Session's Three Test

Name: .....

**Activity:** Listen and circle: (Teacher says the letters sound, pupils circle the corresponding letter)



x-ray



volcano



yarn



zebra



watch

**Activity 2:** Listen and circle the odd letter:



f dog



tbank



cornx



caket



skpoon

**Activity 3:** Read and underline the rhyming word:

|              |                                 |              |                                |
|--------------|---------------------------------|--------------|--------------------------------|
| <u>tail</u>  | duck - <u>fail</u> - pain - ten | <u>ten</u>   | pig - rain - dear - <u>pen</u> |
| <u>tear</u>  | Long - pig - fear - bat         | <u>nappy</u> | hide - kit - tappy - fin       |
| <u>race</u>  | ban - will - long - trace       | <u>dad</u>   | bag - swim - flat - had        |
| <u>bye</u>   | tin - sort - wye - sing         | <u>south</u> | four - door - fouth - lap      |
| <u>close</u> | pose - fat - six - tall         | <u>hip</u>   | glue - nip - kid - bike        |

**Activity 4:** Write the missing letter of the body part:

Face - Ear - Eye - Nose



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

**Activity 5:** Read and tick ✓ the correct statement


☐

I have got long ears.

☐

I have got big fins


☐

I am a canary.

☐

I have got a small nose.



It has a big fin.

I am sad.



I am happy.

I am next to him.

### Session's Four Test

Name.....

**Activity 1:** Listen and circle the missing letter.

|                                                                                        |   |          |
|----------------------------------------------------------------------------------------|---|----------|
|  ca?  | t | <u>p</u> |
|  ba?  | g | t        |
|  ?all | b | w        |
|  ?ock | s | r        |
|  b?g | a | u        |

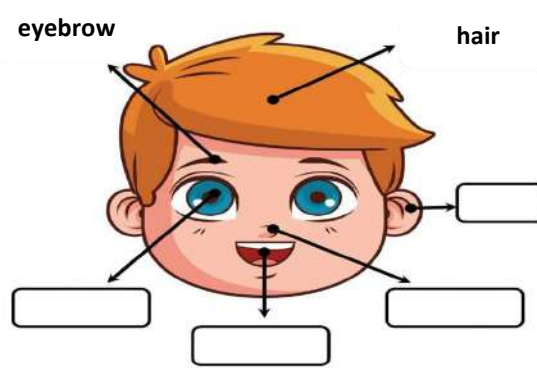
**Activity 2:** Listen and circle the beginning Letter.

|         |                                                                                     |         |                                                                                      |
|---------|-------------------------------------------------------------------------------------|---------|--------------------------------------------------------------------------------------|
| c__b__t |   | m__f__c |   |
| g__b__s |   | j__b__r |   |
| j__b__t |   | j__c__v |   |
| c__m__n |  | i__d__u |  |

**Activity 3:** Read and write the missing letter.

|                                                                                            |          |
|--------------------------------------------------------------------------------------------|----------|
|  _ _ at | <u>a</u> |
|  _ _ og | <u>r</u> |
|  _ _ at | <u>c</u> |
|  _ _ nt | <u>d</u> |

**Activity 4:** Label The face.

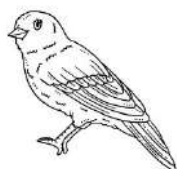


eyebrow      hair

EYEBROW      MOUTH  
EAR      EYE  
HAIR      NOSE

**Activity 5:** Read and colour

- I see a blue bike.
- I see a red kite.
- My ball is green.
- I have got a yellow canary.



### Post test

Name: .....

### Activity 1:

➤ I write 'f' or 'v':

➤ I circle 'b' or 'p':



a n



i s h



a n



e t



b p



b p



b p



b p

### Activity 2: Listen and write the beginning letter:



f all



all



all



all



all



all

### Activity 3: Listen, read and tick the correct word:



☐ book  
☐ bank  
☐ bust



☐ fig  
☐ frog  
☐ freg



☐ tonk  
☐ tank  
☐ trunk



☐ pot  
☐ pit  
☐ pet

### Activity 4: Circle the word that matches the picture:



Brother  
Mother



Brother  
Father



Sister  
Mother



Mother  
Father

### Activity 5: Look, read and cross the odd word between brackets:



➤ (Sara / Amine) has got two (boys / toys).

➤ (He / She) is (sad / happy).

