

The effects of phonological awareness training with computer-assisted instruction on English reading in university students

The present research examines whether phonological awareness (PA) training with computer-assisted instruction (CAI) promotes English reading among adult participants literate in a logographic script. 41 university freshmen studying in Hsinchu, Taiwan were trained to map sounds onto letters and syllables by means of computer-assisted instruction. This study found a strong correlation between PA training with CAI and the acquisition of English reading skills. This suggests that phonemic and syllabic awareness is especially important for L1 Chinese students. The results should contribute to the development of new learning strategies for EFL adult learners in Taiwan, and perhaps other ESL/EFL learners as well.

Keywords: phonological awareness (PA); computer-assisted instruction (CAI); English reading; phonemic awareness; syllabic awareness