

## ABSTRACT

### COMPARING THE DEVELOPMENT OF PHONOLOGICAL AWARENESS IN PROFICIENT AND LIMITED ENGLISH KINDERGARTNERS

The purpose of this study was to examine the development of phonological awareness in kindergartners with different levels of English Language proficiency. Forty kindergartners (20 English Language Learners (ELL) and 20 Non-ELL) from a district in the Central Valley of California participated. To examine the development of phonological awareness (PA), the two groups of students were assessed with two measures: the Comprehensive Test of Phonological Processing (CTOPP) and the Phonemic Segmentation Fluency (PSF). The PSF measure was administered weekly for 10-weeks and the CTOPP was administered at the beginning and ending of this same period. Results indicated that while overall levels of PA development were significantly different between the two groups at the beginning and ending of the study, the rate of growth were not significantly different. The implication of an equal response to instruction regardless of language proficiency is supportive of providing English-only instruction in phonological awareness to students regardless of their primary language.

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