



The College of Graduate Studies and the College of Education Cordially Invite You to a

Master Thesis Defense

Entitled

*EXPLORING THE ROLE OF INTERACTIVE TECHNOLOGY IN PROMOTING KINDERGARTENERS'
PHONEMIC AWARENESS SKILLS*

by

Balqis Abdulla Quwaider Hassan Albreiki

Faculty Advisor

Dr. Negmeldin Alsheikh, Department of Curriculum and Instruction
College of Education

Date & Venue

1:00 pm

Sunday, 3 May 2020

Online defense

Link: <https://eu.bbcollab.com/guest/83a3172b3cb34fbf9ec8d187ac7c83bd>

Abstract

This study aimed at exploring the role of interactive technology in promoting phonemic awareness skills for Emirati kindergartners. An explanatory mixed method design was employed to achieve the purpose of this study. The quantitative phase of the study featured a pre and a posttest after an implementation of an interactive program for six weeks. The qualitative phase of the study featured a collection of qualitative data of actual works of kindergartners during the implementation of the program by means of documents. The participants of this study were KG2 students who were selected conveniently ($n=50$) and were divided into two groups: experimental group ($n=25$) and control group ($n=25$). In general, the results gathered from the pre- and post-test revealed that there is a significant difference between the experimental group and control group in terms of letter-sound relationship and sight word recognition skills in favor of the experimental group. The qualitative results showed that the use of interactive technology in teaching phonemic awareness leads to gradual development in letter-sound relationship, and sight word recognition skills. The study discussed essential issues related to kindergartners' reading literacy skill including, raising phonemic awareness, and it offers some recommendations for teachers, curriculum planners and suggest some implications for future research.

Keywords: Phonemic Awareness, Interactive Technology, Letter-sound relationship and Sight Words Recognition.