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**Master Thesis Defense**

Entitled

*EXPLORING THE ROLE OF DIRECT PHONEMIC AWARENESS INSTRUCTION OF DECODING AND LETTER NAMING ON READING ABILITIES OF UAE KINDERGARTENERS*

By

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<https://eu.bbcollab.com/collab/ui/session/guest/55eeb74e2d75458e9cddb6b992b3bb9>

Abstract

This study aimed at exploring the role of direct phonemic awareness of letter naming and decoding on the reading abilities of Emirati kindergartners. Mixed method adopted to achieve the purpose of this study. In the first phase of the study quantitative means were used by conducting a pre and a posttest after implementation of a program for six weeks. The second phase of the study featured a collection of qualitative data by means of document analysis which was randomly selected from the participants' performances during the program. The participants in this study were KG1 students who were selected conveniently ( $n=40$ ) and were divided into two groups: Experimental and Control group. Generally, the results gleaned from the pre- and post-test showed that there is a significant difference between experimental group and control group in terms of letter naming and decoding skills in favor of the experimental group. The qualitative results revealed that the use of direct phonemic awareness instruction leads to tangible, incremental gain in letter naming and decoding skills. The study addressed key issues related to EFL kindergartners' reading literacy skill in terms of the role of direct phonemic awareness instruction on reading abilities, and it gives some recommendations for EFL instructors, curriculum planning, instructional materials and suggest some implications for future research.

**Keywords:** Phonemic awareness, Direct Phonemic Awareness Instruction, letter Naming skill, Decoding skills, Emergent Reading Literacy, EFL Kindergartners