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Abstract ABSTRACT
This study focused on the effects of Onset and Rime Phonics Instruction on EFL Beginners' Oral Reading and Spelling. A sample of grade 2 EFL children (N = 138) was assigned to two training programs. Experimental group received individual phoneme and onset- rime awareness while the control group received only phonemes training. Data about the children's letter name knowledge, letter sound knowledge, beginning sound test, rhyming detection, word reading and spelling were collected at the pretest and an identical set of data was collected after 20 weeks training. The independent sample t-test and the paired sample t-test were used to determine significant difference ($p < .05$). Children were matched on their pretest measures and their posttest results were compared. The results indicated phonics instruction that contains a highly structured training in phonemic awareness and letter-sound correspondences, without additional explicit onset-rime training, was significantly sufficient and beneficial for EFL beginners to learn to read effectively. However, both groups did not reveal significant difference on spelling.
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