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Animated multimedia 'talking books'™ can promote phonological awareness in children beginning to read

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Abstract

Studies of computer software have shown its potential to enhance phonological awareness in children with reading difficulties, but few have examined its use with young children. This paper describes an intervention study where software, designed in consultation with teachers, researchers and children, was used to promote phonological awareness in children beginning to read. Fifteen children were given 10, 10-minute sessions with the software over 4 weeks, while a matched control group ($N=15$) completed normal activities. The intervention group showed significantly higher increases in phonological awareness than the control group did, but there were no significant benefits observed for word reading.



Keywords

Reading; Computer aided learning

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