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Phonemic and Phonological Awareness: A Focus on Speech Sound Skills

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ABSTRACT: This study aimed to determine the level of phonemic and phonological awareness, as well as the speech sound skills of Grade 1 learners and the relationship between the variables covered. The researchers utilized a descriptive-correlation research design using a research-made questionnaire checklist and a five-point Likert scale. Twenty-three (23) Grade 1 teachers from Bagong Nayon II Elementary School were chosen as the respondents of the study through a total enumeration sampling technique. The study revealed that Grade 1 learners exhibit high levels of phonemic awareness in terms of phoneme segmenting, phoneme manipulation, and phoneme isolation; phonological awareness in terms of onset and rime and word awareness; and speech sound skills in terms of resonance and articulation. Each aspect received an "agree" as a categorical response. A significant relationship exists between phonemic and phonological awareness, phonemic awareness and speech sound skills, and phonological awareness and speech sound skills. However, a decline was observed in the relationship between phoneme manipulation and resonance, articulation, and speech sound skills; and phonemic awareness and articulation.

KEYWORDS: Phonemic Awareness, Phonological Awareness, Speech Sound Skills, Descriptive-Correlational Study, Philippines

I. INTRODUCTION

In today's world, a well-educated population is crucial for a country's progress. It is also noted that learning to read early is one of the most important parts of education [1]. In fact, when children learn to speak, listen, and understand language well, they are more likely to do well in reading, writing, and spelling later on. Even before they start school, children begin to show that they can play with the sounds in words, know how to take words apart, and recognize patterns in spoken language. At the same time, they learn more words and get better at speaking, which helps them connect letters and sounds [2]. Understanding that words are made up of individual sounds is called phonemic awareness. This awareness is fundamental because it helps new readers recognize and use these sounds effectively, which is critical for developing reading skills. The way we write with letters is based on the idea that each sound has a corresponding letter. When children start learning to read, they learn how letters and sounds match up, which helps them break down words into smaller parts like syllables and then recognize the whole word [3]. As children develop their speech, they often simplify words by omitting or altering sounds, making it easier for them to say words. As they grow older, their pronunciation improves, allowing others to understand them more easily. Building on this foundation, it is evident that to learn how to read well, children need to understand sounds and be able to hear the different sounds in words.

The K-12 Basic Education Curriculum recognizes this and teaches phonemic awareness, phonological awareness, and speech sound skills, especially to Grade 1 students, to help them build a strong base for reading [4]. However, despite these efforts and programs, Filipino children are not reading as effectively as they used to [5]. Tests indicate that many young students struggle with language skills, reading comprehension, and mathematical concepts [6]. This difficulty often leads to problems in understanding English, especially in grasping what they read, which in turn makes solving problems more challenging. Moreover, many students in elementary and high school still have trouble reading across different subjects and languages. This persistent gap is reflected in the Philippines' performance on international assessments like the 2022 Program for International Student Assessment (PISA) and the Southeast Asia Primary Learning Metric (SEA-PLM) [7]. To assess reading proficiency, tools such as the Philippine Informal Reading Inventory (Phil-IRI), described in [8], and the Bankson-Bernthal Test of Phonology–Second Edition (BBTOP-2) [9], are utilized. The Phil-IRI helps evaluate how well children recognize words, comprehend what they read, and read fluently; it is administered twice a year. The BBTOP-2, given individually, examines how accurately children pronounce whole words, consonants, and identifies common sound errors. As children grow, their understanding of sounds and their relationship to letters becomes increasingly important, as it lays the groundwork for reading and writing development. Furthermore, when

children are assessed and identified as needing support with phonemic awareness, they receive targeted teaching, practice, and feedback—starting with simple skills and progressing to more complex ones, often using visual aids like pictures [10].

Despite these measures, the relationship between phonemic, phonological, and speech sound skills remains a critical factor that educators should consider when teaching reading to Grade 1 learners. This study emphasizes this relationship to help Grade 1 students improve their speech sound skills and reading abilities, aligning with the goals of the K-12 curriculum. By focusing on this, we can help children understand the importance of sounds in words early on. Strengthening their phonemic and phonological awareness can prevent reading difficulties and improve their pronunciation, ultimately supporting their overall literacy development.

II. METHODS

The study employed a descriptive-correlational research design to determine the levels of phonemic awareness, phonological awareness, and speech sound skills among Grade 1 learners, as well as the relationships among these variables. Data were collected from all 23 teachers of Bagong Nayon II Elementary School during the 2024-2025 academic year using total enumeration sampling. All teachers were given researcher-developed questionnaire checklists, and all respondents completed and returned the surveys, resulting in a 100 percent retrieval rate. The survey questionnaire consisted of three parts. The first part assessed phonemic awareness, including phoneme segmenting, manipulation, and isolation. The second part evaluated phonological awareness, focusing on onset and rime, and word awareness. The third part measured speech sound skills, such as resonance and articulation. Responses were recorded using a five-point Likert scale: Strongly Agree (4.21-5.00), Agree (3.41-4.20), Neutral (2.61-3.40), Disagree (1.81-2.60), and Strongly Disagree (1.00-1.80). The questionnaire was developed by the researchers, validated by experts, and distributed in hardcopy form with the necessary consents obtained from Bagong Nayon II Elementary School. To ensure accurate data analysis, weighted means were calculated to describe the learners' phonemic awareness (segmenting, manipulation, isolation), phonological awareness (onset and rime, word awareness), and speech sound skills (articulation, resonance). The Pearson correlation coefficient was used to determine the significant relationships between phonemic and phonological awareness and speech sound skills.

III. RESULTS AND DISCUSSIONS

Discussion of the Phonemic and Phonologic Awareness, and Speech Sound Skills is presented in the succeeding tables and textual presentation.

Table 1 shows that phoneme segmenting achieved an overall weighted mean of 3.98, reflecting respondent agreement on phonemic awareness indicators. This suggests Grade 1 learners have a high skill level in phoneme segmenting, understanding how to segment words and identify specific sounds. This understanding aids fluent reading and sounding out words, confirming learners have significantly enhanced phonics knowledge (sound-letter relationship) and phonemic awareness (understanding a word's sounds). As students become familiar with phonics patterns (e.g., long/short vowels, blends, digraphs), they begin reading short passages to assess fluency. Fluency, defined as reading with speed, accuracy, and expression, is a key predictor of reading success [11].

Table 1. Level of Grade 1 Learners' Phonemic Awareness in Terms of Phoneme Segmenting

Indicators	Weighted Mean	Categorical Response	Verbal Interpretation
1. The learner can easily hear the first sound of a word.	4.09	Agree	High
2. The learner can easily hear the last sound of a word.	4.04	Agree	High
3. The learner can identify the number of sounds in a word.	4.13	Agree	High
4. The learner can identify sounds in the middle of a word.	3.74	Agree	High
5. The learner can read more easily if the words are broken down into sounds.	3.91	Agree	High
Overall Weighted Mean	3.98	Agree	High

The data in Table 2 disclosed that Grade 1 learners had an overall mean of 3.86, with respondents agreeing on the indicators of phonemic awareness in terms of phoneme manipulation. This indicates a high level of skill among Grade 1 learners in this area. Learners understand how to manipulate sounds within words, but these skills are perceived as needing improvement. Developing this skill and providing appropriate teaching instruction is important. The result aligns with the need for balanced

instruction in phoneme manipulation, offering students thorough practice across all types of sound manipulations [12]. Equipping learners with phonemic awareness skills is key to reading fluency, as they can hear and control sounds more easily. Without these skills, mastering phonics becomes difficult, making learning to read and reading fluency challenging [13].

Table 2. Level of Grade 1 Learners' Phonemic Awareness in Terms of Phoneme Manipulation.

Indicators	Weighted Mean	Categorical Response	Verbal Interpretation
1. The learner can manipulate sounds within a word by altering the last sound.	3.78	Agree	High
2. The learner can manipulate sounds within a word by substituting the sound at the beginning.	3.83	Agree	High
3. The learner can remove the first sound of a word.	3.96	Agree	High
4. The learner can change the first consonant sound of a word.	3.83	Agree	High
5. The learner can change the middle vowel sound of a word.	3.91	Agree	High
Overall Weighted Mean	3.86	Agree	High

The data in Table 3 further specifies that Grade 1 learners got an overall mean of 3.90 as the respondents agreed to the indicators of phonemic awareness in terms of phoneme isolation. This indicated that the respondents recognized a high level of skills in Grade 1 learners in terms of phoneme isolation. The Grade 1 learners were able to identify different positions of sounds within words, which is an important skill. Additionally, the findings highlight the crucial role of phoneme isolation in developing foundational literacy skills, emphasizing its importance in understanding that words are composed of individual sounds—a cornerstone of the alphabetic principle [14]. This variation in performance within phoneme isolation supports that difficulty isolating sounds weakens the understanding of sound-spelling relationships [15]. Thus, to explicitly teach phoneme isolation using engaging, game-like activities is directly relevant to addressing the observed areas needing focused attention within the Grade 1 learners' performance [16].

Table 3. Level of Grade 1 Learners' Phonemic Awareness in Terms of Phoneme Isolation

Indicators	Weighted Mean	Categorical Response	Verbal Interpretation
1. The learner can identify the first sound when he/she listens to the word.	4.09	Agree	High
2. When the learner hears the word, he/she can tell what the middle sound is.	3.91	Agree	High
3. The learner can easily identify the last sound in the word.	3.78	Agree	High
4. The learner finds it easy to identify the beginning sounds in rhyme words.	3.91	Agree	High
5. The learner can identify the beginning, middle and last sound in a word he/she reads.	3.78	Agree	High
Overall Weighted Mean	3.90	Agree	High

It can be gleaned from table 4 that phonemic awareness had an overall mean score of 3.91, interpreted as agreement, indicating a high level of awareness among Grade 1 learners. The minimal variation in rankings suggests that phoneme segmenting and phoneme manipulation, both crucial for early literacy, might be slightly more emphasized in phonemic instruction than phoneme isolation, which remains an essential skill. The data notes that improvements can still be made to further enhance understanding and application. Early intervention regarding phonemic awareness is vital as it prevents reading difficulties and enhances reading outcomes [17]. If teachers recognize and address gaps in phonemic awareness early, it would help alleviate challenges and serve as the cornerstone in learners' reading success. Phonemic awareness in the classroom must be taught directly and in varying groups, since it is valuable to all learners [18]. While phoneme segmenting, phoneme manipulation, and phoneme isolation are valuable components of phonemic awareness, a balanced approach that includes innovative and interactive instructional methods may be more effective in nurturing literacy development. Explicit instruction is necessary due to the

coarticulated nature of speech [19]. Without direct teaching methods, the development of phonemic awareness may be hindered, indicating that mere recognition of these components might not suffice for effective literacy acquisition.

Table 4. Summary Table of Grade 1 learners' Phonemic Awareness

Indicators	Weighted Mean	Categorical Response	Verbal Interpretation
Phoneme Segmenting	3.98	Agree	High
Phoneme Manipulation	3.86	Agree	High
Phoneme Isolation	3.90	Agree	High
Overall Weighted Mean	3.91	Agree	High

The data presented in Table 5 shows that Grade 1 Learners got an overall mean of 3.90 as the respondents agreed with the indicators of the Grade 1 Learners' awareness in terms of onset and rime. This implied that the respondents recognized a high level of skill in Grade 1 learners in terms of onset and rime. The Grade 1 learners were able to identify the vowels, consonants and the rest of the sounds within words but some of the skills were perceived to need development. The findings suggest that while Grade 1 learners show a good understanding of onset and rime, there is room for improvement in their ability to integrate these skills into the broader context of reading whole words and recognizing word families. Instructional interventions should focus on strengthening these weaker areas. Activities that emphasize blending and segmenting sounds to form words as these are the skills that are necessary for learning to read and spell and activities and games of it can help learners to develop phonological awareness as well as explicit instruction on phonics word families, could be particularly beneficial as it could greatly and quickly expand pupils' vocabulary in both spelling and word recognition [20].

Table 5. Level of Grade 1 Learners' Phonological Awareness in terms of Onset and Rime

Indicators	Weighted Mean	Categorical Response	Verbal Interpretation
1. The learner can identify the beginning sound in a word.	4.09	Agree	High
2. The learner can easily identify the vowels in a word.	3.91	Agree	High
3. The learner can easily identify the consonants in a word.	3.96	Agree	High
4. The learner can read the beginning and the rest of the word.	3.70	Agree	High
5. The learner can easily identify the phonics word families.	3.83	Agree	High
Overall Weighted Mean	3.90	Agree	High

From the data shown in Table 6, depicted that Grade 1 learners had an overall mean of 3.88, as respondents agreed with the indicators of Grade 1 learners' awareness in terms of word awareness. This implies respondents recognized a high level of skill in Grade 1 learners in terms of word awareness. The Grade 1 learners understood that sentences are composed of words and sounds, but some skills were perceived as needing improvement. Developing this skill and teaching instructions is crucial. This skill is essential for reading and writing fluency, and its relationship with overall literacy proficiency suggests further investigation [21]. The difference between proficient word recognition and weaker sentence construction aligns with highlighting the foundational role of phonological awareness in literacy development. While students possess strong foundational skills, their difficulty with sentence construction suggests a gap in applying phonological understanding to sentence structure [22]. Therefore, instruction should prioritize sentence construction exercises, focusing on word order, grammar, and the meaning relationships between words in a sentence. This approach influences existing strengths to foster advanced linguistic skills.

Table 6. Phonological Awareness in terms of Word Awareness

Indicators	Weighted Mean	Categorical Response	Verbal Interpretation
1. The learner can identify the first and last sounds in a word.	3.91	Agree	High
2. The learner can tell how many words are in a sentence.	4.00	Agree	High
3. The learner can find words that start with the same sound.	3.87	Agree	High
4. The learner can put words together to make a sentence.	3.74	Agree	High
5. The learner can easily tell the difference between long words and short words.	3.87	Agree	High
Overall Weighted Mean	3.88	Agree	High

The composite table presented in Table 7 reflects that phonological awareness had a general mean of 3.89, interpreted as agreement. The higher ranking of onset and rime and word awareness indicates a high level of awareness among Grade 1 learners. The minimal variation in ranking signifies that both skills are recognized as important and play a crucial role in phonological awareness. Developing onset and rime and word awareness is vital for reading development. Teaching instructions must be developed to improve this skill, affirming that learners with good phonological awareness are distinguished to become good readers [23], while those with poor awareness often struggle in reading. Practice activities must be part of core instruction to further develop learners' awareness [24].

Table 7. Summary Table of Grade 1 Learners' Phonological Awareness

Indicators	Weighted Mean	Categorical Response	Verbal Interpretation
Onset and rime	3.90	Agree	High
Word Awareness	3.88	Agree	High
Overall Weighted Mean	3.89	Agree	High

From the data shown in Table 8, Grade 1 learners showed strong skills in using resonance in their speech, which obtained an overall mean of 4.10. This implied that the respondents recognized a high level of skill in Grade 1 learners in terms of resonance. These show that the teaching methods are working well. But, to help students even more, teachers could focus on exercises that improve breathing, voice projection, and using all parts of their body together to make better sounds. More research could show which teaching methods work best for improving each part of resonance, as noted on how important it is to use all parts of the body together for good resonance and clear speech [25].

Table 8. Level of and Articulation Grade 1 learners' Speech Sound Skills in terms of Resonance

Indicators	Weighted Mean	Categorical Response	Verbal Interpretation
1. The learner can make a buzzing sound like a bee.	4.17	Agree	High
2. When the learner speaks zzz, he/she can feel the vibrations in his/her throat.	4.09	Agree	High
3. When the learner says /mmm/, he/she can feel the vibrations in his/her nose.	4.09	Agree	High
4. The learner can tell if the sound /b/ or /p/ is stronger.	4.09	Agree	High
5. The learner can make a sound that is loud and strong.	4.04	Agree	High
Overall Weighted Mean	4.10	Agree	High

It can be gleaned in Table 9 that Grade 1 learners had an overall mean of 3.94, as respondents agreed on the articulation indicators. Specifically, respondents agreed that Grade 1 learners exhibit awareness of articulation. The highest mean was for saying their name clearly and being understood (4.00), followed by clearly sounding out words and pronouncing them properly when reading (3.91), and speaking slowly and clearly (3.87). This implies respondents recognized a high level of articulation skill in Grade 1 learners. The learners understood the importance of sounding out words properly, but some skills were perceived as needing improvement. Clear articulation results in understanding, preventing incomprehension and guaranteeing explicit conception [26], which is important for Grade 1 learners to enhance communication skills and become fluent readers. However, affected motor functions can lead to challenges in producing intelligible sounds [27]. Therefore, developing a shared vocabulary in articulation with learners should include explaining how each sound is made for each sound-letter correspondence. Oral language systems have value and require time to acquire through direct instruction [28], enabling early intervention for articulation challenges.

Table 9. Speech Sound Skills in terms of Articulation

Indicators	Weighted Mean	Categorical Response	Verbal Interpretation
1. The learner can clearly sound out words.	3.91	Agree	High
2. People usually understand the learner when he/she speaks.	4.00	Agree	High
3. The learner can pronounce the words properly when he/she reads.	3.91	Agree	High
4. The learner can speak slowly and carefully.	3.87	Agree	High
5. The learner can say his/her name clearly.	4.00	Agree	High
Overall Weighted Mean	3.94	Agree	High

The composite table presented in Table 10 revealed that Grade 1 learners' speech sound skills had a general mean of 4.02, indicating agreement on aspects like resonance and articulation. The close scores suggest both aspects are valued, but resonance has a slightly stronger influence, possibly because it is more emphasized or easily observed in speech sound production, as shown by its contribution to speech clarity and vocal quality [29]. This contrasts with articulation's role in intelligibility, which argues that precise articulation is crucial for listener comprehension, regardless of resonance [30]. While the study suggests resonance is more salient, the conflicting perspectives highlight the need for a balanced approach to speech training that emphasizes both resonance and articulation.

Table 10. Summary Table of Grade 1 learners' the Speech Sound Skills

Indicators	Weighted Mean	Categorical Response	Verbal Interpretation
Resonance	4.10	Agree	High
Articulation	3.94	Agree	High
Overall Weighted Mean	4.02	Agree	High

From the data shown in Table 11, revealed a strong positive correlation between phonemic and phonological awareness in Grade 1 learners. Significant correlations were found between segmenting and onset and rime (r=.583), word awareness (r=.540), and phonological awareness (r=.586, p=.003). Manipulation also correlated significantly with onset and rime (r=.630), word awareness (r=.420), and phonological awareness (r=.553). Isolation showed significant correlations with onset-rime skills (r=.737), word awareness (r=.546), and phonological awareness (r=.674). Phonemic awareness also had a significant correlation with onset and rime skills (r=.693), word awareness (r=.530), and phonological awareness (r=.642). All p-values were below .05, confirming a significant relationship between the variables. The study indicates a positive association between phonemic awareness (segmenting, manipulation, isolation) and phonological awareness (onset-rime and word awareness) among Grade 1

learners. This aligns with the crucial role of phonological and phonemic awareness in reading acquisition, as these skills are foundational for reading, word learning, and understanding sound-spelling relationships [31]. Learning A-Z states that strong phonological and phonemic awareness facilitates fluent reading by strengthening the connection between sounds and letters, supporting the understanding of the alphabetic principle [32]. Conversely, weak phonemic awareness hinders phonics mastery, negatively impacting reading fluency [33]. The current study's results underscore the importance of developing these skills for early reading success. Early intervention targeting phonemic and phonological awareness can significantly mitigate later reading difficulties. Future research could explore the long-term effects of enhanced phonemic and phonological awareness training on reading achievement across grade levels.

Table 11. Significant Relationship Between Phonemic and Phonological Awareness

Phonemic Awareness	Variables	r-value	p-value	Ho	VI
Segmenting	Onset and rime	.583	.004	R	S
	Word awareness	.540	.008	R	S
	Phonological Awareness	.586	.003	R	S
Manipulation	Onset and rime	.630	.001	R	S
	Word Awareness	.420	.046	R	S
	Phonological Awareness	.553	.006	R	S
Isolation	Onset and rime	.737	.000	R	S
	Word awareness	.546	.007	R	S
	Phonological Awareness	.674	.001	R	S
Phonemic Awareness	Onset and rime	.693	.000	R	S
	Word awareness	.530	.009	R	S
	Phonological Awareness	.642	.001	R	S

Legend: R - Reject. S - Significant

The data rendered in Table 12 shows a strong positive correlation between phonemic awareness and speech sound skills in Grade 1 learners. Significant relationships were found between phoneme segmenting and resonance (r=.470), articulation (r=.461), and speech sound skills (r=.479); phoneme isolation and resonance (r=.541), articulation (r=.419), and speech sound skills (r=.498); as well as between phonemic awareness and resonance (r=.477). Most p-values were below .05, supporting the hypothesis of a significant relationship between phonemic awareness (segmenting, isolation) and speech sound skills, especially resonance and articulation. The non-significant correlation between phoneme manipulation and resonance, articulation, speech sound skills, and phonemic awareness and articulation warrants further study. This aligns with existing research emphasizing the link between phonemic awareness and reading fluency [34]. The strong correlation between phonemic awareness and resonance highlights its importance as a foundation for speech production. The correlation between phoneme isolation and resonance and articulation suggests that producing phonemes involves coordinated oral movements, which can make developing phonemic awareness more complex. The non-significant correlation between phoneme manipulation and resonance, articulation, speech sound skills, and phonemic awareness and articulation, while not statistically significant, is consistent that these skills are complex and may challenge some learners [35].

Table 12. Relationship Between Phonemic Awareness and Speech Sounds Skills

Phonemic Awareness	Variables	r-value	p-value	Ho	VI
Segmenting	Resonance	.470	.024	R	S
	Articulation	.461	.027	R	S
	Speech Sounds Skills	.479	.021	R	S
Manipulation	Resonance	.350	.101	FR	NS
	Articulation	.287	.185	FR	NS
	Speech Sounds Skills	.330	.124	FR	NS
Isolation	Resonance	.541	.008	R	S
	Articulation	.419	.046	R	S
	Speech Sounds Skills	.498	.015	R	S
Phonemic Awareness	Resonance	.477	.021	R	S
	Articulation	.408	.053	FR	NS

Legend: R - Reject. S - Significant; FR - Failed to Reject: NS - Not Significant.

The data presented in Table 13 reveals a very strong positive relationship between phonological awareness and speech sound skills in Grade 1 learners. Specifically, word awareness showed extremely high correlations with resonance (r=.909), articulation (r=.905), and overall speech sound skills (r=.933). Similarly, phonological awareness correlated highly with resonance (r=.880), articulation (r=.888), and speech sound skills (r=.909). Even onset and rime demonstrated strong correlations with resonance (r=.785), articulation (r=.804), and speech sound skills (r=.817). All p-values were below .05, confirming a significant relationship and rejecting the null hypothesis. These findings indicate a strong positive association between higher levels of phonological awareness and improved performance in resonance and articulation, aligned on how phonological awareness is a critical component of speech processing and word construction models [36]. These models highlight the importance of explicit phonological representations in generating phonetic forms. The exceptionally strong r-values observed in this study further support the finding that difficulties in phonological awareness can contribute to speech sound disorders, impacting both the speaker's ability to self-correct and the listener's comprehension [37]. The strong correlations observed here reinforce the crucial link between phonological awareness and the development of clear and accurate speech.

Table 13. Relationship between Phonological Awareness and Speech Sound Skills

Phonemic Awareness	Variables	r-value	p-value	Ho	VI
Onset and rime	Resonance	.785	.000	R	S
	Articulation	.804	.000	R	S
	Speech Sounds Skills	.817	.000	R	S
Word Awareness	Resonance	.909	.000	R	S
	Articulation	.905	.000	R	S
	Speech Sounds Skills	.933	.000	R	S
Phonological Awareness	Resonance	.880	.000	R	S
	Articulation	.888	.000	R	S
	Speech Sounds Skills	.909	.000	R	S

Legend: R - Reject. S - Significant

III. CONCLUSION AND RECOMMENDATION

Grade 1 learners exhibit high levels of phonemic awareness in terms of phoneme segmenting, phoneme manipulation, and phoneme isolation; phonological awareness in terms of onset and rime and word awareness, and speech sound skills in terms of resonance and articulation. A significant correlation exists between phonemic and phonological awareness, phonemic awareness and speech sound skills, and phonological awareness and speech sound skills. However a decline was observed in the relationship between phoneme manipulation and resonance, articulation, and speech sound skills, and phonemic awareness and articulation. Hence, it is recommended for the teachers to refine instructional methods to improve phoneme manipulation skills and their connection to articulation and resonance, and improve supplementary instructional activities for phonemic and phonological awareness and speech sound skills; for parents to create accessible resources with practical strategies to support children's speech sound development at home; school administrators to offer ongoing professional development for teachers on effective phonemic and phonological awareness strategies, focusing on linking phoneme manipulation with other speech sound skills, and provide additional resources, and to the researchers to explore the reasons behind the decline in the relationship between phoneme manipulation and other speech sound skills, and phonemic awareness and articulation, and conduct studies considering using varied grade levels.

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