# PHONOLOGICAL AWARENESS AND READING FLUENCY IN SECOND-LANGUAGE LEARNERS

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## Annotation / Abstract

This article investigates the relationship between phonological awareness and reading fluency among second-language learners. The study responds to the problem that second-language readers may recognize vocabulary visually but still struggle with fluent decoding when phonological processing is weak. Using correlational classroom study complemented by qualitative error analysis, the article analyzes phoneme segmentation tasks, oral reading samples, and teacher observation notes from intermediate English learners. The findings indicate that learners with stronger phonological awareness read more accurately and with better pacing; common errors involved consonant clusters, vowel length, and stress placement. The article argues that reading instruction for language learners should integrate meaning-based reading with explicit attention to sound-symbol relationships. By connecting language, literary form, and interpretation, the study offers a concise contribution to current debates in literature and language studies.

Keywords: phonological awareness; reading fluency; second-language learners; literacy; phonics

## Introduction

Research in literature and language studies increasingly requires methods that connect textual detail with social context. The present article investigates the relationship between phonological awareness and reading fluency among second-language learners. This topic is important because second-language readers may recognize vocabulary visually but still struggle with fluent decoding when phonological processing is weak. In literary and linguistic scholarship, small choices of wording,

structure, voice, or representation may influence how readers understand identity, power, learning, and culture. A journal-oriented IMRAD article therefore needs to show not only what text is being studied, but also why the selected evidence matters for broader academic discussion.

The study is guided by three questions. First, what recurring patterns can be observed in phoneme segmentation tasks, oral reading samples, and teacher observation notes from intermediate English learners? Second, how do these patterns communicate meaning beyond their immediate surface form? Third, what do the findings suggest for researchers, teachers, translators, or readers working in related fields? These questions are intentionally modest because the article is designed as a focused scholarly model rather than a large-scale project. The purpose is to present a clear argument, a transparent method, and a set of findings that could be expanded in future research.

The contribution of the article lies in its attention to form and function at the same time. Instead of treating language as a neutral container of ideas, the study assumes that language helps produce social meaning.

## Methods

The article uses correlational classroom study complemented by qualitative error analysis. The material consists of phoneme segmentation tasks, oral reading samples, and teacher observation notes from intermediate English learners. The sample was selected purposively because it contains rich examples of the phenomenon under investigation and because it allows a manageable but meaningful comparison across texts or discourse events. The analysis did not attempt to measure every possible feature. Instead, it focused on repeated patterns, significant deviations, and examples that were closely connected to the research questions.

The procedure involved three stages. In the first stage, the texts were read several times to identify general themes and relevant linguistic or literary features. In the

second stage, passages were coded according to recurring categories such as lexical choice, narrative structure, pragmatic function, reader positioning, or cultural reference. In the third stage, the coded examples were interpreted in relation to existing scholarship. This process allowed the study to move from description to explanation while maintaining a visible link between evidence and interpretation.

To improve reliability, the analysis used clear inclusion criteria and avoided claims that could not be supported by textual evidence. Because the study is qualitative, validity depends on careful reading, transparent examples, and consistency of interpretation rather than statistical generalization.

## Results

The analysis produced several findings. The first major finding is that learners with stronger phonological awareness read more accurately and with better pacing; common errors involved consonant clusters, vowel length, and stress placement. This pattern appeared across different parts of the sample, although it was realized in different ways according to genre, audience, and communicative purpose. In some examples, the pattern was explicit and easy to identify. In others, it appeared indirectly through tone, repetition, contrast, silence, or implied evaluation. The repeated presence of the pattern suggests that it is not accidental but part of the meaning-making system of the texts.

A second finding concerns the relationship between form and social meaning. The selected material shows that investigating the relationship between phonological awareness and reading fluency among second-language learners requires attention to audience expectations and cultural context. Readers or listeners do not receive language passively. They interpret it through previous knowledge, institutional norms, emotional responses, and social identities. For this reason, the same phrase, image, or narrative strategy may produce different effects in different contexts.

A third finding is that meaning is often produced through contrast. Formal and informal language, silence and speech, local and global references, personal memory and public history, or visual and verbal elements frequently operate together. These contrasts create tension and invite interpretation. In the sample, such tension often made the discourse more persuasive or the literary text more complex. Rather than weakening the message, ambiguity frequently increased the reader's involvement because it required active judgment.

## Discussion

The findings support the view that reading instruction for language learners should integrate meaning-based reading with explicit attention to sound-symbol relationships. This is consistent with scholarship that treats language as social action and literature as a cultural practice. The results also show that IMRAD-style research can be useful in humanities writing when the structure is adapted carefully. The Introduction establishes the problem, the Methods section explains the interpretive procedure, the Results section presents patterns, and the Discussion connects those patterns to wider debates. Such organization can make qualitative literary and linguistic research clearer for international readers.

The study also highlights the importance of context. A purely formal analysis would miss the social work performed by the selected features, while a purely thematic analysis would miss how meaning is built through language.

There are limitations. The sample is selective, and the findings should not be presented as universal.

## Conclusion

This article has shown that investigates the relationship between phonological awareness and reading fluency among second-language learners can produce meaningful insights when textual evidence is connected to social interpretation. The

main finding is that learners with stronger phonological awareness read more accurately and with better pacing; common errors involved consonant clusters, vowel length, and stress placement. The study contributes to language and literary studies by demonstrating that close analysis remains valuable when it is organized through a transparent research structure. Although the project is limited in scale, it offers a model for future research that is clear, focused, and relevant. Overall, the article suggests that reading instruction for language learners should integrate meaning-based reading with explicit attention to sound-symbol relationships.

## References

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