ENHANCING PHONEMIC AWARENESS AMONG SIXTH-GRADE EFL STUDENTS USING ELSA

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Abstract - The present study aimed to investigate the effectiveness of ELSA in enhancing phonemic awareness among sixth-grade EFL students. A quasi-experimental design with a pre-test–post-test control group was employed. The participants were 79 students randomly assigned to two groups: an experimental group (n = 39) that learned through the ELSA application, and a control group (n = 40) that was taught using traditional methods. A phonemic awareness test covering three dimensions—vowels, consonants, and diphthongs—was developed, validated, and administered before and after the intervention. Data was analyzed using the t-test and eta-squared statistics. The findings revealed statistically significant differences between the post-test scores of the experimental and control groups across all three dimensions, favoring the experimental group. These results indicate the effectiveness of ELSA in enhancing phonemic awareness among sixth-grade EFL students.

Keywords - Artificial Intelligence, Phonemic Awareness, ELSA Artificial Intelligence Application, EFL.