

THE UNIVERSITY OF EXETER

The Development of Phonological Assessment Battery (PhAB) in Malay: Validity, Reliability and Standardisation

Paper One: The development of Phonological Assessment Battery (PhAB) in Malay

Paper Two: The test of validity and reliability of the modified PhAB and the standardisation to Brunei-Malay children

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Abbreviations and Definitions

L1	Brunei Malay Language & Standard Malay
LAMP	Literacy and Monitoring Programme
MPhAB	Modified Phonological Assessment Battery
PA	Phonological Awareness
PhAB	Phonological Assessment Battery
SPN21	The National Education System for 21 st Century
TEP	Trainee Educational Psychologist
EP	Educational Psychologist
TIARA	The Integrated Approach to Reading Acquisition

Abstract

Many studies in the literature have shown the importance of phonological skills in the development of literacy, particularly in reading. The literacy difficulties evident in both languages; Standard Malay and English, is a concern in schools which requires systematic and appropriate assessment to identify children with poor phonological skills. In this study, the Phonological Assessment Battery (PhAB) was analysed to determine the extent it can be used with Malay speakers. It was developed, validated and tested for its reliability for the purpose of assessing phonological awareness. The modification of PhAB consisted of seven subtests translated to standard Malay (L2): Alliteration, Naming Speed, Rhyme, Spoonerisms, Fluency, Non-word Reading and Supplementary Alliteration. The three types of validity used in this study found that the modified PhAB is a valid tool to measure phonological awareness. The test-retest reliability showed that the modified PhAB is a useful tool for teachers and psychologists in Brunei and other countries where Malay is spoken. The MPhAB provides a basis for future intervention to improve reading difficulties amongst Bruneian children.