An innovative way to teach ESL children phonics

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Let’s move!

Shake, shake, shake,
Shake, shake, shake,
Shake, shake, shake,
Shake, shake, shake,
Shake your body,
Shake your body,
Shake your body,
Everybody!
• What is phonics?

• Why phonics?

• Why can’t you just teach phonics on its own?

• What are the characteristics of our new phonics series, *Get Set, Go! Phonics*?

You will get the answers to all the questions in this sharing session!
What is Phonics?

• Phonics instruction: Literacy teaching approaches that emphasize the relationship between letters and sounds

• The opposite to the Whole Language Approach
Let’s visualize

Skill-based

Phonics Instruction

Systematic

Analytic

Synthetic

Unsystematic

Meaning-based

Whole Language

/b/

Get Set. Go! PHONICS
Let’s read

• Systematic phonics instruction: The teaching of letter-sound relationships in an explicit, organized and sequenced fashion.

➢ Analytic phonics: inferring sound-symbol relationships from sets of words that share the same letters and sounds, e.g. pet, park, push, pen; hat, rat, fat

➢ Synthetic phonics: sounding out and blending

(Ehri et al., 2001)
Let’s experience: Analytic phonics

Unit 1
-at

1. Carol Cat is scared.

2. She sees a moving hat.

3. It is a fat rat!
Let’s experience: Synthetic phonics

**blending**

\[ c + \text{at} = \text{cat} \]

/\text{c}, /\text{at}/.../\text{c}-/\text{at}/, \text{cat}
Why Phonics?

- Children have differential access to world knowledge.
- Phonics promotes equity by developing children’s self-learning ability.
Effectiveness of different literacy instructions

<table>
<thead>
<tr>
<th>Scholars</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chall (1967)</td>
<td>Code-emphasis approaches (i.e. phonics and onset-rhyme) enable children to make faster progress than meaning-emphasis approaches</td>
</tr>
<tr>
<td>Ehri et al. (2001)</td>
<td>Systematic phonics instruction helped children learn to read better than all forms of control group instruction</td>
</tr>
<tr>
<td>Camilli et al. (2003)</td>
<td>Similar to Ehri et al.</td>
</tr>
<tr>
<td>Torgerson, Brooks &amp; Hall (2006)</td>
<td>Systematic phonics teaching within a broad literacy curriculum was associated with better progress in reading accuracy (for both normal and at-risk children)</td>
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</tbody>
</table>
Why is systematic phonics instruction within a broad literacy curriculum important?
What promotes self-learning?

Listening comprehension $\times$ decoding

$= \text{reading comprehension}$

(HOOVER & GOUGH, 1990)

Children with better oral vocabulary skills have better listening comprehension skills!
Conceptualization of a new phonics programme suitable for Asian children
(1) Because in Asia children learn to read earlier than their peers from the UK...

We need a different solution!
• We cannot start with the letter s...
• We do not teach children to blend three sounds together to form a word.

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Phonics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 + 5</td>
<td>c + at</td>
</tr>
<tr>
<td>1 + 5 + 3</td>
<td>c + a + t</td>
</tr>
</tbody>
</table>
(2) Teach the prerequisite skills to phonics

What are these skills?
Phonological Awareness

Sound recognition:
- onset/beginning sound (首音)
- rhyme (尾韻)

1 syllable (音節)

Sound manipulation:
- d + ad →dad (Blending) → dad → d + ad (Segmenting)
Oral Vocabulary

Phonics

- helps children remember certain sound patterns in context (i.e., PA)
- helps children learn subsequently the target sound-letter correspondences

Ziegler & Goswami (2005)
(3) Since PA is important, we need to...

...structure the learning sequence based on what we know about children’s PA development!
Sound recognition

- PA develops from an awareness of **bigger to smaller** linguistic units.

whole words ➔ syllables ➔ onsets & rhymes ➔ phonemes
within words (beginning sounds) (individual sounds)

Ziegler & Goswami (2005)
Sound manipulation

blending (拼合)
blend sounds into words

\[ v + \text{an} \rightarrow \text{van} \]

segmenting (分拆)
break words into sounds

\[ \text{van} \rightarrow v + \text{an} \]

Ziegler & Goswami (2005)
(4) Dealing with the exceptions in English

• Reduce the number of exceptional cases by teaching rhyme families!
Why rhyme families?

Goswami, 1991; Treiman & Kessler, 1995
(5) Teach the children using familiar strategies

- Stories
- Songs
- Games
- Total Physical Response (TPR)
The birth of a new framework
Oxford 5 Steps towards Successful Phonics Teaching

1. Separate words into syllables, build awareness of syllables and sounds
2. Recognize rhymes and onsets
3. Blend onsets and rhymes to form words
4. Segment words into onsets and rhymes
5. Associate sounds with the written forms of letters

K1
K2
K3
Instructions

**K1**
- Listen to the Story
  - Chant and Move
  - Listen to the Words

**K2**
- Listen to the Story
  - Chant and Move
  - Sing and Move
  - Listen to the Words
  - Spot the Rhyme
  - Blend the Sounds

**K3**
- Listen to the Story
  - Chant and Move
  - Sing and Move
  - Listen to the Words
  - Blend the Sounds
  - Segment the Words
Let us demonstrate
K1: focus on Step 1

1. Separate words into syllables, build awareness of syllables and sounds
2. Recognize rhymes and onsets
3. Blend onsets and rhymes to form words
4. Segment words into onsets and rhymes
5. Associate sounds with the written forms of letters

phonics learning

phonological awareness (PA)
Teaching Flow

K1

Listen to the Story

Chant and Move

Listen to the Words
K1 (Book 1, Letter Aa)

Listen to the Story

A a A a

Imagine an alligator wearing a crown and sitting at a table with a tea set, enjoying afternoon tea under the sun.
Anna Alligator

This is Anna,

Anna Alligator.

She can act, act, act.
Magic Cover for
K2: Focus on Steps 2 and 3

1. Separate words into syllables, build awareness of syllables and sounds

2. Recognize rhymes and onsets

3. Blend onsets and rhymes to form words

4. Segment words into onsets and rhymes

5. Associate sounds with the written forms of letters
Teaching Flow

K2

Listen to the Story

Chant and Move

Sing and Move

Listen to the Words

Spot the Rhyme

Blend the Sounds
Carol Cat is scared.

She sees a moving hat.

It is a fat rat!
A cat and a rat

A fat rat is in a big hat.
Carol Cat is scared of the rat.
Rats, rats, I don’t like rats.
Listen to the Words

Magic Cover for

K2 (Book 3, Unit 1)
Blending

c  +  at  =  cat

/cl/, /at/.../cl-/at/, cat
Segmenting

\[ \text{cat} = c + \text{at} \]

/\text{c}/ \quad /\text{at}/
Let's be creative

Do you know what rhymes with cat?
Yes, I know. Yes, I know.
It rhymes with rat,
Also with hat,
Also with fat.

(Do you know the Muffin Man?)
This Is Fun!

Run, run, run in the sun.

Run, run and eat a bun.

Fun, fun, this is fun!

Fun, fun, this is fun!
Word Card
Book 3, Unit 1 -at

cat
Word Card

fat

© Oxford University Press
hat
Word Card

1 Book 3, Unit 1 -at

rat
Conclusions
References


Q & A

Further enquiry to Oxford University Press:
hktitle.enquiry@oup.com